KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT GOVERNING BOARD MEETING

June 12, 2023

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. LCAP Local Indicators
- 7. Chief Business Official's Report
- 8. Board Member Reports
- 9. First Reading: Board Policies/Administrative Regulations/Exhibits
 - 9.1. Revised AR 1230: School-Connected Organizations
 - 9.2. Revised BP 3555: Nutrition Program Compliance
 - 9.3. Revised BP 6177: Summer Learning Programs

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 May 30, 2023 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 Request to Surplus Equipment
 - 10.6. Consider Approval of Fresno County Superintendent of Schools Mail and Delivery Agreement for 2023-2024
 - 10.7. Consider Approval of Authorized Signature, Authorization to Pick up Accounts Payable, and Mailing Permits
 - 10.8. Consider Approval of Renewal Quote from School Pathways for Central Valley Home School
 - 10.9. Consider Approval of School Plans for Student Achievement (SPSAs) for Title I Schools
 - 10.9.1. Washington School
 - 10.9.2. Roosevelt School
 - 10.9.3. Lincoln School
 - 10.9.4. Reagan Elementary
 - 10.9.5. Central Valley Home School
 - 10.9.6. Island Community Day School

BUSINESS SERVICES

- 11. Consider Approval of Local Control Accountability Plan (LCAP)
 - 11.1. Local Control Accountability Plan
 - 11.2. LCAP Federal Addendum
- 12. Consider Adoption of Proposed 2023-2024 Budget
- 13. Consider Adoption of Resolution No. 23-11 to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies
- 14. Consider Approval of Proposal from Sequoia Construction for Bark Removal at the Washington Preschool
- 15. Consider Approval of Proposal from Sequoia Construction for IT Office Renovation

CURRICULUM & INSTRUCTION

- 16. Consider Approval of Revised EL Master Plan
- 17. Consider Approval of Agreement with City of Kingsburg and KECSD for a School Resource Officer
- 18. Consider Approval of Purchase from Gottschalks Music Center for Instruments
- 19. Consider Approval of Quote from California Teaching Fellows for Washington Elementary
- 20. Consider Approval of Quote from California Teaching Fellows for the Extended Learning Opportunities Program

21. Consider Approval of Client Service Agreement with Instructional Coaching Group for Academic Coach and Principal Professional Development

HUMAN RESOURCES

- 22. Consider Approval of Student Teacher Agreement Between Grand Canyon University and KECSD
- 23. Consider Approval of Contract Renewal with Frontline Education for Personnel and Payroll Software Systems
- 24. Consider Approval of One-Time, Off Schedule, 3% of Base Salary Pay Incentive for Classified, Certificated, and Management Employees Who Finished a 2022-2023 Contract
- 25. Consider Approval of Revised 2023-2024 Certificated Management Salary Schedule to Include Community Schools Coordinator
- 26. Consider Approval of CTC Variable Term Waiver, Bibiana Ruiz, Speech/Language Pathologist, K-8-Employment is Based on Waiver

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.

- 27. Public Comment on Agendized and Non-Agendized Items
- 28. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Monday, July 31, 2023, 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."

- 29. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
- 30. Anticipated Litigation (Government Code Section 54956.9(b))
- 31. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
 - 31.1. The Governing Board Will Meet in Closed Session to Consider Student Expulsion Recommendations per California Education Codes 48916, 49073-49079
 - 31.1.1. Case No. 23-22
 - 31.1.2. Case No. 23-23

- 32. Public Employee Employment
 - 32.1. Certificated Personnel
 - 32.1.1. Consider Acceptance of Resignation: TK Teacher, Washington School
 - 32.1.2. Consider Approval of Request to Hire: 6th Grade Teacher, Reagan Elementary School
 - 32.2. Classified Personnel
 - 32.2.1. Consider Acceptance of Resignation: Paraprofessional- Categorical, Reagan Elementary School
 - 32.2.2. Consider Acceptance of Resignation: Paraprofessional- RSP, Washington School
 - 32.2.3. Consider Approval of Request to Hire: Paraprofessional- Categorical, Washington School
 - 32.2.4. Consider Approval of Request to Hire: Paraprofessional- Categorical, Washington School
 - 32.2.5. Consider Approval of Request to Hire: Paraprofessional- EL, Reagan Elementary School
 - 32.2.6. Consider Approval of Request to Hire: Cafeteria Helper, Rafer Johnson Jr. High
 - 32.2.7. Consider Approval of Request to Hire: Paraprofessional- RSP, Washington School
 - 32.2.8. Consider Approval of Request to Hire: Paraprofessional- RSP, Special Education
 - 32.2.9. Consider Approval of Request to Hire: Paraprofessional- RSP, Special Education
 - 32.2.10. Consider Approval of Request to Hire: Paraprofessional- RSP, Special Education
 - 32.2.11. Consider Approval of Request to Hire: Paraprofessional- EL, Reagan Elementary School
- 33. Pupil Personnel
 - 33.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
 - 33.1.1. Consider Approval of 2023-24 New Attendance Requests Site-Based Program
 - 33.1.2. Consider Approval of 2023-24 New Attendance Requests Central Valley Home School
 - 33.1.3. Consider Approval of 2023-24 Renewal Attendance Requests Site-Based Program
 - 33.1.4. Consider Approval of 2023-24 Renewal Attendance Requests Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

- 34. Report of Actions Taken in Closed Session
- 35. Adjourn

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 Indicators
2.	Agenda Item Category:
	Consent Agenda
	Action Item
	✓ Presentation
	Public Hearing
	Closed Session
3.	Submitted By: Matt Stovall
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 Local Control and Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP to ensure
	that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every
	Succeeds Act (ESSA). Due to Reagan Elementary qualifying for Additional Targeted Support and Improvement (ATSI),
	our LCAP Federal Addendum needed to be updated to reflect this change.
6.	Financial Impact:
7.	Funding Source:
Q	District Goals This Item Will Meet:
0.	7.0
	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

Local Indicator Report

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

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

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
 - 2022-2023 Misassigned Teachers of EL = 0% Total Teacher
 Misassigned = 4 full time teachers who are on a Short Term Staff Permit
 (STSP), 1 half time teacher (0.5 FTE) that is on a Provisional Internship
 Permits (PIP), and 1 full time Speech/Language Pathologist on a
 Variable Term Waiver. Vacant Teacher Positions = 0
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
 - 0 None
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)
 - 0 None

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified

below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

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

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

Other Adopted Academic Standards

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

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

Academic Standards	1	2	3	4	5
Career Technical Education				х	
Health Education Content Standards				Х	
Physical Education Model Content Standards				Х	
Visual and Performing Arts				×	
World Language	NA	NA	NA	NA	NA

Support for Teachers and Administrators

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

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

Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

- Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 Exploration and Research
 - 2 Beginning Development
 - 3 Initial Implementation
 - 4 Full Implementation
 - 5 Full Implementation and Sustainability
- 4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
- 5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.
 - Based on input from the local school and district climate and culture survey for parents and students, data indicates the majority of students (more than 76%) had positive responses in that they felt safe at school.
- 2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The district has planned additional opportunities for families to engage with the school community. Some of the planned events include, but are not limited to: Title I Night, KHS Educational Night, Drug Awareness Night, Food Services Tasting Event, Bilingual Night, Santa Lucia Parade and the Swedish Festival.

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

Kingsburg Elementary Charter School District parents, students and staff work together as a team to make academic success possible. The Kingsburg Elementary Charter School District believes effective communication is at the heart of educating our students and is key to parent involvement. KECSD prides itself on the strong relationships it has with students and their families and their participation in school events and activities. KECSD communicates with the school community in a variety of ways. There is a wealth of information for families located on our district website. There you will find information regarding the district and individual school sites, as well as links to many resources. Annual parent-teacher conferences provide teachers with a great opportunity to build relationships with parents/guardians and clearly communicate the student's progress in school, as well as learn more about each student. The district values the time spent collaborating with families and has dedicated one week for conferences. Students observe a minimum day schedule and teachers are expected to meet with 100% of its families. Additional parent conferences are scheduled and based on student needs. Every parent receives a progress report on their student for each mid-trimester or quarter, depending on the grade level of the student, and report cards are issued every trimester or quarter. The district has developed additional supports for students with additional needs, as recommended by the various surveys, task groups, and parent advisor groups to support students with exceptional needs, in foster care, linguistically diverse, and those experiencing homelessness. School/Community Liaisons help monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, social-emotional learning, and behavioral supports. Also, we have partnered with Fresno State's Parent University to provide parenting classes for all our parents. We recognized a group of them that completed their class at a board meeting. We plan on continuing these classes again for the next school year.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Assessments are developed to measure proficiency towards grade level standards. The rigor of assessments will meet the criteria set forth during instruction. Teachers

will work with the local county office of education to use assessments as meaningful sources of information, helping teachers to identify individual student needs and strengths, as well as a system to help teachers identify good first instruction and the best practices used to assess learning. This method includes assessments such as selected responses, essays and performance tasks.

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

Teachers in grades TK-8 participated in a series of math professional development facilitated by members of the Fresno County Superintendent of Schools Office. The training focused on the new proposed math framework. In addition, the county office provided in-class coaching for teachers. The district also employs five academic coaches who serve as part of the District's Academic Leadership Team, who also provided ongoing professional development for teachers, staff, and administration in math, ELA, ELD, technology and other areas, as needed. The district will continue to work with our local county office and other professionals who are experts in their fields to improve staff's knowledge and skills in order to facilitate individual school-wide and district-wide improvements for the purpose of increased student achievement.

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

The district will work with school sites to ensure each school is a welcoming and safe environment for all students, families, and staff and that the school is perceived as a place where all families are welcome and valued. Staff will continue to be trained and have discussions on how and why building relationships are important and that students need to have a trusted adult at school who is approachable, friendly, and receptive to concerns. We will work towards increased communication and collaboration with families, as well as gaining a better understanding of accepting and respecting cultural differences and values and how various factors influence interpersonal dynamics and experiences that impact learning.

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

The district works with all members of the school community, including the Governing Board, to reflect on data that impacts learning. Site administrators meet with their staff and parent groups, and the district meets with groups such as the District English Learner Advisory Committee, Parent Advisory

Committee, and the district meets every other week with the district leadership teams. These meetings are well attended. Discussions are focused on student achievement and meetings often resemble professional learning communities. Each year, during the spring, our local county office of education meets with the district to reflect on professional development that took place during the year and provides input on plans for the new school year. These annual meetings include the directors of each content area, in the department of curriculum and instruction. Parents also have the opportunity to share input through the district's annual survey, and certificated staff members participate in an anonymous survey, with the expectation that 100% of the staff will participate.

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

The district will strive to be more authentic and intentional when fostering a welcoming, inclusive environment where families see reflections of themselves. As a district we will champion relationship building through collaboration and communication. We will work toward being more culturally responsive and be mindful of deep-rooted cultural values that may show up in our schools, such as culturally relevant dates and holidays, and avoid scheduling important events and meetings on these days.

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

The Kingsburg Elementary Charter School District is committed to establishing a true partnership with all facets of the school community. KECSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. KECSD is proud and pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the district include School Site Council, English Language Advisory Committee, District English Learner Advisory Committee, and LCAP Parent Advisory Committee. Other parent/family groups include, but are not limited to music and drama booster clubs and parent-teacher organizations.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- 1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
 - a. 402 of our Reagan School students (Grades 4-6) took the annual school culture survey. 75.3% of these students responded that they liked school. 88.5% of the students responded that their teacher always wants them to do well. 75.7% of the students responded that they feel safe at school.
 - b. 385 of our Rafer Johnson Junior High students (Grades 7 & 8) took the annual school culture survey. 78.4% of the students responded that they feel safe at school. 375 of the students responded that their teachers encouraged them to do their best. 303 of the students responded that they get along well with the other students at school.
- 2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
 - a. Overall the data reflects that our students overwhelmingly feel safe and connected to other students and staff at school. There is still room for improvement to continue to help our students continue to feel safe at school, and also a need for a segment of our students to feel connected to other students and the staff at each of our schools.
- 3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?
 - a. Over the past few years we have added behavior support providers to help our students that are needing additional emotional and behavior support. We plan to continue to support this area of need with our students. Also, we are adding additional academic intervention teachers and paraprofessionals, to help our students that are needing additional academic support in a smaller setting. This should help students connect with students and staff while receiving the additional support they are

needing.

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

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

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

The Kingsburg Elementary Charter School District tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs.

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

All students in the Kingsburg Elementary Charter School District have access to and are enrolled in a broad course of study. The district's grade level configuration is very unique. Each individual school site is made up of a particular grade level or grade span. All students in grades TK-K attend Washington School. All of the district's first grade students attend Roosevelt School. Students in grades second through third, attend Lincoln School. Students in grades four through eight attend Reagan School and students in seventh and eighth grade attend Rafer Johnson Junior High School. Teachers at each grade level work with their site leadership team to develop a pacing guide for each subject, specific to their grade level and the students they serve. This helps to ensure all students receive a broad course of study.

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

At this time, all students have access to a broad course of study. No discrepancies have been noted.

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

The site and district leadership team periodically analyze teacher and master schedules. When a discrepancy is noted, the site administrator is immediately notified. The district works with the site administrator to correct the problem and make sure this problem does not occur again.

POLICY GUIDE SHEET June 12, 2023

Administrative Regulation 1230 – School-Connected Organizations

Policy updated to CSBA recommendation. The only change was adding of "Each school connection organization shall abide by the following rules..".

Board Policy 3555 - Nutrition Program Compliance

Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of Bostock v. Clayton County to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.

Board Policy 6177 - Summer Learning Programs

Policy updated to clarify that summer learning programs are part of the Expanded Learning Opportunities (ELO) Program and to reflect the requirements of the ELO programs to offer access to specified students, as provided in **NEW LAW (AB 181 and 185, 2022)**. Policy also updated to reference **NEW GUIDANCE** from the California Department of Education which clarifies that districts are prohibited from charging fees for summer school.

Printed: 06/07/2023 12:36 PM

Status: DRAFT

Regulation 1230: School-Connected Organizations

| Last Revised Date: 02/21/2012

A school-connected organization's request for authorization to operate within the district or at a district school shall contain, as appropriate:

- 1. The name and purpose of the organization
- 2. The date of application
- 3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination
- 4. The names, addresses, and phone numbers of all officers
- 5. A list of specific objectives
- 6. An agreement to grant the district the right to audit the group's financial records, either by district personnel or a certified public accountant, whenever any concern is raised regarding the use of the funds
- 7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds
- 8. The signature of the principal of the supporting school
- 9. Planned use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future
- 10. An agreement to provide evidence of liability and/or directors and officers insurance when and in the manner required by law

Requests for subsequent authorization shall be annually submitted to the Superintendent or designee, along with a financial statement showing all income and expenditures from fundraisers. If the Superintendent or designee proposes to deny the request for reauthorization, he/she shall present his/her recommendation to the Governing Board for approval.

When deemed necessary by the Board or the Superintendent or designee, the authorization for a school-connected organization to conduct activities in the district may be revoked at any time.

Each school-connected organization shall abide by the following rules:

- 1. The organization shall not act as an agent of the district or school.
- The organization shall not use the district's tax-exempt status and identification number. It shall be responsible for its own tax status, accounting, internal controls, financial reporting, retention of records, and other operations.
- 3. The organization shall use a separate name and logo. Any use of a name or logo affiliated with the district, a district school, or a school team shall require the prior consent of the Superintendent or designee.
- 4. Funds of the school-connected organization shall not be co-mingled with district funds, including associated student body funds.
- 5. The organization shall not hire or directly pay any district employee. If a school-connected organization wishes to pay for additional and/or extracurricular services, the person to provide the services shall be hired through the district's personnel department, provided the Board approves the position. At their discretion, employees may volunteer to perform activities for school-connected organizations during nonworking hours.

Board Policy Manual Kingsburg Elementary Charter School District

Status: DRAFT

Policy 3555: Nutrition Program Compliance

Original Adopted Date: 10/18/2010 | Last Revised Date: 10/12/2020

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate on any basis prohibited by law.

Compliance Coordinator

The Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, to ensure compliance with the laws governing the district's nutrition programs.

The responsibilities of the compliance coordinator include, but are not limited to:

- 1. Providing the name of the compliance coordinator, the Section 504 coordinator, and Title IX coordinator, if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties
- Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff
 - The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.
- 3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs
- 4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants
- 5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below
- 6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
- 7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities
- 8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet
- 9. Implementing procedures to process and resolve civil rights complaints, including alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability, and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary
- 10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster, or a substitute poster approved by USDA's Food and Nutrition Service, is displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

The compliance coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs, including program requirements and program availability. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be filed anonymously or by a third party.

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, in a prominent location, the most current version of the nondiscrimination statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district.

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, menus, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at any of the following: (5 CCR 15582)

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

Phone: (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish)

Fax: (833) 256-1665 or (202) 690-7442

Email: program.intake@usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

Complaints Regarding Noncompliance with Program Requirements

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses in relation to any child nutrition program specified in Education Code 49550-49564.5 shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints against a program operator that is not an educational agency shall be filed with or referred to CDE. (5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's duly authorized representative by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

- 1. A statement that the district has violated a law or regulation relating to its child nutrition program
- 2. The facts on which the statement is based
- 3. The name of the district or the school against which the allegations are made

- 4. The complainant's contact information
- 5. The name of the student if alleging violations regarding a specific student

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583)

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 30 calendar days of the district's receipt of the complaint. If the complainant is dissatisfied with the compliance coordinator's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board shall consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered pursuant to 5 CCR 4631. When required by law, the matter shall be considered in closed session. The Board may decide not to consider the complaint, in which case the coordinator's decision shall be final.

If the Board considers the complaint, the Board's decision shall be sent to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

Status: DRAFT

Policy 6177: Summer Learning Programs

Original Adopted Date: 02/21/2012 | Last Revised Date: 04/25/2022

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills, make academic progress, and develop social, emotional, and physical needs and interests through hands-on engaging learning experiences.

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

Summer School

The Superintendent or designee shall establish summer school classes pursuant to Education Code 46120.

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

- 1. Need course credits in order to graduate from high school before the beginning of the next school year
- 2. Have been retained or are at risk of being retained at their grade level
- 3. Demonstrate academic deficiencies in core curriculum areas
- 4. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program
- Are in grades transitional kindergarten (TK)-6 and are required to be offered or provided access to Expanded Learning Opportunities Programs pursuant to Education Code 46120 and BP/AR 5184.2 - Before/After School Programs

The remaining openings shall be offered to other district students on a first-come first-served basis,

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, the Superintendent or designee may report on the extent to which students successfully achieved the outcomes established for the program.

Additional Summer Learning Opportunities

The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations

- 2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity
- 3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component
- 4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals
- 5. Assigning summer vacation homework in core curricular subject(s) for extra credit
- 6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subject
- 7. Arranging opportunities for community service

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT GOVERNING BOARD MEETING

May 30th, 2023

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

4:00 p.m.

MINUTES

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

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

Board Members Present:

Brad Bergstrom, President Frank Yanes, Clerk Reverend Edward Ezaki, Member Constance Lunde, Member Karyll Smith Quinn, Member

District Office Administrators Present:

Wesley Sever, Ed.D., Superintendent
Matt Stovall, Assistant Superintendent
Bobby Rodriguez, Chief Business Official
Carol Bray, Director, Human Resources
Erin Pasillas, Director of Special Education and Student Services

- 2. Pledge of Allegiance
- 3. Moment of Contemplative Silence
- 4. Approval of Agenda:

Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Rev. Ezaki – Yes; Mrs. Smith Quinn – Yes;

Mr. Yanes – Yes Motion Carried: 5-0

DISCUSSION

- 5. Superintendent's Report
 - 5.1. Communications/Recognitions
 - Dr. Sever thanked the Girl Scouts of Central California South and Sophie Haupt for the generous donation of cookies enjoyed by the KECSD staff on Friday. "This was such a sweet treat and reminded us of the amazing work the Girl Scouts do in our community. Thank you for being dedicated to empowering young girls and teaching them important

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values. We appreciate your partnership and look forward to continuing our collaboration in the future."

6. Assistant Superintendent's Report

- 6.1. At the next Board meeting, the Budget and LCAP will be presented.
- 6.2. Rafer Johnson Jr. High would like to partner with the Fresno County Office of Education for the TUPE program. TUPE, or Tobacco-Use Prevention Education Program, is intended to reduce youth tobacco use by helping young people make healthful tobacco-related decisions through tobacco-specific, research-validated educational instruction and activities that build knowledge as well as social skills and youth development assets. Collaboration with community-based tobacco control programs is an integral part of program planning. The school, parents, and the larger community must be involved in the program so that students will be aware of a cohesive effort and concern for their health and, consequently, their ability to succeed in school.
- 6.3. Mr. Stovall shared the 2023-2024 music schedule. One festival will be added for 2023-2024.
- 6.4. The Swedish Festival parade event had great weather, and the float that several schools, families, and students put together was colorful and fun- "Swedish Fish.. Our Students are a Great Catch!"

7. Chief Business Official's Report

- 7.1. Mr. Rodriguez will be reviewing costs associated with the District's music program and the partnership with Kingsburg Elementary Music Boosters. KEMB has around \$25,000 in its account and may be able to help with annual instrument maintenance costs, trip costs, or other projects. In speaking with Gottschalk Music Center, the costs of cleaning and replacements for instruments continue to rise. We are looking at a few quotes and will be bringing them to the Board in a future meeting.
- 7.2. Windows will be delivered Monday, June 5th. Lincoln School will have its windows replaced first, which should take about three weeks with three crews. They will then split the crews and start on Washington and Roosevelt.
- 7.3. We have a lot of personnel out right now, but MOT is doing its best to ensure everything is covered.
- 7.4. The Kingsburg High School Bowl is currently being set up for promotion.

8. Board Member Reports

- 8.1. The CVHS promotion celebration went well. Mr. Yanes, Rev. Ezaki, Mrs. Lunde, and Mrs. Smith Quinn were able to attend.
- 8.2. Mrs. Smith Quinn attended the Washington School singing program. The students did a wonderful job memorizing about 10 songs.
- 8.3. Mrs. Lunde attended a Memorial Day service at the cemetery yesterday and would highly recommend it for anyone interested in the future. It was very well done.

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING

Local Control Accountability Plan (LCAP)

2023-24 Proposed Budget

No comments were received from the public.

RECONVENE PUBLIC SESSION ACTION

9. Consent Agenda

9.1. Consider Approval of Minutes – May 30th, 2023 Board Meeting

<u>Item 9.1.:</u>

Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom - Yes; Mrs. Lunde - Yes; Rev. Ezaki - Yes; Mrs. Smith Quinn - Yes;

Mr. Yanes – Yes Motion Carried: 5-0

BUSINESS SERVICES

10. Consider Approval of Proposal from Amparan Flooring for Carpet at Washington School

Moved: Mr. Yanes; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom - Yes; Mrs. Lunde - Yes; Rev. Ezaki - Yes; Mrs. Smith Quinn - Yes;

Mr. Yanes – Yes Motion Carried: 5-0

11. Consider Approval of CSPP Program Self-Evaluation (PSE)

Moved: Rev. Ezaki; Seconded: Mr. Yanes

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Rev. Ezaki – Yes; Mrs. Smith Quinn – Yes;

Mr. Yanes – Yes Motion Carried: 5-0

SPECIAL EDUCATION/STUDENT SERVICES

12. Consider Approval of Contract with Metamorphosis Therapy Group for Preschool/TK Speech and Language Pathologist Sub Coverage

Moved: Mr. Yanes; Seconded: Rev. Ezaki

Approved: Mr. Bergstrom - Yes; Mrs. Lunde - Yes; Rev. Ezaki - Yes; Mrs. Smith Quinn - Yes;

Mr. Yanes – Yes Motion Carried: 5-0

13. Consider Approval of Agreement with E-Therapy for Speech and Language Pathologist for Grades 6-8 and Central Valley Home School

Moved: Rev. Ezaki; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Rev. Ezaki – Yes; Mrs. Smith Quinn – Yes;

Mr. Yanes – Yes Motion Carried: 5-0

HUMAN RESOURCES

14. Consider Approval of New/Revised Job Descriptions

14.1. Community Schools Coordinator- NEW

14.2. Library/Media Tech I and II- REVISED

Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Rev. Ezaki – Yes; Mrs. Smith Quinn – Yes;

Mr. Yanes – Yes Motion Carried: 5-0

ADMINISTRATIVE SERVICES

15. Consider Approval of Board Policies/Administrative Regulations/Exhibits

- 15.1. Revised AR 5131.41: Use of Seclusion and Restraint
- 15.2. Revised BP/AR 5141: Health Care and Emergencies
- 15.3. Revised AR 5141.4: Child Abuse Prevention and Reporting
- 15.4. Revised AR 5144.1: Suspension and Expulsion/Due Process
- 15.5. Revised AR 6115: Ceremonies and Observances
- 15.6. Revised BP/AR 6173: Education for Homeless Children
- 15.7. Revised BP/AR 6173.1: Education for Foster Youth

Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Rev. Ezaki – Yes; Mrs. Smith Quinn – Yes;

Mr. Yanes – Yes Motion Carried: 5-0

PUBLIC COMMENT

- 16. Public Comment on Agendized and Non-Agendized Items 16.1. No comments were received from the public.
- 17. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Monday, June 12th, 2023, 4:00 p.m., Professional Development Building

CLOSED SESSION

- 18. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
- 19. Anticipated Litigation (Government Code Section 54956.9(b))
- 20. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
- 21. Public Employee Employment
 - 21.1. Certificated Personnel
 - 21.1.1 Consider Approval of Request to Hire: 6th Grade Teacher, Reagan Elementary
 - 21.1.2 Consider Approval of Request to Hire: 6th Grade Teacher, Reagan Elementary
 - 21.2. Classified Personnel
 - 21.2.1 Consider Acceptance of Resignation: Paraprofessional- General, Island Community Day School
 - 21.2.2 Consider Acceptance of Resignation: Assistant Secretary, Washington School
 - 21.2.3 Consider Approval of Request to Hire: Paraprofessional- EL, Reagan Elementary
- 22. Pupil Personnel
 - 22.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)

- 22.1.1 Consider Approval of 2023-24 New Attendance Requests Site-Based Program
- 22.1.2 Consider Approval of 2023-24 New Attendance Requests Central Valley Home School
- 22.1.3 Consider Approval of 2023-24 Renewal Attendance Requests Site-Based Program
- 22.1.4 Consider Approval of 2023-24 Renewal Attendance Requests Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

23. Report of Actions Taken in Closed Session

Action taken on agenda items 21.1.1. – 21.1.2.:

Moved: Mr. Yanes; Seconded: Rev. Ezaki, to take the following action:

- Approved Request to Hire: Aaron Bergthold, 6th Grade Teacher, Reagan Elementary
- Approved Request to Hire: Jeffrey Ramirez, 6th Grade Teacher, Reagan Elementary

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Rev. Ezaki – Yes; Mrs. Smith Quinn – Yes;

Mr. Yanes – Yes Motion Carried: 5-0

Action taken on agenda item 21.2.1. - 21.2.3

Moved: Mr. Yanes; Seconded: Rev. Ezaki, to take the following action:

- Accepted Resignation: Daniel Pendergrass, Paraprofessional- General, Island Community Day School
- Accepted Resignation: Dalaina Masterson, Assistant Secretary, Washington School
- Approved Request to Hire: Bladimir Garibo, Paraprofessional- EL, Reagan Elementary

Approved: Mr. Bergstrom - Yes; Mrs. Lunde - Yes; Rev. Ezaki - Yes; Mrs. Smith Quinn - Yes;

Mr. Yanes – Yes Motion Carried: 5-0

Action taken on agenda items 22.1.1 - 22.1.4.:

Moved: Mrs. Lunde; Seconded: Mr. Yanes, to take the following action:

- Approved All Requests 2023-24 New Attendance Requests Site-Based Program
- Approved All Requests 2023-24 New Attendance Requests Central Valley Home School
- Approved All Requests 2023-24 Renewal Attendance Requests Site-Based Program
- Approved All Requests 2023-24 Renewal Attendance Requests Central Valley Home School

Approved: Mr. Bergstrom - Yes; Mrs. Lunde - Yes; Rev. Ezaki - Yes; Mrs. Smith Quinn - Yes;

Mr. Yanes – Yes Motion Carried: 5-0

24. Adjourn

Meeting was adjourned at 4:48 p.m.



		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2020-21													
60001	GE	5,722,479	4,873,477	7,007,517	6,600,648	5,792,859	7,045,495	7,554,021	6,316,523	6,057,488	5,671,708	4,598,462	7,282,294
60012	CHDE	50,296	64,587	53,825	48,064	45,783	42,812	36,638	4,580	101,291	146,122	120,959	120,404
60008	CAFÉ	125,457	32,486	3,849	13,503	1,528	166,035	232,596	138,816	651	146,282	173,481	248,033
60020	SPRES	1,409,710	1,409,710	1,416,139	1,416,655	1,416,655	1,416,655	1,422,860	1,422,860	1,427,928	1,428,381	1,428,381	2,128,381
65334	16 B	6,055	6,055	6,074	6,076	6,076	6,076	6,103	6,103	6,125	6,126	6,126	6,126
60006	DF	379,948	566,643	595,163	537,961	589,764	589,764	640,690	610,197	368,446	284,457	284,457	312,970
65066	04 A	93	93	160	160	160	160	161	161	161	162	162	162
65104	06 Refund	60,029	60,827	65,870	66,125	66,125	66,125	67,420	67,787	84,567	84,830	84,836	85,884
65215	13 Refi	92,478	92,478	92,900	92,933	92,933	92,933	93,340	93,340	93,673	93,703	93,703	93,703
65276	Bond Intrst	13,479	14,178	15,554	15,628	15,628	15,628	208,021	210,896	215,895	422,082	438,804	460,520
65281	16 Refi	30,542	33,040	37,546	37,824	37,824	37,824	24,201	25,477	40,886	86,533	90,770	96,563
65335	16 B Debt	66,663	66,663	67,523	67,562	67,562	67,562	44,103	45,374	45,650	122,919	129,646	137,644
2021-22													
60001	GE	3,410,135	5,266,346	6,542,516	5,712,348	5,632,298	8,371,269	8,814,793	9,001,010	9,997,896	11,061,778	10,714,235	12,760,654
60012	CHDE	112,776	88,642	175,917	151,216	154,577	177,060	152,969	189,272	169,439	187,034	158,114	138,385
60008	CAFÉ	218,960	106,714	220,380	128,078	130,885	146,079	187,644	205,563	187,297	202,290	218,037	164,745
60020	SPRES	2,133,586	2,133,586	2,138,487	2,139,136	2,139,136	2,139,136	2,146,807	2,146,807	2,153,107	2,153,675	2,153,675	2,160,094
65098	04 B	0	0	0	0	0	0	0	0	0	0	0	0
65334	16 B	6,149	6,149	6,168	6,170	6,170	6,170	6,192	6,192	6,210	6,212	6,212	6,230
60006	DF	277,887	277,887	418,532	249,139	655,440	637,377	691,263	1,062,316	1,196,054	930,239	1,042,845	1,116,434
65066	04 A	163	236	236	236	236	236	237	237	238	238	238	468
65104	06 Refund	86,154	86,588	89,582	89,611	89,609	89,609	89,927	89,927	90,191	90,387	90,387	90,660
65215	13 Refi	94,042	94,157	94,455	94,484	94,484	94,484	94,822	94,822	95,100	95,125	95,125	95,772
65276	Bond Intrst	466,252	45,832	47,890	48,216	48,782	205,806	230,450	236,221	270,378	464,848	467,338	65,001
65281	16 Refi	23,150	24,413	25,899	25,982	26,102	88,263	20,388	21,864	29,269	83,817	84,543	95,226
65335	16 B Debt	17,532	18,829	19,194	19,328	19,541	131,493	21,408	24,088	37,006	134,781	136,023	154,683
2022-23													
60001	GE	11,462,106	10,509,697	11,595,955	12,050,047	13,862,360	17,648,124	17,729,201	17,371,298	18,891,813	20,948,944	20,226,498	
60012	CHDE	123,576	165,679	147,787	162,548	168,141	213,137	237,513	215,225	231,392	204,189	200,160	
60008	CAFÉ	8,350	67,670	133,058	21,429	16,622	173,493	69,294	4,895	204,389	238,400	298,010	
60020	SPRES	2,154,262	2,160,638	2,167,387	2,167,960	2,167,960	2,175,888	2,176,434	2,176,434	2,186,966	2,187,455	2,187,455	
65334	16 B	6,214	6,232	6,251	6,253	6,253	6,276	6,278	6,278	6,308	6,309	6,309	
60006	DF	1,074,175	1,075,041	1,083,296	1,143,381	1,150,954	1,129,707	1,234,234	1,250,128	1,154,738	1,143,562	1,195,632	
65066	04 A	468	479	480	480	480	482	482	482	484	496	495	
65104	06 Refund	90,416	90,683	90,966	90,990	90,990	91,323	91,348	91,348	91,790	91,810	91,810	
65215	13 Refi	95,515	95,826	96,125	96,150	96,150	96,502	96,526	96,526	96,993	97,041	97,041	
65276	Bond Intrst	69,142	73,379	74,201	74,919	74,919	241,435	250,219	250,461	281,207	507,403	518,667	
65281	16 Refi	21,888	22,909	22,403	22,606	22,606	86,540	14,381	14,447	22,902	85,760	88,833	-
65335	16 B Debt	29,497	31,253	30,954	31,327	31,327	140,620	22,834	22,955	38,529	146,300	151,717	



July 1 Budget 2023-2024

Monday, June 12, 2023

OBJECTIVES

- ♦ Share the July 1 Budget for the 2023-24 school year
- ♦ Forecast 2024-25 and 2025-26
- Ending fund balance changes

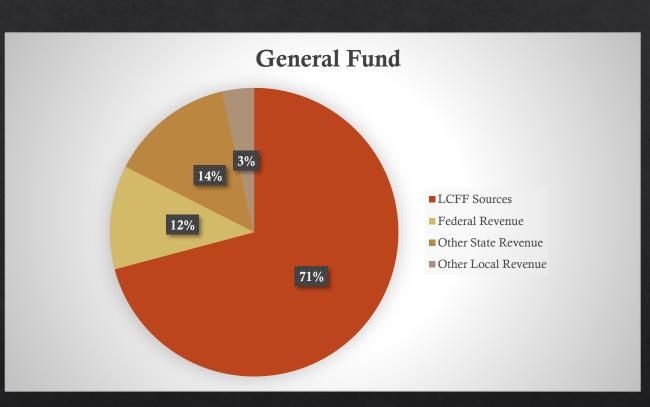


ASSUMPTIONS

- ♦ Local Control Funding Formula revenues are based on version 24.1 of the FCMAT LCFF Calculator and the Governor's May Revise
- ♦ The Governor's proposed budget calls for an increase to LCFF and other programs by 8.22%
- ♦ Tax filing date has been delayed to October
- ♦ Federal Revenues will decrease in 2023-24 due to the end of one time monies and other funding opportunities
- The Arts, Music, and Instructional Materials (AMIM) grant is proposed to be cut in half and the Learning Recovery Emergency Block Grant is proposed to be cut by one-third at the May Revise. Capitol Advisors is confident the assembly and state senate will limit the cuts to these programs.
- * The District received the California Community Schools Partnership Program which will bring \$7.8 million over 5 years in state revenue
- Salary Schedules are projected to have a1.50% for Step and Column in 2023-24, 2024-25, and 2025-26
- ♦ Benefits are projected to increase at 6.00% in the Multi-year Projections
- Books, supplies, and services are projected to gradually decrease in 2023-24 and the out years
- ♦ All vacancies will be evaluated to adjust for declining enrollment

TOTAL GENERAL FUND

Description	Tota	l General Fund
LCFF Sources	\$	29,436,381.00
Federal Revenue	\$	4,834,018.73
Other State Revenue	\$	5,793,436.33
Other Local Revenue	\$	1,479,137.03
TOTAL REVENUES	\$	41,542,973.09





FORM 1 (GENERAL FUND)



						LA LESSEN
		2022-2023 Estimat	ted Actuals		2023-2024 July 1 l	Budget
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues						
Total Revenues	\$ 27,758,579.77	\$ 14,864,993.33	\$ 42,623,573.10	\$ 30,108,055.00	\$ 11,434,918.09	\$ 41,542,973.09
		2022-2023 Estimat	ted Actuals		2023-2024 July 1 l	Budget
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Expenditures						
Total Expend	\$24,427,995.71	\$14,120,738.18	\$38,548,733.89	\$28,110,549.54	\$17,525,425.13	\$45,635,974.67
Excess (Defic)	\$3,330,584.06	\$744,255.15	\$4,074,839.21	\$1,997,505.46	-\$6,090,507.04	-\$4,093,001.58
		2022-2023 Estimat	ted Actuals		2023-2024 July 1 l	Budget
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Other Financing						
Interfund (in)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interfund(out)	-\$140,000.00	\$0.00	-\$140,000.00	-\$120,000.00	\$0.00	-\$120,000.00
Contributions	-\$1,681,630.60	\$1,681,630.60	\$0.00	-\$2,067,326.68	\$2,067,326.68	\$0.00
Total Expend	-\$1,821,630.60	\$1,681,630.60	-\$140,000.00	-\$2,187,326.68	\$2,067,326.68	-\$120,000.00
		2022-2023 Estimat	ted Actuals		2023-2024 July 1 l	Budget
Fund Balance		Total			Total	
Adj Beginning Bal		\$12,412,373.28			\$16,368,767.13	
Ending Bal		\$16,368,767.13			\$12,155,765.55	

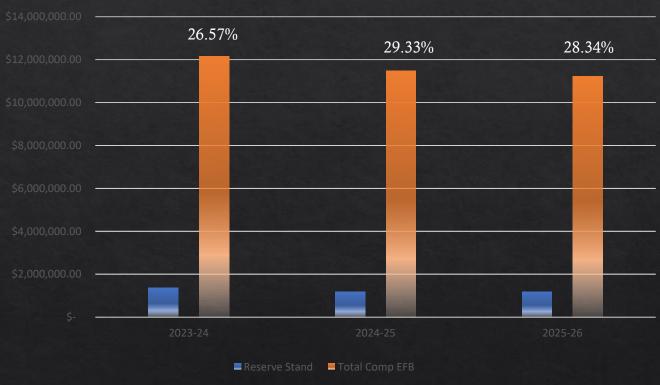
MYP (GENERAL FUND)

		MEAN THE LITTLE CONTROL		
	July 1 2023-24	2024-25 Proj	2025-26 Proj	
Revenues				
Total Revenues	\$41,542,973.09	\$38,449,099.66	\$39,343,372.66	
	July 1 2023-24	2024-25 Proj	2025-26 Proj	
Expenditures				
Total Expend	\$45,755,974.67	\$39,127,370.81	\$39,599,715.53	
Excess (Defic)	-\$4,213,001.58	-\$678,271.15	-\$256,342.87	
	July 1 2023-24	2024-25 Proj	2025-26 Proj	
Fund Balance				
Net Begin Bal	\$16,368,767.13	\$12,155,765.55	\$11,477,494.40	
Ending Bal	\$12,155,765.55	\$11,477,494.40	\$11,221,151.53	
Reserve Stand	\$1,372,679.24	\$1,173,821.12	\$1,187,991.47	
Meets Stand		YES	YES	YES



MYP (ENDING BALANCES)

RESERVES





BUDGET CALENDAR

- ♦ June 2023 Legislative Budget presented to the Governor
- ♦ June 2023 Governor signs 2023-24 budget
- ♦ July 2023 Auditor attendance/program visit
- ♦ August 2023 45-day Revise
- ♦ September 2023 Unaudited Actuals
- ♦ October 2023 Auditor financial visit
- ♦ December 2023 1st Interim Report
- ♦ January 2024 Governor presents 2024-25 proposed budget



Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Tund Summary	Note this summary include	es only the account lines	s that were included	on this report			
Fu: 0100 General Fund							
			Е	Expended		Unencumbe	red
	Approved	Working	Current	Year To Date	Encumbered	Balance	%
Revenues							
Total: 8000 Revenues	\$31,546,010.29	\$42,623,573.10	\$2,085,529.13	\$34,309,985.72	\$0.00	\$8,313,587.38	
Expenditures							
Total: 1000 Certificated	\$11,600,440.08	\$12,284,416.81	\$1,007,688.89	\$10,148,205.75	\$0.00	\$2,136,211.06	
Total: 2000 Classified	4,260,532.39	4,690,464.19	381,755.34	4,075,610.64	0.00	614,853.55	
Total: 3000 Benefits	8,650,502.78	8,981,587.26	636,404.39	6,708,268.09	0.00	2,273,319.17	
Total: 1000 - 3000	24,511,475.25	25,956,468.26	2,025,848.62	20,932,084.48	0.00	5,024,383.78	
Total: 4000 Books & Supplies	3,268,905.98	4,920,831.12	298,462.99	1,446,843.77	231,854.61	3,242,132.74	
Total: 5000 Services & Other	3,907,737.83	6,298,839.94	521,029.11	4,094,798.63	796,241.45	1,407,799.86	
Total: 4000 - 5000	7,176,643.81	11,219,671.06	819,492.10	5,541,642.40	1,028,096.06	4,649,932.60	
Total: 1000 - 5000	31,688,119.06	37,176,139.32	2,845,340.72	26,473,726.88	1,028,096.06	9,674,316.38	
Total: 6000 Capital Outlay	1,200,000.00	926,258.52	60,840.90	382,572.10	640,035.45	(96,349.03)	
Total: 7000 Other Outgo/Financing Uses	574,336.05	586,336.05	139,878.06	218,238.95	0.00	368,097.10	
Total: 1000 - 7000	33,462,455.11	38,688,733.89	3,046,059.68	27,074,537.93	1,668,131.51	9,946,064.45	
Total: Net Increase/(Decrease) in Fund Balance	(\$1,916,444.82)	\$3,934,839.21	(\$960,530.55)	\$7,235,447.79	(\$1,668,131.51)	(\$1,632,477.07)	
Total: Beginning Balance	7,202,323.27	12,433,927.92	0.00	12,433,927.92			
Total: Ending Fund Balance (9790)	\$5,285,878.45	\$16,368,767.13	(\$960,530.55)	\$19,669,375.71			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(1,188,536.78)			
Total: Undesignated	5,285,878.45	16,368,767.13	(960,530.55)	20,857,912.49			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 0800 Student Activity Special Revenue Fun

			E	xpended		Unencumbe	red
	Approved	Working	Current	Year To Date	Encumbered	Balance	%
Revenues							
Total: 8000 Revenues	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: Beginning Balance	185,112.14	169,862.74	0.00	169,862.74			
Total: Ending Fund Balance (9790)	\$185,112.14	\$169,862.74	\$0.00	\$169,862.74			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	185,112.14	169,862.74	0.00	169,862.74			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fu: 1200 Child Development Fund		·					
Tut 1200 China Development Fund							
	Expended						ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	5
Revenues							
Total: 8000 Revenues	\$281,784.74	\$289,078.19	\$19,646.00	\$309,165.49	\$0.00	(\$20,087.30)	
Expenditures				-			
Total: 1000 Certificated	\$80,073.10	\$100,434.61	\$10,379.00	\$88,842.51	\$0.00	\$11,592.10	
Total: 2000 Classified	94,033.86	72,170.16	5,434.63	64,298.83	0.00	7,871.33	
Total: 3000 Benefits	82,251.33	89,697.65	7,933.67	76,092.43	0.00	13,605.22	
Total: 1000 - 3000	256,358.29	262,302.42	23,747.30	229,233.77	0.00	33,068.65	
Total: 4000 Books & Supplies	84,939.46	44,939.79	263.11	11,664.96	236.89	33,037.94	
Total: 5000 Services & Other	6,339.67	2,793.17	90.39	2,820.53	196.17	(223.53)	
Total: 4000 - 5000	91,279.13	47,732.96	353.50	14,485.49	433.06	32,814.41	
Total: 1000 - 5000	347,637.42	310,035.38	24,100.80	243,719.26	433.06	65,883.06	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	17,415.09	17,415.09	0.00	0.00	0.00	17,415.09	
Total: 1000 - 7000	365,052.51	327,450.47	24,100.80	243,719.26	433.06	83,298.15	
Total: Net Increase/(Decrease) in Fund Balance	(\$83,267.77)	(\$38,372.28)	(\$4,454.80)	\$65,446.23	(\$433.06)	(\$103,385.45)	
Total: Beginning Balance	83,267.77	135,333.96	0.00	135,333.96			
Total: Ending Fund Balance (9790)	\$0.00	\$96,961.68	(\$4,454.80)	\$200,780.19			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(135,333.96)			
Total: Undesignated	0.00	96,961.68	(4,454.80)	336,114.15			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary Note this summary includes only the account lines that were included on this report Fu: 1300 Cafeteria Fund Expended Unencumbered Working Current Year To Date Encumbered Balance 왕 Approved Revenues Total: 8000 Revenues \$1,323,907.33 \$250,611.92 \$1,325,080.95 \$201,425.48 \$1,074,779.08 (\$310.05)18.9 Expenditures Total: 1000 Certificated \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 0.0 Total: 2000 Classified 457,762.95 465,364.63 34,747.40 388,136.52 0.00 77,228.11 16.6 Total: 3000 Benefits 252,399.39 255,937.18 18,087.11 201,540.69 0.00 54,396.49 21.3 Total: 1000 - 3000 710,162.34 721,301.81 52,834.51 589,677.21 0.00 131,624.60 18.2 Total: 4000 Books & Supplies -4.7 444,628.14 563,959.88 37,138.88 502,081.80 88,191.68 (26,313.60)Total: 5000 Services & Other 45,327.47 45,669.47 5,616.17 35,059.40 7,043.93 3,566.14 7.8 Total: 4000 - 5000 489,955.61 609,629.35 42,755.05 537,141.20 95,235.61 (22,747.46)-3.7 Total: 1000 - 5000 1,200,117.95 1,330,931.16 95,589.56 1,126,818.41 95,235.61 108,877.14 8.2 Total: 6000 Capital Outlay 0.00 0.00 0.00 0.00 0.00 0.0 0.00 Total: 7000 Other Outgo/Financing Uses 38,794.86 38,794.86 0.00 0.00 0.00 38,794.86 100.0 Total: 1000 - 7000 1,238,912.81 1.369,726.02 95,589.56 1.126.818.41 95,235.61 147,672.00 10.8 Total: Net Increase/(Decrease) in Fund Balance \$84,994.52 (\$44,645.07) \$105,835.92 (\$52,039.33) (\$95,545.66) \$102,939.92 -230.6 Total: Beginning Balance 286,016.94 347,866.60 0.00 347,866.60 Total: Ending Fund Balance (9790) \$371,011.46 \$303,221.53 \$105,835.92 \$295,827.27 Components of Ending Fund Balance Total: Nonspendable (9710 - 9719) 0.00 0.00 0.00 0.00 Total: Restricted (9730 - 9749)0.00 0.00 0.00 0.00 Total: Committed (9750 - 9769)0.00 0.00 0.00 0.00 (9770 - 9788)0.00 0.00 0.00 0.00 Total: Assigned 0.00 Total: UnAssigned (9780 - 9790) 0.00 0.00 (120,580.88)Total: Undesignated 371.011.46 303.221.53 105,835.92 416,408.15

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 1700 Special Reserve Fund for Other Than

			Ex	xpended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	%
evenues							
Total: 8000 Revenues	\$7,444.28	\$7,444.28	\$0.00	\$20,067.95	\$0.00	(\$12,623.67)	-1
penditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: Net Increase/(Decrease) in Fund Balance	\$7,444.28	\$7,444.28	\$0.00	\$20,067.95	\$0.00	(\$12,623.67)	-1
Total: Beginning Balance	2,669,931.46	2,691,386.73	0.00	2,691,386.73			
Total: Ending Fund Balance (9790)	\$2,677,375.74	\$2,698,831.01	\$0.00	\$2,711,454.68			
Components of Ending Fund Balance		_		·			
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	7,444.28			
Total: Undesignated	2,677,375.74	2,698,831.01	0.00	2,704,010.40			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 2104 Building Fund

			Ех	rpended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	%
Revenues							
Total: 8000 Revenues	\$0.00	\$0.00	\$0.00	\$57.90	\$0.00	(\$57.90)	0.
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	C
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	C
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$57.90	\$0.00	(\$57.90)	0.
Total: Beginning Balance	6,168.07	6,251.40	0.00	6,251.40			
Total: Ending Fund Balance (9790)	\$6,168.07	\$6,251.40	\$0.00	\$6,309.30			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	6,168.07	6,251.40	0.00	6,309.30			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary Note this summary includes only the account lines that were included on this report Fu: 2500 Capital Facilities Fund Expended Unencumbered Working Current Year To Date Encumbered Balance Approved Revenues Total: 8000 Revenues \$0.00 \$560,433.70 \$560,433.70 \$68,835.01 \$300,817.99 \$259,615.71 46.3 Expenditures Total: 1000 Certificated \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 0.0 Total: 2000 Classified 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 3000 Benefits 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 1000 - 3000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 4000 Books & Supplies 5,178.01 5,178.01 0.00 0.00 0.00 100.0 5,178.01 Total: 5000 Services & Other 91.3 3,850.00 303,850.00 16,765.00 20,615.00 5,700.00 277,535.00 Total: 4000 - 5000 9,028.01 309,028.01 16,765.00 20,615.00 5,700.00 282,713.01 91.5 Total: 1000 - 5000 9,028.01 309,028.01 16,765.00 20,615.00 5,700.00 282,713.01 91.5 Total: 6000 Capital Outlay 0.00 0.00 0.00 0.00 0.00 0.0 0.00 Total: 7000 Other Outgo/Financing Uses 337,000.00 337,000.00 0.00 204,446.78 0.00 132,553.22 39.3 Total: 1000 - 7000 346,028.01 646,028.01 16,765.00 225.061.78 5,700.00 415,266.23 64.3 **Total: Net Increase/(Decrease) in Fund Balance** \$214,405.69 (\$85,594.31) \$52,070.01 \$75,756.21 (\$5,700.00) (\$155,650.52) 181.8 Total: Beginning Balance 297,942.47 1,119,887.30 0.00 1,119,887.30 Total: Ending Fund Balance (9790) \$512,348.16 \$1,034,292.99 \$52,070.01 \$1,195,643.51 Components of Ending Fund Balance Total: Nonspendable (9710 - 9719) 0.00 0.00 0.00 0.00 Total: Restricted (9730 - 9749)0.00 0.00 0.00 0.00 (9750 - 9769)Total: Committed 0.00 0.00 0.00 0.00 (9770 - 9788)0.00 0.00 0.00 0.00 Total: Assigned 0.00 Total: UnAssigned (9780 - 9790) 0.00 0.00 214,405.69 Total: Undesignated 512,348.16 1,034,292.99 52.070.01 981,237.82

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5100 Bond Interest and Redemption Fund

			E	xpended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	8
Revenues							
Total: 8000 Revenues	\$55.00	\$55.00	\$0.00	\$0.00	\$0.00	\$55.00	100
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	(
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	(
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	55.00	55.00	0.00	0.00	0.00	55.00	10
Total: 1000 - 7000	55.00	55.00	0.00	0.00	0.00	55.00	10
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: Beginning Balance	260,716.82	0.00	0.00	0.00			
Total: Ending Fund Balance (9790)	\$260,716.82	\$0.00	\$0.00	\$0.00			
Components of Ending Fund Balance			_	<u> </u>			
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	260,716.82	0.00	0.00	0.00			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5101 Bond Interest and Redemption Fund

			Е	Expended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	왕
Levenues							
Total: 8000 Revenues	\$225,500.00	\$225,500.00	\$0.00	\$25.98	\$0.00	\$225,474.02	
xpenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	
Total: 1000 - 7000	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$25.98	\$0.00	(\$25.98)	
Total: Beginning Balance	0.00	469.41	0.00	469.41			
Total: Ending Fund Balance (9790)	\$0.00	\$469.41	\$0.00	\$495.39			
Components of Ending Fund Balance		_	_				
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	469.41	0.00	495.39			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5102 Bond Interest and Redemption Fund

			E	xpended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	%
evenues							
Total: 8000 Revenues	\$1,100.00	\$1,100.00	\$0.00	\$0.00	\$0.00	\$1,100.00	10
xpenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	1
Total: 1000 - 7000	1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	1
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: Beginning Balance	0.00	0.00	0.00	0.00			
Total: Ending Fund Balance (9790)	\$0.00	\$0.00	\$0.00	\$0.00			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	0.00	0.00	0.00			

From 05/01/2023 thru 05/31/2023

Board Report

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Fund Summary

Requested by rcrodriguez

Note this summary includes only the account lines that were included on this report

Fu: 5103 Bond Interest and Redemption Fund

			Ex	pended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	%
Levenues							
Total: 8000 Revenues	\$285,400.00	\$285,400.00	\$0.00	\$844.47	\$0.00	\$284,555.53	
xpenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	
Total: 1000 - 7000	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$844.47	\$0.00	(\$844.47)	
Total: Beginning Balance	0.00	90,965.80	0.00	90,965.80			
Total: Ending Fund Balance (9790)	\$0.00	\$90,965.80	\$0.00	\$91,810.27			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	90,965.80	0.00	91,810.27			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary

Note this summary includes only the account lines that were included on this report

Fu: 5104 Bond Interest and Redemption Fund

			Ех	rpended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	%
evenues							
Total: 8000 Revenues	\$8,300.00	\$8,300.00	\$0.00	\$946.57	\$0.00	\$7,353.43	
penditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	
Total: 7000 Other Outgo/Financing Uses	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	
Total: 1000 - 7000	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$946.57	\$0.00	(\$946.57)	
Total: Beginning Balance	0.00	96,094.87	0.00	96,094.87			
Total: Ending Fund Balance (9790)	\$0.00	\$96,094.87	\$0.00	\$97,041.44			
Components of Ending Fund Balance		_					
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	96,094.87	0.00	97,041.44			

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary Note this summary includes only the account lines that were included on this report Fu: 5106 Bond Interest and Redemption Fund Expended Unencumbered Working Current Year To Date Encumbered Balance 왕 Approved Revenues Total: 8000 Revenues \$100,142.62 \$100,142.62 \$11,263,41 \$515,419.89 \$0.00 (\$415,277.27) -414.7 Expenditures Total: 1000 Certificated \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 0.0 Total: 2000 Classified 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 3000 Benefits 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 1000 - 3000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 4000 Books & Supplies 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 5000 Services & Other 0.00 0.00 0.00 0.0 0.00 0.00 0.00 Total: 4000 - 5000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 1000 - 5000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 6000 Capital Outlay 0.00 0.00 0.00 0.00 0.00 0.0 0.00 Total: 7000 Other Outgo/Financing Uses 100,142.62 100,197.62 0.00 63,206.89 0.00 36,990.73 36.9 Total: 1000 - 7000 0.00 0.00 100.142.62 100.197.62 63,206.89 36,990.73 36.9 Total: Net Increase/(Decrease) in Fund Balance \$0.00 (\$55.00)\$11,263.41 \$452,213.00 \$0.00 (\$452,268.00) 822,305.5 Total: Beginning Balance 0.00 66,453.79 0.00 66,453.79 Total: Ending Fund Balance (9790) \$0.00 \$66,398.79 \$11,263.41 \$518,666.79 Components of Ending Fund Balance Total: Nonspendable (9710 - 9719) 0.00 0.00 0.00 0.00 Total: Restricted (9730 - 9749)0.00 0.00 0.00 0.00 (9750 - 9769)Total: Committed 0.00 0.00 0.00 0.00 (9770 - 9788)0.00 0.00 0.00 Total: Assigned 0.00 0.00 Total: UnAssigned (9780 - 9790) 0.00 0.00 0.00 Total: Undesignated 0.00 66,398,79 11.263.41 518,666,79

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary Note this summary includes only the account lines that were included on this report Fu: 5107 Bond Interest and Redemption Fund Expended Unencumbered Working Current Year To Date Encumbered Balance ્ર Approved Revenues Total: 8000 Revenues \$323,500.00 \$3,073.03 \$0.00 \$323,500.00 \$143,303.07 \$180,196.93 55.7 Expenditures Total: 1000 Certificated \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 0.0 Total: 2000 Classified 0.00 0.00 0.00 0.000.00 0.00 0.0 Total: 3000 Benefits 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 1000 - 3000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 4000 Books & Supplies 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 5000 Services & Other 0.00 0.00 0.00 0.0 0.00 0.00 0.00 Total: 4000 - 5000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 1000 - 5000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 6000 Capital Outlay 0.00 0.00 0.00 0.00 0.0 0.00 0.00 Total: 7000 Other Outgo/Financing Uses 398,062.71 398,062.71 0.00 149,950.79 0.00 248,111.92 62.3 Total: 1000 - 7000 0.00 0.00 398,062.71 398,062,71 149,950.79 248,111.92 62.3 Total: Net Increase/(Decrease) in Fund Balance (\$67,914.99) (\$74,562.71) (\$74,562.71) \$3,073.03 (\$6,647.72) \$0.00 91.1 Total: Beginning Balance 0.00 95,480.35 0.00 95,480.35 Total: Ending Fund Balance (9790) (\$74,562.71) \$20,917.64 \$3,073.03 \$88,832.63 Components of Ending Fund Balance Total: Nonspendable (9710 - 9719) 0.00 0.00 0.00 0.00 Total: Restricted (9730 - 9749)0.00 0.00 0.00 0.00 (9750 - 9769)Total: Committed 0.00 0.00 0.00 0.00 (9770 - 9788)0.00 0.00 0.00 0.00 Total: Assigned 0.00 0.00 Total: UnAssigned (9780 - 9790) 0.00 (74,562.71)Total: Undesignated (74,562.71)20.917.64 3,073.03 163,395.34

Requested by rcrodriguez

Board Report

From 05/01/2023 thru 05/31/2023

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Fund Summary Note this summary includes only the account lines that were included on this report Fu: 5108 Bond Interest and Redemption Fund Expended Unencumbered Working Current Year To Date Encumbered Balance 왕 Approved Revenues Total: 8000 Revenues \$0.00 \$503,455.36 \$503,455.36 \$5,416.83 \$246,706.76 \$256,748.60 51.0 Expenditures Total: 1000 Certificated \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 0.0 Total: 2000 Classified 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 3000 Benefits 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 1000 - 3000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 4000 Books & Supplies 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 5000 Services & Other 0.00 0.00 0.00 0.0 0.00 0.00 0.00 Total: 4000 - 5000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 1000 - 5000 0.00 0.00 0.00 0.00 0.00 0.00 0.0 Total: 6000 Capital Outlay 0.00 0.00 0.00 0.00 0.0 0.00 0.00 Total: 7000 Other Outgo/Financing Uses 625,618.07 625,618.07 0.00 250,075.67 0.00 375,542.40 60.0 Total: 1000 - 7000 0.00 0.00 625,618.07 625,618.07 250.075.67 375,542.40 60.0 Total: Net Increase/(Decrease) in Fund Balance (\$122,162.71) (\$122,162.71) \$5,416.83 (\$3,368.91) \$0.00 (\$118,793.80) 97.2 Total: Beginning Balance 0.00 155,086.15 0.00 155,086.15 Total: Ending Fund Balance (9790) (\$122,162.71) \$32,923.44 \$5,416.83 \$151,717.24 Components of Ending Fund Balance Total: Nonspendable (9710 - 9719) 0.00 0.00 0.00 0.00 Total: Restricted (9730 - 9749)0.00 0.00 0.00 0.00 (9750 - 9769)Total: Committed 0.00 0.00 0.00 0.00 (9770 - 9788)0.00 0.00 0.00 0.00 Total: Assigned 0.00 0.00 Total: UnAssigned (9780 - 9790) 0.00 (625,618.07) Total: Undesignated (122,162.71)32,923,44 5.416.83 777,335.31

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6/6/2023

Paid Date(s) From: 5/9/2023 To: 6/6/2023

Warrant Total: 1,861.99 Vendor Total: 670.52 Vendor Total: 670.52 Vendor Total: 670.52 Vendor Total: 670.52 Vendor Total: 1,861.99 Vendor Total: 1,861.99 Vendor Total: 1,861.99 Vendor Total: 670.52 Vendor Total: 670.52 Vendor Total: 74.00 Vendor Total: 7	Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
16 Ace Trophy Shop	3493-ABDO-Spotlight-Magic Wagon	512546530	PO-231439	Dr. Seuss 978680792140	0100-09000-0-1110-2420-420000-080		1,861.99
						Warrant Total:	1,861.99
State Stat						Vendor Total:	1,861.99
None	16-Ace Trophy Shop	512546531	PO-231511	Tent Cards/Our Hero Recognition	0100-00000-0-0000-7100-580000-000		670.52
74.00				-		Warrant Total:	670.52
Name						Vendor Total:	670.52
Name	3766-Allen, Charlotte	512544045	PO-231463	Reimbursement for Meals	0100-09000-0-1110-1000-520000-090		74.00
33-Amazon.com LLC 51254184 PO-231437 PO-231474 BENFEI DisplayPort to VGA Ada 100-00000-0-1110-1000-430000-082 PO-231308 Body Boundaries Make Me Stron 100-00000-0-1110-1000-430000-082 PO-231879 PO-231171 20 pc bracelet CM-230102 CM-230103 PO231234 CM-230104 PO231234 CM-230106 PO-231234 CM-230106 PO-231234 CM-230107 PO-231244 PO-231244 PO-231244 PO-231244 PO-231244 PO-231244 PO-231371 PO-						Warrant Total:	74.00
S12544046						Vendor Total:	74.00
S12544046	33-Amazon.com LLC	512542184	PO-231451	Maintenance- Aluminum Sign Eng	0100-81500-0-0000-8110-430000-000		287.52
PO-231474 BENFEI DisplayPort to VGA Ada 0100-09000-0-0000-2420-430000-000 417.94 453.32 45						Warrant Total:	287.52
PO-231474 BENFEI DisplayPort to VGA Ada 0100-09000-0-0000-2420-430000-000 417.94 453.32 45		512544046	PO-231333	52 pack party favors	0100-00000-0-1110-1000-430000-082		35.38
PO-231308 Body Boundaries Make Me Stron D100-00000-0-1110-1000-430000-082 P40.51							
PO-231308 Body Boundaries Make Me Stron 0100-00000-0-1110-1000-430000-082 21.58						Warrant Total:	453.32
PO-230849 Smartest Kid in the Universe #3: E 0100-09000-0-1164-1000-430000-090 22.87 PO-231171 20 pc bracelet 0100-11000-0-1110-1000-430000-070 618.98 CM-230102 1M4M-3NR6-7HTX 0100-1100-0-0-1110-1000-430000-085 (42.66) CM-230103 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230104 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230105 PO230140 0100-07140-0-1110-1000-430000-085 (532.89) CM-230106 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230107 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QIN-XQRP-6KCQ 0100-1100-00-1100-00-430000-085 (532.89) CM-231497 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 (832.89) PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-110-1000-0-085 (370.28) PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-810-430000-0085 (370.28) CM-23009 Amazon.com LLC 0100-0000-0-1110-1000-430000-085 (21.58) CM-230100 176-G-L96T-319T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-1100-0-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-1100-0-0-1110-1000-430000-085 (270.18)		512545756	PO-231308	Body Boundaries Make Me Stron	0100-00000-0-1110-1000-430000-082		940.51
PO-231171 20 pc bracelet 0100-11000-0-1110-1000-430000-070 618.98			PO-231308	Body Boundaries Make Me Stron	0100-00000-0-1110-1000-430000-082		21.58
CM-230102 1M4M-3NR6-7HTX 0100-11000-0-1110-1000-430000-085 (42.66) CM-230103 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230104 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230105 PO230140 0100-07140-0-1110-1000-430000-085 (532.89) CM-230106 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230107 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QJN-XQRP-6KCQ 0100-11000-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 88.23 PO-231495 LefFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-085 3,730.23 CM-230100 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230100 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230100 po#231234 0100-07140-0-1110-1000-430000-085 3			PO-230849	Smartest Kid in the Universe #3: E	0100-09000-0-1164-1000-430000-090		22.87
CM-230103 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230104 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230105 PO230140 0100-07140-0-1110-1000-430000-085 (532.89) CM-230106 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 IQJN-XQRP-6KCQ 0100-1100-00-1110-1000-430000-085 (532.89) CM-230109 IQJN-XQRP-6KCQ 0100-1100-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 (170.64) PO-231495 LeFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-000 56.64 PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 (373.23) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-082 (270.18)			PO-231171	20 pc bracelet	0100-11000-0-1110-1000-430000-070		618.98
CM-230104 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230105 PO230140 0100-07140-0-1110-1000-430000-085 (532.89) CM-230106 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230107 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QJN-XQRP-6KCQ 0100-11100-1000-430000-085 (532.89) CM-231497 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 (170.64) PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-85 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18)			CM-230102	1M4M-3NR6-7HTX	0100-11000-0-1110-1000-430000-085		(42.66)
CM-230105 PO230140 0100-07140-0-1110-1000-430000-085 (532.89) CM-230106 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230107 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QJN-XQRP-6KCQ 0100-11000-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 88.23 PO-231495 LeFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-000 56.64 PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KKIV-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			CM-230103	PO231234	0100-07140-0-1110-1000-430000-085		(532.89)
CM-230106 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230107 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QJN-XQRP-6KCQ 0100-11000-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 88.23 PO-231495 LeFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-005 3,730.23 CM-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			CM-230104	PO231234	0100-07140-0-1110-1000-430000-085		(532.89)
CM-230106 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230107 PO231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QJN-XQRP-6KCQ 0100-11000-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 88.23 PO-231495 LeFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-005 3,730.23 CM-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			CM-230105	PO230140	0100-07140-0-1110-1000-430000-085		(532.89)
CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QJN-XQRP-6KCQ 0100-11000-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 88.23 PO-231495 LeFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-000 56.64 PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			CM-230106	PO 231234	0100-07140-0-1110-1000-430000-085		
CM-230108 PO 231234 0100-07140-0-1110-1000-430000-085 (532.89) CM-230109 1QJN-XQRP-6KCQ 0100-11000-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 88.23 PO-231495 LeFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-000 56.64 PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			CM-230107	PO231234	0100-07140-0-1110-1000-430000-085		(532.89)
CM-230109 1QJN-XQRP-6KCQ 0100-11000-0-1110-1000-430000-085 (170.64) PO-231487 Award Ribbons 1st, 2nd, 3rd Place F 0100-11000-0-1110-1000-430000-085 88.23 PO-231495 LeFix Replacement RCT Battery w 0100-00000-0-0000-2420-430000-000 19.60 PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-000 56.64 PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 Warrant Total: 1,774.66			CM-230108	PO 231234	0100-07140-0-1110-1000-430000-085		(532.89)
PO-231487 Award Ribbons 1st, 2nd, 3rd Place F PO-231495 LeFix Replacement RCT Battery w PO-231497 Washington, ADA Gate- Waterpro PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-085 (270.18) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18)			CM-230109	1QJN-XQRP-6KCQ	0100-11000-0-1110-1000-430000-085		
PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-000 56.64 PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			PO-231487		0100-11000-0-1110-1000-430000-085		
PO-231497 Washington, ADA Gate- Waterpro 0100-81500-0-0000-8110-430000-000 56.64 PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			PO-231495	LeFix Replacement RCT Battery w	0100-00000-0-0000-2420-430000-000		19.60
PV-230140 po#231234 0100-07140-0-1110-1000-430000-085 3,730.23 CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			PO-231497	-			
CM-230099 Amazon.com LLC 0100-00000-0-1110-1000-430000-082 (21.58) CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66			PV-230140	-	0100-07140-0-1110-1000-430000-085		3,730.23
CM-230100 176-G-L96T-3L9T 0100-00000-0-1110-1000-430000-082 (21.58) CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18) Warrant Total: 1,774.66				•			
CM-230101 1WY9-KK1V-7CXG 0100-11000-0-1110-1000-430000-085 (270.18)							
Warrant Total: 1,774.66							
						Warrant Total:	
		512546532	PV-230149	16GM-LQWG-6RWR	0100-07140-0-1110-1000-430000-085		35.94

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Paid Date(s) From: 5/9/2023 To: 6/6/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	35.94
	512547538	PO-231512	Maintenance, Grounds- DuPont T	0100-81500-0-0000-8110-430000-000		271.29
					Warrant Total:	271.29
	512548543	CM-230110	1KDH-PQGK-DRH1	0100-09000-0-1110-1000-430000-060		(48.54)
		CM-230111	1M7Q-P6CY-NFT7	0100-07140-0-1110-1000-430000-085		(532.89)
		PO-231476		0100-09000-0-1172-1000-430000-000		1,349.80
		PO-231541	Axis M3057-PLVE 6 Megapixel N	0100-00000-0-0000-2420-430000-000		750.84
		PO-231547	Maintenance Office- APC Back-UP	0100-81500-0-0000-8110-430000-000		355.24
		PO-231564	Maintenance- Leviton 1221-2WL 2	0100-81500-0-0000-8110-430000-000		82.30
					Warrant Total:	1,956.75
					Vendor Total:	4,779.48
3641-AT&T	512544047	PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		394.76
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		394.76
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		394.76
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		394.76
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		394.76
		PO-230709	Ethernet Network Services July 1, 2	0100-00000-0-0000-7200-590008-000		394.76
					Warrant Total:	2,368.56
					Vendor Total:	2,368.56
1794-AT&T Global Services	512542185	PO-230009	Monthly Charges for District	0100-00000-0-0000-8200-590004-000		2,591.09
		PO-230010	Monthly Charges/CVHS Site July	0100-00000-0-0000-2700-590004-082		165.25
		PV-230135	High Speed Internet	0100-00000-0-1110-1000-590008-082		461.07
					Warrant Total:	3,217.41
					Vendor Total:	3,217.41
2120-Awesome Charters and Tours LLC	512543088	PO-230702	Bus for Choir Performance at Knott	0100-07140-0-1110-1000-580000-090		3,485.00
		PO-230858	Bus for Leadership Students to Dis	0100-07140-0-1110-1000-580000-090		3,750.00
			•		Warrant Total:	7,235.00
					Vendor Total:	7,235.00
3451-AXA Equitable Life Insurance C	512545757	PO-230002	Employee Life Insurance Benefit P	0100-00000-0-0000-0000-951400-000		621.01
3 13 1 THAT Equitable Elife Insurance C	312313737	10 230002	Employee Ene insurance Benefit I	0100 00000 0 0000 0000 951 100 000	Warrant Total:	621.01
					Vendor Total:	621.01
2887-Belmont Nursery Inc	512546533	PO-231521	Rafer, Front Entrance Flower Bed-	0100-26000-0-0000-8400-430000-000		129.52
	- 3.0223		.,		Warrant Total:	129.52

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Paid Date(s) From: 5/9/2023 To: 6/6/2023

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	129.52
3319-Berman's Flowers	512548544	PO-231340	Eight Grade Promotion Supplies - b	0100-00000-0-1110-1000-430000-082		381.41
					Warrant Total:	381.41
					Vendor Total:	381.41
97-Borchardt Corona & Faeth	512547539	PO-230017	Professional Audit Services Year	0100-00000-0-0000-7190-580000-000		4,188.80
					Warrant Total:	4,188.80
					Vendor Total:	4,188.80
3191-BSN Sports LLC	512543089	PO-230930	Diamond DOL-1 NFHS/NOCSAE I	0100-00000-0-1135-1000-430000-090		569.13
		PO-230578	Triple Threat Belt w/Blue Flag - X	0100-09000-0-1110-1000-430000-090		2,466.08
		PO-230578	Triple Threat Belt w/Blue Flag - X	0100-09000-0-1110-1000-430000-090		45.84
					Warrant Total:	3,081.05
	512548545	PO-230578	Triple Threat Belt w/Blue Flag - X	0100-09000-0-1110-1000-430000-090		29.79
					Warrant Total:	29.79
					Vendor Total:	3,110.84
803-California Dept of Justice	512544048	PO-230021	Fingerprint Charges July 1, 2022 th	0100-00000-0-0000-7300-580015-000		147.00
					Warrant Total:	147.00
					Vendor Total:	147.00
3050-California Teaching Fellows	512546534	PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		8,019.61
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		8,991.30
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		6,458.30
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		10,380.98
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		19,967.48
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		15,871.87
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		9,984.57
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		7,363.68
		PO-230485	5 Teaching Fellows starting 08/09/	0100-74220-0-1110-1000-580000-000		10,701.08
		PO-230485	5 Teaching Fellows starting 08/09/	0100-74220-0-1110-1000-580000-000		2,310.01
		PO-231101	Teaching Fellows	0100-30100-0-1110-1000-580000-082		548.63
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		22,995.18
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		17,110.02
		PO-231438	Afterschool Program (ELOC):	0100-26000-0-1110-1000-580000-000		23,430.10
					Warrant Total:	164,132.81
					Vendor Total:	164,132.81
2671-Canon Financial Services Inc	512545760	PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-060		1,165.84

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512545760	PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-080		1,238.02
		PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-070		1,355.66
		PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-085		1,234.58
		PV-230141	30533650	0100-00000-0-0000-7300-560000-000		111.07
		PO-230440	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-090		1,199.55
		PO-230440	Monthly Payment-Canon	0100-00000-0-1110-1000-560000-082		791.96
		PO-230440	Monthly Payment-Canon	0100-81500-0-0000-8110-560000-000		185.71
		PO-230440	Monthly Payment-Canon	0100-65000-0-5760-1120-560000-000		219.31
					Warrant Total:	7,501.70
					Vendor Total:	7,501.70
149-CDW Government LLC	512542186	PO-231425	6395102 Bretford cube for 36 Tabl	0100-26000-0-1110-2420-430000-000		750.00
		PO-231425	6395102 Bretford cube for 36 Tabl	0100-26000-0-1110-2420-440000-000		1,647.45
		PO-231443	VIEWSONIC-VIEW BOARD VB W	0100-33050-0-5760-1120-440000-000		113.46
		PO-230744	Samsung Galaxy Chromebook 2 - 1	0100-26000-0-1110-2420-440000-000		15,545.76
		PO-230744	Samsung Galaxy Chromebook 2 - 1	0100-26000-0-1110-2420-440000-000		5,979.14
					Warrant Total:	24,035.81
	512547540	PO-231425	6395102 Bretford cube for 36 Tabl	0100-26000-0-1110-2420-430000-000		10,861.28
					Warrant Total:	10,861.28
					Vendor Total:	34,897.09
162-Childs & Co Inc	512545763	PO-231481	Maintenance- Electric Strike 9600. I	0100-26000-0-0000-8110-430000-000		734.56
		PO-231480	Maintenance- Invoice 125615	0100-26000-0-0000-8110-440000-000		1,424.30
					Warrant Total:	2,158.86
	512546535	PO-231516	Roosevelt, Main Hallway- Invoice	0100-81500-0-0000-8110-430000-000		385.02
			•		Warrant Total:	385.02
					Vendor Total:	2,543.88
166-City of Kingsburg	512542187	PV-230134	Utility Fees	0100-67620-0-0000-8200-550008-000		8,241.20
		PO-230019	Monthly District Garbage Fees	0100-00000-0-0000-8200-550009-000		499.13
			-		Warrant Total:	8,740.33
					Vendor Total:	8,740.33
3726-Comcast Corporation	512547541	PO-230481	Internet Services at the Roosevelt S	0100-00000-0-0000-7200-590008-000		416.64
					Warrant Total:	416.64
					Vendor Total:	416.64
3321-Consolidated Electrical Distri	512544049	PO-231460	Washington, Part for Handicap Ga	0100-81500-0-0000-8110-430000-000		36.63
		PO-231461	Washington, Part for Handicap Ga	0100-81500-0-0000-8110-430000-000		14.22

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	50.85
					Vendor Total:	50.85
1923-CSUF Foundation	512547542	PO-231562	Registration Fee to "Cognitively	0100-40350-0-1110-1000-520000-000		650.00
		PO-231563	Registration to "Early Childhood	0100-40350-0-1110-1000-520000-000		650.00
					Warrant Total:	1,300.00
					Vendor Total:	1,300.00
206-Curriculum Associates LLC	512548546	PO-231545	phonics for reading ws12689	0100-09000-0-1110-1000-430000-000		1,887.12
					Warrant Total:	1,887.12
					Vendor Total:	1,887.12
3067-Darden Architects Inc	512547543	PO-231548	Roosevelt, Fire Alarm Equipment U	0100-26000-0-0000-8110-580000-000		11,800.00
					Warrant Total:	11,800.00
					Vendor Total:	11,800.00
3123-Dedini, Denise	512544050	PO-231475	Reimbursement for Meals and	0100-09000-0-1110-1000-520000-090		373.99
					Warrant Total:	373.99
					Vendor Total:	373.99
218-Demco Inc	512546536	PO-231297	W13822780 Stationary 4, 3 Adj. 6	0100-32160-0-1110-1000-430000-080		749.31
			3		Warrant Total:	749.31
					Vendor Total:	749.31
3648-Don Berry Construction Inc	512545764	PO-231479	Washington- Paving for Parking	0100-26000-0-0000-8110-580000-000		1,857.63
,					Warrant Total:	1,857.63
					Vendor Total:	1,857.63
2918-Dubuque Bank and Trust	512547544	PO-230024	Principal Payment for QZAB Loan	0100-00000-0-0000-9100-743900-000		133,647.06
_, _,, _, _, _, _, _, _, _, _, _, _,					Warrant Total:	133,647.06
					Vendor Total:	133,647.06
298-EDCARE GROUP, THE	512547545	PO-230001	Insurance Premiums July 1, 2022 t	0100-00000-0-0000-7600-370100-000		52,496.50
250 EBC/IKE GROOT, THE	312347343	PO-230001	Insurance Premiums July 1, 2022 t	0100-00000-0-0000-7600-370200-000		17,596.00
		PO-230001	Insurance Premiums July 1, 2022 t	0100-00000-0-0000-7110-370200-000		6,473.00
		PO-230001	Insurance Premiums July 1, 2022 t	0100-00000-0-0000-0000-951400-000		268,955.29
			•		Warrant Total:	345,520.79
					Vendor Total:	345,520.79
2587-EMCOR Service - Mesa Energy Sy	512546537	PO-231527	Washington, Room 5 HVAC-	0100-32120-0-0000-8110-580000-000		587.50
	2122.0007	- 0 - 010-1		2222 22120 0 0000 0110 200000 000		2050

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	587.50
	512547548	PO-231552	Reagan, Main Office HVAC-	0100-32120-0-0000-8110-580000-000	***	2,041.96
					Warrant Total:	2,041.96
					Vendor Total:	2,629.46
3740-Employment Development Dept	512547549	PV-230152	942-3626-2	0100-00010-0-0000-0000-951500-000	337 470 4 1	99.30
					Warrant Total:	99.30
					Vendor Total:	99.30
3795-Epoch Education Inc	512547550	PO-231536 PO-231535	Let's Talk About Race Paperback B Professional Development- Dr. Nan	0100-09000-0-1110-1000-430000-000 0100-09000-0-1110-1000-580000-000		1,071.47 5,000.00
		FO-231333	Professional Development- Dr. Nan	0100-09000-0-1110-1000-380000-000	Warrant Total:	6,071.47
					Vendor Total:	6,071.47
3153-Executive Business Products	512544051	PO-231116	Office Furniture- Quote# 68177	0100-26000-0-0000-2700-580000-000		30,997.72
5105 Executive Business Froducts	3123 1 1031	10 231110	Office Lamitate Quotes 60177	0100 20000 0 0000 2700 30000 000	Warrant Total:	30,997.72
					Vendor Total:	30,997.72
2289-Fagen Friedman & Fulfrost LLP	512544052	PO-230025	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		213.50
C		PO-230025	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		275.00
					Warrant Total:	488.50
	512547551	PV-230153	211267-1	0100-00000-0-0000-7100-580018-000	107 (10 (1	91.50
					Warrant Total:	91.50
					Vendor Total:	580.00
3012-Fastenal Company	512544053	PO-231401	Maintenance- HVAC Filter	0100-32120-0-0000-8110-430000-000	Warrant Total:	748.67 748.67
					Vendor Total:	748.67
2221 5 5 5 5	51051550	DO 201510	N	0100 01500 0 0000 0110 100000 000	vendor Total:	
2331-Ferguson Enterprises Inc	512547552	PO-231513	Maintenance- Quote B318325	0100-81500-0-0000-8110-430000-000	Warrant Total:	965.80 965.80
					Vendor Total:	965.80
200 F-11-4 C	512542199	DO 221201	11570V9 File C C-44	0100 00000 0 1110 2420 420000 070	vendor Total.	
309-Follett Content Solutions LLC	512542188	PO-231201	1157QY8 Elbow Grease. Get out a	0100-09000-0-1110-2420-420000-070	Warrant Total:	348.97 348.97
	512544054	PO-231301	1743DV5 The Aurelia curse Funk	0100-09000-0-1110-2420-420000-085		609.28
		PO-231301	1743DV5 The Aurelia curse Funk	0100-09000-0-1110-2420-420000-085		215.11
		PO-231300	38796V0 Among the brave Haddi	0100-09000-0-1110-2420-420000-085		225.26
		PO-231300	38796V0 Among the brave Haddi	0100-09000-0-1110-2420-420000-085		41.28

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512544054	PO-231237	The 47 people you'll meet	0100-09000-0-1110-2420-420000-090		617.11
		PO-231283	There was an old lady who Item #3	0100-09000-0-1110-2420-420000-060		33.77
		PO-231283	There was an old lady who Item #3	0100-09000-0-1110-2420-420000-060		132.54
					Warrant Total:	1,874.35
	512545765	PO-231180	1085VN3 I lost my tooth!	0100-09000-0-1110-2420-420000-070		413.30
		PO-231185	14 ways to die	0100-09000-0-1110-1000-430000-090		862.63
		PO-231185	14 ways to die	0100-09000-0-1110-1000-430000-090		290.64
					Warrant Total:	1,566.57
	512546538	PV-230150	663419	0100-09000-0-1110-2420-420000-085		369.00
		PO-231197	1646QQ3 Mr. Lemoncello and the	0100-09000-0-1110-2420-420000-070		307.79
		PO-231303	[Set/Series] 100 Cupboards (4 items	0100-09000-0-1110-2420-420000-090		497.05
					Warrant Total:	1,173.84
	512547553	PO-231309	Abdo Kids Jumbo set of 12: Afric	0100-09000-0-1110-2420-420000-060		586.99
		PO-231237	The 47 people you'll meet	0100-09000-0-1110-2420-420000-090		429.29
		PO-231303	[Set/Series] 100 Cupboards (4 items	0100-09000-0-1110-2420-420000-090		316.28
		PO-231154	The 47 people you'll meet	0100-09000-0-1110-1000-430000-090		185.45
					Warrant Total:	1,518.01
					Vendor Total:	6,481.74
310-Follett School Solutions LLC	512542189	PO-231326	I survived the sinking of Ball	0100-09000-0-1110-2420-420000-085		698.73
		PO-231325	Stellarlune	0100-09000-0-1110-2420-420000-085		354.59
		PO-231325	Stellarlune	0100-09000-0-1110-2420-420000-085		486.35
					Warrant Total:	1,539.67
	512544055	PO-231302	1791GX8 Amina's song Khan, Hen	0100-09000-0-1110-2420-420000-085		1,469.91
		PO-231302	1791GX8 Amina's song Khan, Hen	0100-09000-0-1110-2420-420000-085		2,726.87
		PO-231302	1791GX8 Amina's song Khan, Hen	0100-09000-0-1110-2420-420000-085		20.89
		PO-231326	I survived the sinking of Ball	0100-09000-0-1110-2420-420000-085		125.70
					Warrant Total:	4,343.37
	512545766	PO-231326	I survived the sinking of Ball	0100-09000-0-1110-2420-420000-085		1,354.35
					Warrant Total:	1,354.35
					Vendor Total:	7,237.39
324-Fresno County Superintendent	512544056	PO-230026	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		1,005.00
7 1			, , ,		Warrant Total:	1,005.00
					Vendor Total:	1,005.00
222 C W SCHOOL SUDDI V INC	510546520	PO-231391	Cyman or Cymalics for learning 1 f	0100 22160 0 1172 1000 420000 000		500.00
333-G W SCHOOL SUPPLY INC	512546539	PO-231391	Summer Supplies for learning loss f	0100-32160-0-1172-1000-430000-000		300.00

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512547554	PO-231492	Summer supplies not to exceed \$5	0100-32160-0-1172-1000-430000-000	Warrant Total: Warrant Total: Vendor Total:	500.00 500.00 500.00 1,000.00
343-Gas Company, The	512544057	PO-230937	Monthly Utility Fees	0100-67620-0-0000-8200-550003-000	Warrant Total: Vendor Total:	3,485.00 3,485.00 3,485.00
2787-Goodfellow Occupational Therap	512547556	PO-230308 PO-230308	2022-23 SCHOOL YEAR 2022-23 SCHOOL YEAR	0100-90530-0-0000-3140-580000-000 0100-90530-0-0000-3140-580000-000	Warrant Total: Vendor Total:	2,021.00 1,324.25 3,345.25 3,345.25
352-GOPHER SPORTS	512546540	PO-231533 PO-231533 PO-231533 PO-231533 PO-231533 PO-231533	21-901 spark - k-2 set 3 3 year 21-901 spark - k-2 set 3 3 year	0100-09000-0-1110-1000-430000-000 0100-09000-0-1110-1000-430000-000 0100-09000-0-1110-1000-430000-000 0100-09000-0-1110-1000-430000-000 0100-09000-0-1110-1000-430000-000 0100-09000-0-1110-1000-430000-000 0100-09000-0-1110-1000-430000-000	Warrant Total:	6,853.05 488.53 7,031.49 7,031.49 7,031.49 6,853.05 488.53 35,777.63
1626-Gottschalk Music Center	512548549	PO-230769	Jupiter 3/4 Upright Baritone	0100-67620-0-1156-1000-440000-000	Vendor Total: Warrant Total: Vendor Total:	35,777.63 12,630.20 12,630.20 12,630.20
403-Home Depot	512545767	PO-231430	Washington, Staff Room- Unfinis	0100-81500-0-0000-8110-430000-000	Warrant Total: Vendor Total:	280.95 280.95 280.95
377-Houghton Mifflin Harcourt	512548550	PO-231532 PO-231532	HMH Science Dimensions CA K-8 HMH Science Dimensions CA K-8	0100-63000-0-1110-1000-410000-000 0100-63000-0-1110-1000-410000-000	Warrant Total: Vendor Total:	59,178.33 4,997.87 64,176.20 64,176.20
3774-Howard Technology Solutio	512542191	PO-231344 PO-231343	Elmp TT-12F - Document camera - Elmo TT-12F - Document camera -	0100-09000-0-1110-1000-430000-085 0100-09000-0-1110-1000-440000-085	Warrant Total:	853.27 17,065.49 17,918.76

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	17,918.76
2668-Isom Advisors	512547557	PO-230029	Annual Report Preparation, Filing a	0100-00000-0-0000-7300-580000-000	Warrant Total:	3,800.00 3,800.00
					Vendor Total:	3,800.00
730-Joe Saubert Inc	512546541	PO-231524	Lincoln- Replaced shut off on	0100-26000-0-0000-8110-430000-000	Warrant Total:	1,048.08 1,048.08
					Vendor Total:	1,048.08
3793-Johnson, Marcus P	512547558	PO-231510	Opening Session Key Note	0100-09000-0-1110-1000-580000-000	Warrant Total:	2,000.00 2,000.00
					Vendor Total:	2,000.00
1845-Johnstone Supply	512547559	PO-231551 PO-231554	Rafer, Library HVAC- Invoice Rafer, Library HVAC- Invoice	0100-32120-0-0000-8110-580000-000 0100-32120-0-0000-8110-580000-000	Warrant Total:	3,013.14 51.35 3,064.49
					Vendor Total:	3,064.49
3450-Kingsburg Express Lube Inc	512544059	PO-231459	2019 Dodge Ram 1500 PU Vin	0100-81500-0-0000-8110-560000-000	Warrant Total:	50.95 50.95
					Vendor Total:	50.95
3768-KSEE/KGPE Yourcentralvalley.co	512545768	PO-231110	6 MONTH CAMPAIGN SPEND	0100-00000-0-1110-2700-580001-082	Warrant Total:	350.00 350.00
					Vendor Total:	350.00
498-Lakeshore Learning Materials	512542192	PO-231287	Foam Sensory Paint - Set of 5	0100-33080-0-5760-1120-430000-000	Warrant Total:	1,502.77 1,502.77
					Vendor Total:	1,502.77
2951-Lawrence Tractor Company Inc	512548552	CM-230112 PO-231528	606275 Grounds- Quote 544940	0100-00000-0-0000-8400-430010-000 0100-00000-0-0000-8400-430010-000	Warrant Total:	(34.59) 98.14 63.55
					Vendor Total:	63.55
3473-Lee, Melody	512544060	PO-231473	Reimbursement for Meals	0100-09000-0-1110-1000-520000-090		48.00
					Warrant Total:	48.00
	512546542	PO-231456 PO-231466	Reimbursement for Meals and Reimbursement for Meals -	0100-09000-0-1110-1000-520000-090 0100-09000-0-1110-1000-520000-000		515.83 579.86

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	1,095.69
					Vendor Total:	1,143.69
520-Lozano Smith LLP	512544061	PO-230689	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		422.50
		PO-230689	Legal Services July 1, 2022 throug	0100-00000-0-0000-7100-580018-000		130.00
					Warrant Total:	552.50
					Vendor Total:	552.50
546-McMaster-Carr Supply Company	512545769	PO-230099	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		66.59
					Warrant Total:	66.59
					Vendor Total:	66.59
3522-Mid-Valley Disposal LLC	512545770	PO-230100	Roll Off Bin Charges during July 1	0100-00000-0-0000-8200-550008-000		650.50
		PO-231501	Roll Off Bin Charges during July 1	0100-00000-0-0000-8200-550008-000		300.00
		PO-231501	Roll Off Bin Charges during July 1	0100-00000-0-0000-8200-550008-000		775.00
					Warrant Total:	1,725.50
					Vendor Total:	1,725.50
1450-NAPA Auto Parts of Selma	512542193	PO-231245	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		11.98
		PO-231245	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		196.14
		PO-231245	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		50.12
					Warrant Total:	258.24
	512543090	PO-231245	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		58.81
					Warrant Total:	58.81
	512545771	PO-231245	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		835.43
		PO-231500	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		404.92
					Warrant Total:	1,240.35
	512548556	PO-231500	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		149.24
		PO-231500	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		17.73
					Warrant Total:	166.97
					Vendor Total:	1,724.37
595-Nelson's Ace Hardware	512542194	PO-230102	Maintenance Materials and	0100-81500-0-0000-8110-430000-000		5,017.21
					Warrant Total:	5,017.21
	512546543	PO-231515	Grounds- Estimate 832089	0100-26000-0-0000-8400-440000-000		4,409.00
		PO-231515	Grounds- Estimate 832089	0100-26000-0-0000-8400-440000-000		6,899.08
					Warrant Total:	11,308.08
					Vendor Total:	16,325.29

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1530-Nelson's Power Center	512548557	PO-230103	Maintenance Supplies purchased	0100-81500-0-0000-8110-430000-000		108.45
					Warrant Total:	108.45
					Vendor Total:	108.45
3683-ODP Business Solutions LLC	512542195	PO-231418	Item # 366924	0100-09000-0-1110-1000-430000-000		84.04
		PO-230789	Materials and supplies for	0100-26000-0-0000-2700-430000-000		48.38
		PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		55.95
		PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		64.79
		PO-230789	Materials and supplies for	0100-26000-0-0000-2700-430000-000		744.79
		CM-230096	ODP Business Solutions LLC	0100-09000-0-1110-1000-430000-081		(7.89)
		CM-230097	ODP Business Solutions LLC	0100-09000-0-1110-1000-430000-081		(18.41)
		PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		55.95
		PO-230789	Materials and supplies for	0100-26000-0-0000-2700-430000-000		166.06
					Warrant Total:	1,193.66
	512543091	PO-231259	Open PO not to exceed 2201 dolla	0100-11000-0-1110-1000-430000-060		700.00
					Warrant Total:	700.00
	512544062	PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		80.78
		PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		108.32
					Warrant Total:	189.10
	512546544	PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		83.90
		PV-230144	305830165001	0100-09000-0-1110-1000-430000-090		37.25
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		253.65
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		115.47
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		8.71
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		8.38
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		59.72
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		57.53
		PV-230145	306032475001	0100-09000-0-1110-1000-430000-090		1,717.29
		PV-230146	306458688001	0100-09000-0-1110-1000-430000-090		639.56
		PV-230147	306473537001	0100-09000-0-1110-1000-430000-090		172.17
		PV-230148	306473538001	0100-09000-0-1110-1000-430000-090		17.17
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		43.57
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		38.97
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		44.02
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		2,157.96
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		376.93
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		233.17

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512546544	PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		129.57
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		326.00
		PO-231350	Materials and Supplies for Summer	0100-32160-0-1172-1000-430000-000		60.13
		PV-230143	302587616001	0100-09000-0-1110-1000-430000-090		246.48
		PV-230142	302004287001	0100-09000-0-1110-1000-430000-090		285.82
					Warrant Total:	7,113.42
	512547560	PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		45.02
					Warrant Total:	45.02
	512548558	PO-230287	Office Supplies for the 2022- 2023	0100-11000-0-0000-7300-430000-000		55.92
		PO-231517	HP 148X High yield Black toner. #	0100-26000-0-0000-2700-430000-000		989.01
					Warrant Total:	1,044.93
					Vendor Total:	10,286.13
618-Pacific Gas & Electric	512544064	PO-231403	Monthly Utility Charges	0100-67620-0-0000-8200-550001-000		81.41
			, , , , , , , , , , , , , , , , , , ,		Warrant Total:	81.41
					Vendor Total:	81.41
3425-Pacific Shredding	512546545	PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		44.80
3 123 Tuestie Silledding	312310313	PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		57.12
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		61.60
		PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		72.80
			,		Warrant Total:	236.32
	512547562	PO-230035	Shredding Services July 1, 2022 th	0100-00000-0-0000-8200-550008-000		61.60
					Warrant Total:	61.60
					Vendor Total:	297.92
1001-Pacific West Controls Inc	512544065	PO-231470	Rafer, HVAC Controls Module-	0100-26000-0-0000-8110-580000-000		1,300.00
					Warrant Total:	1,300.00
	512548559	PO-231469	Rafer, HVAC Control Module Upg	0100-26000-0-0000-8110-580000-000		21,765.96
					Warrant Total:	21,765.96
					Vendor Total:	23,065.96
3531-Parker, John Robert	512544066	PO-231465	Reimbursement for Meals	0100-09000-0-1110-1000-520000-090		74.00
,					Warrant Total:	74.00
					Vendor Total:	74.00
3789-Pasillas, Erin	512544067	PO-231505	CLAIM FOR REIMBURSEMENT	0100-90130-0-1110-1000-520000-000		35.00
c. c. Zasimas, Em	312311007	10 251505		0100 70100 0 1110 1000 520000 000	Warrant Total:	35.00
						22.00

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	35.00
1808-Pearson 1496-Pilo's First Aid & CPR	512546546	PO-231506	BSRA-4 : R Q GLOBAL	0100-33050-0-5760-1120-430000-000	337 4 TO .4.1	75.00
					Warrant Total: Vendor Total:	75.00 75.00
	510540560	DO 221571		0100 26000 0 1110 1000 500000 000	vendor Totai:	
	512548560	PO-231571	Students Course 1st Aid/CPR, A,I,	0100-26000-0-1110-1000-580000-000	Warrant Total:	5,850.00 5,850.00
					Vendor Total:	5,850.00
1924-Power Design Electric Inc	512542196	PO-231048	Outdoor Lighting Project- Proposal	0100-26000-0-0000-8110-580000-000		20,319.30
٠					Warrant Total:	20,319.30
	512548561	PO-231048	Outdoor Lighting Project- Proposal	0100-26000-0-0000-8110-580000-000		8,181.51
					Warrant Total:	8,181.51
					Vendor Total:	28,500.81
3649-Professional Utility Locating	512545772	PO-231483	Lincoln- Locate and mark existing u	0100-26000-0-0000-8110-580000-273	Warrant Total:	250.00 250.00
					Vendor Total:	250.00
3432-Quadient Inc	512543092	PO-230033	District Postage July 1, 2022 throug	0100-00000-0-0000-7300-590010-000		1,203.45
					Warrant Total:	1,203.45
					Vendor Total:	1,203.45
693-Really Good Stuff	512546547	PO-231490	Excellerations® Alphabet Skills Wo	0100-32160-0-1172-1000-430000-000		308.87
					Warrant Total:	308.87
					Vendor Total:	308.87
3643-Rex Moore Group Inc	512547564	PO-231398	Roosevelt- Remove and replace Fi	0100-81500-0-0000-8110-560000-000	Warrant Total:	5,637.93 5,637.93
					Vendor Total:	5,637.93
710-Rochester 100 Inc	£12£4£772	PO-231196	ECI Spenish English Hama Commu	0100-09000-0-1110-1000-430000-070	vendor Total.	1,395.00
	512545773	PO-231190	ESL Spanish English Home Commu	0100-09000-0-1110-1000-430000-070	Warrant Total:	1,395.00
					Vendor Total:	1,395.00
3765-Ruiz, Michael	512544069	PO-231464	Reimbursement for Meals	0100-09000-0-1110-1000-520000-090		99.25
		PO-231472	Reimbursement for Meals and	0100-09000-0-1110-1000-520000-090		275.94
					Warrant Total:	375.19
					Vendor Total:	375.19

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3710-Sanchez, Arllette G	512546548	PO-231449	MILEAGE REIMBURSEMENT	0100-65000-0-5760-3600-580000-000		262.26
					Warrant Total:	262.26
					Vendor Total:	262.26
2540-Schofield, Heather	512544070	PO-231504	CLAIM FOR REIMBURSEMENT	0100-90130-0-1110-1000-520000-000		64.00
					Warrant Total:	64.00
					Vendor Total:	64.00
744-Scholastic Education	512546549	PO-231192	Grade 2 Below Level Books	0100-09000-0-1110-1000-430000-070		2,820.79
		PO-231195	Nat Geo Kids	0100-30100-0-1110-1000-430000-070		2,469.23
					Warrant Total:	5,290.02
					Vendor Total:	5,290.02
740-Scholastic Inc	512546550	PO-231369	NTS861432 Decodable Cards:	0100-32160-0-1172-1000-430000-000		93.05
		PO-231370	NTS519241 Best of Dr. Jean: Pu	0100-32160-0-1172-1000-430000-000		9.20
		PO-231370	NTS519241 Best of Dr. Jean: Pu	0100-32160-0-1172-1000-430000-000		184.48
		PO-231446	Order for Summer School Program	0100-32160-0-1172-1000-430000-000		4.34
		PO-231360	NTS647136 Tornadoes	0100-32160-0-1172-1000-430000-000		7.12
		PO-231364	NTS630206 Calling All	0100-32160-0-1172-1000-430000-000		199.99
		PO-231366	NTS500649 Coretta Scott King	0100-32160-0-1172-1000-430000-000		77.79
		PO-231351	NTS736583 Laugh-A-Lot Phoni	0100-32160-0-1172-1000-430000-000		198.43
		PO-231446	Order for Summer School Program	0100-32160-0-1172-1000-430000-000		188.48
		PO-231187	Pete the Cat Grades K-2 Item #NTSS	0100-30100-0-1110-1000-430000-060		887.91
		PO-231359	NTS561494 The Selection	0100-32160-0-1172-1000-430000-000		205.50
		PO-231187	Pete the Cat Grades K-2 Item #NTSS	0100-30100-0-1110-1000-430000-060		1,681.39
		PO-231365	NTS830646 Giraffes Say: How	0100-32160-0-1172-1000-430000-000		188.50
		PO-231367	NTS835873 Spy Penguins: Spy	0100-32160-0-1172-1000-430000-000		197.86
		PO-231352	NTS718667 Real World Math: S	0100-32160-0-1172-1000-430000-000		197.31
		PO-231355	NTS539134 My First I Can Read G	0100-32160-0-1172-1000-430000-000		385.15
			·		Warrant Total:	4,706.50
					Vendor Total:	4,706.50
2768-School Mate	512546551	PO-231086	2023 planners	0100-30100-0-1110-1000-430000-082		739.50
					Warrant Total:	739.50
					Vendor Total:	739.50
752-School Specialty LLC	512542197	PO-231331	Frey Scientific Natural Corks - size	0100-30100-0-1110-1000-430000-082		291.79
					Warrant Total:	291.79
					Vendor Total:	291.79

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3535-Sequoia Construction Company	512547565	PO-231553	Roosevelt- Chiller repair, fix leak w	0100-26000-0-0000-8110-580000-000	Warrant Total:	2,382.00 2,382.00
					Vendor Total:	2,382.00
2349-Sever, Wesley	512542198	PO-231447	Monthly Expenses/Mileage, Meals	0100-00000-0-0000-7100-520000-000	Warrant Total:	1,380.15 1,380.15
	512545774	PV-230139	Reimb	0100-00000-0-0000-7100-520000-000	Warrant Total:	592.12 592.12
	512548563	PV-230159	Reimb	0100-00000-0-0000-7100-520000-000	Warrant Total:	1,194.06 1,194.06
					Vendor Total:	3,166.33
3690-SiteOne Landscape Supply LLC	512548564	PO-231519	Grounds Supplies- Quote 6306607	0100-26000-0-0000-8400-430000-000	Warrant Total: Vendor Total:	1,726.02 1,726.02 1,726.02
1294-SouthCounty Support Services	512546552	PO-231051 PO-231051 PO-230047 PO-230047	Late Bus Transportation Fees Late Bus Transportation Fees Transportation Fees/Field Trips Di Transportation Fees/Field Trips Di	0100-26000-0-0000-3600-510000-000 0100-26000-0-0000-3600-510000-000 0100-09000-0-0000-3600-580014-000 0100-09000-0-0000-3600-580014-000	Warrant Total:	708.38 3,682.66 7,148.61 4,137.47 15,677.12
					Vendor Total:	15,677.12
1291-Southwest Transportation Agenc	512546553	PO-231560	WO#230672-K6	0100-09000-0-0000-3600-560000-000	Warrant Total:	8,870.08 8,870.08
2010-Sparkletts	512542199	PO-230961	Maintenance- Drinking water for B	0100-81500-0-0000-8110-430000-000	Vendor Total: Warrant Total: Vendor Total:	8,870.08 92.91 92.91 92.91
3285-THE HOME DEPOT PRO	512542200	CM-230095 PO-230109	THE HOME DEPOT PRO Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085 0100-00000-0-0000-8200-430000-080	Warrant Total:	(40.08) 729.23 689.15
	512545775	PO-230109 PO-230109 PO-231433	Custodial Supplies purchased Custodial Supplies purchased Custodial Supplies, Washington	0100-00000-0-0000-8200-430000-085 0100-00000-0-0000-8200-430000-090 0100-32120-0-0000-8110-430000-000	Warrant Total:	40.08 145.35 9.24 194.67
	512546554	PO-231347	Custodial Supplies purchased duri	0100-00000-0-0000-8200-430000-082	, , was write a court	9.24

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	9.24
	512548565	PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085		242.36
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000		1,136.04
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000		169.78
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060		75.59
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		990.45
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		78.20
		PO-230109	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080		109.67
		PO-231482	Washington, Custodial- Item REN0	0100-32120-0-0000-8200-440000-000		905.78
					Warrant Total:	3,707.87
					Vendor Total:	4,600.93
3753-UBEO Business Services	512547567	PV-230151	4104592	0100-11000-0-0000-7300-580000-000		388.65
					Warrant Total:	388.65
					Vendor Total:	388.65
3349-UniFirst Corporation	512543093	PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		100.89
•		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		103.75
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		149.67
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		128.16
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		116.99
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		34.94
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		100.89
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		103.75
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		149.67
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		116.99
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		128.16
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		34.94
					Warrant Total:	1,268.80
	512544072	PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		100.89
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		103.75
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		260.19
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		128.16
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		116.99
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		34.94
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		100.89
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		103.75
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		149.67

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512544072	PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		116.99
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		128.16
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		34.94
					Warrant Total:	1,379.32
	512547568	PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		34.94
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		100.89
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		103.75
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		149.67
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		116.99
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		128.16
					Warrant Total:	634.40
	512548566	PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		34.94
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		100.90
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		103.76
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		149.68
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		117.00
		PO-231468	Service for Uniforms, Rugs and Mop	0100-67620-0-0000-8200-550005-000		128.17
					Warrant Total:	634.45
					Vendor Total:	3,916.97
2534-US Bank National Association	512544073	PV-230138	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		538.13
		PV-230138	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		60.74
		PO-231285	Student Event to Promote the Arts	0100-11000-0-1133-1000-430000-000		37.41
		PO-231284	Art 1st Place Ribbon - Carded	0100-11000-0-1133-1000-430000-000		267.84
		PO-231285	Student Event to Promote the Arts	0100-11000-0-1133-1000-430000-000		348.54
		PO-231285	Student Event to Promote the Arts	0100-11000-0-1133-1000-430000-000		421.20
		PO-231285	Student Event to Promote the Arts	0100-11000-0-1133-1000-430000-000		65.33
		PO-231285	Student Event to Promote the Arts	0100-11000-0-1133-1000-430000-000		234.47
		PO-231277	Award of Excellence Event in	0100-09000-0-1110-1000-430000-082		350.00
		PV-230138	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		145.64
		PV-230138	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		26.99
		PV-230138	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		31.17
		PV-230137	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000		548.80
		PV-230138	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		128.05
		PO-231393	2016 Nissan Leaf Vin 1320- Part 2	0100-81500-0-0000-8110-430000-000		174.63
		PO-231397	Maintenance- Material for wall	0100-81500-0-0000-8110-430000-000		369.02
		PV-230136	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000		40.66
		PO-231275	Award of Excellence Event in	0100-09000-0-1110-1000-430000-082		476.61

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Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512544073	PO-231288	Four-Student Woodworking Bench	0100-63880-0-1110-1000-440000-000		13,853.95
		PO-231407	Registration to the 2023 PSC	0100-09000-0-1110-1000-520000-000		425.00
		PO-231407	Registration to the 2023 PSC	0100-09000-0-1110-1000-520000-000		425.00
		PO-231273	ATTENDEE: ERIN PASILLAS	0100-09000-0-1110-1000-520000-000		425.00
		PO-231407	Registration to the 2023 PSC	0100-09000-0-1110-1000-520000-000		425.00
		PO-231407	Registration to the 2023 PSC	0100-09000-0-1110-1000-520000-000		425.00
		PO-231407	Registration to the 2023 PSC	0100-09000-0-1110-1000-520000-000		425.00
		PO-231407	Registration to the 2023 PSC	0100-09000-0-1110-1000-520000-000		425.00
		PO-231407	Registration to the 2023 PSC	0100-09000-0-1110-1000-520000-000		425.00
		PO-231216	Registration for Melody Lee for Ca	0100-09000-0-1110-1000-520000-090		998.00
		PO-231508	Amazon Prime Membership Fee - M	0100-11000-0-0000-7300-530000-000		848.92
		PO-230081	CrashPlan Pro Back-up Service	0100-00000-0-0000-7100-580000-000		9.99
		PO-230082	Quickbooks On-Line Cafeteria	0100-00000-0-0000-7300-580000-000		55.00
		PO-230083	Monthly Renewal for Tech Dept	0100-00000-0-0000-2420-580000-000		34.95
		PV-230137	4246-0445-5572-0782	0100-00000-0-0000-7300-580000-000		5.39
					Warrant Total:	23,471.43
					Vendor Total:	23,471.43
3670-Valley Iron Inc	512544074	PO-231484	Rafer, Restroom- Invoice 2262928	0100-26000-0-0000-8110-430000-000		261.55
					Warrant Total:	261.55
					Vendor Total:	261.55
918-Weco Supply Company Inc	512545776	PO-231498	Monthly Rental for Torch Welding T	0100-81500-0-0000-8110-560000-000		137.40
					Warrant Total:	137.40
	512548567	PO-231498	Monthly Rental for Torch Welding T	0100-81500-0-0000-8110-560000-000		141.98
			, , , , , , , , , , , , , , , , , , ,		Warrant Total:	141.98
					Vendor Total:	279.38
					vendor rotar.	
3093-Winchell, Amy	512544075	PO-231503	CLAIM FOR REIMBURSEMENT	0100-90130-0-1110-1000-520000-000		52.00
					Warrant Total:	52.00
					Vendor Total:	52.00
2375-Wright Express FSC	512544076	PO-230041	Monthly Fuel Charges July 1, 2022	0100-81500-0-0000-8110-430009-000		5,115.71
					Warrant Total:	5,115.71
					Vendor Total:	5,115.71
				Total # of Warrants: 135	Fund Total:	1,131,953.33
				10tal # 01 yvarrants: 135	runa rotat:	1,131,953.33

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Paid Date(s) From: 5/9/2023 To: 6/6/2023

1200-Child Development Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3451-AXA Equitable Life Insurance C	512545758	PO-230002	Employee Life Insurance Benefit P	1200-00010-0-0000-0000-951400-000		6.00
					Warrant Total:	6.00
					Vendor Total:	6.00
2671-Canon Financial Services Inc	512545761	PO-230440	Monthly Payment-Canon	1200-61050-0-0001-2700-560000-000		65.39
					Warrant Total:	65.39
					Vendor Total:	65.39
298-EDCARE GROUP, THE	512547546	PO-230001	Insurance Premiums July 1, 2022 t	1200-61050-0-0001-2700-370200-000		1,703.25
		PO-230001	Insurance Premiums July 1, 2022 t	1200-00010-0-0000-0000-951400-000		1,618.25
					Warrant Total:	3,321.50
					Vendor Total:	3,321.50
403-Home Depot	512542190	PO-231227	STUDENT LEARNING EVENT N	1200-61050-0-0001-1000-430000-000		263.11
					Warrant Total:	263.11
					Vendor Total:	263.11
				Total # of Warrants: 4	Fund Total:	3,656.00

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Paid Date(s) From: 5/9/2023 To: 6/6/2023

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3451-AXA Equitable Life Insurance C	512545759	PO-230002	Employee Life Insurance Benefit P	1300-00010-0-0000-0000-951400-000		12.00
					Warrant Total:	12.00
					Vendor Total:	12.00
2671-Canon Financial Services Inc	512545762	PO-230440	Monthly Payment-Canon	1300-53100-0-0000-3700-560000-000		265.07
					Warrant Total:	265.07
					Vendor Total:	265.07
3800-Dalaina Masterson	512548547	PV-230158	Cafetria refund,302830 requested b	1300-53100-0-0000-0000-863400-013		32.55
					Warrant Total:	32.55
					Vendor Total:	32.55
298-EDCARE GROUP, THE	512547547	PO-230001	Insurance Premiums July 1, 2022 t	1300-53100-0-0000-3700-370200-000		3,957.75
		PO-230001	Insurance Premiums July 1, 2022 t	1300-00010-0-0000-0000-951400-000		4,099.96
					Warrant Total:	8,057.71
					Vendor Total:	8,057.71
279-ENVIROCLEAN	512548548	PO-230111	Cleaning Products - Food Service	1300-53100-0-0000-3700-430000-000		390.06
					Warrant Total:	390.06
					Vendor Total:	390.06
2279-Glacier Refrigeration & Air In	512547555	PO-231537	Additional Food Service Equipmen	1300-53100-0-0000-3700-580000-000		2,326.75
		PO-231537	Additional Food Service Equipmen	1300-53100-0-0000-3700-580000-000		1,104.36
		PO-231537	Additional Food Service Equipmen	1300-53100-0-0000-3700-580000-000		457.50
		PO-231537	Additional Food Service Equipmen	1300-53100-0-0000-3700-580000-000		1,462.49
					Warrant Total:	5,351.10
					Vendor Total:	5,351.10
349-GOLD STAR FOODS INC	512544058	PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		523.78
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		3,169.10
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		5,355.32
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		4,225.36
		PO-230112	SSO & NSLP ASSP Food Items	1300-53100-0-0000-3700-470000-000		39.33
					Warrant Total:	13,312.89
					Vendor Total:	13,312.89
3796-Juan Ma	512548551	PV-230154	cafeteria refund 300669 requesed b	1300-53100-0-0000-0000-863400-013		152.90
					Warrant Total:	152.90
					Vendor Total:	152.90

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Paid Date(s) From: 5/9/2023 To: 6/6/2023

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3799-Mandeep Purewal	512548553	PV-230157	cafeteria refund,300392 requested b	1300-53100-0-0000-0000-863400-013		37.35
					Warrant Total:	37.35
					Vendor Total:	37.35
3798-Maria Lopez	512548554	PV-230156	cafetria refund.64060 requested by p	1300-53100-0-0000-0000-863400-013		46.50
					Warrant Total:	46.50
					Vendor Total:	46.50
3797-Michael Duarte	512548555	PV-230155	refund acct 301534 requested by pa	1300-53100-0-0000-0000-863400-013		40.75
					Warrant Total:	40.75
					Vendor Total:	40.75
2581-P & R Paper Supply Company Inc	512544063	PO-231070	NSLP additional Paper Product	1300-53100-0-0000-3700-430000-000		761.47
		PO-231070	NSLP additional Paper Product	1300-53100-0-0000-3700-430000-000		563.22
					Warrant Total:	1,324.69
	512547561	PO-231070	NSLP additional Paper Product	1300-53100-0-0000-3700-430000-000	XX	1,450.40
					Warrant Total:	1,450.40
					Vendor Total:	2,775.09
2322-PRODUCERS DAIRY FOODS INC	512544068	PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		1,666.68
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		595.56
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		1,689.84
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		641.88
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		1,508.16
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		642.18
					Warrant Total:	6,744.30
	512548562	PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		1,645.62
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		870.18
		PO-230114	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000		1,480.01
					Warrant Total:	3,995.81
					Vendor Total:	10,740.11
1384-Resco/Cresco Restaurant	512547563	PO-230117	Food Service Kitchen Supplies	1300-53100-0-0000-3700-430000-000		773.00
		PO-230117	Food Service Kitchen Supplies	1300-53200-0-0000-3700-430000-000		96.38
					Warrant Total:	869.38
					Vendor Total:	869.38
835-SYSCO FOODSERVICES OF MODEST	512544071	PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		615.03
		PO-230618	SSO & NSLP ASSP Additional	1300-53200-0-0000-3700-470000-000		196.40

ACCOUNTS PAYABLE BOARD REPORT Paid Date(s) From: 5/9/2023 To: 6/6/2023

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1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512544071	CM-230098	SYSCO FOODSERVICES OF MO	1300-53100-0-0000-3700-470000-000		(983.01)
		PO-231080	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		4,413.23
		PO-231080	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		7,869.20
					Warrant Total:	12,110.85
	512547566	PO-230618	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-430000-000		306.80
		PO-231080	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		794.40
		PO-231080	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		201.60
		PO-231080	SSO & NSLP ASSP Additional	1300-53100-0-0000-3700-470000-000		865.84

Warrant Total: 2,168.64 Vendor Total: 14,279.49

Total # of Warrants: 18 **Fund Total:** 56,362.95 34-Kingsburg Joint Union Elementary

ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 5/9/2023 To: 6/6/2023

6/6/2023

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2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3446-USBank Corp Trust Service	512543094	PO-231496	Administrative Fees on 2007 COP	2500-00000-0-0000-9100-580000-00	0	1,850.00
					Warrant Total:	1,850.00
					Vendor Total:	1,850.00
				Total # of Warrants: 1	Fund Total:	1,850.00

	34-Kings	burg Joint	Union I	Elementary
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Paid Date(s) From: 5/9/2023 To: 6/6/2023

RECAP BY FUND OF WARRANTS ISSUED

0100-General Fund	135	1,131,953.33
1200-Child Development Fund	4	3,656.00
1300-Cafeteria Fund	18	56,362.95
2500-Capital Facilities Fund	1	1,850.00

Total # of Warrants: 158 Grand Total: 1,193,822.28

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT EQUIPMENT/INVENTORY SURPLUS FORM

Date 5/17/23	
Asset No. <u>08/28</u>	Rent KINGSBURG FLEMENTARY SCHOOL Pre to
Site Lincoln	t 08128
Bldg Room	
Equipment Description Hitachi Pro	ector
Manufacturer <u>Hitacki</u>	
Model No. CP-X20103LCD Serial N	NO.CP-X2010UP, HOBU2295
Current Value Over \$2,500? <i>(circle one)</i> Per BP/AR 3270 property over \$2,500 MUST be sold via l	Y Moid process
Item was lost or stolen - Being reported for inventory	purposes
Reason for Surplus <u>NO longer bein</u>	o used
Site Approval Walden	
Please send completed forms to the BO at the District (Office.
District Office Approval- CBO Must have Board appr	oval prior to disposal
District Office Us	se Only
Presented to Board for approval on:	Initials:
Removed from Inventory System on:	Initials:
Method of Disposal: \square E-waste/E-recycle or	- Destroyed
Sold- Per BP/AR 3270 prov	perty over \$2.500 MUST be sold via a bid process

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT EQUIPMENT/INVENTORY SURPLUS FORM

Date5/31/23	
Asset No02/2009SN/HTN7831	MOD Z S O RAM 240 / 260 / 270 128 / 256 / 512
SiteCVHS	CPU HD 1.8 / 2.0 / 2.4 / 2.6 / 2.8 20 / 40 SOUND CARD DIGVID CHECKED: 1
Bldg. Office Room Front	CVHSI ARSD11
Equipment Description Dell computer tower with no go	ld tag
ManufacturerDell	O2/2009 SN/HTN7831
Model NoKQBK8-J92WXW-BRCG8-9 Serial No.	o00045-443-289-481
Current Value Over \$2,500? <i>(circle one)</i> Per BP/AR 3270 property over \$2,500 MUST be sold via bi	Y N d process
ltem was lost or stolen - Being reported for inventory p	ourposes
Reason for Surplus Found out in bookbarn to old(plea	se check drive for any data)
Please send completed forms to the CBO at the District Of	ffice.
District Office Approval- CBO	
Must have Board appro	vai prior to disposal
District Office Use	e Only
Presented to Board for approval on:	Initials:
Removed from Inventory System on:	Initials:
Method of Disposal:	Destroyed
☐ Sold- Per BP/AR 3270 prope	rty over \$2,500 MUST be sold via a bid process

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT EQUIPMENT/INVENTORY SURPLUS FORM

Date 6/2/23
Asset No. 016533
Site Rater 06533
Bldg Room
Equipment Description HP Deskyet Printer 6/22
Manufacturer
Model No. <u>0122</u> Serial No
Current Value Over \$2,500? <i>(circle one)</i> 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 Removing Mac H's connected to; no ink PRINT Obsolute 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:

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 Mail and Delivery Agreement
2.	Agenda Item Category:
	✓ Consent Agenda
	Action Item
	Presentation
	Public Hearing
	Closed Session
i.	Submitted By: Sarah Ballard, Executive Assistant to the Superintendent
	Attachments:
	Not Applicable
	✓ To Be Enclosed with Board Packets
	*Overnight trip requests require itinerary, location, dates and flyer to be
	submitted to the Board
í.	Purpose:
	Annual agreement with FCSS for mail delivery to the District Office.
	Financial Impact:
	\$1,420, 40 weeks of service August 7, 2023 through June 7, 2024.
'.	Funding Source: General Fund
	D'A CA CA LA TOLLA VALUE AND
.	District Goals This Item Will Meet:
	Increase Student Achievement
	✓ Provide a Safe, Positive and Healthy Learning Environment
	Develop 21 st 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!"



MAIL AND DELIVERY SERVICE AGREEMENT ("Agreement") Kingsburg Elementary School District COVER PAGE

A. "District" and Address/Contact Information:	B. "FCSS" and Address/Contact Information:
Kingsburg Elementary Charter School	Fresno County Superintendent of Schools
Attn: Dr. Wesley Server, Superintendent	Attn: Jeff Becker, Executive Director
1310 Stroud Avenue	1111 Van Ness Avenue
Kingsburg, CA 93631	Fresno, CA 93721
(559) 897-2331	(559) 497-3705
C. "Contract Effective Date":	D. "Contract Termination Date":
July 1, 2023	June 30, 2024
E. "Services" (check each Service required):	F. "Delivery Location" (list Delivery Location):
FCSS shall provide truck mail delivery service one time(s)	Kingsburg Elementary School District.
per week to the Delivery Location noted in Section F.	Maria Gutierrez
No service is provided the week of Thanksgiving, two	(559) 897-2331
weeks of winter break, and one week of spring break. If a delivery date is a holiday, the delivery will be made the	1310 Stroud Avenue
next business day.	Kingsburg, CA 93631
_ Full Year Service (includes summer school): 48 weeks,	
starting Contract Effective Date and ending Contract	
Termination Date	
X School Year Service: 40 weeks, starting August 7,2023	
and ending June 7, 2024. G. "Contract Amount" (check each that applies, see Att. 1	and Att 2 Art 2):

Contract Amount (check one)

1. Full Year Service: \$35.50 x no. of weeks 48 x no. of mailstops 1 for a Contract Amount of \$1,704.00

X 2. School year Service: \$35.50 x no. of weeks 40 x no. of mailstops 1 for subtotal of \$1,420.00

To pay the Contract Amount, District hereby authorizes FCSS to transfer funds from District's account to FCSS' Shipping and Receiving Department account on or about: March 1, 2024

This Agreement is entered into by and between FCSS and District as of the Contract Effective Date. FCSS and District are also referred to in this Agreement collectively as the "Parties" and individually as a "Party".

- 1. "Contract Term". This Agreement shall commence on the Contract Effective Date and shall continue in full force and effect thereafter until and including the Contract Termination Date ("Contract Term"), unless this Agreement is terminated during the Contract Term as provided in Article 3 of Attachment 1 to this Agreement.
 - 2. Agreement Documents. This Agreement contains and consists of the following:
 - 2.1 Cover Page
 - 2.2 Attachment 1 -- General Terms and Conditions

Article 1: Scope of Services and Obligations

Article 2: Payment

Article 3: Termination of Agreement

Article 4: [Intentionally Left Blank]

Article 5: Indemnity and Defense

Article 6: Dispute Resolution

Article 7: General Provisions

In consideration of the covenants, conditions, and stipulations set forth in this Agreement and for good and valuable consideration and/or the mutual benefits to be derived from this Agreement, the Parties, intending to be legally bound, agree as set forth in and execute this Agreement. Each person executing this Agreement on behalf of a Party represents that here is authorized to execute on behalf of, and to commit and bind the Party to this Agreement.

DISTRICT	FCSS
Ву:	Ву:
Print Name: Dr. Wesley Server	Dr. Michele Cantwell-Copher, Superintendent
Title: Superintendent	or Authorized Designee

ATTACHMENT 1 GENERAL TERMS AND CONDITIONS

- **ARTICLE 1** SCOPE OF SERVICES AND OBLIGATIONS. FCSS shall perform each Service that is marked as required in E on the Cover Page with pickup and delivery to be made to each applicable Delivery Location listed in F on the Cover Page.
- **ARTICLE 2 PAYMENT.** As full consideration and compensation for FCSS' performance of each required Service, District shall pay FCSS in accordance with the provisions in G on the Cover Page.

ARTICLE 3 TERMINATION OF AGREEMENT.

- **Section 3.1** Grounds for, and Rights and Obligations Upon, Termination. This Agreement shall terminate upon expiration of the Contract Term. During the Contract Term, this Agreement may be terminated by a Party, with or without cause, upon providing the other Party with at least 30 days written notice before the effective date of termination. If this Agreement is terminated during the Contract Term, District shall pay to FCSS, within 30 days of receipt of an invoice, the portion of the Contract Amount that is due for Services that FCSS performed before the effective date of termination.
- **Section 3.2** Force Majeure. A Party shall not be liable for any failure or delay in performing this Agreement if a Force Majeure Event caused the failure or delay, except that a failure to pay the Contract Amount shall not be excused by a Force Majeure Event where FCSS has performed the required Services in accordance with this Agreement. A "Force Majeure Event" shall mean events or circumstances that are beyond a Party's reasonable control and occurring without that Party's fault or negligence, and which by the Party's exercise of due diligence could not reasonably have been avoided and was not avoided, which events or circumstances, include, but are not limited to, acts of God such as epidemics or pandemics (nationally, statewide, or locally declared) tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters; terrorist attacks; wars; strikes; lockouts; riots; explosions; or governmental acts or order, including sanction, embargo, and import or export regulation.

ARTICLE 4 [INTENTIONALLY LEFT BLANK]

- ARTICLE 5 <u>INDEMNITY AND DEFENSE</u>. Each Party ("Indemnitor"), to the fullest extent permitted by law and only in proportion to its liability, shall indemnify, defend, and hold harmless the other Party ("Indemnitee") and the Indemnitee's governing body, officers, employees, and agents from and against any claims, demands, lawsuits, causes of action, actions, proceedings, damages, liabilities, judgments and expenses, including attorney's fees and costs, for bodily injury to or death of, and/or damage to, loss of, or loss of use of property found by a court of competent jurisdiction and/or a jury to have been sustained by a third party and to have been caused by the act or omission of the Indemnitor and/or the Indemnitor's governing body, officers, employees, and/or agents in performing or failing to perform this Agreement. Each Party's obligation and liability under this Article to the other Party are not limited to or by any insurance that a Party maintains but applies to the fullest extent permitted by law without regard to whether a Party's insurance provides coverage for the obligation and liability. The obligations in this Article shall survive the termination of this Agreement.
- **ARTICLE 6 DISPUTE RESOLUTION.** The Parties shall meet and confer in good faith to resolve any disputes between them regarding or relating to this Agreement, including the alleged breach, interpretation, or application of this Agreement. Except for an action to obtain injunctive relieve to preserve the status quo and/or prevent irreparable injury or harm pending the completion of the meet-and-confer required by this Article, a Party may not commence a civil action regarding or relating to this Agreement until after compliance with this Article.

ARTICLE 7 GENERAL PROVISIONS.

- Section 7.1 Entire Agreement, Amendment, Applicable Law, and Execution in Counterparts. This Agreement constitutes, and is a complete and exclusive statement of, the Parties' agreement pursuant to Code of Civil Procedure section 1856. This Agreement shall be amended or modified only by a writing executed by the Parties. This Agreement is to be construed according to its fair meaning and not strictly for or against any Party, and in accordance with California laws without giving effect to California's conflict of law provisions. The Parties may sign this Agreement in counterparts such that their signatures may be on separate pages. A copy, facsimile or an original of this Agreement, with all signatures appended together, shall be deemed a fully executed agreement. Signatures transmitted by facsimile or other electronic means shall be deemed original signatures.
- **Section 7.2** <u>Independent Contractor</u>. Each Party and its officers, employees, and agents are not and shall not represent or hold out itself or any of its officers, partners, employees, sub-contractors, or agents to be an agent or employee of the other Party. This Agreement shall not be construed to create a partnership or joint venture between the Parties.

Section 7.3 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: 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.

Section 7.4 Assignment, Transfer, and Waiver. A Party shall not assign or transfer any of its rights or obligations under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent. Any failure by a Party to comply with any covenant, term, or condition of this Agreement may be waived only in writing by the Party in whose favor a covenant, term, or condition runs.

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: Authorized Signature Permit, Authorization to Pickup Accounts Payable, Mailing Permit				
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:				
	These documents are required to be updated for the County Office annually,				
	2				
6.	Financial Impact: None.				
7.	Funding Source:				
Q	District Goals This Item Will Meet:				
0.	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!"				



fresno county superintendent of schools

___ Dr. Michele Cantwell-Copher, SuperIntendent

Rev. 03/27/18

Authorized Signature Permit

Gabriel Halls, Senior Director District Financial Services

Return to:

		1111 Van Ness A		i Schools
Door M	in IIalla.	Fresno, CA 9372	1-2000	
	r. Halls:			
Pursuar	It to Education Code Section Elementary Charter School District	ions 42632 and 42633, a	t a regular me	eting of the Governing Board of the
June	. 2023		School Distr	ict, held on 12th day of
	The following person(s) who and whose signature(s) appoint the name of the said government.	ear(s) opposite of his/her n	oloyee(s) of the a	above-referenced school district s/were authorized to sign orders
T	ype or print here:	Position	:	, Signature:
Wesley	/ Sever	Superintendent		Web Kun
Bobby	Rodriguez	Chief Business Offi	cial	- Muse (1- Open
	and whose signatures appear the name of the said govern: Type or print here ergstrom, President	r opposite of the correspoing board.	nding names w	bove-referenced school district ere authorized to sign orders in Signature:
	Yanes, Clerk			10
wesiey	Sever, Secretary		Westy	Chin
No	stamp signatures or maching Only such facsimile signanclosed). I certify this required.	tures may be used, which	r use on mainte	nance checks and/or registers Yes X quirements of Government Code 5501
	s) of such signature:		We	sly 1. Sines
By orde Californ	r of the Governing Board of ia.	of Kingsburg Elementar	/ Charter	School District of Fresno County,
			June 12, 202	3
Clerk of	the Board	c	Date	

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.



fresno county superintendent of schools

Dr. Michele Cantwell-Copher, Superintendent

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Fresno County Districts, Charters, and JPAs

From:

Donna J Ellis, DFS Supervisor

Date:

May 22, 2023

Subject:

Authorization to Pick Up Accounts Payable 2023-2024

Annually, it is necessary to update our list of individuals that are authorized to pick up accounts payable for your district. Please complete the information below, including the Superintendent's signature, and return as soon as possible.

If this information changes during the year, please give us a call at (559) 265-3021, and we will send you a new form to complete.

Thank you.

DISTRICT NAME:	Kingsburg	Elementary	Charter Sc	hool District	
DIALKIU I NAIVITS					

_{1.} Bobby Rodriguez	Title: CBO
_{2.} Macarena Vaquera	Title: Admin. Asst. Finance
3. Carol Bray	Title: Director Human Resource
4. Wes Sever	_{Title:} Superintendent
5.	Title:
6.	Title:

Authorized by:	Date: 6/12/23
Superintendent Signature	

Note: Six lines are available, but six individuals are not required.

Disclaimer: It is the responsibility of the LEA to revise this form when changes in staff occur. Any staff picking up Accounts Payable must have a valid photo ID.



fresno county superintendent of schools

Dr. Michele Cantwell-Copher, Superintendent

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 Cha	Kingsburg Elementary Charter School District District	
1310 Stroud Ave	Kingsburg	93631	
Address	City	Zip Code	
Governing Board Action Taken on:	June 12, 2023	3	
Signed:	Clerk of the	he 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: School Pathways - Contract Renewal CVHS
	
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 program helps to implement personalized learning, distance learning, hybrid learning, and
	independent study programs at CVHS. This is a contract renewal for the 2023-24 school year,
6.	Financial Impact:
	\$4,668.60
7.	Funding Source:
	General Fund Site 082
8.	District Goals This Item Will Meet:
0.	✓ 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 Pathways Quote Form with Central Valley Home (7/1/2023-6/30/2024)

Company name

School Pathways LLC

Company address

PO Box 432, Portola, CA 96122

Company ID no:

FEIN #84-3824527

Hereinafter referred to as

Sender

Company name

Central Valley Home

Company address

1776 6TH AVENUE DR, Kingsburg CA 93631-1701

Hereinafter referred to as

Recipient

Customer Name: Central Valley Home	Enrollment: 155
Customer Contact Name: Bobby Rodriguez	Customer Contact Title: Chief Business Official
Contact Email: brodriguez@kesd.org	Number of Schools: 1
Customer Contact Phone: 559-897-2331	Contract Term: 12 months
Proposal Issue Date: 2023-04-20	Start Date: 2023-07-01
Proposal Expiration Date: 2023-06-30	End Date: 2024-06-30

Deal ID: 13073464419

SaaS Subscriptions / One-Time Fees	Quantity	Unit	Unit Price (\$)	Fee (\$)	
PLS Annual Subscription	155	Student	\$30.12	\$4668.60	

Total Annual Fees:	\$4668.60
Total One-Time Fees:	\$0.00



Total Quote: \$4668.60	

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued at or by quote start date. All invoices shall be paid before or on the due date set forth on invoice.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

On behalt of Central Valley Home	On behalf of School Pathways LLC
Representative title Chief Business Official	Representative title Controller
Company representative Bobby Rodriguez	Company representative LeAnn Steffanic
Enail brodriguez@kesd.org	leann@schoolpathways.com
IP Address	IP Address
Signature	Signature
Data	Dale

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			
	Closed Session			
3.	Submitted By: Matt Stovall			
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.			
_				
0.	Financial Impact: Different for each school site.			
	Billiotett for dadit deriver 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 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	March 22, 2023	June 12, 2023

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).

Teacher and parent surveys are done yearly to make sure everyone has a voice in their student's education. This year the survey was conducted in March. The principal goes through and identifies the top 3 areas of concern and the top 3 areas of success. For the 2022-2023 school year, the findings were as follows:

- 1. There were 34 positive comments about the staff being great. "Teachers, support staff, and principal are all so kind and want what is best for all students".
- 2. There were 18 comments on how welcoming the school was. "The office staff, teachers, and other employees are always so happy and welcoming each day so my child enjoys coming to school".
- 3. There were 16 comments on the communication from school to home. "Great communication from school and teachers on events and children's progress".
- 1. There were 6 comments on the safety of the campus. "The gates are too low, anyone can come onto campus, and no one is watching the gate in the morning".
- 2. There were 3 comments on having more personnel on campus. "There are too many high-needs behaviors and not enough support".
- 3. There were 2 comments on TK. "TK is not rigorous enough compared to other preschools around this area".

To address the areas of concern we have come up with planned improvements.

- 1. Safety The gates were raised during Spring break which prevents people from the outside to get onto campus. The only way in once school is in session is through the front office.
- 2. Personel We have acquired a grant that will allow us to have a school counselor dedicated to our site. We will also be hiring two new intervention teachers to help with our struggling learners in a small group pull-out setting.
- 3. TK As the cut-off for TK gets longer we are getting students who are younger every year. We need to focus at the beginning of the year on social/emotional needs but as the year progresses our focus will change to academics.

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. Teachers have also had a mathematical focus this year working with FCOE to make sure that students are being challenged.

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.

Transitional Kindergarten also enables younger students to meet kindergarten standards in a twoyear progression.

The preschool sets the foundation to enable underperforming 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 preschool 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.

<u>Funding</u>

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).

Educational Partner 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. We also meet 4 to 5 times annually to review the SPSA/Annual Review.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Student Enrollment Enrollment By Student Group

	Stu	dent Enrollme	ent by Subgrou	p				
.	Pero	cent of Enroll	ment	Number of Students				
Student Group	19-20	20-21	21-22	19-20	20-21	21-22		
American Indian	0%	%	%	0				
African American	0%	0.8%	%	0	2			
Asian	1.14%	1.5%	3.26%	3	4	9		
Filipino	0%	%	%	0				
Hispanic/Latino	64.39%	68.2%	65.94%	170	178	182		
Pacific Islander	0%	%	%	0				
White	29.55%	24.9%	25.36%	78	65	70		
Multiple/No Response	3.03%	3.5%	3.62%	8	9	10		
		То	264	261	276			

Student Enrollment Enrollment By Grade Level

	Student Enrollmer	nt by Grade Level										
Number of Students												
Grade	19-20 20-21 21-22											
Kindergarten	264	261	276									
Total Enrollment	264	261	276									

Conclusions based on this data:

^{1.} Overall, enrollment has remained steady. As we are lowering the birthdate for TK we hope to be receiving more students onto our campus.

Student Enrollment English Learner (EL) Enrollment

Englis	h Learner (l	EL) Enrollm	nent			
2, 1, 12	ber of Stud	lents	Percent of Students			
Student Group	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	32	37	51	12.1%	14.20%	18.5%
Fluent English Proficient (FEP)	3	0	3	1.1%	0.00%	1.1%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

- 1. The number of ELL has increased by 4.3% over the last year.
- 2. The number of students that are classified as FEP has 1.1% increase in 21-22 in comparison.

CAASPP Results English Language Arts/Literacy (All Students)

				Overall	Participa	ation for	All Stude	ents					
Grade # of Students Enrolled # of Students Tested # of Students with % of Enrolled Students												tudents	
Level	Grade " of the state of the sta												

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 Mean Scale Score % Standard % Standard Met % Standard Nearly % Standard N												l Not			
Level	Grade		21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	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.

Demon	strating ι	ınderstar	Readin ding of li	•	d non-fic	tional tex	ts		
One de la const	% Al	ove Star	ndard	% At or Near Standard			% Ве	elow Stan	dard
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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												
Quada I	% At	ove Stan	dard	% At or Near Standard			% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			

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												
Overda Lavard	% Al	oove Star	dard	% At or Near Standard			% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			

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												
Overde Level	% Al	ove Star	ndard	% At or Near Standard			% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			

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 CAASPP test does not start until third grade, so we have no data for this.

CAASPP Results Mathematics (All Students)

				Overall	Participa	ation for	All Stude	ents				
Grade # of Students Enrolled # of Students Tested # of Students with % of Enroll											rolled S	tudents
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

^{*} 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 Mean Scale Score % Standard % Standard Met % Standard Nearly % Standard No												l Not			
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	Level 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 21-22 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												
One de la const	% Above Standard			% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			

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.

Using appropriate			g & Mode es to solv				ical probl	ems	
One de Level	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	low Stan	dard
Grade Level	18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 21-22								

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										
One de la const	% Al	oove Star	ndard	% At o	r Near St	andard	% Ве	elow Stan	dard	
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	

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: The CAASPP test does not start until third grade, so we have no data for this.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade								en Lang	uage	Number of Students Tested		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1433.4	1434.0	1451.4	1443.9 1431.2 1454.0			1408.6	1440.4	1445.3	60	36	55
All Grades	Grades 60 36 55											

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 4 Level 3 Level 2 Level 1										al Num Studer					
Level	18-19	20-21	21-22	18-19	18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21						20-21	21-22			
K	8.33	27.78	30.91	58.33	25.00	34.55	26.67	38.89	25.45	6.67	8.33	9.09	60	36	55
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 4				Level 3			Level 2			Level 1				al Num Studer	
Level	18-19	20-21	21-22	18-19	8-19 20-21 21-22 18-19 20-21 21-22 1				18-19	20-21	21-22	18-19	20-21	21-22	
K	15.00	19.44	30.91	60.00	38.89	36.36	23.33	33.33	25.45	1.67	8.33	7.27	60	36	55
All Grades	All Grades 15.00 19.44 30.91 60.00 38.89 36.36 23.33 33.33 25.45 1.67 8.33 7.27 60 36 55														

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.

		Pe	rcenta	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stude	ents			
Grade Level 4 Level 3							Level 2			Level 1			Total Number of Students		
Level	18-19	20-21	21-22	22 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21						21-22					
K	8.33	22.22	16.36	43.33	25.00	38.18	40.00	44.44	34.55	8.33	8.33	10.91	60	36	55
All Grades 8.33 22.22 16.36 43.33 25.00 38.18 40.00 44.44 34.55 8.33 8.33 10.91 60 36 55															

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							E	Beginnin	g	Total Number of Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.33	22.22	43.64	68.33	63.89	54.55	8.33	13.89	1.82	60	36	55
All Grades	23.33	22.22	43.64	68.33 63.89 54.55 8.33 13.89 1.82 60 36 55							55	

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							E	Beginnin	g	Total Number of Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.00	19.44	16.36	70.00 61.11 67.27			5.00	19.44	16.36	60	36	55
All Grades 25.00 19.44 16.36 70.00 61.11 67.27 5.00 19.44 16.36 60 36 55												

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	Wel	I Develo	ped	Somewhat/Moderately			Beginning			Total Number of Students		
Level	18-19	20-21	21-22	18-19	18-19 20-21 21-22			20-21	21-22	18-19	20-21	21-22
K	0.00	16.67	21.82	96.67	66.67	70.91	3.33	16.67	7.27	60	36	55
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	We	II Develo	oped Somewhat/Moderately				E	Beginnin	g	Total Number of Students		
Level	18-19	20-21	21-22	18-19	18-19 20-21 21-22 18-19				21-22	18-19	20-21	21-22
K	58.33	50.00	41.82	30.00	36.11	40.00	11.67	13.89	18.18	60	36	55
All Grades	58.33	50.00	41.82	30.00	36.11	40.00	11.67	13.89	18.18	60	36	55

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.

re are seeming stu	dents increasing the	en scores as the	years progress.		

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

	2021-22 Student Population									
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth							
276	67.0	18.5	1.8							
Total Number of Students enrolled in Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic	Students whose well being is the responsibility of a court.							

2021-22 Enrollment for All Students/Student Group			
Student Group	Total	Percentage	
English Learners	51	18.5	
Foster Youth	5	1.8	
Homeless	18	6.5	
Socioeconomically Disadvantaged	185	67.0	
Students with Disabilities	24	8.7	

courses.

Enrollment by Race/Ethnicity			
Student Group	Total	Percentage	
African American			
American Indian			
Asian	9	3.3	
Filipino			
Hispanic	182	65.9	
Two or More Races	10	3.6	
Pacific Islander			
White	70	25.4	

Conclusions based on this data: Socioeconomically disadvantaged students are one of our largest student sub group.

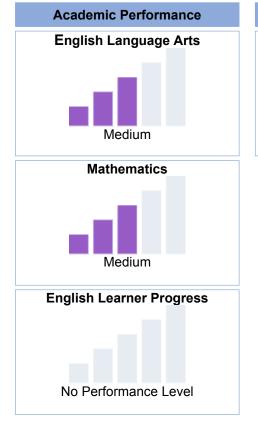
Overall Performance

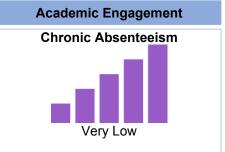
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

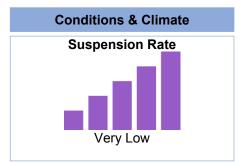
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students







Conclusions based on this data:

- 1. We did not have enough EL students to populate this graph.
- 2. Our suspension rate and absenteeism is very low, however by being on campus full time now we expect to see this increase next year.

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

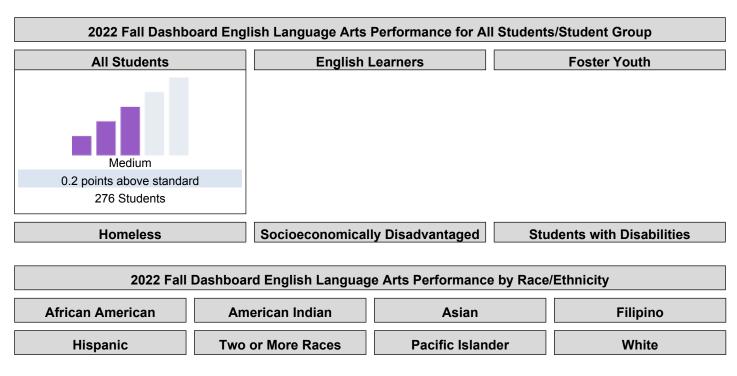
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners			
Current English Learner	Reclassified English Learners	English Only	

Conclusions based on this data:

1. We are meeting the national average when it comes to academics.

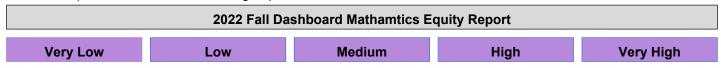
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

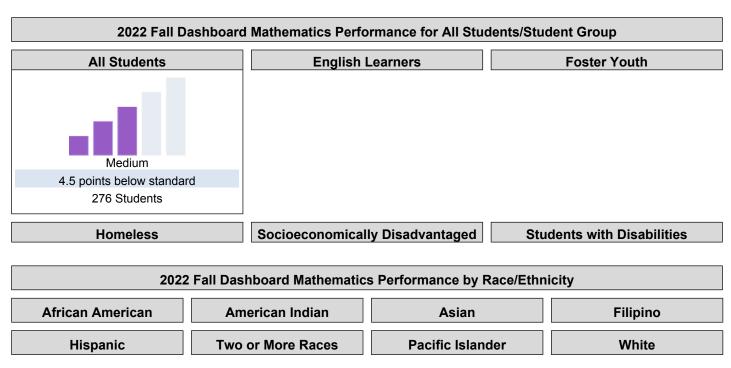
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners			
Current English Learner	Reclassified English Learners	English Only	

Conclusions based on this data:

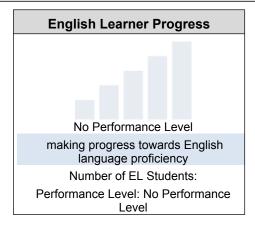
1. In math we are below the average and due to this we have been working with FCOE on increasing the rigor of our math.

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 Fall Daabbaand	Ctual and Enacticals	Language Acquisition Results	
ZUZZ FAII DASODOARO	Student Endush	I ANNIIANE ACNIIISIINN RESIIIS	

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.

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. no data

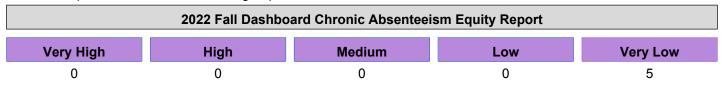
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

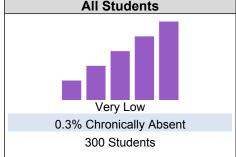


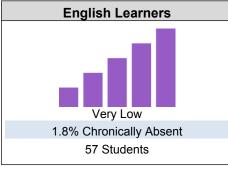
This section provides number of student groups in each level.

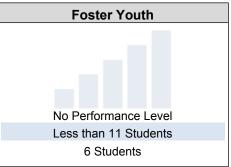


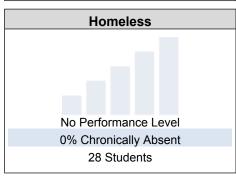
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

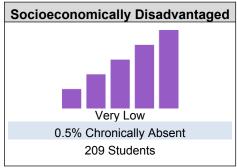
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group All Students English Learners Foster Youth

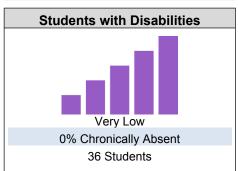


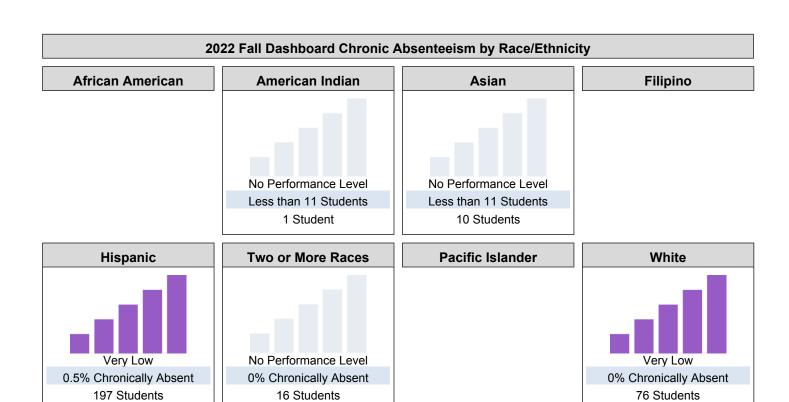












Conclusions based on this data:

1. All subgroups are considered very low for being absent. This is because we are able to complete contracts.

Low

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Medium

High

Very High

Lowest Performance						Highest Performa	тсе
This section provides number	of student (groups in each le	evel.				
	2022 Fa	ıll Dashboard G	raduation Rate	Equity	Report		
Very Low	Low	N	Medium		High	Very High	
This section provides informat high school diploma.	ion about s	students complet	ing high school	, which i	ncludes stu	dents who receive a sta	ndard
2022	Fall Dashb	oard Graduatio	n Rate for All S	Students	s/Student C	Group	
All Students	English Learners Foster Youth		Foster Youth				
Homeless		Socioeconomically Disadvantaged		ntaged	Stud	dents with Disabilities	
	2022 Fall	Dashboard Gra	duation Rate b	y Race/	Ethnicity		
African American	Ame	erican Indian		Asian		Filipino	
Hispanic	Two	o or More Races Pacific Islan		der	White		
Conclusions based on this	data:						
1. no data							

Very Low

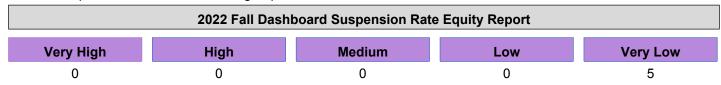
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

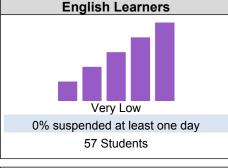


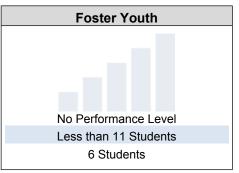
This section provides number of student groups in each level.

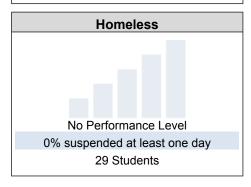


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

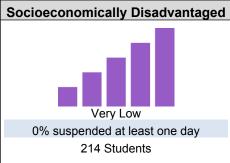
2022 Fall Dashboard Suspension Rate for All Students/Student Group All Students Very Low 0% suspended at least one day

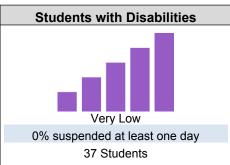




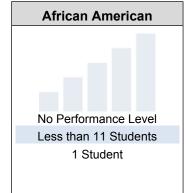


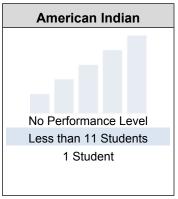
307 Students

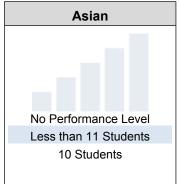


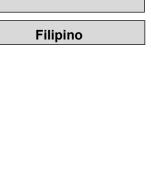


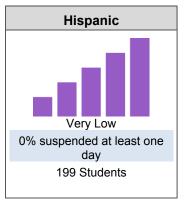
2022 Fall Dashboard Suspension Rate by Race/Ethnicity

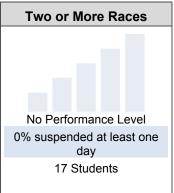


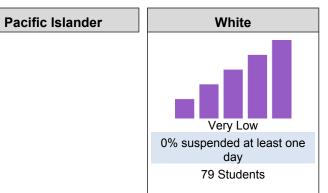












Conclusions based on this data:

1. Our suspension rate was consistent across student groups however, this was during COVID times so we expect to see this change when students are back on campus 100%.

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

Over the course of one academic school year, all EL Kindergarten students will demonstrate growth and move toward reclassification as measured by the ELPAC, benchmark assessments, PRESS data, and teacher input. All EL Students will 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 EL students will increase their scores 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 Students

Strategy/Activity

Personnel -

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. Contracting with Teaching Fellows we are able to acquire extra paraprofessionals to help provide intervention 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)		
5000	Title I 1000-1999: Certificated Personnel Salaries Teachers subs for planning		
60,277.37	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in intervention and supporting students outside of the classroom.		
22,567.22	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing classified employees such as retirement, workers comp, unemployment. etc.		
17,348.71	LCFF 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in intervention and supporting students outside of the classroom.		
7,230.27	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing classified employees such as retirement, workers comp, unemployment, etc.		

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

SIOP

Continue to use SIOP for teachers. For new teachers using professional development to teach the expectations. Focusing on the implementation of teaching strategies that are good for all students for example building background knowledge, assessment, and giving students opportunities to discuss the material with peers.

Professional development for all teachers through FCOE to develop ELD lesson plans to make sure that Designated and integrated services are being provided to our EL students.

Proposed Expenditures for this Strategy/Activity

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 above expenditures for PD, salaries, etc. Strategy/Activity 3 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) **EL Students** Strategy/Activity ELPAC Data -ELPAC data and performance of students are given to parents at parent/teacher conferences and throughout the year when updated. Communication with parents in the home language Translation help is available for parent-teacher conferences and other meetings. 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 above expenditures for salaries Strategy/Activity 4 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) Strategy/Activity Materials -Interactive writing, PALS, Imagine Learning, and other intervention programs will be used to

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

Library Books and reference materials Field trips

Technology items to enhance learning

Proposed Expenditures for this Strategy/Activity

Heggerty, TPT purchases, and similar programs

increase language skills

Web-Based Interventions such as Imagine Learning, ABC Ya, Reading A-Z, Splash Math,

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)
7,855.41	Title I 4000-4999: Books And Supplies Technology(computers, Adobe, and scanners), computer programs (Starfall), and Green folders, books and flash cards.
25,755.85	LCFF 4000-4999: Books And Supplies Classroom Supplies that go above and beyond the classroom such as dinosaur activities, intervention, etc.

Annual Review

SPSA Year Reviewed: 2021-22

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 but we are seeing growth on our benchmarks.

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 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.

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.

Math manipulatives, colored counters, and supplies to enhance common core mathematics. General classroom supplies, books, and supplemental programs, such as Splash Mat Technology items, Chromebooks, doc cams, projection equipment/TVs, audiovisual equipment, tablets, slates, interactive technology, and tech device to enhance learning. Pacing guides will focus on the common core standards for mathematics

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)
	Title I 1000-1999: Certificated Personnel Salaries Academic Coach, Substitutes **SEE GOAL 1 FOR TOTAL AMOUNT
	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Intervention and supporting students. **SEE GOAL 1 FOR TOTAL AMOUNT
	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT
	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. **SEE GOAL 1 FOR TOTAL AMOUNT
	LCFF 1000-1999: Certificated Personnel Salaries Academic Coach, Substitutes **SEE GOAL 1 FOR TOTAL AMOUNT
	LCFF 2000-2999: Classified Personnel Salaries Paraprofessionals work with students in Intervention and supporting students. Student supervision. **SEE GOAL 1 FOR THE TOTAL AMOUNT
	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT
	LCFF 4000-4999: Books And Supplies Materials such as online programs, manipulatives, books, etc for students. **SEE GOAL 1 FOR TOTAL AMOUNT

Strategy/Activity 2 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Professional Development support with FCOE

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)		
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Students will be given activities to practice math standards teacher will have one day of professional development **SEE GOAL 1 FOR TOTAL AMOUNT		

Annual Review

SPSA Year Reviewed: 2021-22

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.

Students are progressing on their benchmarks due to the supports we have put in place.

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

ELA

LEA/LCAP Goal

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.

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 meet 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.
- b) PRESS implementation and reteaching based on benchmark data. Substitutes for teachers to give the DRA assessment.
- c)Materials and supplies and technology, DVD drives, needed for intervention. Purchase of PRESS intervention and assessment, and parent communication. d)Technology membership Starfall.com, Heggerty for ELA standards practice.
- e)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)	
	Title I 1000-1999: Certificated Personnel Salaries Substitutes for Teachers salaries **SEE GOAL 1 FOR TOTAL AMOUNT	
	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. **SEE GOAL 1 FOR TOTAL AMOUNT	
	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT	
	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. **SEE GOAL 1 FOR TOTAL AMOUNT	
150.00	LCFF 1000-1999: Certificated Personnel Salaries Stipend for Early literacy committee	
	LCFF 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. **SEE GOAL 1 FOR TOTAL AMOUNT	
	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT	
	Title I 4000-4999: Books And Supplies Materials, technology (hardware and software), and programs used during the instruction above that which is typically purchased for all students. **SEE GOAL 1 FOR THE TOTAL AMOUNT	
17,110.15	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)

All Students

Strategy/Activity

Promoting Reading in the classroom

KROB - Kingsburg Reads One Book to promote the love of reading at home and in school Improving the school and classroom libraries Improving Listening Stations

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)	
959.85	LCFF 4000-4999: Books And Supplies materials to promote the book such as board games and snacks	
7,200.00	LCFF 4000-4999: Books And Supplies additional money given per student to update school libraries	
8554.54	Other 4000-4999: Books And Supplies headphones for all students in the classrooms to listen and speak into	
1394.71	Other 5800: Professional/Consulting Services And Operating Expenditures Heidi Songs - teaching sight words and other important lessons through songs	
2306.20	Other 5800: Professional/Consulting Services And Operating Expenditures Raz Kids and Raz Kids Plus for intervention in the classroom	
4,800.11	Other 4000-4999: Books And Supplies Money spent to update classroom libraries	

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

Increase community and parent involvement at our school site by creating more opportunities for parents to be on campus by holding SSC/ELAC meetings four times a year and creating an effective school to home communication system to promote the success of all students.

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

Communication -

Radios for every staff member to keep students safe

Monthly newsletters sent home to keep families aware of what is happening on campus Use of parent square to inform parents of upcoming 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)

2720.02	LCFF 5800: Professional/Consulting Services And
	Operating Expenditures radios so staff can communicate about student safety

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

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. STAR (Stay Safe, Take Responsibility, Act Respectfully, Ready to Learn) will be the schoolwide PBIS motto for students and staff to adhere to.

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)

5,375.00	Title IV Part A: Student Support and Academic
	Enrichment
	4000-4999: Books And Supplies
	Items for PBIS cart and cheerleading outfit
	supplies

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

Implement the Positivity Project teaching the 24 character traits to students throughout the year.

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)
9,685.15	LCFF 5800: Professional/Consulting Services And Operating Expenditures Positivity shirts for staff for uniforms and students for incentives
1,495.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures Positivity Project Membership

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	\$95,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$207,785.56

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	\$95,700.00
Title IV Part A: Student Support and Academic Enrichment	\$5,375.00

Subtotal of additional federal funds included for this school: \$101,075.00

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 (\$)
District Funded	\$1,495.00
LCFF	\$88,160.00
Other	\$17,055.56

Subtotal of state or local funds included for this school: \$106,710.56

Total of federal, state, and/or local funds for this school: \$207,785.56

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
District Funded	1,495.00
LCFF	88,160.00
Other	17,055.56
Title I	95,700.00
Title IV Part A: Student Support and Academic Enrichment	5,375.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,150.00
2000-2999: Classified Personnel Salaries	77,626.08
3000-3999: Employee Benefits	29,797.49
4000-4999: Books And Supplies	60,500.76
5800: Professional/Consulting Services And Operating Expenditures	34,711.23

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	District Funded	1,495.00
1000-1999: Certificated Personnel Salaries	LCFF	150.00
2000-2999: Classified Personnel Salaries	LCFF	17,348.71
3000-3999: Employee Benefits	LCFF	7,230.27

4000-4999: Books And Supplies	LCFF	33,915.70
5800: Professional/Consulting Services And Operating Expenditures	LCFF	29,515.32
4000-4999: Books And Supplies	Other	13,354.65
5800: Professional/Consulting Services And Operating Expenditures	Other	3,700.91
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	60,277.37
3000-3999: Employee Benefits	Title I	22,567.22
4000-4999: Books And Supplies	Title I	7,855.41
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	5,375.00

Expenditures by Goal

Goal Number

Goal 1 Goal 3 Goal 4 Goal 5

Total Expenditures

146,034.83
42,475.56
2,720.02
16,555.15

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

Jordan Munarolo	Classroom Teacher
Marni Goodbar	Classroom Teacher
Heather Schofield	Classroom Teacher
Amber Strid	Parent or Community Member
Breshelle Berndt	Parent or Community Member
Chelsea Ketelsen	Parent or Community Member
Amy Winchell	Principal
Kristal Johnston	Other School Staff
Nicole Wheeler	Parent or Community Member
Natalie Allison	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: ELAC Member Jaspreet Kaur

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 3/22/2023.

Attested:

Principal, Mrs. Amy Winchell on 3/22/23

SSC Chairperson, Amber Strid on 3/22/23

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.

Educational Partner 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.

Educational Partner 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 LEAand 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—
 - 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
 - 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).
 - 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 Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

- 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);
- 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 (Educational Partner Involvement).

The TSI plan shall:

- 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
- 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:

 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/fg/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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	11-2-2022	6-12-2023

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, Roosevelt 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 frequent examples SIOP to implement, 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 PLC 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.

Educational Partner 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 through Aeries Communication. Notice is also given in our monthly newsletters and posted in the front office. 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 from parents at annual LCAP meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None identified and we will continue to be vigilant about the identification and correction, if discovered.

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup										
Student Group American Indian African American Asian Filipino Hispanic/Latino	Pero	cent of Enroll	ment	Nu	mber of Stude	ents				
	19-20	20-21	21-22	19-20	20-21	21-22				
American Indian	0.45%	%	%	1						
African American	0%	%	0.51%	0		1				
Asian	2.25%	0.5%	2.04%	5	1	4				
Filipino	0%	%	%	0						
Hispanic/Latino	61.71%	68.7%	67.35%	137	138	132				
Pacific Islander	0%	%	%	0						
White	31.98%	25.9%	25.00%	71	52	49				
Multiple/No Response	2.7%	3.0%	3.57%	6	6	7				
		То	tal Enrollment	222	201	196				

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level								
	Number of Students							
Grade	19-20	20-21	21-22					
Grade 1	222	201	196					
Total Enrollment	222	201	196					

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. 2022-2023 enrollment is 232 at the writing of this report.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment											
	Num	ber of Stud	lents	Percent of Students							
Student Group	19-20	20-21	21-22	19-20	20-21	21-22					
English Learners	46	29	27	20.7%	14.40%	13.8%					
Fluent English Proficient (FEP)	2	2	1	0.9%	1.00%	0.5%					
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%						

Conclusions based on this data:

- 1. We remain very careful about reclassifying students in first grade.
- 2. The amount of EL Learners decreased as a percentage from 20-21 to 21-22.
- 3. We expect an increase in reclassifications this school year.

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students													
Grade	rade # of Students Enrolled				# of Students Tested			# of Students with			% of Enrolled Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	

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	Mean Scale Score			%	% Standard		% Standard Met		% Standard Nearly			% Standard Not			
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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											
Out to Local	% Above Standard			% At or Near Standard			% Ве	elow Stan	dard		
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		

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												
Quada I	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			

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												
Overde Level	% Al	oove Star	dard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			

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											
	% Above Standard % At or Near Standard % Below Standard										
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		

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.
- 2. The CAASPP is a CA state assessment.
- 3. We work on foundational reading, math, and writing concepts and skills.

CAASPP Results Mathematics (All Students)

				Overall	Participa	ation for	All Stude	ents				
Grade # of Students Enrolled # of Students Tested # of Students with % of									% of Er	rolled S	tudents	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19 20-21 21-22 18-1			18-19	20-21	21-22

^{*} 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	Grade Mean Scale Score % Standard					ırd	% Standard Met			% Standard Nearly			% Standard Not		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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											
One de la const	% Above Standard			% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 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											
One de Level	% Above Standard			% At o	r Near St	andard	% Ве	elow Stan	dard		
Grade Level 18-19 20-21 21-22 18-19 20-21 21-22 18-19 20-21 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												
Over de Lever	% AI	bove Star	ndard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			

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: CAASPP testing begins in third grade. Roosevelt students do not take the CAASPP.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Overall Oral Language Written Language Number of Students Tested												
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	1476.5	1465.7	1478.9	1476.3	1474.3	1480.0	1476.2	1456.5	1477.2	30	29	23
All Grades	1476.5	1465.7		1476.3	1474.3		1476.2	1465.5		30	29	23

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 4 Level 3 Level 2 Level 1 Total Numb															
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	13.33	10.34	26.09	53.33	3.33 44.83 39.13 26.67 37.93 26.09 6.67 6.90 8.70 30							29	23		
All Grades	13.33	10.34	26.09	53.33	44.83	39.13	26.67	37.93	26.09	6.67	6.90	8.70	30	29	23

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 4	L		Level 3			Level 2	2		Level 1		Total Number of Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	36.67	34.48	30.43	36.67	41.38	47.83	23.33	20.69	13.04	3.33	3.45	8.70	30	29	23
All Grades	36.67	34.48	30.43	36.67	41.38	47.83	23.33	20.69	13.04	3.33	3.45	8.70	30	29	23

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 4 Level 3 Level 2 Level 1 Total Number of Students															
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	10.00	3.45	26.09	50.00	37.93	26.09	26.67	44.83	34.78	13.33	13.79	13.04	30	29	23
All Grades	10.00	3.45	26.09	50.00	37.93	26.09	26.67	44.83	34.78	13.33	13.79	13.04	30	29	23

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 Well Developed Somewhat/Moderately Beginning Total Numbe												
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	70.00	55.17	43.48	30.00	44.83	56.52	0.00	0.00	0.00	30	29	23
All Grades	70.00	55.17	43.48	30.00	44.83	56.52	0.00	0.00	0.00	30	29	23

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 Well Developed Somewhat/Moderately Beginning Total Number of Students												
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	3.33	17.24	26.09	93.33								23
All Grades	3.33	17.24	26.09	93.33	72.41	60.87	3.33	10.34	13.04	30	29	23

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 Well Developed Somewhat/Moderately Beginning Total Numbe												
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
1	33.33	10.34	39.13	53.33	72.41	34.78	13.33	17.24	26.09	30	29	23
All Grades	33.33	10.34	39.13	53.33	72.41	34.78	13.33	17.24	26.09	30	29	23

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 Well Developed Somewhat/Moderately Beginning								g	Total Number of Students			
Level	18-19	20-21	21-22	18-19	18-19 20-21 21-22 18-19 20-21 21-22 18-						20-21	21-22
1	13.33	10.34	26.09	73.33								23
All Grades	13.33	10.34	26.09	73.33	79.31	65.22	13.33	10.34	8.70	30	29	23

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. Six students scored well enough on the ELPAC to be considered for reclassification.

- 2. Most students scored in the Somewhat/Moderately Developed (3s).
- **3.** Only two students scored at a level one.

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

	2021-22 Stud	ent Population	
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
196	72.4	13.8	1.5
Total Number of Students enrolled in Roosevelt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group							
Student Group	Total	Percentage					
English Learners	27	13.8					
Foster Youth	3	1.5					
Homeless	9	4.6					
Socioeconomically Disadvantaged	142	72.4					
Students with Disabilities	15	7.7					

Enrollment by Race/Ethnicity							
Student Group	Total	Percentage					
African American	1	0.5					
American Indian							
Asian	4	2.0					
Filipino							
Hispanic	132	67.3					
Two or More Races	7	3.6					
Pacific Islander							
White	49	25.0					

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. We have about 30% more EL students this year than last year.

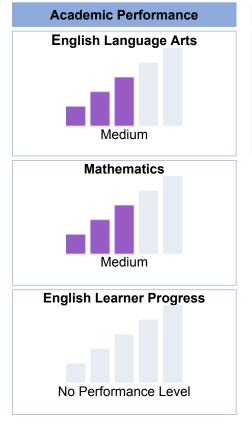
Overall Performance

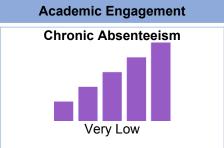
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

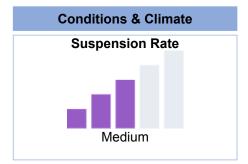
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students







Conclusions based on this data:

- 1. Suspensions were up last year I believe because this group did not have a full regular year due to the covid shutdown so they were still learning how to interact appropriately especially on the playground.
- 2. Our EL students continue to make progress.

3.	Chronic Absenteeism is not an issue.
	Onionio Absontecism is not an issue.

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

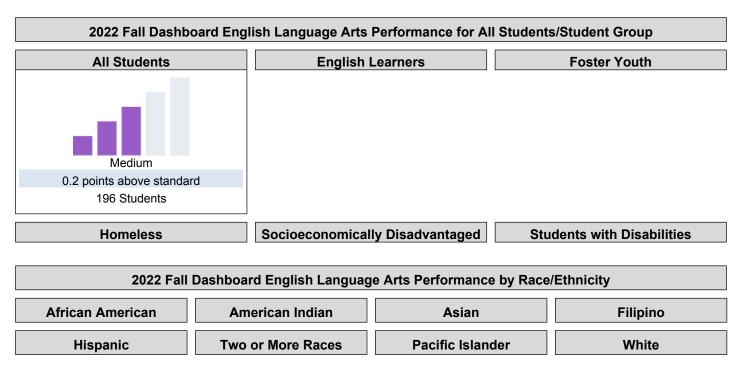
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts 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 our students are in first grade and do not take the CAASPP.

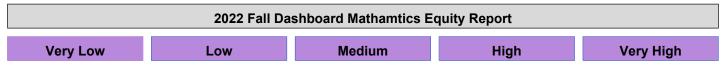
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

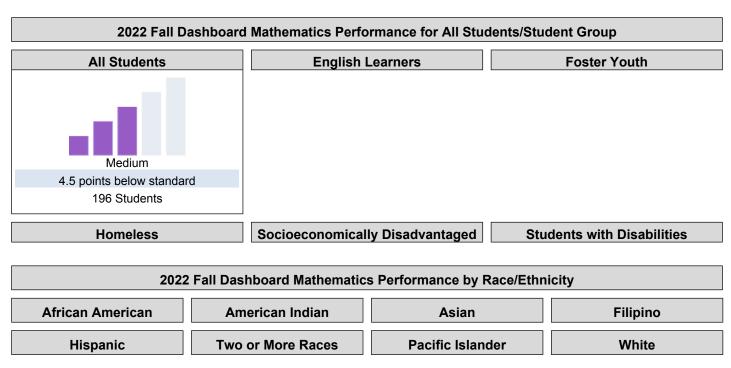
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners			
Current English Learner	Reclassified English Learners	English Only	

Conclusions based on this data:

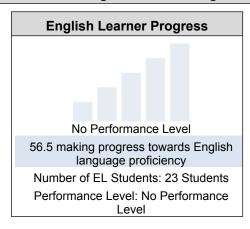
1. Math performance is based on CAASPP performance and first grade does not take the CAASPP.

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased	Maintained ELPI Level 1,	Maintained	Progressed At Least
One ELPI Level	2L, 2H, 3L, or 3H	ELPI Level 4	One ELPI Level
21.7%	21.7%	17.4%	39.1%

Conclusions based on this data:

- Keep in mind that the ELPAC test expectations rise each year.
- Our Designated ELD instruction is consistent and inline with ELD standards.
- 3. All teachers are well informed about the abilities and needs of their EL students.

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. We are a first grade only school.

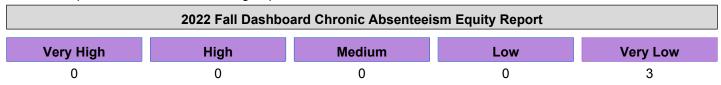
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

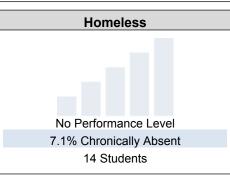


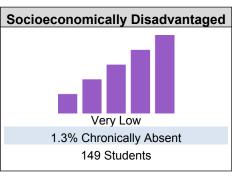
This section provides number of student groups in each level.

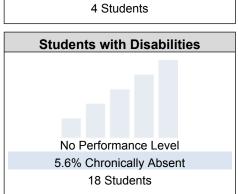


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

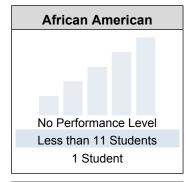
All Students English Learners Foster Youth No Performance Level 1% Chronically Absent 203 Students No Performance Level 1% Chronically Absent 27 Students Socioeconomically Disadvantaged Students with Disability



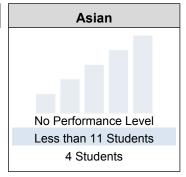




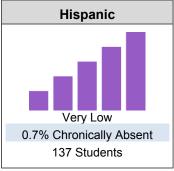
2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

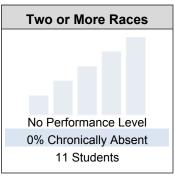


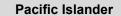
American Indian

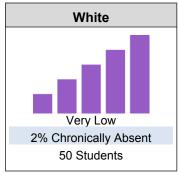












Conclusions based on this data:

- 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 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.

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low Lowest Performance	Low	Med	lium	High		Very High Highest Performance
This section provides nu	mber of student	groups in each level.				
	2022 Fa	all Dashboard Grad	uation Rate E	Equity Report		
Very Low	Low	Med	ium	High		Very High
This section provides information about students completing high school, which includes students who receive a standard high school diploma.					who receive a standard	
2	2022 Fall Dashb	oard Graduation R	ate for All Stu	udents/Studen	t Group	
All Students English Learners Foster Youth		ster Youth				
Homeles	s	Socioeconomically Disadvantaged		aged S	Students with Disabilities	
	2022 Fall	Dashboard Gradua	ation Rate by	Race/Ethnicit	у	
African American	Am	American Indian Asian		sian		Filipino
Hispanic	Two	o or More Races Pacific Island		slander		White
Conclusions based on 1. We are a first grade						

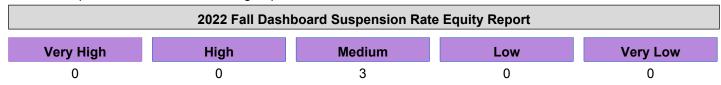
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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.

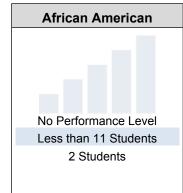
2022 Fall Dashboard Suspension Rate for All Students/Student Group **Foster Youth** All Students **English Learners** Medium No Performance Level No Performance Level 1.4% suspended at least one day 0% suspended at least one day Less than 11 Students 210 Students 28 Students 4 Students **Homeless** Socioeconomically Disadvantaged Students with Disabilities No Performance Level No Performance Level Medium 0% suspended at least one day 1.9% suspended at least one day 5.3% suspended at least one day

14 Students

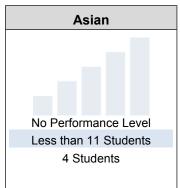
154 Students

19 Students

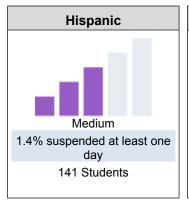
2022 Fall Dashboard Suspension Rate by Race/Ethnicity

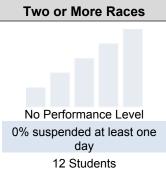


American Indian

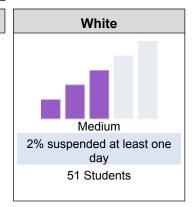


Filipino





Pacific Islander



Conclusions based on this data:

- 1. We have Gold level certification from Fresno County.
- 2. We use a progression of steps in discipline beginning with alternative means.
- 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	26 % 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 35% on the 2022-23 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)
4500.00	Title I 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach
43,233.96	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
16,974.61	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
5441.43	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.
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Professional /Consulting Services and Operating Expenses
450.00	LCFF 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach
33,343.05	LCFF 2000-2999: Classified Personnel Salaries

	Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
11,959.21	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
27,550.17	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. Library books, resource books.
407.57	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: 2021-22

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. Each teacher does designated ELD with their own students. 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. Lisa Clark from FCSS has been working with us on our Designated and Integrated ELD.

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 19.6% Mastered 2021-22% 78.2% 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

***See Goal 1 for Proposed 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)
	Title I 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
	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.
	Title I 5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses
	LCFF 1000-1999: Certificated Personnel Salaries Teachers, potential Academic Coach, Music Teacher, and other certificated staff
	LCFF 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading intervention and supporting student, student supervision.
	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
	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.
LCFF 5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses

Annual Review

SPSA Year Reviewed: 2021-22

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 use to monitor our progress will be Illuminate Benchmarks. We have the made the benchmark to match our pacing guide. It is no longer an all in one pre and post test meaning it is not the same test each 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

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, mainly DRA.	21-22 DRA #1 46.81% at or above grade level. 21-22 DRA #4 59.70% at or above grade level.	All students making progress and working towards everyone at lease grade level in reading.

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. Supplemental materials to support the core curriculum. Supplemental activities to support Journeys from Teachers pay Teachers Parts 1 and 2.

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)
	Title I 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
	Title I 4000-4999: Books And Supplies Books, Classroom Supplies, Materials, Technology Items - Speakers, Microphones, Q Balls, Chromebooks, Chromebook Cart, Scholastic News Magazine
	Title I 5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses
	LCFF 0001-0999: Unrestricted: Locally Defined Teachers, potential Academic Coach, Music Teacher, and other certificated staff
	LCFF 2000-2999: Classified Personnel Salaries Payroll costs associated with hiring and employing personnel.

^{***}See Goal 1 for Proposed Expenditures

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.
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.
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: 2021-22

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. Students were not entirely used to being a full time student at school.

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 used more of our DRA testing funds that we thought we would at the beginning of the year because grades K-3 tested students as high as they could go on the DRA reading test.

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, strategies, and 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	8 Suspension Days	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)
3,000.00	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.
2,075.00	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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 implemented the strategies following the MTSS pyramid of tiered interventions.

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 now have a full time Behavior Support Assistant and a counselor that is only shared among three schools instead of five.

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	114 parents completed the last parent survey	Increase that number by 25 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	None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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 21-22 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	\$151,935.00

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	\$73,150.00
Title IV Part A: Student Support and Academic Enrichment	\$5,075.00

Subtotal of additional federal funds included for this school: \$78,225.00

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	\$73,710.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$73,710.00

Total of federal, state, and/or local funds for this school: \$151,935.00

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
Funding Source	Amount	Baiance

Expenditures by Funding Source

Funding Source	Amount
LCFF	73,710.00
None Specified	0.00
Title I	73,150.00
Title IV Part A: Student Support and Academic Enrichment	5,075.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,950.00
2000-2999: Classified Personnel Salaries	76,577.01
3000-3999: Employee Benefits	28,933.82
4000-4999: Books And Supplies	35,991.60
5000-5999: Services And Other Operating Expenditures	5,482.57

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	450.00
2000-2999: Classified Personnel Salaries	LCFF	33,343.05
3000-3999: Employee Benefits	LCFF	11,959.21
4000-4999: Books And Supplies	LCFF	27,550.17

5000-5999: Services And Other Operating Expenditures	LCFF	407.57
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I	43,233.96
3000-3999: Employee Benefits	Title I	16,974.61
4000-4999: Books And Supplies	Title I	5,441.43
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	3,000.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,075.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146.860.00

Goal 1	146,860.00
Goal 4	5,075.00
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
- 0 Secondary Students

Name of Members	Role

Elisa Campos	Parent or Community Member
Rob Sandquist	Parent or Community Member
Alice Garza	Classroom Teacher
Shawna Gutierrez	Other School Staff
Shawn Marshall	Principal
Navjot Bal	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

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 11-2-22.

Attested:

Principal, Shawn Marshall on 11-2-22

SSC Chairperson, Rob Sandquist on 11-2-22

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.

Educational Partner 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.

Educational Partner 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 LEAand 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—
 - 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
 - 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).
 - 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 Educational Partner 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 (Educational Partner 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);
- 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 (Educational Partner 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
- 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/fg/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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	May 25, 2023	June 12, 2023

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 as 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)

This year's professional development focus was on math and the new proposed math framework. The county office provided math training to all certificated teachers. The county also facilitated ELD training and planning days with teachers teaching designated ELD. All teachers have completed SIOP training and participate in monthly SIOP Game Plan mini-workshops. Other professional development activities provided by county office staff and Lincoln's academic coach and administration included:

Guided Reading Classroom Management Writing

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 Lincoln's academic learning director and principal. 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 in 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 and Social Studies, Twig Science, and McGraw Hill for Math) to access state standards for their students. Teachers collaborate to analyze and identify the key standards for their grade level, and work together to provide access to these standards. This summer teachers met to plan for the 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 evidence 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 administration, 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's goals at home. Within the community, there are many business that support the schools, such as the Rotary which 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 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 help with supervision. 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.

Educational Partner 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.

No inequities have been identified at this time.

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup											
.	Pero	cent of Enroll	ment	Nu	mber of Stude	ents					
Student Group	19-20	20-21	21-22	19-20	20-21	21-22					
American Indian	0.24%	%	%	1							
African American	0.48%	%	%	2							
Asian	3.35%	2.8%	0.94%	14	11	4					
Filipino	0%	%	%	0							
Hispanic/Latino	62.92%	68.2%	68.40%	263	264	290					
Pacific Islander	0%	%	%	0							
White	29.43%	25.8%	26.18%	123	100	111					
Multiple/No Response	3.11%	2.3%	3.30%	13	9	14					
		То	tal Enrollment	418	387	424					

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level										
	Number of Students									
Grade	19-20	20-21	21-22							
Kindergarten										
Grade 2	195	204	209							
Grade3	223	183	215							
Total Enrollment	418	387	424							

Conclusions based on this data:

1. Enrollment increased from previous year.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment										
24.1.40	Num	ber of Stud	lents	Percent of Students						
Student Group	19-20	20-21	21-22	19-20	20-21	21-22				
English Learners	56	75	70	13.4%	19.40%	16.5%				
Fluent English Proficient (FEP)	33	20	9	7.9%	5.20%	2.1%				
Reclassified Fluent English Proficient (RFEP)	26	5		39.4%	6.7%					

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.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade	# of Stu	udents E	nrolled	# of St	tudents 1	Гested	# of Students with			% of Enrolled Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	223	181	221	218	178	217	218	178	217	97.8	98.3	98.2
All Grades	223	181	221	218	178	217	218	178	217	97.8	98.3	98.2

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 Mean Scale Score			Score	% Standard			% Standard Met			% Standard Nearly			% Standard Not		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2466.	2426.	2433.	42.66	24.16	24.88	25.69	28.65	29.49	21.10	21.35	19.82	10.55	25.84	25.81
All Grades	N/A	N/A	N/A	42.66	24.16	24.88	25.69	28.65	29.49	21.10	21.35	19.82	10.55	25.84	25.81

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										
	% Above Standard			% At or Near Standard			% Below Standard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	36.70	17.42	18.89	48.62	63.48	63.59	14.68	19.10	17.51	
All Grades	36.70	17.42	18.89	48.62	63.48	63.59	14.68	19.10	17.51	

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										
Overded accel	% Al	ove Stan	dard	% At or Near Standard			% Below Standard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 3	36.24	18.54	21.20	49.08	55.06	57.60	14.68	26.40	21.20	
All Grades	36.24	18.54	21.20	49.08	55.06	57.60	14.68	26.40	21.20	

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.

	Demons	strating e	Listenir ffective c	•	ation ski	lls						
% Above Standard % At or Near Standard % Below Standard												
Grade Level	18-19	20-21	21-22									
Grade 3	34.86	8.43	11.52	56.88	75.28	77.42	8.26	16.29	11.06			
All Grades	34.86	8.43	11.52	56.88	75.28	77.42	8.26	16.29	11.06			

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.

In	vestigati		esearch/Ir zing, and		ng inform	ation						
% Above Standard % At or Near Standard % Below Standard												
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 3	39.45	20.22	18.89	46.79	67.98	64.98	13.76	11.80	16.13			
All Grades	39.45	20.22	18.89	46.79	67.98	64.98	13.76	11.80	16.13			

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. During the 2021-2022 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.
- We focused 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 math, which should help us improve students' understand and our CAASPP scores.

CAASPP Results Mathematics (All Students)

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents	Γested	# of \$	Students	with	% of Er	rolled S	tudents
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	223	181	221	218	178	217	218	178	217	97.8	98.3	98.2
All Grades	223	181	221	218	178	217	218	178	217	97.8	98.3	98.2

^{*} 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.

				C	Overall	Achiev	ement	for All	Studer	ıts					
Grade	Mean	Scale	Score	%	Standa	ırd	% St	andard	l Met	% Sta	ndard l	Nearly	% St	andard	l Not
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2455.	2423.	2432.	28.90	10.67	17.97	32.11	31.46	35.02	25.23	31.46	22.58	13.76	26.40	24.42
All Grades	N/A	N/A	N/A	28.90	10.67	17.97	32.11	31.46	35.02	25.23	31.46	22.58	13.76	26.40	24.42

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.

,	Applying	Conce	epts & Pr			ures							
% Above Standard % At or Near Standard % Below Standard													
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 3	44.50	12.92	25.35	33.49	60.67	51.15	22.02	26.40	23.50				
All Grades	44.50	12.92	25.35	33.49	60.67	51.15	22.02	26.40	23.50				

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.

Using appropriate		em Solvin I strategie	_				ical probl	ems					
% Above Standard % At or Near Standard % Below Standard													
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 3	33.49	20.22	21.20	50.46	55.62	54.84	16.06	24.16	23.96				
All Grades	33.49	20.22	21.20	50.46	55.62	54.84	16.06	24.16	23.96				

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.

Demo	onstrating		inicating support		_	clusions							
% Above Standard % At or Near Standard % Below Standard													
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 3	35.32	16.85	17.97	51.38	64.04	70.05	13.30	19.10	11.98				
All Grades	35.32	16.85	17.97	51.38	64.04	70.05	13.30	19.10	11.98				

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.
- 2. Concepts and Procedures is an area that we need to continue to focus on. We were trained recently in math by FCSS, and we will receive more training this year.
- **3.** Our scores overall improved on the last regular year.

ELPAC Results

		Nu	mber of			ive Asse an Scale			tudents			
Grade		Overall		Ora	ıl Langua	age	Writt	en Lang	uage		lumber o	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	1488.5	1497.8	1504.6	1490.1	1488.0	1511.0	1486.5	1507.1	1497.6	28	47	25
3	1487.1	1490.9	1483.6	1482.7	1494.1	1479.4	1490.9	1487.1	1487.3	15	27	36
All Grades										43	74	61

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.

		Pe	rcentag	ge of St	tudents	Over at Eac		guage orman	ce Leve	el for A	II Stud	ents			
Grade		Level 4	l		Level 3	}		Level 2		l	Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	10.71	21.28	24.00	53.57	53.19	56.00	32.14	19.15	20.00	3.57	6.38	0.00	28	47	25
3	6.67	11.11	2.78	53.33	40.74	47.22	26.67	44.44	41.67	13.33	3.70	8.33	15	27	36
All Grades	9.30	17.57	11.48	53.49	48.65	50.82	30.23	28.38	32.79	6.98	5.41	4.92	43	74	61

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.

		Pei	rcentaç	ge of St	tudents		l Lang		ce Leve	el for A	II Stud	ents			
Grade	Level				Level 3	}		Level 2	2	1	Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	32.14	38.30	56.00	46.43	40.43	32.00	17.86	17.02	12.00	3.57	4.26	0.00	28	47	25
3	26.67	25.93	19.44	40.00	51.85	50.00	26.67	18.52	22.22	6.67	3.70	8.33	15	27	36
All Grades	30.23	33.78	34.43	44.19	44.59	42.62	20.93	17.57	18.03	4.65	4.05	4.92	43	74	61

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.

		Pe	rcenta	ge of S	tudents			guage orman		el for A	II Stude	ents			
Grade		Level 4			Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	7.14	17.02	8.00	42.86	42.55	56.00	42.86	36.17	32.00	7.14	4.26	4.00	28	47	25
3	0.00	3.70	0.00	33.33	18.52	22.22	53.33	51.85	58.33	13.33	25.93	19.44	15	27	36
All Grades	4.65	12.16	3.28	39.53	33.78	36.07	46.51	41.89	47.54	9.30	12.16	13.11	43	74	61

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.

		Percent	age of S	tudents l		ing Dom		evel for	All Stud	ents		
Grade Level Well Developed Somewhat/Moderately Beginning Total Number of Students												
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	17.86	36.17	44.00	78.57	57.45	56.00	3.57	6.38	0.00	28	47	25
3	20.00	37.04	30.56	60.00	48.15	63.89	20.00	14.81	5.56	15	27	36
All Grades	18.60	36.49	36.07	72.09	54.05	60.66	9.30	9.46	3.28	43	74	61

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 Well Developed				Somewhat/Moderately		Beginning			Total Number of Students			
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	42.86	34.04	56.00	53.57	59.57	44.00	3.57	6.38	0.00	28	47	25
3	26.67	40.74	30.56	66.67	59.26	58.33	6.67	0.00	11.11	15	27	36
All Grades	37.21	36.49	40.98	58.14	59.46	52.46	4.65	4.05	6.56	43	74	61

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 Well Developed				Somewhat/Moderately			Beginning			Total Number of Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	3.57	25.53	8.00	85.71	65.96	80.00	10.71	8.51	12.00	28	47	25
3	0.00	0.00	0.00	60.00	51.85	55.56	40.00	48.15	44.44	15	27	36
All Grades	2.33	16.22	3.28	76.74	60.81	65.57	20.93	22.97	31.15	43	74	61

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 Well Developed				Somewhat/Moderately			Beginning			Total Number of Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
2	14.29	19.15	16.00	78.57	72.34	84.00	7.14	8.51	0.00	28	47	25
3	6.67	7.41	13.89	86.67	74.07	80.56	6.67	18.52	5.56	15	27	36
All Grades	11.63	14.86	14.75	81.40	72.97	81.97	6.98	12.16	3.28	43	74	61

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. Based on % of students meeting the criteria for reclassification, more support is needed.
- 2. We will continue to provide training and support for staff and students in the area of ELD.
- 3. We will continue to provide 150 minutes of weekly designated ELD support.

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population								
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth					
424	73.1	16.5	0.5					
Total Number of Students enrolled in Lincoln Elementary School.	Students who are eligible for free or reduced priced meals: or have	Students who are learning to communicate effectively in	Students whose well being is the responsibility of a court.					

parents/guardians who did not receive a high school diploma.

English, typically requiring instruction in both the English Language and in their academic courses.

2021-22 Enrollment for All Students/Student Group						
Student Group	Total	Percentage				
English Learners	70	16.5				
Foster Youth	2	0.5				
Homeless	19	4.5				
Socioeconomically Disadvantaged	310	73.1				
Students with Disabilities	52	12.3				

Enrollment by Race/Ethnicity							
Student Group	Total	Percentage					
African American							
American Indian							
Asian	4	0.9					
Filipino							
Hispanic	290	68.4					
Two or More Races	14	3.3					
Pacific Islander							
White	111	26.2					

Conclusions based on this data:

- **1.** We continue to use our SIOP strategies to reach all of our students.
- 2. We will continue to share strategies and research and share new strategies to reach all learners. (Example: Use of ELLevation)

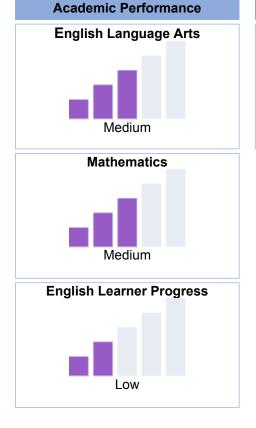
Overall Performance

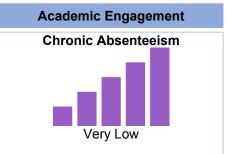
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

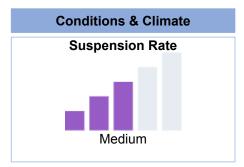
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students







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.

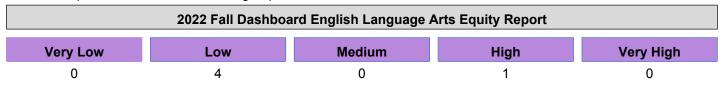
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

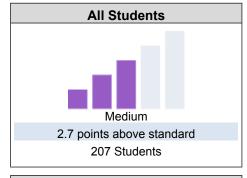


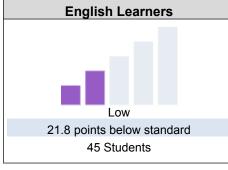
This section provides number of student groups in each level.

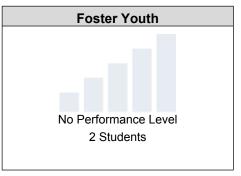


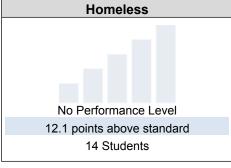
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

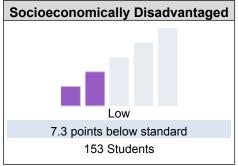
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

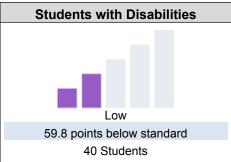












2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity African American **Filipino American Indian Asian** No Performance Level 3 Students **Hispanic Two or More Races** Pacific Islander White No Performance Level I ow High 9.8 points below standard 6 Students 24.4 points above standard

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Conclusions based on this data:

143 Students

- 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.

53 Students

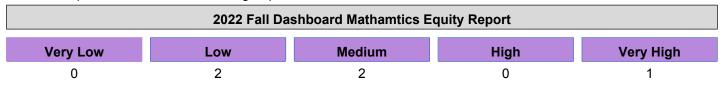
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

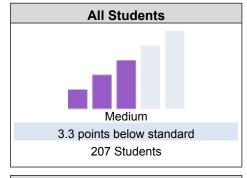


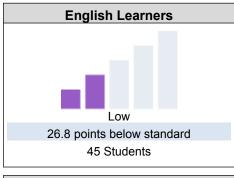
This section provides number of student groups in each level.

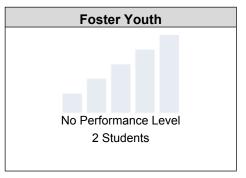


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

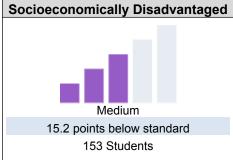
2022 Fall Dashboard Mathematics Performance for All Students/Student Group

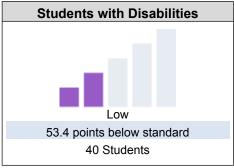












African American American Indian Asian Filipino No Performance Level 3 Students Two or More Races Pacific Islander White Very High

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

6 Students

Conclusions based on this data:

20.6 points below standard

143 Students

- 1. Our math scores improved the last time we took the CAASPP test.
- 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.

35.6 points above standard

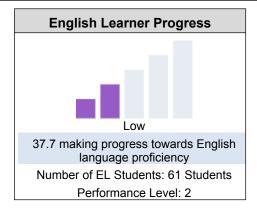
53 Students

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased	Maintained ELPI Level 1,	Maintained	Progressed At Least
One ELPI Level	2L, 2H, 3L, or 3H	ELPI Level 4	One ELPI Level
31.1%	31.1%	1.6%	36.1%

Conclusions based on this data:

- 1. Every EL student receives 150 minutes weekly of designated ELD to help them learn the English language.
- 2. We use PBIS to reduce suspensions.

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

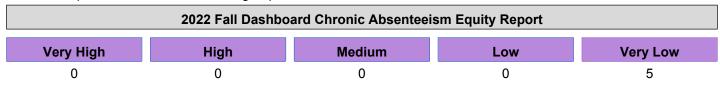
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

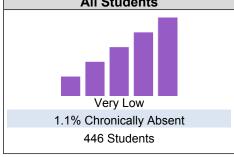


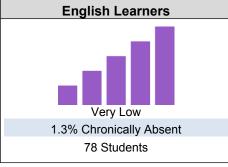
This section provides number of student groups in each level.

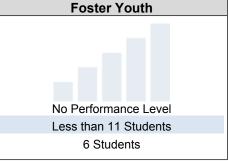


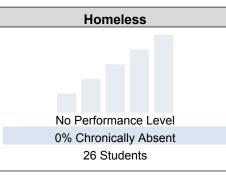
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

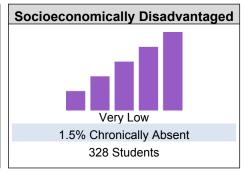
All Students English Learners Foster Youth

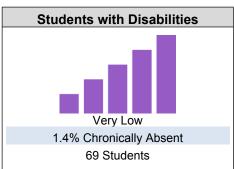




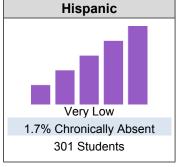


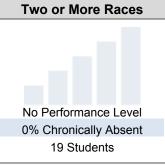


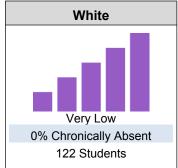




2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity **Filipino African American American Indian Asian** No Performance Level Less than 11 Students 4 Students Hispanic **Two or More Races Pacific Islander** White







Conclusions based on this data:

We have site attendance meetings to help improve attendance.

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low Lowest Performance	Low	Med	lium		High		Very High Highest Performance
This section provides numl	er of student	groups in each level.					
	2022 Fa	all Dashboard Grad	uation Rate	Equity	Report		
Very Low	Low	Med	ium		High		Very High
This section provides information about students completing high school, which includes students who receive a standard nigh school diploma. 2022 Fall Dashboard Graduation Rate for All Students/Student Group							
All Students English Learners Foster Youth							
Homeless		Socioeconomically Disadvantaged		taged	Stud	Students with Disabilities	
2022 Fall Dashboard Graduation Rate by Race/Ethnicity							
African American	Am	nerican Indian Asian				Filipino	
Hispanic	Two	or More Races	More Races Pacific Island		der		White

Conclusions based on this data:

1.

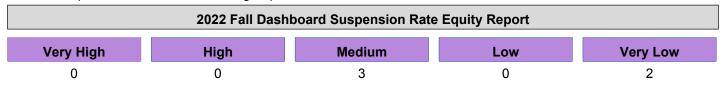
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



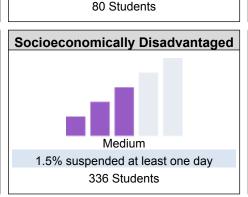
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students English Learners Foster Youth

Medium

1.5% suspended at least one day

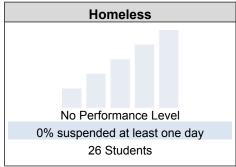
454 Students



Very Low

0% suspended at least one day

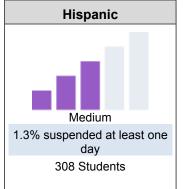


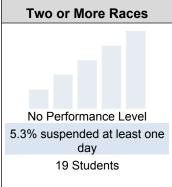


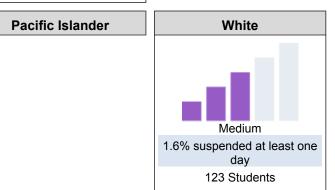


African American American Indian Asian Filipino No Performance Level Less than 11 Students

4 Students







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

Continued additional support for EL students. Reflect on the systems we have in place and support provided, including use of data to drive instruction.

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 3% for 3rd grade.	Increase to 25% or higher for 2nd grade and 10% 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.
- b.) Revisit ELLevation as a resource to better support students and staff.

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)
12,081.15	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.
47,673.32	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)
90,147.02	Title I Parent Involvement 2000-2999: Classified Personnel Salaries additional help during RTI to decrease adult to child ratio.
38,141.42	Title I Parent Involvement 3000-3999: Employee Benefits additional help during RTI to decrease adult to child ratio.
22,149.11	LCFF - Supplemental 2000-2999: Classified Personnel Salaries additional help during RTI to decrease adult to child ratio, Spanish interpreters.
13,041.84	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 Development Continued focus on Math
- 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)
20,780.41	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.
13,510.30	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 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)
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)
0	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.
6,090.00	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: 2021-22

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 2021-2022 school year were very effective, as our test scores on the CAASPP were solid and students 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.

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 22-2023 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	53%	Maintain, or increase percentage of 55%

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 Development
- 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 WorldsSee goal #1 for expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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

Continue extra support for EL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	54%	Maintain, or increase percentage of 56%

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 Development
- 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

Strategy/Activity 8

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.

0	

Annual Review

SPSA Year Reviewed: 2021-22

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	The 22/23 parent survey showed that 3 parents rated Lincoln School safety below average or poor.	On the 23/24 parent survey, we will have 0 parents rate school safety in the below average or poor range.

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)

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

for students returning to school. Speaker

system-Portable.

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

Implementation of Positivity Project at a school wide level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PRIS 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: 2021-22

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	\$268,614.57

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	\$161,150.00
Title I Part A: Allocation	\$0.00
Title I Part A: Parent Involvement	\$0.00

Subtotal of additional federal funds included for this school: \$161,150.00

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	\$102,464.57
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$107,464.57

Total of federal, state, and/or local funds for this school: \$268,614.57

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
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Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	5,000.00
LCFF - Supplemental	102,464.57
None Specified	0.00
Title I	0.00
Title I Parent Involvement	161,150.00
Title I Part A: Allocation	0.00
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	34,290.71
2000-2999: Classified Personnel Salaries	112,296.13
3000-3999: Employee Benefits	51,183.26
4000-4999: Books And Supplies	59,754.47
5000-5999: Services And Other Operating Expenditures	6,090.00
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	13,510.30
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,149.11
3000-3999: Employee Benefits	LCFF - Supplemental	13,041.84
4000-4999: Books And Supplies	LCFF - Supplemental	47,673.32
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,090.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	20,780.41
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	90,147.02
3000-3999: Employee Benefits	Title I Parent Involvement	38,141.42
4000-4999: Books And Supplies	Title I Parent Involvement	12,081.15
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	0.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	0.00

Expenditures by Goal

Goal Number Total Expenditures

Goal 1	263,614.57
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
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Lauren Galli	Principal
Ashlie Johnson	Classroom Teacher
Hannah Vargas	Classroom Teacher
Mary Quattrin	Classroom Teacher
Ashley Valdez	Other School Staff
Chelsea Ketelsen	Parent or Community Member
Laura Parkinson	Parent or Community Member
Elisa Campos	Parent or Community Member
Megan Garza	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 May 25, 2023.

Attested:

Principal, Lauren Galli on 5/25/23

SSC Chairperson, Ashley Valdez on 5/25/23

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.

Educational Partner 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 <a href="https://doi.org/10.1007/j.jcp.nc.1007

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.

Educational Partner 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 LEAand 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—
 - 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
 - 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).
 - 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 Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

- 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);
- 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 (Educational Partner Involvement).

The TSI plan shall:

- 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
- 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:

 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/fg/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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	May 18, 2023	June 12, 2023

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

Additional Targeted Support and Improvement

Homeless Youth

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 the 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 compliance 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 toward 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's parents were invited to take a survey that provided feedback for our staff. 31 positive comments were made regarding our staff being "very friendly, supportive, and easy to speak to." 18 positive comments were made stating that Reagan is a "clean place and my child feels safe to go to school. The grounds are always kept neat and orderly." 20 positive comments were made in regard to teachers helping their student progress throughout the year. "My child is pushed academically and they make being nerdy cool". Areas of improvement from these surveys included 6 comments regarding the improvement of the cafeteria food. 8 comments were made in regard to having better school-to-home communication throughout the year. There were 9 comments made regarding students being exposed to vulgar/violet behavior. 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 about sending calls and emails too. We have added a behavior aide and a part-time counselor to our campus to run our Behavior Academies as well as teach the Stop, Walk, Talk bully curriculum to help reduce the number of incidents we have on our campus. We have also purchased for the 2022-2023 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 learning director 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 month. 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 Illimuniate Benchmark
- 2. Math Illimuniate Benchmark
- 3. Writing Curriculum: Students are assessed with a writing prompt three times throughout the year in a 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 given benchmark tests 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 students' needs. Data is also made available to teachers via Illuminate. The teachers are given access to the Illuminate website, to monitor 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 during our PLC process. 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" and credentialed 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 Math training through FCOE.

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. Laura North District English Language Learner Coordinator
- 3. Michelle Stone Academic Coach
- 4. Kerry Pickrell -Principal
- 5. Amie Rogers Learning Director
- 6. Matt Stovall Assistant Superintendent Director of Special Projects/Curriculum Director
- Kristen Teddleton Lead Teacher/PLC Lead
- 8. Sarah Schmal-Lead Teacher /PLC Lead
- 9. Jill Owens- Lead Teacher/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 five days per week. Students receive approximately 60 - 90 minutes of daily math instruction five 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. Students are working with our academic paraprofessional through PRESS to identify areas of need in reading and addressing those concerns. They usually spend a 4-6 week cycle with PRESS before they are retested and either exited or continue with the program.

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 the 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.

<u>Funding</u>

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 Learning director 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.

Educational Partner 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 data from the annual parent survey, SSC meetings, parent teacher conferences, and staff surveys, input is gathered from all stakeholders. 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 including subgroups are being met.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup												
24 1 4 2	Pero	cent of Enroll	ment	Nu	mber of Stude	ents						
Student Group	19-20	20-21	21-22	19-20	20-21	21-22						
American Indian	0.15%	0.2%	%	1	1							
African American	0.3%	0.2%	0.16%	2	1	1						
Asian	2.82%	2.82% 3.2%		19	21	19						
Filipino	0.15%	%	0.16%	1		1						
Hispanic/Latino	62.11%	64.8%	64.79%	418	420	403						
Pacific Islander	0.15%	0.2%	0.16%	1	1	1						
White	31.05%	28.4%	28.46%	209	184	177						
Multiple/No Response	3.12%	2.9%	2.89%	21	19	18						
		То	tal Enrollment	673	648	622						

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level												
		Number of Students										
Grade	19-20	20-21	21-22									
Grade 4	220	213	181									
Grade 5	230	212	218									
Grade 6	223	223	223									
Total Enrollment	673	648	622									

- 1. Our enrollment has decreased because of Covid-19.
- 2. We have lost some students to online school but they are beginning to return.
- 3. There is a low bubble of students currently in 5th grade but this has been the same with this cohort for every year of enrollment.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment											
24.1.40	Num	ber of Stud	lents	Percent of Students							
Student Group	19-20	20-21	21-22	19-20	20-21	21-22					
English Learners	53	68	63	7.9%	10.50%	10.1%					
Fluent English Proficient (FEP)	101	83	62	15.0%	12.80%	10.0%					
Reclassified Fluent English Proficient (RFEP)	15	2		23.8%	2.9%						

- Our EL student numbers have been increasing over the last few years. The reclassification criteria is strict and with students missing school due to covid-19 we have seen fewer students being reclassified and becoming Long Term ELs.
- 2. With additional training from FCOE, our ELD teachers have been able to focus their teaching to align with and prepare students for the ELPAC test.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students														
Grade	rade # of Students Enrolled				# of Students Tested			# of Students with			% of Enrolled Students				
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 4	230	220	189	229	215	187	229	215	187	99.6	97.7	98.9			
Grade 5	223	214	222	221	210	222	221	210	222	99.1	98.1	100.0			
Grade 6	219	219	219	218	218	217	218	218	217	99.5	99.5	99.1			
All Grades	672	653	630	668	643	626	668	643	626	99.4	98.5	99.4			

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	Grade Mean S		ale Score % S		Standa	Standard		% Standard Met		% Standard Nearly			% Standard Not		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	2490.	2463.	2473.	31.00	23.26	27.27	28.82	25.12	26.20	19.21	22.33	20.32	20.96	29.30	26.20
Grade 5	2508.	2504.	2490.	19.46	19.52	18.47	37.56	35.24	29.28	19.00	19.05	22.07	23.98	26.19	30.18
Grade 6	2526.	2538.	2531.	17.43	22.94	21.20	29.36	26.15	29.49	29.36	30.73	29.95	23.85	20.18	19.35
All Grades	N/A	N/A	N/A	22.75	21.93	22.04	31.89	28.77	28.43	22.46	24.11	24.28	22.90	25.19	25.24

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													
Out do I accel	% A k	ove Stan	dard	% At o	% At or Near Standard			% Below Standard					
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 4	31.58	18.14	20.86	46.49	63.72	60.96	21.93	18.14	18.18				
Grade 5	23.98	19.05	15.77	50.68	65.24	63.96	25.34	15.71	20.27				
Grade 6	17.89	18.81	19.82	45.41	59.63	59.45	36.70	21.56	20.74				
All Grades	24.59	18.66	18.69	47.53	62.83	61.50	27.89	18.51	19.81				

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													
O	% At	ove Stan	dard	% At o	r Near St	andard	% Below Standard							
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22					
Grade 4	26.32	14.49	17.11	55.26	62.62	59.36	18.42	22.90	23.53					
Grade 5	27.15	20.57	11.26	51.58	52.15	61.26	21.27	27.27	27.48					
Grade 6	22.12	25.35	17.51	55.30	51.61	59.45	22.58	23.04	23.04					
All Grades	25.23	20.16	15.18	54.05	55.47	60.06	20.72	24.38	24.76					

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													
Our de Lours	% At	ove Stan	dard	% At o	% At or Near Standard			% Below Standard					
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 4	26.75	8.84	8.56	59.65	79.07	77.54	13.60	12.09	13.90				
Grade 5	16.29	10.48	10.81	63.80	75.24	79.28	19.91	14.29	9.91				
Grade 6	12.39	16.06	20.74	69.72	72.48	69.12	17.89	11.47	10.14				
All Grades	18.59	11.82	13.58	64.32	75.58	75.24	17.09	12.60	11.18				

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													
Out do I accel	% A k	ove Stan	dard	% At o	r Near St	andard	% Below Standard						
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 4	30.70	12.09	19.25	49.12	75.81	65.24	20.18	12.09	15.51				
Grade 5	29.41	19.05	18.47	49.32	61.90	63.51	21.27	19.05	18.02				
Grade 6	25.69	26.15	19.35	52.75	61.01	67.28	21.56	12.84	13.36				
All Grades	28.64	19.13	19.01	50.37	66.25	65.34	20.99	14.62	15.65				

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.

- 1. Students need to build their reading and test taking stamina. Teachers are using benchmark testing to expose students to testing rigor and build stamina.
- 2. Writing scores dropped from 18/19 to 20/21. Last year we were able to implement the writing units of study to improve writing and how students feel about it.

CAASPP Results Mathematics (All Students)

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents	Tested	# of \$	Students	with	% of Er	rolled S	tudents
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	230	220	189	230	216	188	230	216	188	100	98.2	99.5
Grade 5	223	214	222	221	209	222	221	209	222	99.1	97.7	100.0
Grade 6	219	219	219	219	218	217	219	218	217	100	99.5	99.1
All Grades	672	653	630	670	643	627	670	643	627	99.7	98.5	99.5

^{*} 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.

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score	%	Standa	ırd	% St	andard	l Met	% Sta	ndard l	Nearly	% St	andard	l Not
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	2485.	2454.	2464.	23.04	11.57	14.36	27.39	28.24	25.53	29.57	33.33	34.57	20.00	26.85	25.53
Grade 5	2505.	2485.	2476.	19.00	13.88	9.91	22.62	18.18	19.37	35.29	33.49	31.53	23.08	34.45	39.19
Grade 6	2521.	2521.	2524.	15.98	17.43	18.43	19.63	19.27	20.74	39.27	31.65	35.94	25.11	31.65	24.88
All Grades	N/A	N/A	N/A	19.40	14.31	14.19	23.28	21.93	21.69	34.63	32.81	33.97	22.69	30.95	30.14

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.

,	Applying			ocedures cepts and		ıres									
One de l'accel	Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22						
Grade 4	35.65	15.28	15.96	32.17	53.70	59.04	32.17	31.02	25.00						
Grade 5	23.08	10.53	8.11	43.44	52.63	50.00	33.48	36.84	41.89						
Grade 6	22.37	17.89	15.67	40.18	49.54	58.06	37.44	32.57	26.27						
All Grades	27.16	14.62	13.08	38.51	51.94	55.50	34.33	33.44	31.42						

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.

Using appropriate		em Solvin I strategie					ical probl	ems	
One de l'avel	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	low Stan	dard
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	26.96	11.11	15.43	44.35	53.24	54.79	28.70	35.65	29.79
Grade 5	18.55	11.00	13.06	54.75	60.77	52.25	26.70	28.23	34.68
Grade 6	17.35	12.84	16.59	51.60	58.72	53.92	31.05	28.44	29.49
All Grades	21.04	11.66	14.99	50.15	57.54	53.59	28.81	30.79	31.42

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.

Demo	onstrating		unicating o support			clusions								
Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22					
Grade 4	27.07	13.43	14.89	48.47	62.04	62.23	24.45	24.54	22.87					
Grade 5	17.19	11.96	9.01	53.85	65.55	63.51	28.96	22.49	27.48					
Grade 6	15.53	17.43	17.05	52.97	61.47	64.98	31.51	21.10	17.97					
All Grades	20.03	14.31	13.56	51.72	62.99	63.64	28.25	22.71	22.81					

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.

- 1. We are working with FCOE to refine curriculum and find supplemental materials at the rigor needed to match how students are tested. We are focusing on breaking down the CAASPP test with a focus on reasoning and problem solving because that is 50% of the test.
- 2. Focus on performance tasks and being able to explain the why behind the answer. Through this we saw a significant increase in communicating reasoning which in the past had been an area of weakness.

ELPAC Results

		Nu	mber of			ive Asse an Scale			tudents			
Grade		Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber d dents Te	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	1502.8	1495.1	1522.9	1497.2	1506.4	1530.0	1507.8	1483.2	1515.3	25	25	26
5	1503.1	1508.7	1512.5	1499.9	1502.5	1511.9	1505.4	1514.5	1512.5	14	18	24
6	1517.5	1519.5	1521.9	1517.2	1526.4	1534.8	1517.2	1512.2	1508.3	17	23	15
All Grades										56	66	65

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.

		Pe	rcentag	ge of St	tudents		all Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	L		Level 3	,		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	16.00	4.00	19.23	28.00	32.00	50.00	36.00	48.00	19.23	20.00	16.00	11.54	25	25	26
5	7.14	16.67	8.33	28.57	27.78	33.33	50.00	33.33	50.00	14.29	22.22	8.33	14	18	24
6	5.88	4.35	13.33	64.71	47.83	33.33	11.76	30.43	40.00	17.65	17.39	13.33	17	23	15
All Grades	10.71	7.58	13.85	39.29	36.36	40.00	32.14	37.88	35.38	17.86	18.18	10.77	56	66	65

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.

		Pe	rcentag	ge of St	tudents		l Lang		ce Leve	el for A	II Stud	ents			
Grade		Level 4	ļ		Level 3	}		Level 2	2		Level 1			al Num Studei	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	36.00	20.00	38.46	16.00	60.00	50.00	44.00	20.00	3.85	4.00	0.00	7.69	25	25	26
5	14.29	38.89	25.00	64.29	27.78	58.33	14.29	16.67	12.50	7.14	16.67	4.17	14	18	24
6	47.06	21.74	40.00	35.29	34.78	33.33	0.00	34.78	13.33	17.65	8.70	13.33	17	23	15
All Grades	33.93	25.76	33.85	33.93	42.42	49.23	23.21	24.24	9.23	8.93	7.58	7.69	56	66	65

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.

		Pe	rcenta	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade		Level 4	Ļ		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	4.00	0.00	15.38	28.00	8.00	23.08	48.00	52.00	38.46	20.00	40.00	23.08	25	25	26
5	0.00	5.56	0.00	7.14	11.11	16.67	64.29	33.33	58.33	28.57	50.00	25.00	14	18	24
6	0.00	0.00	6.67	17.65	21.74	6.67	52.94	39.13	40.00	29.41	39.13	46.67	17	23	15
All Grades	1.79	1.52	7.69	19.64	13.64	16.92	53.57	42.42	46.15	25.00	42.42	29.23	56	66	65

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.

		Percent	age of St	tudents I		ing Doma in Perfor		evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	erately	E	Beginnin	g		tal Numl f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	28.00	24.00	76.92	48.00	76.00	15.38	24.00	0.00	7.69	25	25	26
5	0.00	27.78	16.67	92.86	55.56	70.83	7.14	16.67	12.50	14	18	24
6	29.41	8.70	26.67	47.06	69.57	46.67	23.53	21.74	26.67	17	23	15
All Grades	21.43	19.70	43.08	58.93	68.18	43.08	19.64	12.12	13.85	56	66	65

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.

		Percent	age of S	tudents l	•	ing Dom		_evel for	All Stud	ents		
Grade	Wel	II Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	36.00	28.00	23.08	60.00	68.00	65.38	4.00	4.00	11.54	25	25	26
5	50.00	50.00	54.17	42.86	33.33	33.33	7.14	16.67	12.50	14	18	24
6	52.94	52.17	60.00	29.41	47.83	40.00	17.65	0.00	0.00	17	23	15
All Grades	44.64	42.42	43.08	46.43	51.52	47.69	8.93	6.06	9.23	56	66	65

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.

		Percent	age of S	tudents I		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	8.00	0.00	3.85	56.00	52.00	69.23	36.00	48.00	26.92	25	25	26
5	0.00	11.11	0.00	50.00	33.33	62.50	50.00	55.56	37.50	14	18	24
6	0.00	0.00	6.67	35.29	39.13	13.33	64.71	60.87	80.00	17	23	15
All Grades	3.57	3.03	3.08	48.21	42.42	53.85	48.21	54.55	43.08	56	66	65

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	Well Developed Somewhat/Moderately Beginning Total Number of Students											
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	8.00	4.00	34.62	76.00	60.00	46.15	16.00	36.00	19.23	25	25	26
5	7.14	5.56	12.50	78.57	55.56	75.00	14.29	38.89	12.50	14	18	24
6	29.41	8.70	6.67	58.82	82.61	93.33	11.76	8.70	0.00	17	23	15
All Grades	14.29	6.06	20.00	71.43	66.67	67.69	14.29	27.27	12.31	56	66	65

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.

- We have more EL students then we have in the past. As they are at Reagan they can be considered long-term EL students depending when they started school in CA. The ability to exit the EL program becomes harder.
- 2. With the learning loss during covid we know that the EL students are the ones that suffered the most with less help at home in English.
- 3. We will take a closer look at ELLevation as a tool to better understand our EL students and meet their needs. (Use of the ELLevation dashboard and instructional strategies and videos.)

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

	2021-22 Stud	ent Population	
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
622	70.1	10.1	0.5
Total Number of Students enrolled in Ronald W. Reagan Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group					
Student Group	Total	Percentage			
English Learners	63	10.1			
Foster Youth	3	0.5			
Homeless	19	3.1			
Socioeconomically Disadvantaged	436	70.1			
Students with Disabilities	71	11.4			

courses.

Enrollment by Race/Ethnicity				
Student Group	Total	Percentage		
African American	1	0.2		
American Indian				
Asian	19	3.1		
Filipino	1	0.2		
Hispanic	403	64.8		
Two or More Races	18	2.9		
Pacific Islander	1	0.2		
White	177	28.5		

- 1. We teach using SIOP strategies to reach all learners.
- 2. We will consider the different cultures and how that may affect student learning.

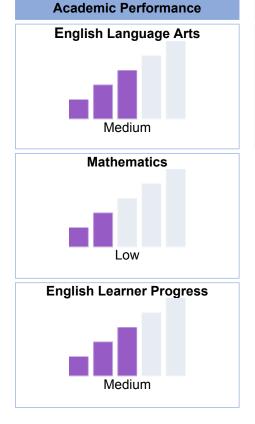
Overall Performance

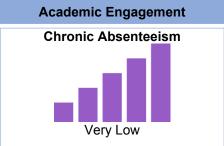
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

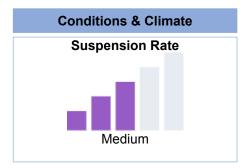
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students







- 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 and counselor to help with behavior support daily.
- 2. Teachers spent 150 minutes weekly working with our ELL students to help them become proficient in English in a designated ELD classroom.

equired to attend All certificated sta	g to analyze our math d monthly mathemation aff received training of with CAASPP testing	cs meetings to he n how to use sta	elp develop their	understanding o	f how to better to	each mat

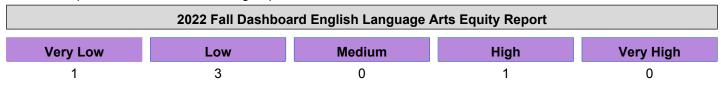
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

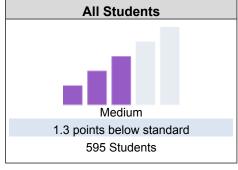


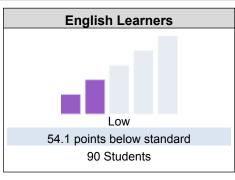
This section provides number of student groups in each level.

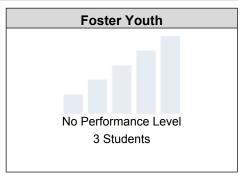


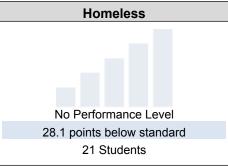
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

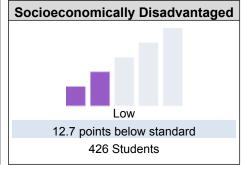
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

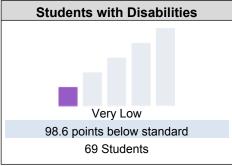




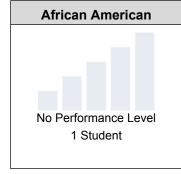


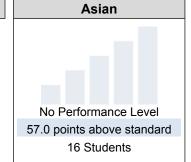




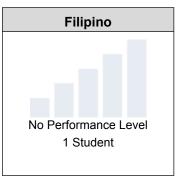


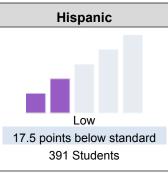
2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

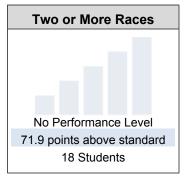




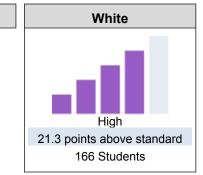
Pacific Islander







American Indian



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner
84.7 points below standard
60 Students

Reclassified English Learners
7.0 points above standard
30 Students

English Only	
6.3 points above standard	
475 Students	

Conclusions based on this data:

- 1. Students needing extra support receive RTI support with small group instruction inside the classroom and pull out support.
- 2. Intervention specialist are using push-in support RSP students during core instruction to help students who need extra support.
- **3.** PRESS used during intervention to help the lowest struggling readers.

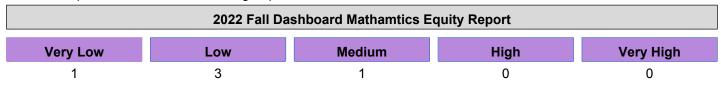
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

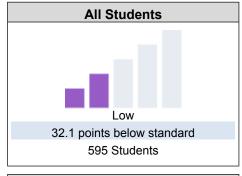


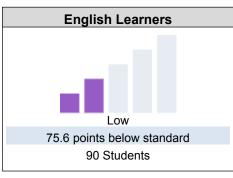
This section provides number of student groups in each level.

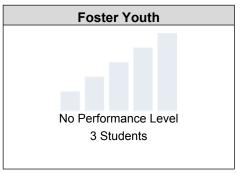


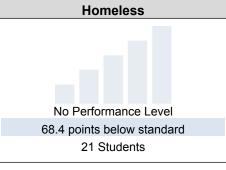
This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

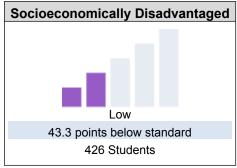
2022 Fall Dashboard Mathematics Performance for All Students/Student Group

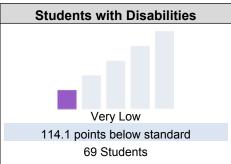




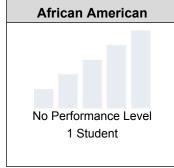


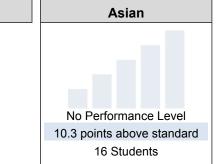


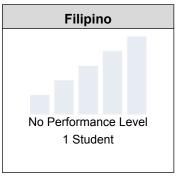


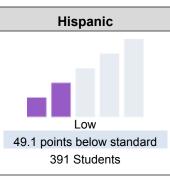


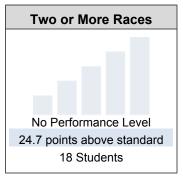
2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



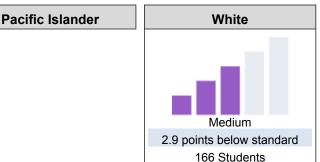








American Indian



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
105.6 points below standard
60 Students

Reclassified English Learners
15.6 points below standard
30 Students

English Only				
27.1 points below standard				
475 Students				

Conclusions based on this data:

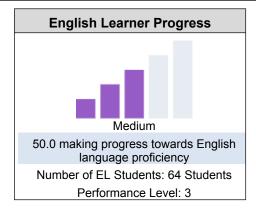
- 1. We are using FCSS to provide professional development to all teachers monthly on Wednesday flex days.
- 2. Using push-in supports into the classroom to support students who need the extra help.

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased	Maintained ELPI Level 1,	Maintained	Progressed At Least
One ELPI Level	2L, 2H, 3L, or 3H	ELPI Level 4	One ELPI Level
17.2%	32.8%	3.1%	46.9%

Conclusions based on this data:

- Suspension rates for this subgroup declined significantly through PBIS.
- 2. Progress of EL students on the ELPAC test increased significantly due to consultation with county coaching and planning time for designated ELD teachers.

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

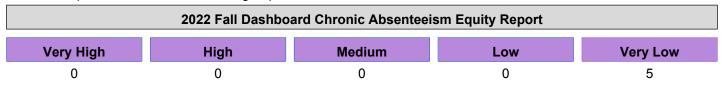
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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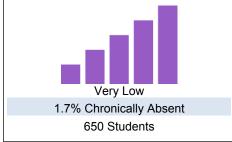


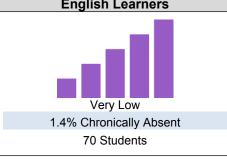
This section provides number of student groups in each level.

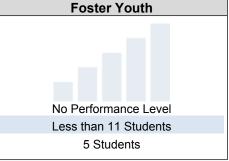


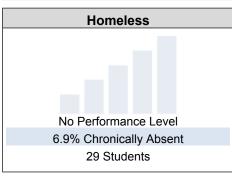
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

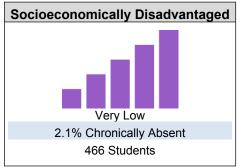
All Students English Learners Foster Youth

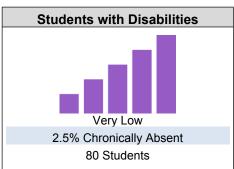




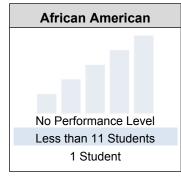




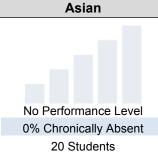


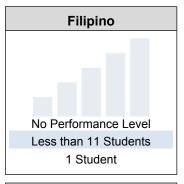


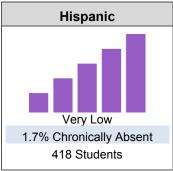
2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

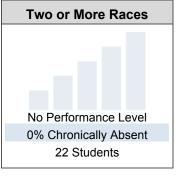


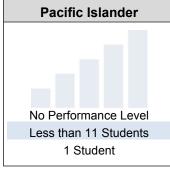
American Indian

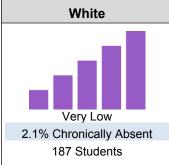












Conclusions based on this data:

- 1. The contracts and SARB process are working to help students be at school.
- 2. Continue with site level parent meetings and SARB process.
- 3. When students are absent, they still have a chance to get instruction from a teacher after school with online homework help.

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low Lowest Performance	Low Medium		F	ligh	Very High Highest Performance	
This section provides num	per of student	groups in each level				
	2022 Fa	all Dashboard Grad	luation Rate	Equity Re	port	
Very Low	Low	Med	lium	Н	igh	Very High
This section provides information about students completing high school, which includes students who receive a standard high school diploma.						
20	22 Fall Dashb	oard Graduation R	ate for All S	tudents/St	udent Grou	p
All Students		English Learners			Foster Youth	
Homeless Socioeconomically Disac		lly Disadvan	taged	Students with Disabilities		
2022 Fall Dashboard Graduation Rate by Race/Ethnicity						
African American	Am	erican Indian	Asian			Filipino
Hispanic	Two or More Races		Pacific Islander		•	White

Conclusions based on this data:

1.

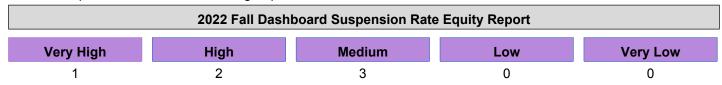
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

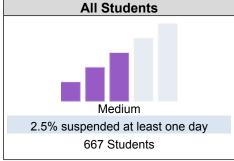


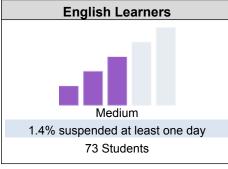
This section provides number of student groups in each level.

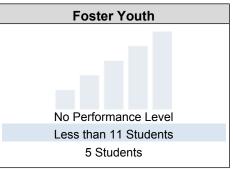


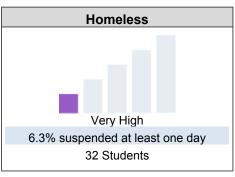
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

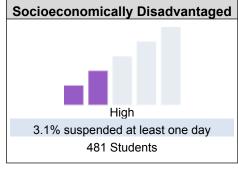
2022 Fall Dashboard Suspension Rate for All Students/Student Group All Students English Learners Foster Youth

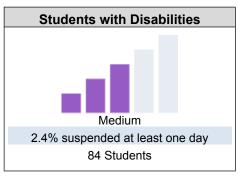




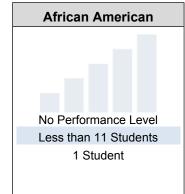




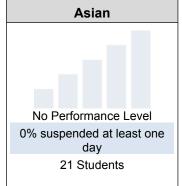


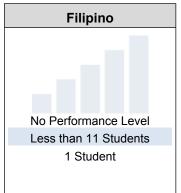


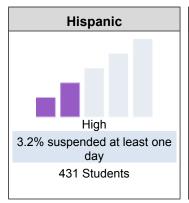
2022 Fall Dashboard Suspension Rate by Race/Ethnicity

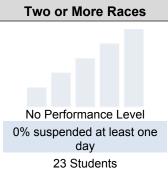


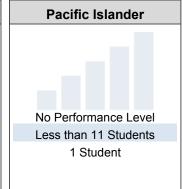
American Indian

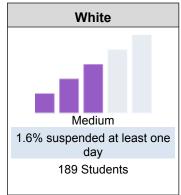












Conclusions based on this data:

- 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. Plans are to increase that to full time to help meet social/emotional needs that are increasing.

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, principals, 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. Provide high quality curriculum and classroom supplies to provide access to a robust, well rounded education including STEAM.

Staff will participate in classroom observations/walk-throughs with a focus on the implementation of

the SIOP as the model for instruction.

Designated ELD time:

Students will focus on language acquisition through the use of a curriculum formed by teachers and the ELD coach Lisa Clark.

Learning Director acting as EL site coordinator for our EL population.

Clearly Identify RFEPs and long term ELs who have not reached proficiency on state tests and local assessments.

- 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)
51,920.90	Title I 1000-1999: Certificated Personnel Salaries Learning director and school counselor salaries
116,178.05	Title I 2000-2999: Classified Personnel Salaries paraprofessional salaries
54,720.70	Title I 3000-3999: Employee Benefits
39,570.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries learning director salary
26,776.73	LCFF - Supplemental 2000-2999: Classified Personnel Salaries paraprofessional salaries
23,802.02	LCFF - Supplemental 3000-3999: Employee Benefits
34,338.00	Title I 5000-5999: Services And Other Operating Expenditures

	IXL,			
0				
Strategy/Activity 2 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific				
EL Students				
Strategy/Activity				
Involvement of staff, parents, and community: a. annual parent/teacher conferences regarding E b. Communication to parents in home language	ELPAC data and performance of standards			
Proposed Expenditures for this Strategy/Activi List the amount(s) and funding source(s) for the presource(s) using one or more of the following: LCFI 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/Activi List the amount(s) and funding source(s) for the pr				

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
	Title I 1000-1999: Certificated Personnel Salaries Extra time to plan, grade benchmarks, and learn new information. Teacher planning days. (see activity 1 for expenditure)
	Title I 3000-3999: Employee Benefits benefits for the subs for planning days (see activity 1 for expenditure)
62,259.98	LCFF - Supplemental 4000-4999: Books And Supplies supplies to update educational technology (printers, toner, elmos, library monitor) staff trainings, library books, STEAM, GATE etc
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences and travel for staff development

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

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

**Due to covid, we do not have any longitudinal data to compare.

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.

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 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.

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	53% of our students either met or exceeded the math CAASPP test in 2021-2022 which is a 7% decrease since covid.	40% of our students will either meet or exceed the math CAASPP test in 2022-2023	

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 PLCs
- Identify Student Needs
- Sharing data provides an 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 FCOE 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
- · target claim data

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 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)

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

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)
0	Title I 5000-5999: Services And Other Operating Expenditures IXL Site License for all subjects (See goal 1 for expenditures)
0	Lottery: Instructional Materials 4000-4999: Books And Supplies 7 teacher edulastic math assessment subscriptions (See goal 1 for expenditures)
0	Title I 4000-4999: Books And Supplies library monitor (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)

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 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: 2021-22

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.

**Due to covid, we do not have any longitudinal data to compare.

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.

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 support 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 49% of the our student population that nearly met or did not meet the standard on the ELA CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	
CAASPP	50% of our students either met or exceeded the ELA CAASPP test in 2021-2022 which is a 1% decrease from the 2020-2021 school year.	55% of our students will either meet or exceed the ELA CAASPP test in 2022-2023.	

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
- Ability to target specific students' needs
- Students engaged in learning
- Paraprofessionals used to help differentiate instruction

walkthroughs, observations - focus on SIOP

Meaningful use of data

- IXL
- Updated library books.
- 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"

- 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.

Intervention with para through PRESS for those students in fourth grade who are 2 or more grade levels below in 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)	
0		
0	LCFF - Supplemental 4000-4999: Books And Supplies Updated library books (See expenditure 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

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)

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)	
0		
	See Goal #1 for IXL License Expenditure	

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: 2021-22

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.

**Due to covid, we do not have any longitudinal data to compare.

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.

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. Implementation of Ripple Effects for students who violate an HONOR expectation.

Identified Need

Based on the dashboard data, we have a significant subgroup of students identified as homeless. Two of them were suspended during the 2021-2022 school year. We are going to train our staff on trauma informed practices to help identify student needs and root causes to meet the needs of this subgroup.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	
Parent Surveys, SSC agenda and minutes, activities on campus with parents involved.	28% 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 2021-22 school year we had 19 suspensions and 1 expulsion	In the 2022-2023 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) HONOR Academies with Ripple Effects
- F) Watch DOGS Program
- G) Trauma Informed Training for teachers

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 Vest for our watch dog volunteers (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

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.

0 District Funded	Source(s)	
5800: Professional/Consulting Services And Operating Expenditures		

	The Positivity Project - Differentiated Project- based learning (PBL) Resources (See goal 1 for expenditures)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Ripple Effects - behavior academies and social/emotional health (See goal 1 for expenditures)
0	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies items for HONOR snackbar (See goal 1 for expenditures)
0	LCFF - Supplemental 4000-4999: Books And Supplies new batteries and new walkie talkies for staff (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)

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: 2021-22

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

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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.

Baseline/Actual Outcome

We had about 45% of our students involved in some type of extra curricular activities in the 2018-2019 school year.

Expected Outcome

We would like to have 50% of our students involved in some type of extra curricular activities in the 2022-23 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)
	Other 4000-4999: Books And Supplies materials for GATE (See goal 1 for expenditures)
	District Funded 1000-1999: Certificated Personnel Salaries stipend for GATE teachers (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

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

After school classes for art and technology

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)	
	District Funded 4000-4999: Books And Supplies Band Books (See goal 1 for expenditures)	
	Other 4000-4999: Books And Supplies Band Instruments, cleaning, and supplies (See goal 1 for expenditures)	
	Other 4000-4999: Books And Supplies Equipment for sports and PE (See goal 1 for expenditures)	
	Other 5000-5999: Services And Other Operating Expenditures make music subscription (See goal 1 for expenditures)	
	LCFF 4000-4999: Books And Supplies Busses for field trips and entrance fees for the three grade levels (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)

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: 2021-22

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 2023-2024 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	\$411,566.38

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	\$257,157.65
Title IV Part A: Student Support and Academic Enrichment	\$0.00

Subtotal of additional federal funds included for this school: \$257,157.65

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	\$0.00
LCFF - Supplemental	\$154,408.73
Lottery: Instructional Materials	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$154,408.73

Total of federal, state, and/or local funds for this school: \$411,566.38

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	0.00
LCFF - Supplemental	154,408.73
Lottery: Instructional Materials	0.00
None Specified	0.00
Title I	257,157.65
Title IV Part A: Student Support and Academic Enrichment	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	91,490.90
2000-2999: Classified Personnel Salaries	142,954.78
3000-3999: Employee Benefits	78,522.72
4000-4999: Books And Supplies	62,259.98
5000-5999: Services And Other Operating Expenditures	36,338.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	39,570.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,776.73
3000-3999: Employee Benefits	LCFF - Supplemental	23,802.02
4000-4999: Books And Supplies	LCFF - Supplemental	62,259.98
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	51,920.90
2000-2999: Classified Personnel Salaries	Title I	116,178.05
3000-3999: Employee Benefits	Title I	54,720.70
4000-4999: Books And Supplies	Title I	0.00
5000-5999: Services And Other Operating Expenditures	Title I	34,338.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	0.00

Expenditures by Goal

Goal Number Total Expenditures

Goal 1	411,566.38
Goal 2	0.00
Goal 3	0.00
Goal 4	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

Kari Larson	Parent or Community Member
Samantha Valenzuela	Parent or Community Member
Troy Holsenbake	Parent or Community Member
Vanessa Kelly	Parent or Community Member
Jennifer Allen	Parent or Community Member
Jodi Dias	Classroom Teacher
Tyler Williams	Classroom Teacher
Ben Manuszak	Classroom Teacher
Amie Rogers	Other School Staff
Kerry Pickrell	Principal

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

Jey more

Committee or Advisory Group Name

Dens Rigo

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 May 18, 2023.

Attested:

Principal, Kerry Pickrell on 5/18/23

SSC Chairperson, Vanessa Kelly on 5/25/23

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.

Educational Partner 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.

Educational Partner 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 LEAand 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—
 - 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
 - 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).
 - 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 Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

- 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);
- 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 (Educational Partner Involvement).

The TSI plan shall:

- 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
- 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/fg/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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	March 14, 2023	June 12, 2023

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 2 days 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 five to ten days for those students performing below the proficiency level. During Enrichment classes, which occur one to two times 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. In addition, foundational reading assessments are given to students in K through 3rd grades, 3 times a year.

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.

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 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.

Educational Partner 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.

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup												
	Pero	cent of Enroll	ment	Nu	mber of Stude	ents						
Student Group	19-20	20-21	21-22	19-20	20-21	21-22						
American Indian	1.74%	1.2%	0.94%	2	2	2						
African American	0.87%	%	0.47%	1		1						
Asian	0.87%	%	%	1								
Filipino	0%	%	%	0								
Hispanic/Latino	56.52%	56.9%	62.91%	65	99	134						
Pacific Islander	0%	%	%	0								
White	30.43%	36.2%	27.70%	35	63	59						
Multiple/No Response	7.83%	5.2%	6.10%	9	9	13						
		То	tal Enrollment	115	174	213						

Student Enrollment Enrollment By Grade Level

	Student Enrollmo	ent by Grade Level									
Out the		Number of Students									
Grade	19-20	20-21	21-22								
Kindergarten	13	21	32								
Grade 1	12	18	22								
Grade 2	8	25	28								
Grade3	15	19	24								
Grade 4	19	17	26								
Grade 5	6	29	23								
Grade 6	8	10	23								
Grade 7	18	18	12								
Grade 8	16	17	23								
Total Enrollment	115	174	213								

Conclusions based on this data:

- 1. Enrollment numbers have increased over the past year.
- 2. Enrollment shows an increase in hispanic/latino students.
- **3.** Grades 2 and 5 had the greatest increase in students.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment											
24 1 42	Num	ber of Stud	lents	Percent of Students							
Student Group	19-20	20-21	21-22	19-20	20-21	21-22					
English Learners	4	5	8	3.5%	2.90%	3.8%					
Fluent English Proficient (FEP)	6	4	6	5.2%	2.30%	2.8%					
Reclassified Fluent English Proficient (RFEP)	2	0		28.6%	0.0%						

Conclusions based on this data:

- 1. The percentage of English Learners are decreasing slightly.
- 2. We are unable to pull data on this subgroup as our numbers are not enough to provide student anonymity.
- 3. We have decreased our RFEP numbers.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students													
Grade	# of Stu	udents E	nrolled	# of Students Tested			# of Students with			% of Enrolled Students				
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 3	20	20	23	20	19	22	20	19	22	100	95.0	95.7		
Grade 4	9	20	21	9	19	18	9	19	18	100	95.0	85.7		
Grade 5	12	29	14	12	27	14	12	27	14	100	93.1	100.0		
Grade 6	17	9	29	17	9	28	16	9	27	100	100.0	96.6		
Grade 7	19	17	11	19	17	11	19	17	11	100	100.0	100.0		
Grade 8	12	14	27	12	13	26	12	13	26	100	92.9	96.3		
All Grades	89	109	125	89	104	119	88	104	118	100	95.4	95.2		

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	Mean Scale Score			% Standard		% St	% Standard Met		% Sta	ndard	Nearly	% Standard Not			
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2422.	2387.	2397.	25.00	5.26	4.55	20.00	31.58	36.36	30.00	26.32	22.73	25.00	36.84	36.36
Grade 4	*	2477.	2423.	*	31.58	16.67	*	26.32	22.22	*	10.53	16.67	*	31.58	44.44
Grade 5	2465.	2480.	2455.	16.67	18.52	21.43	8.33	22.22	14.29	33.33	37.04	14.29	41.67	22.22	50.00
Grade 6	2497.	*	2492.	6.25	*	14.81	18.75	*	3.70	50.00	*	51.85	25.00	*	29.63
Grade 7	2551.	2600.	2498.	15.79	35.29	0.00	26.32	29.41	45.45	31.58	23.53	27.27	26.32	11.76	27.27
Grade 8	2533.	2571.	2558.	8.33	7.69	15.38	41.67	46.15	30.77	8.33	38.46	30.77	41.67	7.69	23.08
All Grades	N/A	N/A	N/A	15.91	20.19	12.71	22.73	29.81	23.73	28.41	25.96	29.66	32.95	24.04	33.90

2019-20 Data:

Reading Demonstrating understanding of literary and non-fictional texts													
Grade Level	% At	ove Stan	ndard	% At o	r Near St	andard	% Ве	elow Stan	dard				
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 3	30.00	*	*	50.00	*	*	20.00	*	*				
Grade 4	*	*	*	*	*	*	*	*	*				
Grade 5	16.67	*	*	50.00	*	*	33.33	*	*				
Grade 6	0.00	*	*	68.75	*	*	31.25	*	*				
Grade 7	26.32	*	*	47.37	*	*	26.32	*	*				
Grade 8	33.33	*	*	25.00	*	*	41.67	*	*				
All Grades	21.59	21.15	11.86	48.86	60.58	65.25	29.55	18.27	22.88				

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												
Out do I accel	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 3	25.00	*	*	40.00	*	*	35.00	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	16.67	*	*	16.67	*	*	66.67	*	*			
Grade 6	6.25	*	*	62.50	*	*	31.25	*	*			
Grade 7	36.84	*	*	36.84	*	*	26.32	*	*			
Grade 8	8.33	*	*	50.00	*	*	41.67	*	*			
All Grades	19.32	18.27	12.71	42.05	52.88	44.92	38.64	28.85	42.37			

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												
0	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 3	25.00	*	*	65.00	*	*	10.00	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	16.67	*	*	50.00	*	*	33.33	*	*			
Grade 6	6.25	*	*	81.25	*	*	12.50	*	*			
Grade 7	10.53	*	*	78.95	*	*	10.53	*	*			
Grade 8	8.33	*	*	66.67	*	*	25.00	*	*			
All Grades	13.64	13.46	8.47	67.05	71.15	81.36	19.32	15.38	10.17			

2019-20 Data:

Research/Inquiry Investigating, analyzing, and presenting information												
Grade Level	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 3	15.00	*	*	55.00	*	*	30.00	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	16.67	*	*	50.00	*	*	33.33	*	*			
Grade 6	18.75	*	*	68.75	*	*	12.50	*	*			
Grade 7	21.05	*	*	57.89	*	*	21.05	*	*			
Grade 8	16.67	*	*	50.00	*	*	33.33	*	*			
All Grades	17.05	21.15	6.78	54.55	62.50	72.03	28.41	16.35	21.19			

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.

Conclusions based on this data:

- 1. Overall we met our 95% participation rate
- **2.** Overall, grade 3 was the strongest performing grade level.
- **3.** Overall, students showed growth in all grade levels compared to the previous years.

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students														
Grade	# of Stu	udents E	nrolled	# of St	tudents	Tested	# of \$	Students	with	% of Er	rolled S	tudents			
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 3	20	20	23	20	19	21	20	18	21	100	95.0	91.3			
Grade 4	9	20	21	9	19	18	9	19	18	100	95.0	85.7			
Grade 5	12	29	14	12	27	14	12	27	14	100	93.1	100.0			
Grade 6	17	9	29	17	9	29	17	9	28	100	100.0	100.0			
Grade 7				19	17	11	19	17	11	100	100.0	100.0			
Grade 8	12	14	27	12	13	26	12	13	26	100	92.9	96.3			
All Grades	89	109	125	89	104	119	89	103	118	100	95.4	95.2			

^{*} 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	Mean	Scale	Score	%	Standa	rd	% St	andard	Met	% Sta	ndard	Nearly	% St	andard	Not
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2402.	2405.	2407.	20.00	5.56	9.52	15.00	22.22	28.57	20.00	44.44	28.57	45.00	27.78	33.33
Grade 4	*	2447.	2434.	*	21.05	11.11	*	15.79	27.78	*	26.32	16.67	*	36.84	44.44
Grade 5	2426.	2460.	2430.	8.33	11.11	7.14	8.33	11.11	14.29	25.00	37.04	14.29	58.33	40.74	64.29
Grade 6	2456.	*	2486.	17.65	*	10.71	0.00	*	7.14	29.41	*	35.71	52.94	*	46.43
Grade 7	2491.	2581.	2452.	5.26	35.29	0.00	21.05	29.41	18.18	21.05	11.76	18.18	52.63	23.53	63.64
Grade 8	2473.	2534.	2534.	8.33	15.38	19.23	0.00	15.38	11.54	41.67	30.77	30.77	50.00	38.46	38.46
All Grades	N/A	N/A	N/A	12.36	15.53	11.02	11.24	16.50	16.95	25.84	32.04	26.27	50.56	35.92	45.76

2019-20 Data:

Concepts & Procedures Applying mathematical concepts and procedures													
Quada Lacal	% At	ove Star	dard	% At o	r Near St	andard	% Ве	elow Stan	dard				
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22				
Grade 3	20.00	*	*	25.00	*	*	55.00	*	*				
Grade 4	*	*	*	*	*	*	*	*	*				
Grade 5	16.67	*	*	16.67	*	*	66.67	*	*				
Grade 6	17.65	*	*	23.53	*	*	58.82	*	*				
Grade 7	21.05	*	*	21.05	*	*	57.89	*	*				
Grade 8	8.33	*	*	33.33	*	*	58.33	*	*				
All Grades	16.85	16.50	12.71	25.84	37.86	42.37	57.30	45.63	44.92				

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems														
Our de Level	% A k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard					
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22					
Grade 3	20.00	*	*	40.00	*	*	40.00	*	*					
Grade 4	*	*	*	*	*	*	*	*	*					
Grade 5	16.67	*	*	33.33	*	*	50.00	*	*					
Grade 6	17.65	*	*	17.65	*	*	64.71	*	*					
Grade 7	10.53	*	*	42.11	*	*	47.37	*	*					
Grade 8	8.33	*	*	41.67	*	*	50.00	*	*					
All Grades	15.73	13.59	15.25	33.71	55.34	47.46	50.56	31.07	37.29					

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions														
One de Levert	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard					
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22					
Grade 3	20.00	*	*	35.00	*	*	45.00	*	*					
Grade 4	*	*	*	*	*	*	*	*	*					
Grade 5	8.33	*	*	41.67	*	*	50.00	*	*					
Grade 6	17.65	*	*	23.53	*	*	58.82	*	*					
Grade 7	5.26	*	*	63.16	*	*	31.58	*	*					
Grade 8	0.00	*	*	50.00	*	*	50.00	*	*					
All Grades	12.36	14.56	10.17	41.57	63.11	58.47	46.07	22.33	31.36					

2019-20 Data:

Conclusions based on this data:
1. Overall, we showed an increase in Standards Met in all grade levels.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students														
Grade		Overall		Ora	al Langu	age	Writt	en Lang	uage		lumber d dents Te				
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
K	*	*	*	*	*	*	*	*	*	*	*	*			
2		*	*		*	*		*	*		*	*			
3	*		*	*		*	*		*	*		*			
5	*	*		*	*		*	*		*	*				
8	*		*	*		*	*		*	*		*			
All Grades										7	5	8			

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 4	l		Level 3	3		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

	Oral Language Percentage of Students at Each Performance Level for All Students														
Grade		Level 4	l		Level 3	3		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*	*		*
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	l		Level 3	3		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
8	*		*	*		*	*	·	*	*		*	*	·	*
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	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen				
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
K	*	*	*	*	*	*	*	*	*	*	*	*			
2		*	*		*	*		*	*		*	*			
3	*		*	*		*	*		*	*		*			
5	*	*		*	*		*	*		*	*				
8	*		*	*		*	*		*	*		*			
All Grades	*	*	*	*	*	*	*	*	*	*	*	*			

2019-20 Data:

		Percent	age of S	tudents l		ing Dom		_evel for	All Stud	ents		
Grade	Wel	II Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numb f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
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	Well Developed			Somewhat/Moderately		Beginning		Total Number of Students				
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
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	Well Developed			Somewhat/Moderately		Beginning		Total Number of Students				
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
8	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

	onclusions based on this data:		
1.	This subgroup is too small to obtain data.		

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population								
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth					
213	72.3	3.8	Students whose well being is the responsibility of a court.					
Total Number of Students enrolled in Central Valley Home School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.						

2021-22 Enrollment for All Students/Student Group							
Student Group	Total	Percentage					
English Learners	8	3.8					
Foster Youth							
Homeless	7	3.3					
Socioeconomically Disadvantaged	154	72.3					
Students with Disabilities	23	10.8					

Enrollment by Race/Ethnicity						
Student Group	Total	Percentage				
African American	1	0.5				
American Indian	2	0.9				
Asian						
Filipino						
Hispanic	134	62.9				
Two or More Races	13	6.1				
Pacific Islander						
White	59	27.7				

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.

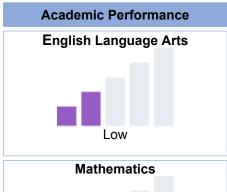
Overall Performance

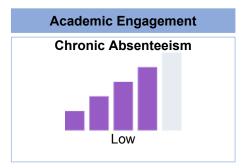
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

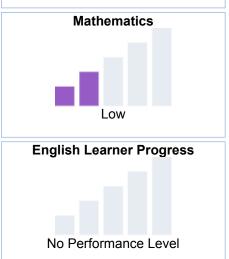


2022 Fall Dashboard Overall Performance for All Students









Conclusions based on this data:

- 1. CVHS is doing well in our Suspension and absenteeism rate.
- 2. ELA is an area of need
- 3. Math is an area of need

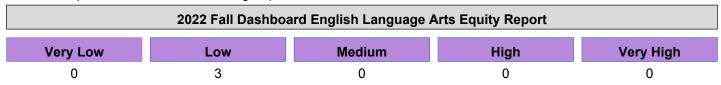
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

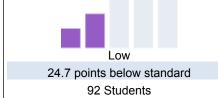


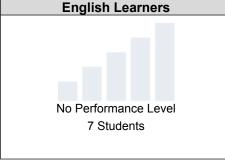
This section provides number of student groups in each level.

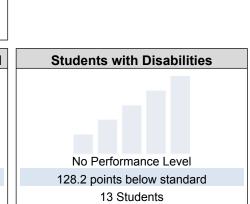


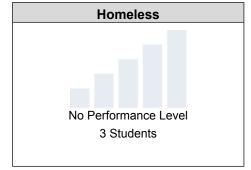
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

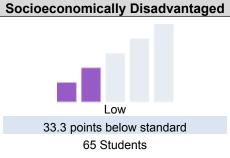
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group All Students English Learners Foster Youth

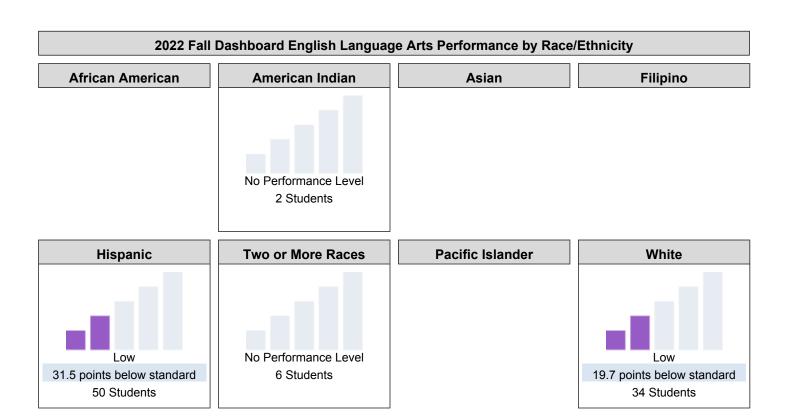












This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Conclusions based on this data:

- 1. Overall CVHS students remain in the low range for all subgroups.
- **2.** The white subgroup is 11+ points above the hispanic subgroup.
- 3. The socio-economic and hispanic subgroups are over 30 points below the standard.

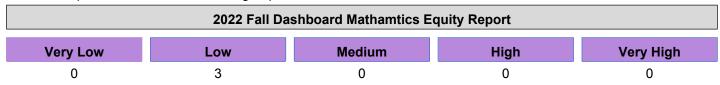
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

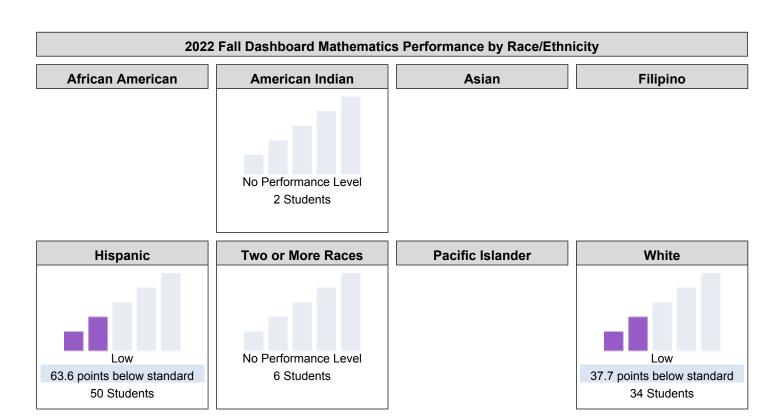


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group **Foster Youth All Students English Learners** No Performance Level 55.7 points below standard 7 Students 92 Students **Homeless** Socioeconomically Disadvantaged **Students with Disabilities** No Performance Level No Performance Level 3 Students 77.5 points below standard 146.1 points below standard 65 Students 13 Students



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

Conclusions based on this data:

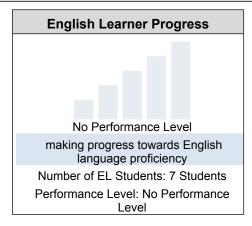
- 1. Overall CVHS students remain below the standard for math in all subgroups
- 2. The white subgroup is 37.7 points below standard, while the hispanic subgroup is double that at 63.6 points below standard.
- 3. The socioeconomically disadvantaged students were the greatest point total below standard at over 77 points in 2022

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased	Maintained ELPI Level 1,	Maintained	Progressed At Least
One ELPI Level	2L, 2H, 3L, or 3H	ELPI Level 4	One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. We have a small amount of ELLs, therefore we can not capture data and keep student anonymity in place.

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not applicable.

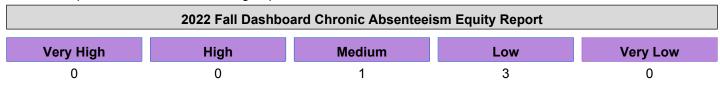
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



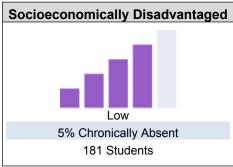
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students English Learners Foster Youth



3.9% Chronically Absent

254 Students

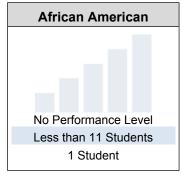


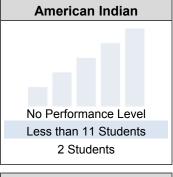
No Performance Level

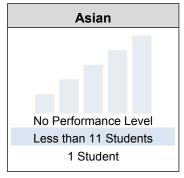
8.3% Chronically Absent

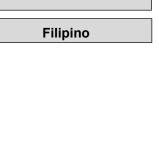
12 Students

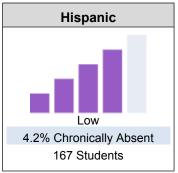
2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

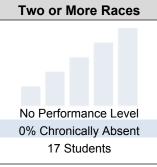


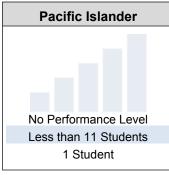


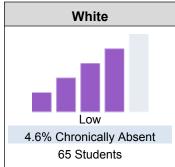












Conclusions based on this data:

1.

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low Lowest Performance	Low	Low Medium			High	Very High Highest Performance
This section provides nur	mber of student o	groups in each level.				
	2022 Fa	II Dashboard Grad	uation Rate	Equity R	eport	
Very Low	Low	Med	ium	I	High	Very High
This section provides information about students completing high school, which includes students who receive a standar nigh school diploma.					s who receive a standard	
2	022 Fall Dashb	oard Graduation R	ate for All S	tudents/S	tudent Group)
All Students English Learners Foster Youth				ster Youth		
Homeless Socioeconomically Disadvantage		taged	Students with Disabilities			
	2022 Fall	Dashboard Gradua	tion Rate by	y Race/Et	hnicity	
African American	Ame	erican Indian Asian		Asian		Filipino
Hispanic	Two	or More Races Pacific Is		ic Islande	er	White
Conclusions based on this data:						

This is a K-8 school, graduation rate is not applicable.

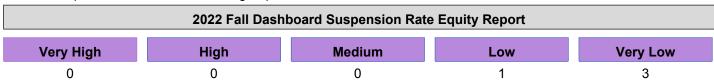
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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.

All Students English Learners Foster Youth

Very Low

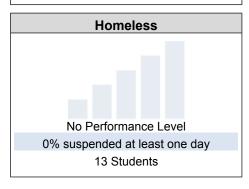
0.4% suspended at least one day

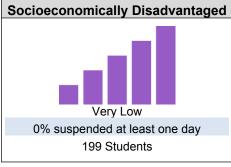
276 Students

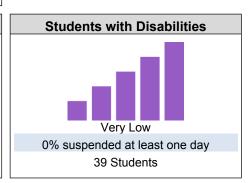
No Performance Level

0% suspended at least one day

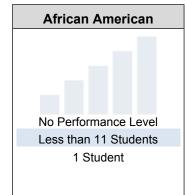
12 Students

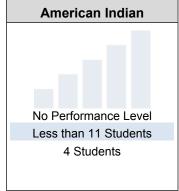


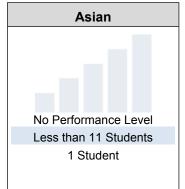




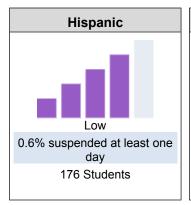
2022 Fall Dashboard Suspension Rate by Race/Ethnicity

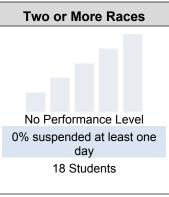


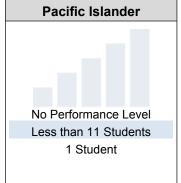


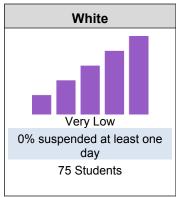












Conclusions based on this data:

1. Suspension rate is not an area of concern over 2022.

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

 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)
250	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), IXL

Annual Review

SPSA Year Reviewed: 2021-22

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 2022 show 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 below the standard 2022 - 2023 - CVHS will be 45 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)

ΑII

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)
6,000	Title I Part A: Targeted Assistance Program 2000-2999: Classified Personnel Salaries Enrichment Classes
4,615.70	Title I Part A: Targeted Assistance Program 3000-3999: Employee Benefits Enrichment Classes
1,239.75	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development
2,000	LCFF None Specified
10,994.30	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: 2021-22

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 and 22-23 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. A credentialed teacher will be available to provide beginning reading support classes, as well as math tutoring opportunities.

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	2022 - 2023 Students will be 40 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.

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)
1250.	LCFF 4000-4999: Books And Supplies materials, supplies and technology
	None Specified None Specified
	None Specified None Specified
12,587	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies STEAM Bin Supplies, books, technology, and materials to support students qualifying for Targeted Assistance to close the academic gap in English Language Arts.Raz Kids
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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.

Our Title 1 funding has increased our budget by a few thousand for the 22-23 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 and 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 2022 - 2023 school year	0 Suspensions for 23-24 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)

ΑII

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 all 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)
5,100.	LCFF

	1000-1999: Certificated Personnel Salaries Enrichment specialist for onsite classes
	None Specified None Specified
1,160.25	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.
	None Specified None Specified
500	LCFF 4000-4999: Books And Supplies STEAM materials and monthly supplies for Synchronous and enrichment classes

Annual Review

SPSA Year Reviewed: 2021-22

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 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	

Learning period meeting compliance - a minimum of every 20 days

Baseline/Actual Outcome

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.

Expected Outcome

2022-2023 - 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
500	LCFF 4000-4999: Books And Supplies
	None Specified None Specified
3,000	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
16,000	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Professional Development for Staff/Parents of Title 1 Students.
5,178.01	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: 2021-22

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	\$88,375.01

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	\$71,197.00
Title IV Part A: Student Support and Academic Enrichment	\$5,178.01

Subtotal of additional federal funds included for this school: \$76,375.01

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	\$12,000.00

Subtotal of state or local funds included for this school: \$12,000.00

Total of federal, state, and/or local funds for this school: \$88,375.01

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	12,000.00
Title I Part A: Targeted Assistance Program	71,197.00
Title IV Part A: Student Support and Academic Enrichment	5,178.01

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,100.00
2000-2999: Classified Personnel Salaries	6,000.00
3000-3999: Employee Benefits	5,775.95
4000-4999: Books And Supplies	41,259.31
5000-5999: Services And Other Operating Expenditures	17,239.75
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	5,100.00
3000-3999: Employee Benefits	LCFF	1,160.25
4000-4999: Books And Supplies	LCFF	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,239.75
None Specified	LCFF	2,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	11,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	6,000.00
3000-3999: Employee Benefits	Title I Part A: Targeted Assistance Program	4,615.70
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	33,581.30
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	16,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	5,178.01

Expenditures by Goal

Goal Number Total Expenditures

Goal 1	5,250.00
Goal 2	35,849.75
Goal 3	13,837.00
Goal 4	8,760.25
Goal 5	24,678.01

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members Role

Lisa Regier	Principal
Gina Chrisman	Other School Staff
Erin Hansen	Classroom Teacher
Lupe Rivera	Parent or Community Member
Tammy Rahn	Parent or Community Member
Wendy Reddell	Parent or Community Member
Elsa Nalls	Parent or Community Member
Brandi Brandon	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

Mindelly

Committee or Advisory Group Name

Other: CVHS SSC 22-23 Members

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 11/16/22.

Attested:

Principal, Lisa Regier on 11/16/22

SSC Chairperson, Wendy Reddell on 11/16/22

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.

Educational Partner 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.

Educational Partner 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 LEAand 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—
 - 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
 - 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).
 - 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 Educational Partner 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 (Educational Partner 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);
- 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 (Educational Partner Involvement).

The TSI plan shall:

- 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
- 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/fg/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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
Island Community Day School	10-62240-0114587	February 28th, 2023	June 12, 2023

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).

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 of Island Community Day School walks through the classroom no less than two times a week. In addition the Principal logs these classroom walk-throughs. The Principal and Teacher discuss the results as no less than one time a month. The Principal is looking for evidence of the sheltered instruction observation protocol (SIOP) being utilized to deepen all students understanding of the curriculum.

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 (MyMath). ELA block time is scheduled in the mornings with math time taking place in the afternoon. Teachers use several supplementary programs as well to help fill in any gaps that students may have. As far as technology is concerned we are at a 1:1 ratio of students to computers.

Illuminate is used to assess student needs from benchmark data. Two benchmarks are given throughout the year to show student growth.

Other assessments given include until test and assessments from the core curriculum. All data from these assessments are stored on teacher's laptop. A meeting is held no less than twice a year between each individual teacher and the site principal to discuss student data. Due to our small size our teachers monitor all of their students to measure growth and monitor student achievement over the course of the school year.

Various intervention programs will be used throughout the school 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 include until test and assessments from the core curriculum. All data from these assessments are stored on teacher's laptop. A meeting is held no less than twice a year between each individual teacher and the site principal to discuss student data. Due to our small size our teachers monitor all of their students to measure growth and monitor student achievement over the course of the school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The teacher at Island Community Day School is highly qualified based on the NCLB requirements. Staff development over the course of the year has included EL strategies workshops, goal writing and the development 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)

The teacher was trained in SIOP, and attended math trainings with Denise Dedini. In addition, the teacher has participated in BTSA

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through the use PLCs, 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 Kingsburg Elementary School District has a team of academic coaches that are available to work with the teacher during the instruction day on an as needed basis. Due to the small size of Island Community Day School, the teacher often cross trains with staff at other sites within our district. This ensures continuity of the program and allows our teacher an opportunity to collaborate with others.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

ICDS has only one teacher in the school - we participle in articulation across grades and departments as needed and no less than once per year.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teacher is aligned to the pacing guides of Houghton Mifflin and MyMath in the areas of ELA and math

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students in the school meet the criteria for in English Language Arts, Mathematics and English Language Instruction per day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The pacing guides for both math and ELA are prepared for the following school year based upon experiences from this school year. Due to the newly adopted math series, the math guide has been updated constantly over the year.

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 ELA and My Math. We are awaiting an English Language Arts program that aligns with the Common Core State Standards. In the meantime we have participated in several planning days that align our Houghton Mifflin program to meet the new standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Houghton Mifflin and MyMath programs both offer curriculum that meets the needs of all kids. The core program also includes differentiated instruction in each classroom provided by the teacher to all kids. Also, our new math adoption, MyMath has a web-based interactive site www.connected.com that allow students to access additional videos, tutorials and supports.

Evidence-based educational practices to raise student achievement

The most powerful research-based instructional practices at ICDS 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)

ICDS uses resources from the community, district, and school site to ensure that all students achieve with a specific focus on underachieving students. Programs like KCAPS and Yu's Taekwondo lessons are two of the many examples.

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 are involved through the use of the phone and the weekly/monthly newsletter. The Principal and the Teacher are available daily for question or concern a stakeholder of ICDS may have.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental materials and technology are purchased with these funds.

Fiscal support (EPC)

Programs and resources are provided to the school site through several funding sources. ICDS involves all stakeholders in the Local Control Funding Formula Process.

Educational Partner 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

Staff of ICDS consulted on the SPSA. No parents were available to participate.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Student Enrollment Enrollment By Student Group

	Student Enrollment by Subgroup												
0/ 1 / 0	Pero	cent of Enrollr	ment	Nu	mber of Stude	nts							
Student Group	19-20	20-21	21-22	19-20	20-21	21-22							
American Indian	0%	%	%	0									
African American	0%	%	%	0									
Asian	0%	%	%	0									
Filipino	0%	%	%	0									
Hispanic/Latino	100%	%	%	1									
Pacific Islander	0%	%	%	0									
White	0%	%	%	0									
Multiple/No Response	0%	%	%	0									
		Tot	tal Enrollment	1									

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level											
Number of Students											
Grade	19-20	19-20 20-21									
Grade 7	1										
Total Enrollment	1										

Conclusions based on this data:

1. For the past two years, hispanic has been our primary sub group.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment											
21.10	Num	ber of Stud	lents	Percent of Students							
Student Group	19-20	20-21	21-22	19-20	20-21	21-22					
English Learners				0.0%							
Fluent English Proficient (FEP)	0			0.0%							
Reclassified Fluent English Proficient (RFEP)	0			0.0%							

Conclusions based on this data:

^{1.} In 2019-2020 0% were English Learners

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students												
Grade # of Students Enrolled				# of St	# of Students Tested			# of Students with			% of Enrolled Students		
Level	18-19	20-21	21-22	18-19 20-21 21-22 18-19 20-21 21					21-22	18-19	20-21	21-22	
Grade 4			*			*			*				
Grade 5			*			*			*				
Grade 8	*		4	*		4	*		4			100.0	
All Grades	*		7	*		6	*		6			85.7	

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	Grade Mean Scale Score		Score	% Standard		% Standard Met			% Standard Nearly			% Standard Not			
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
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											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 4			*			*			*		
Grade 5			*			*			*		
Grade 8	*		*	*		*	*		*		
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 Producing clear and purposeful writing											
% Above Standard % At or Near Standard % Below St											
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 4			*			*			*		
Grade 5			*			*			*		
Grade 8	*		*	*		*	*		*		
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 Demonstrating effective communication skills											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 4			*			*			*		
Grade 5			*			*			*		
Grade 8	*		*	*		*	*		*		
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.

Research/Inquiry Investigating, analyzing, and presenting information											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	Grade Level 18-19 20-2						18-19	20-21	21-22		
Grade 4			*			*			*		
Grade 5			*			*			*		
Grade 8	*		*	*		*	*		*		
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. ICDS met the testing participation rate.

CAASPP Results Mathematics (All Students)

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents	Γested	# of \$	Students	with	% of Er	rolled S	tudents
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*			
Grade 5			*			*			*			
Grade 8	*		4	*		4	*		4			100.0
All Grades	*		7	*		7	*		6			100.0

^{*} 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.

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade															
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*			*			*
Grade 5			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
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.

	Applying		epts & Pr atical con			ures									
One de Level	Grade Level														
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22						
Grade 4			*			*			*						
Grade 5			*			*			*						
Grade 8	*		*	*		*	*		*						
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.

Using appropriate			g & Mode es to solv				ical probl	ems						
Grade Level														
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22					
Grade 4			*			*			*					
Grade 5			*			*			*					
Grade 8	*		*	*		*	*		*					
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.

Demo	onstrating		unicating support			nclusions									
Over de la const	Grade Level % Above Standard % At or Near Standard % Below Standard														
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22						
Grade 4			*			*			*						
Grade 5			*			*			*						
Grade 8	*		*	*		*	*		*						
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. Due to small population size, data can not be collected as it would jeopardize student privacy.

ELPAC Results

		Nu				ive Asse an Scale			tudents			
Grade		Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber d dents Te	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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.

		Pe	rcentaç	ge of St	tudents	Over s at Eac	all Lan ch Perf			el for A	II Stud	ents			
Grade		Level 4			Level 3	3		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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.

		Pe	rcentaç	ge of S	tudents	Ora s at Ead	l Lang	_	ce Leve	el for A	II Stud	ents			
Grade		Level 4	ļ		Level 3	3		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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.

		Pe	rcenta	ge of S	tudents	Writt s at Ead		guage orman		el for A	II Stud	ents			
Grade		Level 4	ļ		Level 3	3		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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.

		Percent	age of S	tudents I		ing Doma		_evel for	All Stud	ents		
Grade	Wel	l Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g	_	tal Numb f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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.

		Percent	age of S	tudents l		ing Doma		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numl f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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.

		Percent	age of S	tudents l		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade	Wel	I Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g		tal Numb f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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	Wel	l Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g	Total Number of Students	
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	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.

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population

Total Enrollment

Total Number of Students enrolled in Island Community Day School.

Socioeconomically Disadvantaged

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

English Learners

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Foster Youth

Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group								
Student Group	Total	Percentage						
English Learners								
Foster Youth								

roster fout

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Enrollment by Race/Ethnicity						
Student Group	Total	Percentage				
African American						
American Indian						
Asian						
Filipino						
Hispanic						
Two or More Races						
Pacific Islander						
White						

Conclusions based on this data:

- 1. Hispanic was the largest ethnic subgroup at ICDS.
- 2. 2/3 of our population was socioeconomically disadvantaged and homeless.

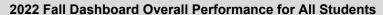
3.	1/3 of the population was EL.

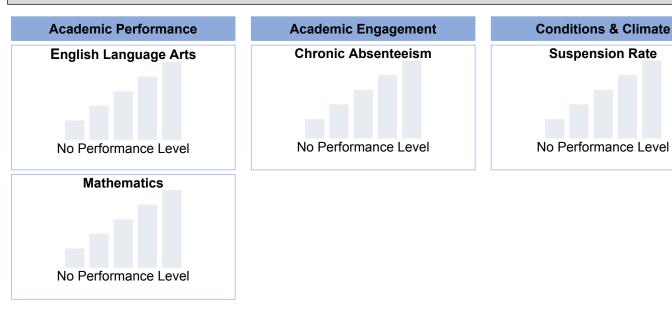
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).







Conclusions based on this data:

1. Due to small population size, data can not be collected as it would jeopardize student privacy.

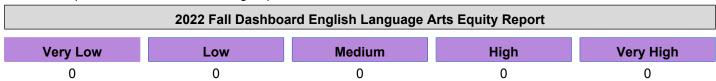
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

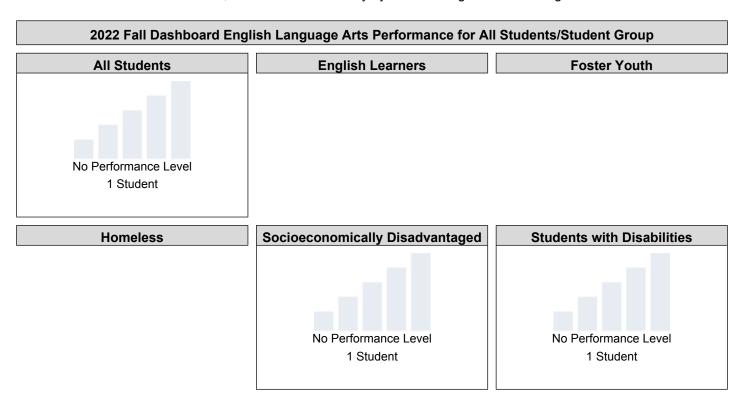
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

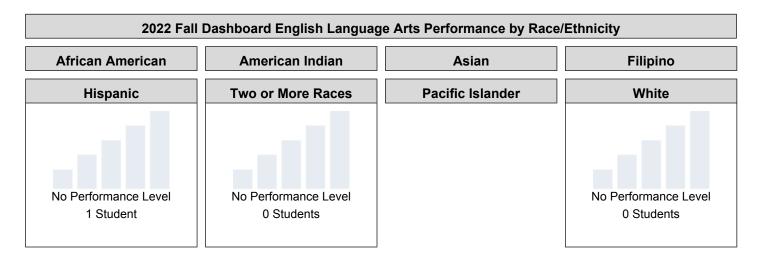


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners						
Current English Learner	Reclassified English Learners	English Only				
		1 Student				

Conclusions based on this data:

1. Due to small population size, data can not be collected as it would jeopardize student privacy.

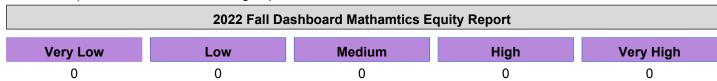
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

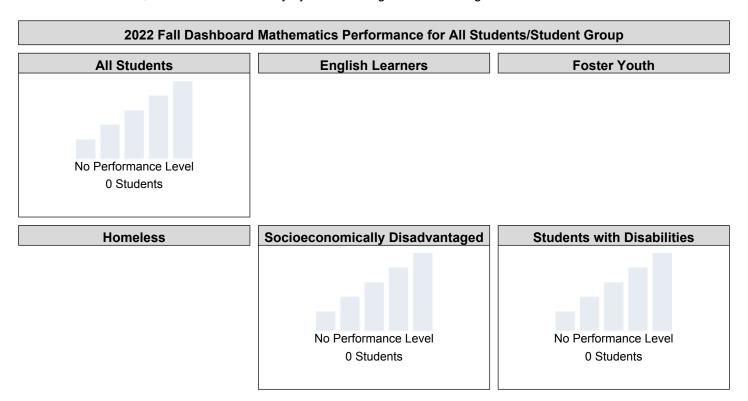
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

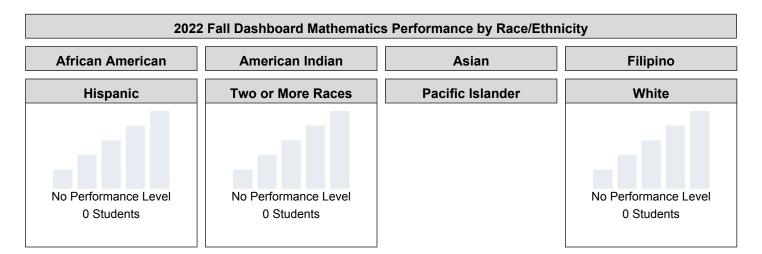


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners					
Current English Learner	Reclassified English Learners	English Only			
		0 Students			

Conclusions based on this data:

1. Due to small population size, data can not be collected as it would jeopardize student privacy.

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 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.

2022 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. Due to small population size, data can not be collected as it would jeopardize student privacy.

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. _{n/a}

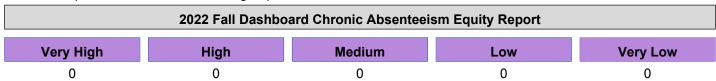
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

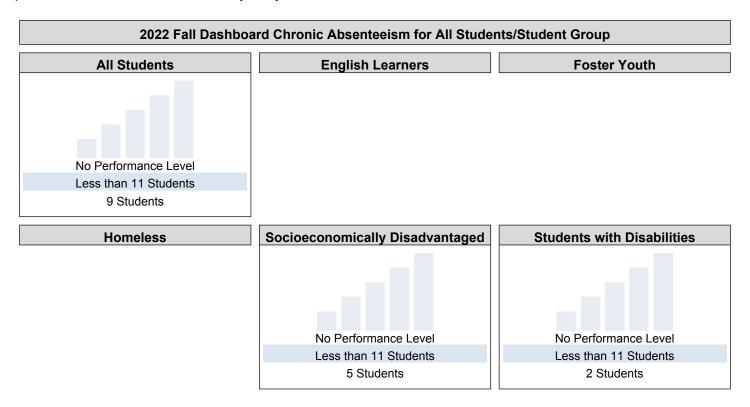
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

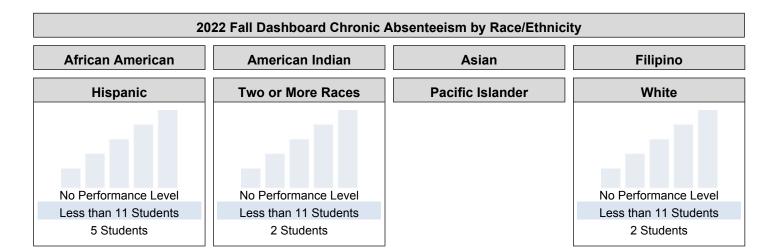


This section provides number of student groups in each level.



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.





Conclusions based on this data:

1. Due to small population size, data can not be collected as it would jeopardize student privacy.

Low

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the <u>Dashboard Communications Toolkit</u>.

Medium

High

Very High

Lowest Performance						Highest Performance			
This section provides number	er of student	groups i	in each level						
2022 Fall Dashboard Graduation Rate Equity Report									
Very Low Low			Medium			High		Very High	
This section provides information about students completing high school, which includes students who receive a standard high school diploma.									
2022 Fall Dashboard Graduation Rate for All Students/Student Group									
All Students English Learners Foster Youth					ter Youth				
Homeless	Socio	Socioeconomically Disadvantaged Stu			dents with Disabilities				
2022 Fall Dashboard Graduation Rate by Race/Ethnicity									
African American	erican Indian		Asian		Filipino				
Hispanic	or More Races		Pacif	Pacific Islander		White			
Conclusions based on thi	s data:								
1. _{n/a}									

Very Low

School and Student Performance Data

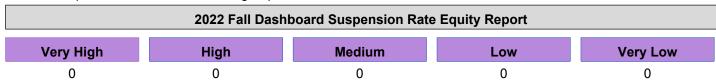
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

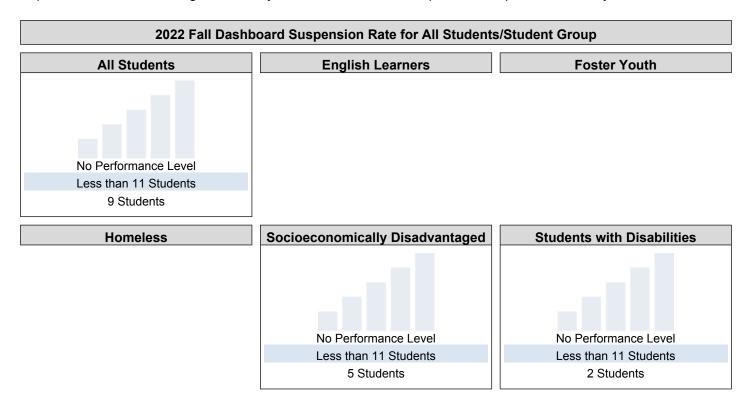
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

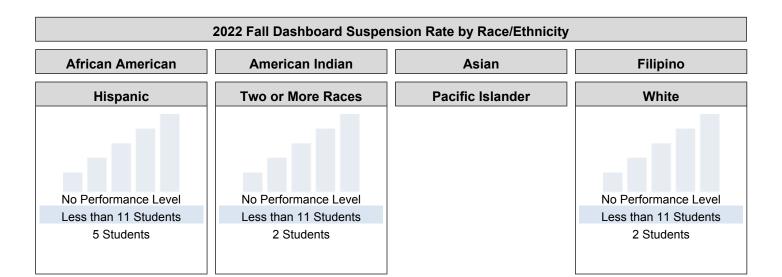


This section provides number of student groups in each level.



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.





Conclusions based on this data:

1. Due to small population size, data can not be collected as it would jeopardize student privacy.

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 1

85% of ICDS students will achieve growth of one level on CAASPP.

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Materials and supplies for supplemental 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)

735.83	LCFF
	4000-4999: Books And Supplies
	Materials and Supplies

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)

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

Goal 2

Students will achieve 85% or better on benchmark and/or formative assessments that align with grade level common core standards in mathematics.

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Materials, supplies and technology to support reaching grade level mathematics 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)

200	LCFF
	4000-4999: Books And Supplies
	Materials, supplies, technology

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)

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

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

Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome Expected Outcome

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

Materials, supplies and technology for reaching common core English Language arts 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)
200	LCFF
	4000-4999: Books And Supplies
	materials supplies and technology

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject
LEA/LCAP Goal
LEA/LCAP Goal
Goal 4
Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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.

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject	
LEA/LCAP Goal	
Goal 5	
Identified Need	

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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.

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	\$1,135.83

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 (\$)

Subtotal of additional federal funds included for this school: \$

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	\$1,135.83

Subtotal of state or local funds included for this school: \$1,135.83

Total of federal, state, and/or local funds for this school: \$1,135.83

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

Fundina Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	1,135.83

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	1,135.83

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	1,135.83

Expenditures by Goal

Goal Number	l otal Expenditures
Goal 1	735.83
Goal 2	200.00
Goal 3	200.00

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
- 2 Other School Staff

Name of Members	Role

Gina Chrisman	Other School Staff
Taylor Dahlgren	Classroom Teacher
Lisa Regier	Principal
Danny Pendergrass	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

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.

Principal, Lisa Regier on 10-27-21

This SPSA was adopted by the SSC at a public meeting on May 18, 2015.

Attested:

School Plan for Student Achievement (SPSA)

Page 42 of 54

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.

Educational Partner 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 <a href="https://doi.org/10.1007/j.jcp.nc.1007

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.

Educational Partner 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 LEAand 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—
 - 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
 - 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).
 - 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 Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

- 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);
- 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 (Educational Partner Involvement).

The TSI plan shall:

- 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
- 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:

 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/fg/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: LCAP - Local Control Accountability Plan		
2.	Agenda Item Category:		
	Consent Agenda		
	✓ Action Item		
	Presentation		
	Public Hearing		
	Closed Session		
3.	Submitted By: Matt Stovall		
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 Local Control and Accountability Plan (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.		
5.	Financial Impact: \$29,544,727		
7.	Funding Source:		
_			
8.	District Goals This Item Will Meet:		
	✓ Increase Student Achievement		
	✓ Provide a Safe, Positive and Healthy Learning Environment		
	✓ Develop 21 st 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 - "Keen the Family Together!"		

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Elementary Charter School District

CDS Code: 10-62240 School Year: 2023-24 LEA contact information:

Matt Stovall

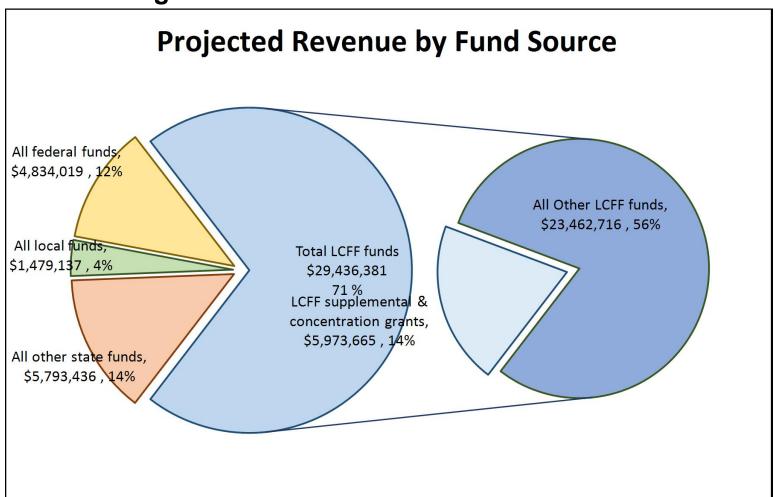
Assistant Superintendent

mstovall@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 2023-24 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 \$41,542,973.09, of which \$29,436,381 is Local Control Funding Formula (LCFF), \$5,793,436.33 is other state funds, \$1,479,137.03 is local funds, and \$4,834,018.73 is federal funds. Of the \$29,436,381 in LCFF Funds, \$5,973,665 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.

Budgeted Expenditures in the LCAP					
\$ 50,000,000 \$ 45,000,000 \$ 40,000,000 \$ 35,000,000 \$ 30,000,000 \$ 25,000,000 \$ 20,000,000 \$ 15,000,000 \$ 5,000,000	Total Budgeted General Fund Expenditures, \$45,755,975		Total Budgeted Expenditures in the LCAP \$37,852,856		
\$ 0					

This chart provides a quick summary of how much Kingsburg Elementary Charter School District plans to spend for 2023-24. 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 \$45,755,975 for the 2023-24 school year. Of that amount, \$37,852,856 is tied to actions/services in the LCAP and \$7,903,119 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 students to learn" and to "Keep the family together." Such expenditures include the (\$2,000,000) for the Learning Recovery Emergency Block Grant, (\$1,529,017) that is designated for the California Community Schools Partnership Program, (\$1,500,000) for HVAC at school sites, (\$800,000) for central office support, (\$774,000) for increased operational costs, (\$650,000) for economic uncertainties, and (\$650,000) for TK enhancements.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Kingsburg Elementary Charter School District is projecting it will receive \$5,973,665 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 \$7,559,511 towards meeting this requirement, as described in the LCAP.

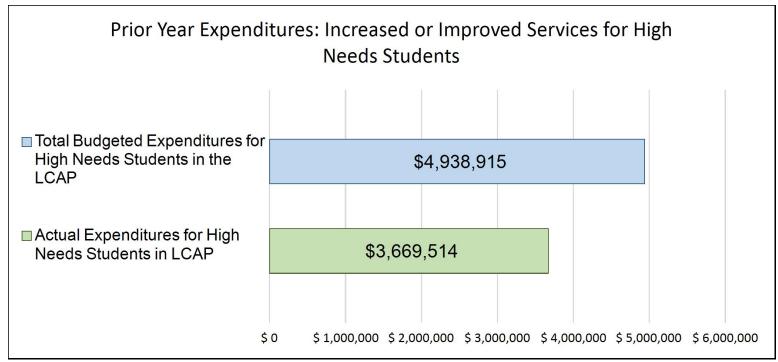
The District recognizes that it will have a carryover percentage of 6.36% from the 2022-2023 school year; thus, the District will hire intervention teachers and intervention paraprofessionals in order to further support our English Learners, low-income students, and foster youth. Due to limited space at Ronald W. Reagan Elementary, the 2023-24 Local Control and Accountability Plan for Kingsburg Elementary Charter School District

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District will build an intervention center, here at the school with the most need, in order to provide an appropriate learning space for our students. In addition to our intervention plans, the District will also hire English Learner classroom paraprofessionals for each school site in order to provide additional classroom support throughout the day.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Kingsburg Elementary Charter School District's LCAP budgeted \$4,938,915.38 for planned actions to increase or improve services for high needs students. Kingsburg Elementary Charter School District actually spent \$3,669,514.40 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-1,269,400.98 had the following impact on Kingsburg Elementary Charter School District's ability to increase or improve services for high needs students:

The actual expenditures for high needs students in the LCAP using LCFF funds is less than the planned expenditures in the LCAP; however, utilizing the one-time COVID-19 money, ELOP money, and AMIM money, the actual total amount spent on our high needs students far surpasses the planned amount. Our high needs students received additional support and opportunities from many different funding sources available.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Elementary Charter School District	Matt Stovall Assistant Superintendent	mstovall@kesd.org 559-897-2331

Plan Summary [2023-24]

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 2,171 student enrollment serves a unique rural community of approximately 12,662 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 performing well on the performance levels on state indicators as per the California School Dashboard, especially when compared to our local surrounding school districts. 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 and 2022-2023 School Years

In 2022-2023, Lincoln School was recognized as a California Distinguished, and the staff was recognized for its accomplishments at Anaheim. Also, Rafer Johnson Jr. High received the Bonner Character and Civic Education Award.

After reviewing the data in the California School Dashboard for the testing year of 2021-2022, our district discovered the following successes for the 1,425 students that took the assessment. In ELA, our district scored 10.5 points higher than the state average. In Math, our district scored 14.6 points higher than the state average. In the area of Chronic Absenteeism, our district scored 27.8 percent higher than the statewide average. For the Suspension Rate category, our district had 0.6% less suspensions than the statewide average. When analyzing our overall Math and ELA test scores, our district scored higher than the state average in the following subgroups: SWD, EL, Hispanic, Homeless, SED, & Two or More Races.

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 on 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 in 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 were 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 Coalition 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.

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. In recent school years, 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.

Based on data from early literacy assessments, including guided reading and the district's Tier 2 intervention program developed by the Minnesota Center for Reading Research, PRESS/Path to Reading Excellence in School Sites, KECSD will continue to implement, with fidelity, guided reading in grades TK-3. Beginning in the fall of 2022, staff serving students in grades 4-6 will receive training in guided reading. In August of 2022, the district will provide Tier 2 intervention training (PRESS/Path to Reading Excellence in School Sites) to all new teachers in grades TK-3 and the district's paraprofessionals.

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 additional support, deliver greater instructional intensity, and check to see if it's working.

The district-wide professional development focus for the past number of 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. On the California School Dashboard, our students scored in the Low category. Students scored 13.35% lower in math when compared to ELA in the standards met or exceeded category on the CAASPP Summative Assessments. 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. The district's local office of education consultants, outside vendors, as well as district staff 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. Administrators will continue to conduct walk-through observations centered on reading to ensure best practices are implemented. Walk-through observations will be followed up by administrators to review their observations, strengths, and also opportunities for improvement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The recommendations from the US Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH) about COVID-19 prompted abrupt school closures and a sudden transition to distance learning in spring 2020. This disrupted student learning and engagement, resulted in lost learning time, and exacerbated pre-existing inequalities in students' access to resources. KECSD's educational partners saw the need for additional staff to provide additional support to our EL students. We will provide seven additional bilingual paraprofessionals to assist these students. Also, to support our EL, LI, FY, and all our neediest students, we will provide

one new academic coach, and intervention teachers and/or intervention paraprofessionals to strengthen our RTI programs at each school site. We will provide an intervention classroom at Reagan Elementary.

KECSD will continue to 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 play an essential role in personalizing learning, promoting student engagement, and connecting students to the necessary support 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 two BSA's or behavioral support assistants to provide extra support for our students in need.

Response to Intervention (RTI) - KECSD has developed a three-tiered approach to providing services and interventions to students who struggle with learning and behavior. The District's (RTI) model is an evidence-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. Students are provided additional intervention if needed and, if necessary, 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 need extra support.

Positive Behavioral Interventions and Supports (PBIS) - KECSD believes that a one-size-fits-all approach to learning is less effective than interventions based on the individual student needs. KECSD has a district-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behavior to create a positive learning environment. 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 (e.g. hallways, buses, and restrooms).

The use of (PBIS) provides students the behavioral supports and social culture needed for all students 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 positive behavior. Every school in the District has developed expectations and rules for every part of the campus.

Signature Practices - KECSD's developed signature practices including Sheltered Instruction Observational Protocol (SIOP), Professional Learning Communities (PLC), Response to Intervention (RTI), and Positive Behavioral Intervention and Supports (PBIS) to help students achieve three primary goals (of the 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 educational partners during the development of the LCAP. At the beginning of the school year we had our 212 presentations, where principals from each of our schools 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 the 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 LEAs. Each LEA has the opportunity to provide input in the revisions of the SELPA Local Plan. During the 2022-2023 school year, the SELPA met with its LEAs weekly. Additionally, frequent communication on an as-needed basis was welcomed and utilized, including input on how to leverage the LCAP to provide support for students with unique needs.

In January, the district leadership team (administrators, department heads, EL/Expanded Learning Director, and academic coaches) reviewed the LCFF and the 2022-2023 LCAP. 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 presentation were implemented, inperson during the month of January and February 2023 at each school site to provide additional educational partner engagement. These educational partners 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 educational partner engagement meetings.

In January and April, 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 January and April. In 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 March 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 2023, 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 January and February, a staff survey was administered to provide feedback and data for the leadership team to reflect upon when prioritizing the LCAP expenditures.

In April 2023, 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 months of April and 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, and students with special needs.

The Public Hearing of the LCAP took place on May 30th, 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 12th, 2023 meeting. The budget was adopted and the local indicator and outcome information was also presented at the May 30th, meeting and again on June 12th.

Through the educational partner 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.

A summary of the feedback provided by specific educational partners

After analyzing data from our educational partners (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff, and students), 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 educational partner groups (PAC, DELAC, SSC and ELAC) was also taken into account. There was an overwhelming request for intervention for our needlest students and mental health services, due to school closures and COVID. The top priorities for each of the LCAP's four goals included:

Goal 1:

Special Education resources/services - Credentialed SPED preschool teacher & Specialized classes for most needy students (ERSP/SDC) (All educational partner groups)

Staffing (Properly Credentialed Teachers) (All educational partner groups)

Intervention/Teacher Training (All educational partner groups)

Facilities - Continue to upgrade/maintain (All educational partner groups)

Supplemental resources to Close the Achievement Gap (All educational partner groups)

Goal 2:

Mental Health - MTSS - Maintain BSA/site & counselor at every site - full-time (All educational partner groups)

Paraprofessionals to support student learning. (All educational partner groups)

Academic Coaches - Provide coaching for staff. Add SPED Coach. (All educational partner groups)

Professional Development (Provided by outside sources.) Ongoing SEL & Behavior PD for teachers and paras (All educational partner groups)

Interpreters for English Learner families (All educational partner groups)

Goal 3:

Technology - Maintain, repair and acquire additional technology hardware/software (All educational partner groups)

21st Century Learning - Instructional support/training (All educational partner groups)

Intervention (Afterschool) (All educational partner groups)

Summer Programs - (All educational partner groups)

Goal 4:

Mental Health, School Culture and Climate - Full time counselors & BSA's at every site- Maintain staff-add psych or two interns (maintain) = (All educational partner groups)

Add specialized behavior support (BCBA) = (All educational partner groups)

Additional supplemental support for special education/MTSS = (All educational partner groups)

Health Aides-Increase to full school day/District Nurse = (All educational partner groups)

Learning Directors - Extra support for the school community (PBIS, EL Site Coordinator, etc.) = (All educational partner groups)

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 mental health support such as 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 continuation of providing mental health services. The district's LCAP reflects the support of continuing mental health services beyond those provided for special education. This is reflected in Goal 2 - Action 2.4 and in Goal 4 - Action 4.1.

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. Goal 4 - Action 4.3

The school community is grappling with the disruption of learning that occurred over the past few years. The question of how to catch kids up after disruption of their learning is a concern from all groups that shared input. Groups have voiced their request to extend the school day and year by providing afterschool intervention, intersessions, and summer programs for the foreseeable future. As a result, focused afterschool intervention programs for students at risk, intersession, 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. This is reflected in Goal 2 - Action 2.9.

Parents from the district's DELAC and Parent Advisory Committee meetings requested training for our paraprofessionals. Paraprofessionals will be provided training for the 23-24 school year, so they can better serve our EL. LI and FY students. This is reflected in Goal 2 - Action 2.1. Also, they have requested additional mental health support and support for students with special needs. The District has secured additional counselors over the past year 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 added 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: Suspended due to Executive Order 30-20 Discontinued because CAASPP returned.	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: 49.33% EL: 14.28% LI: 42.34% SWD: 13.7% Homeless: 39.22% Data Year: 2022		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: 35.98% EL: 9.52% LI: 28.60% SWD: 13.60% Homeless: 31.38% Data Year 2022 Data Source: CAASPP Test Results Webpage		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.	According to the 2023 State Reflection Tool, the average points for implementation of State Standards is 3.9. We are still below our goal due to the addition of the world language 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.	100% broad course of study was provided to all students as measured using the 2023 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 2021-2022 Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0	According to the 2023 State Reflection Tool for 2022-2023 Misassigned Teachers of EL = 0% - Total Teacher Misassigned = 4 full time teachers who are on a Short Term Staff Permit (STSP), 1 half time teacher (0.5 FTE) that is on a Provisional Internship Permits (PIP), and 1 full time Speech/Language Pathologist on a Variable Term Waiver 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	100% sufficient core instructional materials as per the 2021 State Reflection Tool.	100% sufficient core instructional materials as per the 2022 State Reflection Tool.	100% sufficient core instructional materials as per the State Reflection Tool.		100% sufficient core instructionals. Percent Of Students Without Access To Their Own Copies Of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficiency of instructional materials.	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0		Standards-Aligned Instructional Materials For Use At School And At Home
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)	repair as measured by the 2021 SARC FIT report. Instances Where			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)
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 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

tion #	Title	Description	Total Funds	Contributing
1.1	Closing the Achievement Gap	According to the 2022 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 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	\$1,804,383.80	Yes
		Intervention (RTI), and after-school programs to support and scaffold instruction for the EL, FY, LI pupil population, is making a significant difference. The CA School Dashboard results indicate that all of our students in the EL, FY, LI subgroup have made positive growth (and are moving closer to the standard 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. Foster Youth 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.	\$488,036.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Supervisor of Operations	Maintain Assistant Supervisor of Operations Position	\$107,000.70	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 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. 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 2022-2023 school year, 75.8%% of the 401 students taking the survey in grades 4, 5, and 6 indicated that they felt safe at school, and 86% responded that there was an adult at their school that would help them if they needed assistance. For students in grades 7 and 8, of the 385 students responding to the survey more than 78% indicated that they felt that school was a safe place, and 83% reported that they feel comfortable going to a teacher/staff member for anything that they	\$634,437.56	Yes

Action #	Title	Description	Total Funds	Contributing
		Transportation (\$634,437.56) The Kingsburg Elementary Charter School District (KECSD) is committed to providing quality education to its students; and student school attendance and participation in afterschool activities is vital to a student's academic success. 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. To ensure all our Low Income, English Learners, and Foster Youth are provided equal access and opportunities regardless of their home to school transportation status and ensure equity and participation in afterschool programs such as intervention, enrichment, and athletics, KECSD will provide additional transportation services to students. KECSD transportation services covers approximately 95 square miles and transports over one thousand four hundred students daily; District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school. Prior to 18-19 students (K-8) had to reside over one and one-quarter (1 ¼) miles outside of the nearest bus stop to be eligible for transportation. Grades K-3: one and one-half (1 ½ miles Grades 4-8: one and one-half (1 ½ miles Grades 4-8: one and one-half (1 ½ miles Grades 4-8: one (1) mile It is the intent of the Kingsburg Elementary Charter School District to maintain the busing area to the following: Grades 4-8: one (1) mile It is our expectation that these services will result in increased performance of our English Learners, Foster Youth, and Low-Income students on the ELA and Math CAASPP over the course of the next three years as well as maintain low chronic absenteeism rates for		

Action #	Title	Description	Total Funds	Contributing
		student groups. This action is designed to meet the needs most associated with English Learner, Foster Youth, and Low-Income students because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
1.5	Staffing	Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are properly credentialed.	\$10,529,070.29	No
1.6	Special Education	Provide services and resources to all students with Individualized Education Plans and who qualify for special education.	\$2,554,696.85	No
1.7	Basic Services	Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards.	\$3,265,727.53	No
1.8	Facilities	Continue to upgrade and maintain classrooms and facilities, as needed.	\$6,828,929.56	No
1.9	Preschool	Provide high quality preschool services and resources to prepare students for kindergarten and beyond.	\$284,679.70	No
1.10	Lunch Program	Provide a quality meal program to ensure all students receive a healthy and nutritious breakfast and lunch, every school day.	\$1,148,699.17	No

Goal Analysis [2022-23]

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 LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

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

The actions outlined in Goal One supported the progress toward meeting the goal of providing basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

Action 1 - Closing the Achievement Gap, Action 3 - Supervisor of Operations, Action 4 - Transportation, Action 5 - Staffing, Action 6 - Special Education, Action 8 - Facilities, Action 9 - Preschool and Action 10 - Lunch Program - Implementation Status: 5 - Full Implementation and Sustainability. KECSD is continuing to see improvement with their EL, LI and FY students due to the strong PLC's and MTSS systems. Our supervisor of operations provides quality oversight and assistance to our night custodial staff. Transportation is offered to all our students by Southwest Transportation to and from school, and also with our after school programs and sporting events. Our district has solid ongoing HR practices, including procedures for hiring and recruitment, leading to highly qualified staff. Our special education provides individualized support to all of our students based on their identified needs. Our facilities are excellently maintained as indicated by the FIT report. Our preschool is run according to clear policies and procedures. The lunch program provides healthy meals as per their guidelines. No substantive difference in planned action compared to the actual implementation.

Action 2 - Intervention and Teacher Training; Action 7 - Basic Services Implementation Status: 4-Full Implementation. KECSD will continue to provide and refine our intervention supports to our students to continue to reduce the achievement gaps. A response to intervention system is set up at each of our school sites to target and support our EL, LI and FY students. No substantive difference in planned action compared to the actual implementation.

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

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 1. The largest discrepancy was in action 1.1. In recent years we received a substantial increase in Federal pandemic funds, which has allowed us to use those funds to pay for actions currently in our LCAP. Once those monies run out, many of the actions will need to be paid for out of our LCAP supplemental and concentration funds. Due to receiving substantial increases in Federal pandemic funds, we were able to use those funds, which causes to spend less than what we budgeted for in the LCAP for Action 1.7. For action 1.5, we spent more on additional staffing, plus we received a retroactive raise this year. We plan to use the funds to implement a robust intervention program (intervention teachers, paras and an intervention building) for our EL, LI and FY students.

An explanation of how effective the specific actions were in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

Action(s): Action 1: Achievement Gap, Action 2: Intervention, Action 5: Staffing, Action 6: Special Education, Action 7: Basic Services and Action 9: Pre-School

Effectiveness of Action(s): Effective

Metric(s): CAASPP Data

KECSD observed progress towards closing the achievement gap as indicated on our CAASPP data (% Met/Exceeded the Standard).

- 1. EL students increased 4.68% in ELA and 3.92% in Math.
- 2. LI students increased 2.04% in ELA and 4.04% in Math.
- 3. SWD students increased 3.09% in ELA and 5.33% in Math.

Analysis Statement: Due to our district's signature practice of Response to Intervention combined with our excellent staff, our student populations have increased their proficiency on the CAASPP assessments as indicated with the above metrics.

The actions outlined in Goal One helped make progress towards the LEA's goal: 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.

Action 3: Supervisor of Operations, Action 4: Transportation, Action 8: Facilities and Action 10: Lunch Program Effectiveness of Action(s): Effective

Metric(s): FIT Report

1. 100% facilities in good repair as measured by the 2022 SARC FIT report.

Analysis Statement: KECSD's maintenance and operations team continue to follow district guidelines, which have kept our facilities in excellent shape.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective.

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 implemented the CA Content Standards for ELA and math for the 2021-2022 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	Results from the 2022 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	who met or exceeded	who met or exceeded		The gap between "All"
	CA Dashboard results	the standard in math:	the standard in math:		subgroup and EL
	for math, the following				subgroup will
	gaps exist:	All: 35.06%	Math - %		decrease and EL
		SWD: 8.33%	Met/Exceeded the		students will receive a
	"All" students received		Standard		score of 90 points
	a "green" rating or the	I and the second	All: 35.98%		below the standard for
	second highest rating	Homeless: 25.97%	EL: 9.52% LI: 28.60%		math.
	according to the 2019 CA Dashboard results	(This will serve as the new baseline.)	SWD: 13.60%		The gap between "All"
	and scored 15.2	new baseline.)	Homeless: 31.38%		subgroup and SWD
	points below the	According to data	Data Year 2022		subgroup will
	standard.	from the 2022, 3rd	Data Source:		decrease and
	otal radial	trimester data from	CAASPP Test Results		students will receive a
	EL students received	the math interim	Webpage		score of 110 points
	a "yellow" rating on	assessments,	, 5		below the standard.
	the 2019 CA	students received the	Kindergarten:		
	Dashboard and	following scores:	ALL students scored		
	scored 118.3 points		5% below standards		Students will increase
	below the standard.	Kindergarten:	_		their results towards
	Gap equals 103.1	ALL students scored	1st Grade:		proficiency on the 3rd
	points	3% below standards	ALL students scored		trimester math
	04	4.54 (0.55 4) 5.	20% below standards		benchmark.
	Students with	1st Grade:	Ond Crade		Viadorgarton.
	Disabilities (SWD)	ALL students scored	2nd Grade: ALL students scored		Kindergarten: ALL students scored
	received an "orange" second lowest rating	10% below standards	57% below standards		1% below standards
	according to the 2019	2nd Grade:	37 /0 Delow Standards		1 /0 Delow Standards
	CA Dashboard, with a	ALL students scored	3rd Grade:		1st Grade:
	score of 124 points	16% below standards	All students scored		ALL students scored
	below the standard.		36% below standards		7% below standards
	Gap equals 108.8	3rd Grade:			
	points below the	All students scored	4th Grade:		2nd Grade:
	standard.	27.5% below	All students scored		ALL students scored
		standards	26% below standards		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 30% below standards 6th Grade: All students scored 55% 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	5th Grade: All students scored 44% below standards 6th Grade: All students scored 26% below standards 7th Grade: All students scored 37% below standards 8th Grade: All students scored 24% 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 indicate the % of students who performed at each level for grades K-8. Level 1: 14% Level 2: 36% Level 3: 33% Level 4: 15% These percentages will serve as our baseline.	Results of the spring 2022 Summative ELPAC indicate the % of students who performed at each level for grades K-8. Level 1: 8.8% Level 2: 32.80% Level 3: 40.40% Level 4: 18%		EL progress on English Proficiency: Student growth will increase 6% on the ELPAC for Level 4.
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.	As per CDE Dataquest, 17.8% of the district's EL students were redesignated in 2020. This will serve as the	As per Differentiated Assistance 2023 Data by FCSS Integrated Data Systems, 3% of the district's EL		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
	According to data located on the Dataquest, the states repository for demographic data, in 2019-2020 the reclassification rate for KECSD was 17.8%	district's baseline. (Due to the impacts of Covid and school closures KECSD will not use data from 2021, as only 3% of the district's EL students were redesignated in 2021.)	students were redesignated in 2021.		
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 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 2021 - 3rd Trimester STAR benchmark assessment for Reading:	Results from the 2022 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in ELA: ELA - % Met/Exceeded the Standard All: 49.33% EL: 14.28% LI: 42.34% SWD: 13.7% Homeless: 39.22% Data Year: 2022 Data Source: CAASPP Test Results Webpage Results of the 2022 - 3rd Trimester STAR		"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
	Results of the 2021 - 3rd Trimester STAR benchmark 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 Equivalent STAR scores spring 2021: Grade 2: 3.2 Grade 3: 3.9 Grade 4: 4.6 Grade 5: 5.1 Grade 6: 6.0 Grade 7: 4.8 Grade 8: 8.8	benchmark assessment for Reading: Grade Equivalent STAR scores Grade 2: 3.0 Grade 3: 3.8 Grade 4: 4.6 Grade 5: 5.0 Grade 6: 6.0 Grade 7: 6.4 Grade 8: 7.1		
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 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	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	75.8% of the students in 4th, 5th & 6th grades and 78.4% of the students in grades 7th & 8th grade participating in the district's locally developed school		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
	feeling connected to the school community.	feeling connected to the school community.	climate and culture survey indicated that they felt safe at school.		
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%	According to CDE/Dataquest for the 2021-2022 school year, the chronic absenteeism rates for KECSD: EL: 2.1% FY: 9.1% Homeless: 4.0% SWD: 3.9% LI: 2.7% Overall: 2.7%		KECSD will maintain its excellent dashboard rating 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.		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 Classified and 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 CAASPP 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	\$215,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for math. Based on this data KECSD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful. To best support our EL, Foster Youth, and Low-income students, it is according that they be provided with the best instruction which requires		
		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, KECSD will provide professional development for the instructional staff and paraprofessionals. 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. Light meals will be provided during our professional learning days to keep all employees on site throughout the training. 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	\$697,412.39	Yes

Action #	Title	Description	Total Funds	Contributing
		equality in academic learning outcomes. Based on this data KECSD has found that our EL, Foster Youth, and Low-Income students need additional support and scaffolds within the classroom to be successful. KECSD will provide professional development and academic coaching for instructional staff.		
		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 on a regular basis.		
		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 the 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 EL, Foster Youth, and Low-Income. 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 EL, Foster Youth, and Low-Income students.		
		CA School Dashboard. This action is designed to meet the needs most associated with EL, Foster Youth, and Low-Income. 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 EL, Foster Youth, and Low-		

Action #	Title	Description	Total Funds	Contributing
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 our EL, Foster Youth, and Low-income students have traditionally not had equality in academic learning outcomes. Based on this data KECSD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful. KECSD will provide professional development with the focus on the "best first instruction" and support for students not proficient.	\$830,000.00	Yes
		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 district wide 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 2023 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		

Action #	Title	Description	Total Funds	Contributing
		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. Light meals will be provided during our professional learning days and meetings to keep all employees on site throughout the training. 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 KECSD has found that our low-income, Foster Youth, and English learner students need additional support and scaffolds within 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	\$311,358.80	Yes
		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 counselors and a support system		

Action #	Title	Description	Total Funds	Contributing
		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 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 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, KECSD 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 2022 CA Dashboard Academic Indicator Performance Levels for the district's EL subgroup indicates that 14.28% of the district's EL students met or exceeded the English language arts proficiency, and 47.6% 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.	\$242,309.69	No
		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.		

Action #	Title	Description	Total Funds	Contributing
		The Assistant Superintendent, District EL Director, District ELPAC Coordinator, and KECSD leadership team will collaborate to ensure the district's students are making continuous progress and achieving high expectations. The leadership team will use the English Learner 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 EL Director 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, KECSD 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	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 2022 CA Dashboard, the district's EL students performed at the "Low-Math and Medium-ELA" 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, KECSD 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 English Learners. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance		

Action #	Title	Description	Total Funds	Contributing
		for these students. This action is designed to meet the needs most associated with English learner students		
2.7	Interpreters EL	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 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	\$31,827.41	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	EL Designated and Integrated ELD Instruction and Support	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 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. 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	\$35,000.00	Yes
2.9	Summer Programs	According to the most recent 2022-2023 CA School Dashboard and on local benchmark assessments, our EL Low Income and Foster	\$430,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth 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, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the these student populations. Our EL, LI and FY 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 EI, LI and FY students need additional support and scaffolds to be successful. Through the Plan-Do-Study-Act (PDSA) model and in response to stakeholder feedback from the DELAC and Parent Advisory Committee, the district determined our EL, LI and FY students benefit from additional support throughout the summer. The KECSD summer school program will be specifically designed to support the EL, LI and FY students. The summer program will be an extension of the school year, so it will provide additional time for these students to gain the necessary academic skills to become successful in the next grade level. This is a continued action from the previous 2019-2020 LCAP. The district will expect continued, improved academic achievement for EL, LI and FY students. It will help these students become 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 to meet the needs most associated with English Learner, Low Income and Foster Youth students.		
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 EL, Foster Youth, and Low-Income population has traditionally not had	\$1,391,000.00	Yes

ction #	Title	Description	Total Funds	Contributing
tion #	Title	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. Additional EL paraprofessionals will be added in 23-24 to assist our EL students to become proficient in English. Through data collected from the district's educational partner input meetings and progress monitoring of students receiving intervention supported by paraprofessionals, it has been determined that paraprofessionals help keep students focused 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 an intervention program called PRESS/Path to Reading Excellence in School Sites. 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 (64% 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. 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. We expect this action to continue to see increased ELA and Math scores	Total Funds	Contributir
2.11	Intervention and Enrichment Programs	for English learners and low-income students. Provide materials and resources to maintain Services for Students AVID/Rafer Johnson Jr. High GATE/Reagan and Rafer Johnson Jr. High	\$1,004,863.06	Yes

Action #	Title	Description	Total Funds	Contributing
Action #	Title	MESA/RJJH CTE/VROP After School Programs/All Schools Instrumental/Vocal Music at Lincoln, Reagan, RJJH Given that our EL, Foster Youth, and Low-income population state indicator falls below the whole group in both math and ELA, and the EL, FY, and LI population has traditionally not had equality in academic learning outcomes, KECSD will continue to support enrichment and afterschool programs and services for students. Our Low Income and 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 KECSD has found that our low-income and English learner students need additional support and scaffolds	Total Funds	Contributing
		within the classroom to be successful. 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.		
		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.		
		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		

Action #	Title	Description	Total Funds	Contributing
		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, and notable improvements in work habits and behavior, all contributing to increased student achievement and increased self-esteem. 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. We expect this action to continue to see increased ELA and Math scores for English learners. Foster Youth and low-income students.		
2.12	BTSA/Teacher Induction Program	Given that our EL, Foster Youth and Low-income state indicator falls below the whole group in both math and ELA, and the EL, FY, and LI population has traditionally not had equality in academic learning outcomes KECSD will provide extra support for new teachers through BTSA/Teacher Induction Program. 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 EL, FY, and LI students. The extra training and support for new teachers will result in increased achievement.	\$47,185.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Intervention Staff and Building	For the 23-24 school year, intervention teachers will be added to Lincoln, Reagan and Rafer Johnson Jr. High to help close the achievement gaps of the English Learners, low-income and Foster Youth students. As demonstrated in the associated metrics sections, our English Learner, Low Income, and Foster Youth students have the most opportunity for continued growth in English Language Arts and math when compared to the CAASPP test scores of all our students. For the 2022 CAASPP, in ELA, 50.47% of all Reagan students met the standard, compared to only 44.11% of our LI and 13% of our EL students. In math, 35.88% of all Reagan students met the standard, compared to only 29.1% of our LI and 5.88% of our EL students. This is a trend of low achievement as in 2021 for the CAASPP, our overall student population scored 50.70% in ELA for having met the standard, while our EL students scored 40.35%. In math for the CAASPP, 36.24% of our overall student population met the standard, while our EL students scored 3.18%, and	\$1,600,000.00	Yes
		our LI scored 21.82%. Based on the data, a local needs assessment was conducted to determine the root causes of the gap in achievement for our low-income, Foster Youth, and English-learner students. Educational partners and student feedback indicated that to best support intervention and expand enrichment for these students, they need to have a dedicated, welcoming, engaging, and safe learning environment where they know someone cares about them.		
		Based on feedback, we have determined that for intervention to be effective, we need to ensure that a safe, quiet, and warm learning environment is provided to support small group learning and tutoring. To meet this need, we will pay for the costs associated with program expansion, including the infrastructure for an intervention classroom at Reagan Elementary.		
		A dedicated space for intervention allows educators to work with students one-on-one or in small groups, as well as use the learning		

Action #	Title	Description	Total Funds	Contributing
Action #	Title	space to provide individualized support for LI, FY, and EI students who may be struggling with specific subjects or skills. This could include extra practice or additional instruction. Educational partner feedback from our site indicated that having a dedicated space for intervention will improve communication between educators, students, and parents. Teachers will be able to share progress reports and discuss strategies for improvement to ensure that each identified student is getting what they need when needed. The details in action 2.11 for Intervention and Enrichment Programs reflect the intervention and teachers that will take place in the new learning space. In order to implement a successful response to the intervention program for our EL, LI, and FY students, an intervention teacher and paraprofessional will be hired to assist these students in their areas of academic need. With an intervention teacher and paraprofessional, our EL, LI, and FY students will be receiving targeted instruction in ELA and math to fill the gaps in each of these individual students. The additional services are designed to meet the specific needs unique to the EL, LI, and FY student population.	Total Funds	Contributing
		This dedicated space is designed to support the academic achievement of EL, LI, and FY by providing a personalized and safe space to provide additional support and resources. However, because we expect all students to benefit from increased academic intervention staff, this action is provided school-wide. The intended outcome is for our English Learners, Low Income and Foster Youth students to be supported in improving their academic performance in ELA and math on state and local assessments.		

Goal Analysis [2022-23]

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 LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

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

The actions outlined in Goal Two supported the progress toward meeting the goal of providing 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.

Action 1 - Preservice Days, Action 2 - Academic Coaches and Training for Staff, Action 3 - Professional Development, Action 4 - Mental Health, Action 5 - Achievement Gap SPED, Action 6 - Achievement Gap EL, Action 7 Interpreters - EL, Action 8 - EL - Designated and Integrated Support, Action 9 - Summer Programs, Action 10 Paraprofessionals, Action 11 - Intervention and Enrichment Programs and Action 12 - BTSA

Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed to provide intervention both academic and mental health for their EL, LI and FY students, while combining that with professional development for their staff to meet the needs of their students due to the gaps in achievement due to the Covid pandemic.

No substantive difference in planned action compared to the actual implementation.

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

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 2. The largest discrepancy was in action 2.9-Summer Programs, wherein due to the new ELOP funding, our after school and summer programs are mainly paid out of this fund, and will now be supplemented with supplemental and concentration funds.

An explanation of how effective the specific actions were in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal: 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.

Action(s): Action 1: Preservice Days, Action 2 - Academic Coaches and Training for Staff, Action 3 - Professional Development, Action 4 - Mental Health, Action 5 - Achievement Gap SPED, Action 6 - Achievement Gap EL, Action 7 Interpreters - EL, Action 8 - EL - Designated and Integrated Support, Action 9 - Summer Programs, Action 10 Paraprofessionals, Action 11 - Intervention and Enrichment Programs and Action 12 - BTSA

Effectiveness of Action(s): Effective

Metric(s): CAASPP Data, ELPAC Data, Local surveys, and CDE/Dataquest

KECSD observed progress towards closing the achievement gap as indicated on our CAASPP data (% Met/Exceeded the Standard).

- 1. EL students increased 4.68% in ELA and 3.92% in Math.
- 2. LI students increased 2.04% in ELA and 4.04% in Math.
- 3. SWD students increased 3.09% in ELA and 5.33% in Math.

KECSD observed progress towards closing the achievement gap as indicated on our ELPAC data (% Met/Exceeded the Standard).

1. 58% scored at a level 3 or 4, which is in increase of 12% over the prior year, which was 46%.

KECSD observed progress towards closing the achievement gap as indicated on our chronic absenteeism rates. KECSD increased their percentage of students attending school by 6.1% over the prior year, and also improved attendance rates in every subgroup area listed below.

According to CDE/Dataquest for the 2021-2022 school year, the chronic absenteeism rates for KECSD:

EL: 2.1% FY: 9.1%

Homeless: 4.0%

SWD: 3.9%

Overall: 2.7%

Analysis Statement: Due to our district's signature practices of SIOP, Response to Intervention, MTSS combined with our excellent staff training programs, our student populations have increased their proficiency on the CAASPP and ELPAC assessments as indicated with the above metrics. Also, our attendance rates have improved with our student populations.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective. A couple of changes we made for next year, is that in action 2.1, we are adding one preservice day for our paraprofessionals so that they can receive intervention training. In goal 2.13, we will be adding additional intervention teachers and paraprofessionals, along with a new intervention building at Reagan School, in order to more effectively help our struggling EL, LI and FY students.

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 21st Century 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.	During the 2022-2023 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 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% of the site administrators walked through all classrooms, at minimum, 1 time per week.		100% principals will walk through all classrooms 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, KECSD 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.	\$160,000.00	Yes
		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 the 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		

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, KECSD 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	\$80,000.00	Yes
		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		

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, KECSD 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 KECSD will provide students with an opportunity to participate in hands on activities, through STEAM	\$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intersession, 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 2022, indicate 24.95% 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 intersession 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 2021-2022 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 2021-2022 CAASPP ELA Test, 14.28% of EL students scored at the level expected by the state, as compared to 49.33% of the district's "All" student category. 9.52% of the district's EL student group scored at the level expected by the state in math. 42.34% of the students	\$1,462,991.94	Yes

Action #	Title	Description	Total Funds	Contributing
ACTION #	I ITIE	identified as Low-income scored at the level of proficiency expected by the state for ELA and 28.60% 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, including the Expanded Learning Opportunity Program (ELOP), 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 asses	I otal Funds	Contributing
		benefit, this action is provided on an LEA-wide basis.		

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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 LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

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

The actions outlined in Goal Three supported the progress toward meeting the goal of providing 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 21st Century 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.

Action 1 - Technology - Maintain, repair and acquire additional technology hardware/software, Action 2 - 21st Century Learning, Action 3 - Summer Programs, and Action 4 - Intervention (Afterschool)

Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed to provide the latest technology, and also provide 21st century skills not only during the school day, but also in their afterschool and summer programs, for their EL, LI and FY students. Implementation Status: 5 - Full Implementation and Sustainability.

No substantive difference in planned action compared to the actual implementation.

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

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 3. The largest difference was in Action 3 - Summer Programs and Action 4 - Intervention (Afterschool), as our district began receiving ELOP money. This ELOP money was used as the main source of funding to meet Actions 3 & 4. Our supplemental and concentration funds will now supplement the ELOP funding going forward.

An explanation of how effective the specific actions were in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal: provide Access to a Broad and Challenging Curriculum focused on 21st Century Learning.

Action(s): Action 1: Technology, Action 2 - 21st Century Learning - Instructional support/training, Action 3 - Summer Programs, and Action 4 - Intervention (Afterschool)

Effectiveness of Action(s): Effective

Metric(s): CAASPP Data and ELPAC Data

- 1. EL students increased 4.68% in ELA and 3.92% in Math.
- 2. LI students increased 2.04% in ELA and 4.04% in Math.
- 3. SWD students increased 3.09% in ELA and 5.33% in Math.

KECSD observed progress towards closing the achievement gap as indicated on our ELPAC data (% Met/Exceeded the Standard).

1. 58% scored at a level 3 or 4, which is in increase of 12% over the prior year, which was 46%.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective.

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 forced 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	suspension rate for the district was:	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.	According to the 2022-2023 CA Dashboard, KECSD was found to be in the medium category, with 2.5% of the student population suspended at least one day. "All" students = Medium Level "EL" students = Low Level "Homeless" = High Level		All students and significant subgroups will fall into the "Green or Blue" level (first and second highest) on the CA Dashboard. Due to the new 22-23 CA Dashboard, our students will be suspended less than the state average.

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.)	"SWD" = Medium Level "SED" = Medium Level "FY" = Very Low Level Suspensions for 2021- 2022: 73, according Differentiated Assistance 2023 Data by FCSS Integrated Data Systems		
Expulsion Rate	Expulsion Rate for 2021 school year was zero. There were no expulsion. (EdData, Educational Data Partnership)	0.003 or 7 students were expelled during the 2021-2022 school year. (Aeries Student Information System)	Expulsion Rate for the 2021-2022 school year was 0.30% with 7 total expulsions.		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	98.7%	2021-2022 Attendance Rate: 98.7%		The attendance rate will be maintained or at 98% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	put us at a 98.9% attendance rate of enrollment to ADA for P-2 data in 2019-20.				
Middle School Drop Out Rate as measured by the formula described in the LCAP appendix.	There were no middle school drop outs for the 2020-2021 school year. (Aeries Student Information System)	There was one middle school drop outs for the 2021-2022 school year.	There were two middle school drops outs for the 2021-2022 school year according to AERIES report 1.12.		The district will maintain its middle 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.	75.8% of the students in 4th, 5th & 6th grades and 78.4% of the students in grades 7th & 8th grade participating in the district's locally developed school climate and culture survey indicated that they felt safe at school.		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	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	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		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	groups. All teachers will connect with (inperson or virtually) 100% of their students' parents during the district's established parentteacher conference week. The baseline indicated the numbers of parents representing each site will be determined at the first meeting in the fall of 2021.	groups. All teachers 100% met with their students' parents during the district's established parent conference week, either in-person or virtually. The baseline will be indicated at the fall 2022, first meeting, as a total count was recorded, but there is no record of which school each parent represented.	groups. All teachers 100% met with their students' parents during the district's established parent conference week, either in-person or virtually.		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. The district will maintain its goal for all teachers connecting with 100% of their students' parents either in-person or virtually during the district's established parent-teacher conference week.

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. Maintain Behavioral Support Assistants to provide extra support for mental health services. Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE	\$585,107.93	No

Action #	Title	Description	Total Funds	Contributing
4.2	Supplemental Support Services	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, 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.	\$105,000.00	Yes
		Given that our EL, Foster Youth, and Low-income state indicator falls below the whole group in both math and ELA, which 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.		
		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 support staff and general education teachers 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 EL, FY, and LI students and any student who needs additional services.		
		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		

Action #	Title	Description	Total Funds	Contributing
		instruction principally directed towards meeting the needs of EL, Foster Youth, and LI students. 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. As a result of this action, we expect to continue the implementation of MTSS/RTI with systems in place to 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 lowincome 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, KECSD 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	\$365,048.73	Yes

Action #	Title	Description	Total Funds	Contributing
		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 implement 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 met the criteria for Low, Foster Youth met the criteria for Very Low, and Low-income students and the district's students with disabilities subgroup met the criteria for Medium. 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 EL, FY, LI students, as well as all students, and creates a 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, and Low-income 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 for 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		

Action #	Title	Description	Total Funds	Contributing
		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 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 Foster subgroup was in the "Medium" level, the LI subgroup was in the "Low" level, and the EL subgroup was in the "Very Low" level, as per the 2022-2023 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.	\$164,648.22	No
4.5	Health Aides and District Nurse	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	\$277,953.72	Yes

Action #	Title	Description	Total Funds	Contributing
Action #	TITLE	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,	Total Funds	Contributing
4.6	Parent Involvement	we will expect an increase in student achievement and maintaining or 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. Upon reviewing our local and state assessment data broken down by subgroup data. KECSD has identified asserted performance and	\$25,093.14	Yes
7.0		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	. ,	

Action #	Title	Description	Total Funds	Contributing
		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 District English Language Advisory Committee (DELAC) and other district meetings, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how 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 parenting classes. We will partner with Fresno State's Parent University, which offers classes in the following areas: Digital Literacy, English Conversation, Financial Literacy, Health and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness and Spanish Conversation.		
		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 in DELAC meetings) will be provided to ease the stress of families after the regular workday for district events. Light meals may be provided at parent meetings and district events to further encourage attendance at these events.		

Action #	Title	Description	Total Funds	Contributing
		KECSD will also continue 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 Fathers 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, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		

Goal Analysis [2022-23]

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 LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

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

The actions outlined in Goal Four supported the progress toward meeting the goal of providing a positive, safe and welcoming school and district climate.

Action 1 - Mental Health and School Culture and Climate, Action 2 - Additional Supplemental Support Services, Action 3 - Learning Directors,

Action 4 - Attendance, Action 5 - Health Aides and District Nurse and Parent Involvement

Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed resources to provide a warm and supportive climate and culture. By providing the mental health staff, combined with the supplemental support services and positive parent involvement opportunities, our EL, LI and FY are well supported to reach the dreams of their future.

Implementation Status: 5 - Full Implementation and Sustainability.

No substantive difference in planned action compared to the actual implementation.

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

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 4. The exception is for Goal 4.1, ESSER funding is currently being utilized to pay our counselors, but once that money runs out, supplemental and concentration funds will be used.

An explanation of how effective the specific actions were in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Four helped make progress towards the LEA's goal: Provide support for the progress toward meeting the goal of providing a positive, safe and welcoming school and district climate.

Action(s): Action 1: Mental Health and School Culture and Climate, Action 2 - Additional Supplemental Support Services, Action 3 - Learning Directors, Action 4 - Attendance, Action 5 - Health Aides and District Nurse, and Action 6 - Parent Involvement

Effectiveness of Action(s): Effective

Metric(s): CA Dashboard

- 1. According to the 2022-2023 CA Dashboard, KECSD was found to be in the medium category, with 2.5% of the student population suspended at least one day, which is lower than the state average of 3.1%.
- 2. LI = Medium category CA Dashboard
- 3. EL = Low Category CA Dashboard
- 4. FY = Very Low Category CA Dashboard
- 5. According to the 2022-2023 CA Dashboard, KECSD was found to be in the very low Chronic Absenteeism category, with 2.2%, which is significantly lower than the state average of 30%.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,973,665	\$609,240

Required Percentage to Increase or Improve Services for the LCAP Year

C	Projected Percentage to Increase or Improve Services for the Coming School Year		LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2	26.06%	6.36%	\$1,368,826.56	32.42%

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 \$5,989,085 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, Kingsburg Elementary Charter School District will have a carryover percent of 6.60% from the 2022-23 school year, which increases our total improved services percentage to 32.66% for the 23-24 school year. 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 and Classified Staffs
- 2.2: Academic Coaches and Training for Staff

- 2.3: Professional Development
- 2.4: Mental Health
- 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: Additional Supplemental Support Services
- 4.3: Learning Directors
- 4.5: Health Aides and District Nurse
- 4.6: Parent Involvement

The actions listed above are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by:

(1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Kingsburg Elementary Charter School District has demonstrated that it has exceeded the 32.66% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 32.69% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 2, Action 1: Preservice Days for Certificated and Classified Staffs

Goal 2, Action 10: Paraprofessionals

Goal 2, Action 11: Intervention and Enrichment Programs

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. Behavior support assistants will be provided to each of our sites to provide extra support and mental health services to our students. The concentration money will be used for 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 ESSER money.

Goal and Action Numbers in the LCAP that KECSD is implementing to provide direct services to students at schools with an enrollment of EL, FY, and LI students that is greater than 55%:

LCAP Goal 2.2: Academic Coaches and Training for Staff

LCAP Goal 2.10: Paraprofessionals

LCAP Goal 2.11: Intervention and Enrichment Programs

LCAP Goal 4.1: Mental Health and School Culture and Climate

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	NA	15:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	17:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non- personnel
Totals	\$24,706,131.43	\$5,648,206.12		\$7,498,248.64	\$37,852,586.19	\$24,669,830.78	\$13,182,755.41

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	\$1,550,000.00	\$153,429.95		\$100,953.85	\$1,804,383.80
1	1.2	Intervention and Teacher Training	All				\$488,036.00	\$488,036.00
1	1.3	Supervisor of Operations	All	\$107,000.70				\$107,000.70
1	1.4	Transportation	English Learners Foster Youth Low Income	\$524,437.56	\$110,000.00			\$634,437.56
1	1.5	Staffing	All	\$10,399,796.19	\$60,400.26		\$68,873.84	\$10,529,070.29
1	1.6	Special Education	All	\$254,440.47	\$1,596,728.33		\$703,528.05	\$2,554,696.85
1	1.7	Basic Services	All	\$2,741,939.41	\$256,261.71		\$267,526.41	\$3,265,727.53
1	1.8	Facilities	All	\$3,228,929.56			\$3,600,000.00	\$6,828,929.56
1	1.9	Preschool	All		\$284,679.70			\$284,679.70
1	1.10	Lunch Program	All		\$1,148,699.17			\$1,148,699.17
2	2.1	Preservice Days for Classified and Certificated Staff	English Learners Foster Youth Low Income	\$215,125.00				\$215,125.00
2	2.2	Academic Coaches and Training for Staff	English Learners Foster Youth Low Income	\$579,385.44			\$118,026.95	\$697,412.39
2	2.3	Professional Development	English Learners Foster Youth	\$337,500.00	\$200,000.00		\$292,500.00	\$830,000.00

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	\$111,819.18	\$17,222.20		\$182,317.42	\$311,358.80
2	2.5	Achievement Gap Special Population EL	All	\$171,456.26			\$70,853.43	\$242,309.69
2	2.6	Achievement Gap - SIOP EL	English Learners	\$50,000.00				\$50,000.00
2	2.7	Interpreters EL	English Learners	\$20,819.75			\$11,007.66	\$31,827.41
2	2.8	EL Designated and Integrated ELD Instruction and Support	English Learners	\$35,000.00				\$35,000.00
2	2.9	Summer Programs	English Learners Foster Youth Low Income	\$115,000.00	\$120,000.00		\$195,000.00	\$430,000.00
2	2.10	Paraprofessionals	English Learners Foster Youth Low Income	\$544,594.56			\$846,405.44	\$1,391,000.00
2	2.11	Intervention and Enrichment Programs	English Learners Foster Youth Low Income	\$944,456.31	\$60,406.75			\$1,004,863.06
2	2.12	BTSA/Teacher Induction Program	All	\$47,185.00				\$47,185.00
2	2.13	Intervention Staff and Building	English Learners Foster Youth Low Income	\$1,600,000.00				\$1,600,000.00
3	3.1	Technology	English Learners Foster Youth Low Income	\$130,000.00			\$30,000.00	\$160,000.00
3	3.2	21st Century Learning	English Learners Foster Youth Low Income	\$15,000.00			\$65,000.00	\$80,000.00
3	3.3	Summer Programs	English Learners Foster Youth Low Income	\$75,000.00			\$20,000.00	\$95,000.00
3	3.4	Intervention (Afterschool)	English Learners Foster Youth Low Income	\$20,000.00	\$1,277,991.94		\$165,000.00	\$1,462,991.94

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	Mental Health and School Culture and Climate	All	\$140,907.22	\$295,068.33		\$149,132.38	\$585,107.93
4	4.2	Additional Supplemental Support Services	English Learners Foster Youth Low Income	\$91,000.00	\$12,000.00		\$2,000.00	\$105,000.00
4	4.3	Learning Directors	English Learners Foster Youth Low Income	\$338,984.73			\$26,064.00	\$365,048.73
4	4.4	Attendance	All	\$54,965.22	\$55,317.78		\$54,365.22	\$164,648.22
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	\$9,875.78			\$15,217.36	\$25,093.14

2023-24 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
\$22,920,976	\$5,973,665	26.06%	6.36%	32.42%	\$7,559,511.40	0.00%	32.98 %	Total:	\$7,559,511.40
								LEA-wide Total:	\$7,503,691.65
								Limited Total:	\$55,819.75
								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	\$1,550,000.00	0%
1	1.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$524,437.56	0%
2	2.1	Preservice Days for Classified and Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,125.00	0%
2	2.2	Academic Coaches and Training for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$579,385.44	0%
2	2.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$337,500.00	0%
2	2.4	Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,819.18	0%

Total:

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	2.6	Achievement Gap - SIOP EL	Yes	LEA-wide	English Learners	All Schools	\$50,000.00	0%
2	2.7	Interpreters EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,819.75	0%
2	2.8	EL Designated and Integrated ELD Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,000.00	0%
2	2.9	Summer Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	0%
2	2.10	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$544,594.56	0%
2	2.11	Intervention and Enrichment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$944,456.31	0%
2	2.13	Intervention Staff and Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,600,000.00	0%
3	3.1	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	0%
3	3.2	21st Century Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	0%
3	3.3	Summer Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	0%
3	3.4	Intervention (Afterschool)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	0%
4	4.2	Additional Supplemental Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,000.00	0%
4	4.3	Learning Directors	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$338,984.73	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 (%)
					Low Income			
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	\$9,875.78	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,148,556.31	\$28,752,945.51

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	\$2,219,706.88	\$1,095,540.65
1	1.2	Intervention and Teacher Training	No	\$435,362.00	\$157,547.33
1	1.3	Supervisor of Operations	No	\$103,123.27	\$120,743.33
1	1.4	Transportation	Yes	\$792,694.00	\$800,741.11
1	1.5	Staffing	No	\$9,773,222.12	\$12,796,198.36
1	1.6	Special Education	No	\$2,616,137.64	\$2,468,635.10
1	1.7	Basic Services	No	\$4,306,446.46	\$2,344,444.15
1	1.8	Facilities	No	\$2,958,947.33	\$3,307,120.23
1	1.9	Preschool	No	\$283,679.70	\$271,555
1	1.10	Lunch Program	No	\$1,145,699.17	\$1,245,647.42

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	\$194,125.00	\$185,310
2	2.2	Academic Coaches and Training for Staff	Yes	\$613,668.16	\$618,235.82
2	2.3	Professional Development	Yes	\$427,500.00	\$233,652.06
2	2.4	Mental Health	Yes	\$299,304.55	\$237,360.72
2	2.5	Achievement Gap Special Population EL	No	\$232,294.42	\$194,214.76
2	2.6	Achievement Gap - SIOP EL	Yes	\$50,000.00	\$26,365
2	2.7	Interpreters EL	Yes	\$20,758.28	\$10,916.58
2	2.8	EL Designated and Integrated ELD Instruction and Support	Yes	\$35,000.00	\$39,953.20
2	2.9	Summer Programs	Yes	\$310,000.00	\$152,282.16
2	2.10	Paraprofessionals	Yes	\$1,143,864.55	\$825,706.26
2	2.11	Intervention and Enrichment Programs	Yes	\$210,303.82	\$187,471.59
2	2.12	BTSA	No	\$47,185.00	\$50,958
3	3.1	Technology	Yes	\$110,000.00	\$117,151.08

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	\$80,000.00	\$55,436.96
3	3.3	Summer Programs	Yes	\$60,000.00	\$30,000
3	3.4	Intervention (Afterschool)	Yes	\$185,000.00	\$12,488.58
4	4.1	Mental Health and School Culture and Climate	No	\$578,107.93	\$259,015.56
4	4.2	Additional Supplemental Support Services	Yes	\$99,000.00	\$56,950.36
4	4.3	Learning Directors	Yes	\$374,048.73	\$405,915.50
4	4.4	Attendance	No	\$143,330.44	\$145,302.97
4	4.5	Health Aides and District Nurse	Yes	\$277,953.72	\$296,138.84
4	4.6	Parent Involvement	Yes	\$22,093.14	\$3,946.83

2022-23 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)
\$5,038,341	\$4,938,915.38	\$3,669,514.44	\$1,269,400.94	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	\$1,821,541.78	\$794,671.66	0%	
1	1.4	Transportation	Yes	\$792,694.00	\$800,741.11	0%	
2	2.1	Preservice Days for Certificated Staff	Yes	\$194,125.00	\$185,310	0%	
2	2.2	Academic Coaches and Training for Staff	Yes	\$510,994.67	\$618,235.82	0%	
2	2.3	Professional Development	Yes	\$115,000.00	\$107,605	0%	
2	2.4	Mental Health	Yes	\$81,079.53	\$159,216.76	0%	
2	2.6	Achievement Gap - SIOP EL	Yes	\$50,000.00	\$15,365	0%	
2	2.7	Interpreters EL	Yes	\$9,750.62	\$9,600.62	0%	
2	2.8	EL Designated and Integrated ELD Instruction and Support	Yes	\$35,000.00	\$4595	0%	
2	2.9	Summer Programs	Yes	\$15,000.00	\$76,734.72	0%	
2	2.10	Paraprofessionals	Yes	\$297,459.11	\$135,496.67	0%	
2022.244.5	2.11	Intervention and Enrichment Programs	Yes	\$149,897.07	\$96,321.51	0%	D 00 -f 444

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Technology	Yes	\$80,000.00	\$117,151.08	0%	
3	3.2	21st Century Learning	Yes	\$15,000.00	\$20,604.36	0%	
3	3.3	Summer Programs	Yes	\$60,000.00	\$30,000	0%	
3	3.4	Intervention (Afterschool)	Yes	\$20,000.00	\$0	0%	
4	4.2	Additional Supplemental Support Services	Yes	\$85,000.00	\$21,909.30	0%	
4	4.3	Learning Directors	Yes	\$347,984.73	\$334,051.89	0%	
4	4.5	Health Aides and District Nurse	Yes	\$251,513.09	\$135,579.26	0%	
4	4.6	Parent Involvement	Yes	\$6,875.78	\$6,324.68	0%	

2022-23 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)
\$21,537,816	\$5,038,341	0%	23.39%	\$3,669,514.44	0.00%	17.04%	\$1,368,826.56	6.36%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning (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:
 - o 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]).
 - o 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

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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
 - o 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)
 - o 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
 - o 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 (%)
 - o 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

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:

	LCAP - Federal Addendum
2.	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
3.	Submitted By: Matt Stovall
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 Local Control and Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP to ensure
	that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every
	Succeeds Act (ESSA). Due to Reagan Elementary qualifying for Additional Targeted Support and Improvement (ATSI),
	our LCAP Federal Addendum needed to be updated to reflect this change.
6.	Financial Impact:
7.	Funding Source:
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!"

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

School Year

2022-2023

Date of Board Approval

5-30-2023

LEA Name

Kingsburg Elementary Charter School District

CDS Code:

10-62240

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Part A Title II, Part A Title III, Part A Title IV, Part A

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Federal title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions which are organized and supported by multi-tiered systems of support to provide strategic and intensive interventions to meet the needs of underperforming student groups (such as Low Socioeconomic, English Learner and Foster/Homeless).

Identifying Students' Needs: Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods, including, but not limited to state summative assessments, SBAC interim assessments, local benchmarks, observations, progress monitoring tools and resources.

An in-depth analysis of student achievement data, staff and parent surveys, is conducted at the District level and at each school site to determine academic areas of strength, areas of concern and instructional strategies and programs that support student achievement. Instructional goals for improvement are established with the input of staff members, students, the district leadership teams and parents.

The District's Governing Board ensures that the district is responsive to the values, beliefs, and priorities of the community. The Board works with the Superintendent to fulfill its major responsibilities, which include overseeing the development and adoption of policies, establishing academic expectations, establishing budget priorities, adopting the budget, and providing safe and adequate facilities that support the district's instructional programs.

Alignment

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

The District and school sites collaborate to plan, organize and ensure accountability and alignment of federal and state funds. Site administrators receive training on the effective and appropriate use of supplemental funds to support school initiatives. Each site's School Plan for Student Achievement includes funding sources that reinforce the goals, actions and services to support each site's student populations.

The District's LCAP actions are developed with the input of all stakeholders. The District uses data from multiple measures, including the CA Dashboard to conduct a district and staff needs assessment. District and site leadership teams work together and with the school community to identify specific areas of concern, based on data, to help students improve. To address the areas of concern, a root cause analysis is conducted. After determining a possible cause of the concern, administrators continue to work with their leadership teams and stakeholders to identify solutions to the problems. Site specific actions are then developed to implement with staff.

Stakeholders include parents, students, community members, staff, parent groups, Site Council, English Learner Advisory Council, District ELAC, and the Parent/District Advisory Committee.

All allowable activities and expenditures are discussed with stakeholders, including the SSC. The Assistant Superintendent and CBO review all requisitions to ensure the funds are used for allowable expenses. When completing requisitions for purchases using Federal and LCFF Supplemental Concentration Funds, site administrators check to make sure the use of these funds align with the SPSA, LCAP and Charter. On every requisition using federal and LCFF S&C funds, site administrators include which goal number the funds address in the SPSA and the page number indicating where information is located.

Federal funds are targeted to support low-income students and their families, lowest achieving students and English Learner populations to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Kingsburg Elementary Charter School District identifies disparities in teacher assignment through our Human Resources Department. A full time Director of Human Resources reviews credentials to ensure that teachers are qualified, experienced and assigned to the appropriate classrooms and core subjects.

The Superintendent's Cabinet, made up of the Superintendent, Assistant Superintendent, Chief Business Official, Director of HR and Director of Special Education and Student Services meet to analyze the data. The results of the data for each question are shown below.

Are minority students taught at higher rates than other students by ineffective teachers?

No – We only had 0.9% of ineffective teachers at one school site, Rafer Johnson Junior High. There were no differences in rates as students at the Junior High level rotate through multiple different teachers throughout the day.

Are low-income students taught at higher rates than other students by ineffective teachers?

No – We only had 0.9% of ineffective teachers at one school site, Rafer Johnson Junior High. There were no differences in rates as students at the Junior High level rotate through multiple different teachers throughout the day. Are minority students taught at higher rates than other students by inexperienced teachers?

No – There is no pattern of minority students being taught by inexperienced teachers, at higher rates than other students.

All site administrators work with their school community and staff to ensure classrooms are balanced and students receive instruction from qualified teachers.

New teachers/interns are matched with a mentor teacher and provided additional staff development and training. Teachers participating in the District's Teacher Induction Program (Beginning Teacher Support and Assessment — BTSA) receive extra support through BTSA Support Providers. BTSA supports the growth and development of general education, multiple subject, single subject and special education preliminary credentialed teachers through fully supported induction courses and a support provider/mentor model while fulfilling the Commission on Teacher Credentialing requirements for obtaining a clear credential. Each participating teacher is matched with a like-credentialed and grade level support provider/mentor who provides intensive and individualized support that is aligned with current District initiatives and goals to assist the new teacher in developing strong pedagogy. The mentor supports collaboration through reflective practice that leads to a process of continuous learning and effective classroom practice.

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

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

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

Parent and Family Engagement

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

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

Schools that are identified needing comprehensive support, will work with parents of that school through the School Site Council and ELAC committees. The actions taken will be reflected in the SPSA-School Plan for Student Achievement for each school.

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

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

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

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

- 1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
- 2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
- 3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
- 4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
- 5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

- 6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
- 7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
- 8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Kingsburg Elementary Charter School District is committed to partnering with parents, in support of their children to ensure they are becoming college and career ready.

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually, if needed, based on recommended changes from the California School Board Association. The district and school sites also take into account feedback from parent advisory groups and information gathered from annual parent surveys and parent conferences.

For each of our five Title I designated schools, the school's Parent Involvement Policy is reviewed by the School Site Council at a regularly scheduled meeting and also at the District/School Site Annual Title I Parent Meeting which takes place in the fall.

The district and each school site provides multiple opportunities for parent engagement.

- 1. Annual Title I Parent Meetings Take place in the fall and provide families with information regarding opportunities for parent involvement, student achievement data information, CA Dashboard results and School Safety. Parents are also provided with training in regards to a variety of topics, including student academic needs, review of curriculum, mental health, suicide prevention, and school safety.
- 2. Parents are invited to participate and join a variety of parent organizations including: Parent Advisory Groups English Language Advisory Committee, District ELAC, School Site Council, District/Parent Advisory Committee, music boosters, athletic boosters, Parent-Teacher Organization
- 3. Back to School Night at each site provides a time for families to meet the teacher and classmates, learn more about the upcoming year and how to help students at home.
- 4. Open House is another opportunity for students to shine and share their work, as well as enjoy time with their family, teachers and classmates.
- 5. Parent-Teacher Conferences Teachers are expected to meet, individually, with 100% of their students' parents during this designated week, which takes place annually in October.
- 6. Adult Parenting Workshops in English and Spanish
- 7. Adult English as a Second Language Classes
- 8. Kingsburg Reads One Book Families have the opportunity to become more involved in their child's literacy development and build a culture of literacy at home.

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

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

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

Our district liaisons monitor the students in our community school program.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Four of the KECSD designated Title I Schools implement a "Schoolwide" Title I Program. Island Community Day School was identified as a Targeted Assistance Title I School in 2019, due to its Socio-economically Disadvantaged or SED and sole student enrolled during CBEDS. There was one student enrolled at Island during the 2022-2023 school year. CVHS has been identified by the state as a "Targeted Assisted" Title I School based on the percentage of students identified as SED.

Programs which meet the individual needs of neglected and/or delinquent students within the school and outside of the regular education program includes interventions structured within the Positive Behavior Intervention and Supports (PBIS) system model inclusive of individualized and group counseling, individualized or small group academic support, positive behavior planning, mentorships, check-in and check-out systems, reward activities contingent on goal setting, and connecting students with outside resources such as outside counseling, community service, and organized group involvement. Additionally, school district liaisons case manage student and families to ensure needs are being met. Students are identified through fact gathering. Fact gathering can occur through information being brought forward to the administration through various communication means, or through structured Professional Learning Community (PLC) time, in which teachers systematically meet to discuss individual student needs and concerns, and problem solve interventions, which can include interventions such as change in instructional approaches, identification of mentors, or referring to the next level of intervention. Student Study Teams (SST) bring together various specialty team members for the purpose of problem solving and creating an individual plan of success for the student. Student Study Teams include the parent, student (if appropriate), administrator, teacher, and any other staff or community member that could or would have a relatable investment in the student's education and goal of wellness and success.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless children and youth are identified upon enrollment or information fact gathering. Once identified, district liaisons are readily available to the families and assure supports and services righted to homeless children and youth is implemented and carried through, inclusive of assisting in gathering of and completing all necessary paperwork, receiving free meals, assuring transportation needs to and from school are met. Liaisons also assist with other resources outside of the school to assure that all basic needs are being met inclusive of medical appointments, and connecting families to places that may assist with clothing, food, and shelter when needed.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A-B)

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

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

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Special Education

For special education students known to be transitioning from an early childhood education outside of the LEA, the outgoing agency contacts the LEA prior to the student's third birthday, at which time a transition IEP meeting takes place to assure continuance of service without interruption. For students not in special education, the LEA reaches out to local early childhood programs to inform them of the services offered by the LEA, inclusive of options of enrollment for preschool and the Transitional Kindergarten (TK) program. Contact information and instructions are disseminated. Transitional meetings between the incoming and outgoing agencies are encouraged and held for students known to have additional needs which are identified through discussion, parent request, or through information provided on enrollment.

For students in special education, transition IEP meetings are held with the junior high school and high school to discuss student needs and assure continuance of services. For students not in special education with at risk or high risk needs, communication takes place between the outgoing and incoming administration to discuss present levels of performance and needs with subsequent thoughtful planning. For all students, students and parents attend a registration night prior to the end of the 8th grade school year in which they are presented with good baseline information, register for classes, and are given the opportunity to ask questions and schedule meetings with high school counselors if they so choose. Additionally, students tour the campus and participate in "placement tests" to ensure that students are placed in the classroom that will provide the best opportunity for success.

Transition Between Grade Level Spans/Schools

KECSD 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. The District's unique grade level configuration consists of the following schools and grade levels:

Washington School: TK, K Roosevelt School: Grade 1 Lincoln School: Grades 2 & 3

Ronald W. Reagan Elementary School: Grades 4, 5 & 6

Rafer Johnson Jr. High School: Grades 7 & 8 Central Valley Home School: Grades K-8 Island Community Day School: Grades 4-8

Site administrators work with each other to schedule visitation days, at the end of the school year, for students who are transitioning to a new school. These special events include a tour of the school, meeting with teachers/staff and a special assembly to help students feel welcome, as well as build excitement for the next school year and new school.

In addition to the visitation days, site administrators collaborate to meet and discuss the needs of specific students transitioning from one school to the next. Data from multiple measures is used as a focus of these meetings, as well as teacher input.

Additional Information Regarding Use of Funds Under this Part ESSA SECTION 1112(b)(13) (A-B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The KECSD uses LCFF funds to identify and serve students identified as Gifted and Talented and to support our school library programs.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions

ESSA SECTION 1423(4)

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

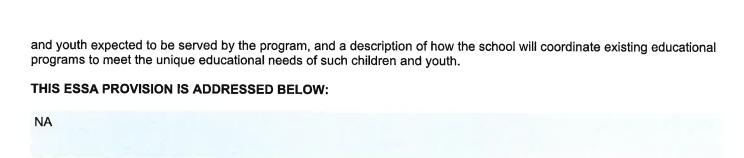
THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs

ESSA SECTION 1423(5)

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



Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9-10)

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

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

NA
Probation Officer Coordination ESSA SECTION 1423(11)
As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The field of education is constantly evolving and expanding its knowledge base. Advancements in technology and information about how students learn best are continually being discovered. To keep pace with the knowledge needed to ensure that all students will achieve at high levels and with a focus on equity, the KECSD provides its staff with a model for continuous learning throughout their careers.

KECSD has an integrated system of professional growth and improvement focused on increasing student achievement and closing the achievement gap. Professional development in our district varies from new teacher induction programs, such as BTSA, to individualized professional learning for our most veteran staff through district academic coaches. The District believes its teachers are critical to student success and improving teacher quality through professional development and coaching is key to providing support.

Decisions are data driven, using multiple measures including, but not limited to:

CA Dashboard/State Summative Assessments

Benchmark Assessments

Formative Assessments

Teacher Input/Professional Input

Parent/Student Surveys

Root Cause Analysis

County Office Consultation

Research and Input from Other Districts/Organizations

Classroom Observations

Available Resources

Induction/Beginning Teacher Support and Assessment (BTSA)

The Kingsburg Elementary Charter School District (KECSD) partners with the Fresno County Superintendent of Schools Induction/BTSA program. The BTSA program provides specific professional development and individual guidance to beginning teachers working to clear their credential. Beginning teachers work in collaboration with a trained Mentor/Support Provider (SP) to receive a formative, performance-based, teacher assessment and support system. The system allows Participating Teachers (PT) to practice and reflect on effective instructional practices.

Clear Administrative Services Credential (CASC)

Administrators working towards their Clear Administrative Services Credential are paired with an experienced administrator mentor. CASC is a two-year program designed to provide new administrators with field experience and learning through coaching and professional development.

Comprehensive Professional Development

KECSD also provides a comprehensive professional development program focusing on state frameworks, instructional shifts and implementation of newly adopted board approved instructional materials. The District works with members of the KECSD Academic Leadership Team, nearby County Offices of Education and other outside consultants to provide training for staff. Together, with the District's Leadership Team, these expert practitioners are instrumental with constructing a multi-tiered system of support to ensure that all students including English Learners and Students with Disabilities have the supports needed to be successful in an inclusive classroom environment.

Professional Learning Communities (PLC)

The District provides a weekly time for staff to collaborate and focus on student learning, using a structure based on the DuFour Professional Learning Community model which provides a framework for analyzing student data, planning and sharing of best instructional practices.

Academic Coaching

The District's Academic Coaches provide focused support to help teachers and leaders contextualize district goals and practices that they are learning in district professional development, with teachers ultimately applying them in their own classrooms. The coaches use an inquiry approach, and work with teachers to identify strengths, goals, and questions of student learning that teachers bring to their work, as well as provide guidance, information and scaffolding that will help them improve practice and reach goals. The District English Learner Director also provides ongoing professional development and follow up support to ensure increased student achievement for our ELs, with a focus on the implementation of integrated and designated English Language Development.

Vertical Teams

The District's Literacy, Math, and Technology Vertical Teams each play an important role in the academic success of students. These individual groups help create a culture that connects teachers with a common shared vision and purpose. The vertical teams establish linkages and connections to create a seamless education for students, as well as build relationships among staff and promote creative opportunities to build capacity, become experts in their field, and continually improve practice.

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Signature Practices

The Kingsburg Elementary Charter School District's signature practices, Sheltered Instruction Observational Protocol (SIOP – The District adopted model of instruction.), Professional Learning Communities (PLC), Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS) 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.

KECSD's professional development are centered on these four signature practices, in addition to implementation of the CA Frameworks, instructional shifts, state standards and newly adopted curriculum.

KECSD provides targeted support and coaching to school sites through an extensive multi-tiered System of Support (MTSS) model.

Our professional development is focused on closing the achievement gap. Schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards have first priority in receiving professional development from TII and other resources. Reagan Elementary qualified for ATSI in 2023 in the category of Suspension with the Homeless population. Reagan will receive funding, so they can provide professional development in trauma informed practices for their staff.

Response to Intervention (RTI) – All school sites work with their full time resource teachers, District Director of Special Education and District Leadership to implement RTI. The RTI teacher provides support to students who are significantly below grade level standards in English Language Arts, focusing on foundational literacy skills and math. RTI teachers identify students through a universal screening process and provide high quality instruction and interventions matched to student needs. Progress is monitored frequently and adjustments in instruction are made when appropriate and based on data. The RTI teacher meets with grade level teachers through the PLC process to discuss individual student needs and refer a student, if necessary, to a Student Study Team (SST) for evaluation of additional support. Extra support is provided for the RTI staff and classroom teachers through additional targeted professional development, with the focus on Tier 2 and 3 intervention. Paraprofessionals have been included in Tier 2 and Tier 3 intervention training, alongside classroom teachers and the special education staff.

Data and Ongoing Consultation to Support Continuous Improvement ESSA SECTION 2102(b)(2)(D)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

KECSD values and supports the continuous improvement of programs and actions and implements a robust evaluation process, using multiple measures and reflection to analyze work and adjust plans, as needed and based on data.

The District maintains a wide variety of monitoring metrics in both our LCAP and Single Plan for Student Achievement (SPSA) to assist in targeting needs, allocating resources, and evaluating program effectiveness. (Title I – Annual Program Evaluation)

The District implements the Plan, Do, Study, Act – Continuous Improvement Cycle to analyze plans and make improvements:

Step 1: Plan - Development of a plan, based on need/data

Step 2: Do – Implementation of the Plan

Step 3: Study - Time set aside to analyze data and study results

Step 4: Act - Adjust/Refine the change, based on data and what was learned

Multiple measures used to monitor progress includes, but is not limited to:

Surveys – All stakeholders including, students, staff and families provide valuable feedback. Annual surveys are utilized to gain knowledge and a deeper understanding of student engagement, academic rigor, school connectedness and culture, college and career readiness, learning styles, support services and programs, instruction and other relevant information. Results are analyzed and shared districtwide to determine areas of strength and areas where improvement is needed.

LCAP Stakeholder Input Meetings provide additional input in regards to the 8 state priorities, including staff/student needs and professional development and support.

Student Achievement Results – Data including state summative assessment results, the CA Dashboard Indicators, local indicators, formative assessments and other multiple measures are analyzed on an ongoing basis. Through PLCs and bi-weekly Academic Leadership Team Meetings, and Vertical Team Meetings, the data is analyzed and used to guide instruction. Professional Development needs may also be identified and addressed during these structured meetings.

Evaluation/Observation Process – To ensure all students have access to high quality instruction, the evaluation of all staff is vital to the success of the students and the district. The evaluation of employees is a collaborative process and includes observations, walk-throughs, conferencing, goal setting and reflection throughout the year.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Elementary Charter School District will continue using funds provided by Title III Part A to enhance programs provided to English Learners by focusing on effective implementation of integrated and designated ELD through research based learning strategies to increase English Learner achievement. The district will partner with FCSS to provide professional learning opportunities that focus on targeting designated ELD strategies across all grade levels. Teachers will be able participate in additional professional learning opportunities to be able to plan and align their instruction to the ELD standards and make connections to the ELA standards. Coaching and support will be provided throughout the year to align assessments to the accordingly and to proficiency level. The director of curriculum and instruction will conduct professional learning sessions with district leadership teams and stakeholders to inform and align school sites to improve instruction for our English Learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Elementary Charter School District will assist immigrant students and parents in the understanding of our school system and services that are available. Upon enrollment a welcome package and a meeting is held with incoming or returning families to provide them the opportunity to be an active participant in their child's education. The English Learner services department provides school supplies, along with a list of resources offered by the school district and the community in a language they can understand. Among the resources offered are ESL classes, literacy classes and tech nights throughout the year with translations available. After initial testing students will be placed in the appropriate classroom according to proficiency level. Newcomers will have additional opportunities to with specific programs to meet their needs.

Title III Programs and Activities

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through continuing data analysis and progress monitoring, Kingsburg Elementary Charter School District will increase English learner proficiency and reclassification rates. Teachers will have additional summer planning to align ELD standards to current units of study. They will also have additional planning days partnered with the local office of education to continue to revise and enhance our educational plan for our English learners. Students are placed in the appropriate ELD classes according to proficiency level so instruction is focused on their learning needs. Through data analysis the district is able to focus on students that are not meeting language proficiency or at risk of becoming Long Term English Learner status and intervene as quickly as possible. Supplementary materials and technology programs have been purchased with Title III funds to support newcomers for additional assistance and support.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Kingsburg Elementary Charter continues to use funds under Subpart 1 to help English Learners achieve English proficiency on the State's English language proficiency assessment by providing professional development to teachers and acquiring additional resources. Along with professional learning opportunities specifically designed to designated and integrated ELD, each school site participates in the focused progress monitoring of their English Learners. Dedicated principals conduct focused PLC's geared to the improvement of English Learner progress. Teachers are provided collaboration time and are able to adjust instruction through data analysis of English learner assessments and the examination of reclassification criteria.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Kingsburg Elementary Charter School District applied to receive Title IV, Part A funds on this year's Consolidated Application. If the district receives funding, our efforts will focus on the following:

- 1. Funding to support safe and healthy students who may be at risk both academically and behaviorally by providing support and resources for students and their families by connecting them to specific program needs such as mental health providers, parenting workshops and classes on safety and health/wellness.
- 2. The funding will help support implementation of PBIS and other socio-emotional areas to improve school climate.
- 3. Effective use of Technology will be supported through professional development. Our objective is to develop 21st Century Learners by furthering the use of technology in the classroom and using technology as a tool to access the California state standards. Effective use of technology also includes the area of technology integration, computer science classes and coding.
- 4. Program effectiveness will be monitored through a variety of means including, but not limited to CA Dashboard Indicators, surveys, parent involvement opportunities/enrollment and feedback from staff.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement] NA

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

[Enter a description of which activities will be included within the support for a well-rounded education] NA

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning] NA-We are currently using our Title IV funding for the Safe and Healthy Students Section.

Safe and Healthy Students (ESSA Section 4108)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement] Identifying Students' Needs: Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods, including, but not limited to state summative assessments, SBAC interim assessments, local benchmarks, observations, progress monitoring tools and resources.

An in-depth analysis of student achievement data, staff, student and parent surveys, is conducted at the District level and at each school site to determine academic areas of strength, areas of concern and instructional strategies and programs that support student achievement. Instructional goals for improvement are established with the input of staff members, students, the district leadership teams and parents.

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

[Enter a description of the activities to be included within the support for safety and health of students]

The district has implemented PBIS at each school site and has moved 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.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning] We will use the California Dashboard to determine our suspension rate. On the most recent dashboard, we had 2.5% of our students suspended, compared to 3.1% by the state of California. 78.4% of our Rafer students reported on the student survey that they feel safe at school. 75.5% of our Reagan students reported that they feel safe at school. Currently our PBIS programs at our sites are being effective.

Effective Use of Technology (ESSA Section 4109)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

NA

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology] NA

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning] NA-We are currently using our Title IV funding for the Safe and Healthy Students Section.

Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A
Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment] 2022-2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education

Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education February 2022

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: July 1 Budget, 2023-24
2.	Agenda Item Category:
	Consent Agenda
	Action Item
	Presentation
	Public Hearing
	Closed Session
3.	Submitted By:
	Bobby Rodriguez, CBO
4	A 440 alb prometry
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
	Submitted to the Board
5.	Purpose: To approve the July 1 budget for the 2023-24 school year. Projections were made utilizing
	FCMAT's LCFF Calculator version 24.1 and the Governor's May Revise.
6.	Financial Impact:
7.	Funding Source: All Funds
Q	District Goals This Item Will Meet:
0.	✓ Increase Student Achievement
	Provide a Cofe Pariti and Life Value And Pariti
	Provide a Safe, Positive and Healthy Learning Environment
	✓ Develop 21 st 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!"

Budget, July 1 FINANCIAL REPORTS 2023-24 Budget School District Certification

10 62240 0000000 Form CB EBBTY5D6WP(2023-24)

ANN	ANNUAL BUDGET REPORT:			
July	1, 2023 Budget Adop	tion		
Select applicable boxes: 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:	Public Hearing	:
	Place:	Kingsburg Elementary Charter School District District Offie	Place:	Kingsburg Elementary Charter School District Professional Development Building
	Date:	May 23, 2023	Date:	May 30, 2023
			Time:	4:00 p _e m,
	Adoption Date:	June 12, 2023		
	Signed:			
		Clerk/Secretary of the Governing Board		
		(Original signature required)		
	Contact person for a	additional information on the budget reports:		
	Name:	Bobby Rodriguez	Telephone:	559-897-2331
	Title:	Chief Business Official	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.

RITERIA	A 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.	х	
RITERI	A 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.		х
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.	х	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		х
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.			х
6a	Other Rev enues	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.		х
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.		х
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	х	
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.	х	
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,	х	
UPPLEN	IENTAL 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?	х	
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?		х
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?	х	
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)?	х	

Budget, July 1 FINANCIAL REPORTS 2023-24 Budget School District Certification

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?		×
UPPLEM	ENTAL INFORMATION (continued)		No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		х
		TION (continued) TION (continued) TION (continued) Titments Does the district have long-term (multiyear) commitments or debt agreements? If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payments? If yes, are they lifetime benefits? If yes, are they lifetime benefits? If yes, are they lifetime benefits? If yes, are benefits funded by pay-as-you-go? Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)? Are salary and benefit negotiations still open for: Certificated? (Section S8A, Line 1) Classified? (Section S8A, Line 1) Management/supervisor/cont/idential? (Section S8C, Line 1) Accountability Plan Does the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? Adoption date of the LCAP or an update to the LCAP: 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? ATORS ATORS Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? Is enrollment decreasing in both the prior fiscal year and budget year? At any new charter schools operating in district boundaries that are impacting the district's enrollment, either the prior fiscal year or budget year? 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-livit adjustment? ATORS (continued) Is the district provide uncapped (100% employer paid) health benefits for current or retired employees? In the listic of the COE, pursuant to EC 42127.6(a).		
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		х
	PPLEMENTAL INFORMATION (continued) Set Long-term Commitments Does the district have long-term (multilyear) commitments or debt agreements? If yes, have annual payments for the budget or two subsequent fiscal years increased over prio (2022-23) annual payments for the budget or two subsequent fiscal years increased over prio (2022-23) annual payment? Postemployment Benefits Other than Pensions Pensions Postemployment Benefits Other than Pensions Does the district provide postemployment benefits other than pensions (OPEB)? If yes, do benefits continue beyond age 65? If yes, do benefits continue beyond age 65? If yes, are benefits funded by pay-as-you-go? Does the district provide other self-insurance benefits (e.g., workers' compensation, employee healt welf-are, or property and liability)? Status of Labor Agreements Agreements Agreements Local Control and Accountability Plan (LCAP) Local Control and Accountability Plan (LCAP) Does the school district's governing board adopt an LCAP or an update to the LCAP effective budget year? Adoption date of the LCAP or an update to the LCAP: Does the school district's budget include the expenditures necessary to implement the LCAP or annual to the LCAP as described in the Local Control and Accountability Plan and Annual Update Templated to the LCAP as described in the Local Control and Accountability Plan and Annual Update Templated to the LCAP as described in the Local Control and Accountability Plan and Annual Update Templated States and States are supported by the school district's budget include the expenditures necessary to implement the LCAP as described in the Local Control and Accountability Plan and Annual Update Templated to the LCAP as described in the Local Control and Accountability Plan and Annual Update Templated States and States are supported by the school set of the States and States are impacting the district's enrollment the prior fiscal year and budget year? As Declining Enrollment As personnel position control independent from the	If yes, are they lifetime benefits?		х
		If yes, do benefits continue beyond age 65?		х
		If yes, are benefits funded by pay-as-you-go?		х
S7b	Other Self-insurance Benefits	N (continued) No continued) Does the district have long-term (multiyear) commitments or debt agreements? If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payments? If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment? Does the district provide postemployment benefits other than pensions (OPEB)? If yes, are they lifetime benefits? If yes, are benefits funded by pay-as-you-go? Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfars, or property and liability)? Are salary and benefit negotiations still open for: Certificated? (Section S8A, Line 1) Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for it budget year? Adoption date of the LCAP or an update to the LCAP: Does the school district's budget include the expenditures necessary to implement the LCAP or annual updo to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template? ORS Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? Is personnel position control independent from the payroll system? Is enrollment decreasing in both the prior fiscal year and budget year? Are any new charter schools operating in district boundaries that are impacting the district's enrollment, eith the prior fiscal year or budget year? Ceed COLA Has the district netred into a bargaining agreement where any of the budget or subsequent fiscal years of agreement would result in salary increases that are expected to exceed the projected state funded cost-of-adjustment? Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? at System Does the district have any report		
S8	Status of Labor	Are salary and benefit negotiations still open for:		
	CLEMENTAL INFORMATION (continued)	х		
		Classified? (Section S8B, Line 1)	х	
		- Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9				х
S10	LCAP Expenditures			х
DDITION	Postemployment Benefits Other than Pensions Does the district provide postemployment benefits other than pensions (OPEB)? If yes, are they lifetime benefits? If yes, are they lifetime benefits? If yes, are benefits continue beyond age 65? If yes, are benefits continue benefits (e.g., workers' compensation, employee health and welf are, or property and liability?) Continued the send of the		No	Yes
A1	Negative Cash Flow		х	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		х
А3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	х	
A4			х	
A5	Salary Increases Exceed COLA	agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living	x	
ODITION	- If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment? Postemployment Benefits Other than Pensions Tyes, are the district provide postemployment benefits other than pensions (OPEB)? If yes, are benefits continue beyond age 657 If yes, are benefits funded by pay-as-you-go? The other Self-insurance Benefits Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)? Are salary and benefit negotiations still open for: Contributed (Section S8A, Line 1) Classified? (Section S8A, Line 1) Classified? (Section S8B, Line 1) Does the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? Adoption date of the LCAP or an update to the LCAP: 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? DITIONAL FISCAL INDICATORS Al 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? As Declining Erroflment Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in profit fiscal year and budget year? As Declining Erroflment Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year and budget year? As 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-laving adjustment? Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? As Independent Financial System Is the district provide uncapped (1			Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	х	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	х	
A8	Fiscal Distress Reports		х	
A9	LEMENTAL INFORMATION (continued) 6		х	

Kingsburg Elementary Charter Fresno County

Budget, July 1 2023-24 Budget WORKERS' COMPENSATION CERTIFICATION

ANNUAL CEI	RTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS		
superintender	ducation Code Section 42141, if a school district, either individually or as a member of a joi at of the school district annually shall provide information to the governing board of the scho ard annually shall certify to the county superintendent of schools the amount of money, if a	ool district regarding the estimated accrued but u	nfunded cost of those claim
To the County	Superintendent of Schools:		
	Our district is self-insured for workers' compensation claims as defined in Education Code S	ection 42141(a):	
	Our district is self-insured for workers' compensation claims as defined in Education Code Section 421 Total liabilities actuarially determined: Less: Amount of total liabilities reserved in budget: Estimated accrued but unfunded liabilities: X This school district is self-insured for workers' compensation claims through a JPA, and offers the following the compensation claims through a JPA, and offers the following through a JPA.	\$	
	Less: Amount of total liabilities reserved in budget:	s	
	Estimated accrued but unfunded liabilities:	\$	0.00
	This school district is self-insured for workers' compensation claims through a JPA, and offer This school district is not self-insured for workers' compensation claims.	rs the following Information:	
	This school district is not self-insured for workers' compensation claims.	ors the following Information: Date of Meeting: June 12,	2023
			2023
Signed	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board		2023
Signed	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board (Original signature required)		2023
Signed For additional	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board (Original signature required) information on this certification, please contact:		2023
Signed For additional Name:	This school district is not self-insured for workers' compensation claims. Clerk/Secretary of the Governing Board (Original signature required) information on this certification, please contact: Bobby Rodriguez		2023

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Kingsburg Elementary Charter Fresno County

10 62240 0000000 Form TC E8BTY5D6WP(2023-24)

G = General Ledger Data; S = Supplemental Data

	Data								
		Data Supplied For:							
Form	Description	2022-23 Estimated Actuals	2023-24 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 Postemploy ment 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								

			E8B115D6WP(2023-24
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		
Α	Av erage Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
СВ	Budget Certification		S
СС	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp Budget		GS
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	

Kingsburg Elementary Charter Fresno County

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MYP	Multiy ear 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

			20.	22-23 Estimated Actual	s		2023-24 Budget		% Diff Column C & F
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	27,076,748.00	0,00	27,076,748.00	29,436,381.00	0.00	29,436,381.00	8.7%
2) Federal Revenue		8100-8299	88,726.65	5,524,710.97	5,613,437_62	88,726.65	4,745,292.08	4,834,018,73	-13.9%
3) Other State Revenue		8300-8599	413,283.09	8,092,736.36	8,506,019,45	403,598,32	5,389,838.01	5,793,436,33	-31,9%
4) Other Local Revenue		8600-8799	179,822.03	1,247,546.00	1,427,368.03	179,349,03	1,299,788.00	1,479,137,03	3.6%
5) TOTAL, REVENUES			27,758,579.77	14,864,993.33	42,623,573.10	30,108,055,00	11,434,918.09	41,542,973.09	-2,5%
B. EXPENDITURES									
Certificated Salaries		1000-1999	10,068,126.25	2,216,290.56	12,284,416.81	10,327,711.43	2,506,551.48	12,834,262.91	4,5%
2) Classified Salaries		2000-2999	3,237,183.78	1,453,280,41	4,690,464.19	3,672,390,30	1,551,684.13	5,224,074.43	11.4%
3) Employee Benefits		3000-3999	6,556,378,37	2,425,208.89	8,981,587.26	6,995,692.91	2,684,496.90	9,680,189.81	7.8%
4) Books and Supplies		4000-4999	1,141,031,37	3,779,799.75	4,920,831.12	1,956,967.70	5,167,641.82	7,124,609.52	44.8%
5) Services and Other Operating Expenditures		5000-5999	3,107,685.29	3,191,154,65	6,298,839.94	3,817,385.41	4,225,880,60	8,043,266.01	27.7%
6) Capital Outlay		6000-6999	14,000.00	912,258,52	926,258.52	1,100,000.00	1,202,235.94	2,302,235.94	148.6%
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	446,546.00	56,000.00	502,546,00	446,546.00	37,000.00	483,546.00	-3.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(142,955,35)	86,745.40	(56,209,95)	(206,144.21)	149,934.26	(56,209.95)	0.0%
9) TOTAL, EXPENDITURES			24,427,995.71	14,120,738.18	38,548,733.89	28,110,549.54	17,525,425.13	45,635,974.67	18.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,330,584,06	744,255,15	4,074,839,21	1,997,505.46	(6,090,507.04)	(4,093,001,58)	-200.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers				1					
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	120,000.00	0.00	120,000.00	-14.3%
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	(1,681,630.60)	1,681,630.60	0.00	(2,067,326,68)	2,067,326.68	0,00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,821,630.60)	1,681,630.60	(140,000,00)	(2,187,326.68)	2,067,326.68	(120,000.00)	-14.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,508,953.46	2,425,885.75	3,934,839.21	(189,821,22)	(4,023,180.36)	(4,213,001,58)	-207-1%
F. FUND BALANCE, RESERVES					_				
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	10,910,966.67	1,501,406.61	12,412,373.28	12,345,586.77	4,023,180.36	16,368,767.13	31,9%
b) Audit Adjustments		9793	(74,333.36)	95,888.00	21,554,64	0.00	0.00	0.00	-100.0%

			202	2-23 Estimated Actuals		2023-24 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			10,836,633,31	1,597,294.61	12,433,927.92	12,345,586,77	4,023,180,36	16,368,767,13	31.6%
d) Other Restatements		9795	0,00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,836,633.31	1,597,294.61	12,433,927,92	12,345,586.77	4,023,180.36	16,368,767,13	31.6%
2) Ending Balance, June 30 (E + F1e)			12,345,586.77	4,023,180,36	16,368,767,13	12,155,765,55	0.00	12,155,765,55	-25.7%
Components of Ending Fund Balance				2-15/12/11			4 11 170		
a) Nonspendable				1 21 1 1 1 1 1			1 3 4 4 4 4		
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	4,023,180.36	4,023,180.36	0,00	0.00	0.00	-100.0%
c) Committed				I I HE STELL			_1_0 = 1_0 N E = 1		
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	12,345,586,77	0.00	12,345,586.77	12,155,765,55	0.00	12,155,765.55	-1_5%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0,00	0,00	0,00				
 Fair Value Adjustment to Cash in County Treasury 		9111	0,00	0.00	0.00				
b) in Banks		9120	0,00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0,00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0,00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

			202	22-23 Estimated Actuals	3	2023-24 Budget			
Description Re	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0,00	0,00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
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	000				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0,00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0,00				
LCFF SOURCES				FEEDRAL N					
Principal Apportionment				3 50					
State Aid - Current Year		8011	17,356,174.00	0.00	17,356,174.00	19,312,505.00	0.00	19,312,505,00	11.3%
Education Protection Account State Aid - Current Year		8012	6,287,245.00	0.00	6,287,245.00	6,690.547.00	0.00	6,690,547.00	6.4%
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	23,584.00	0.00	23,584.00	23,584.00	0.00	23,584.00	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	2,050.00	0.00	2,050.00	2,050.00	0.00	2,050.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	3,053,010.00	0.00	3,053,010.00	3,053,010.00	0.00	3,053,010,00	0.0%
Unsecured Roll Taxes		8042	157,038.00	0.00	157,038.00	157,038.00	0.00	157,038,00	0.0%
Prior Years' Taxes		8043	15,132.00	0.00	15,132.00	15,132.00	0.00	15,132.00	0.0%
Supplemental Taxes		8044	62,681.00	0.00	62,681.00	62,681.00	0.00	62,681.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(121,752.00)	0.00	(121,752.00)	(121,752.00)	0.00	(121,752.00)	0.0%

			202	2-23 Estimated Actuals					
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Community Redevelopment Funds (SB 617/699/1992)		8047	241,586,00	0.00	241,586.00	241,586.00	0.00	241,586,00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Roy alties 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			27,076,748.00	0.00	27,076,748.00	29,436,381.00	0.00	29,436,381.00	8.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00	1.5	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			27,076,748.00	0.00	27,076,748.00	29,436,381.00	0.00	29,436,381.00	8.7%
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	467,635.00	467,635.00	0.00	437,465.00	437,465.00	-6.5%
Special Education Discretionary Grants		8182	0.00	128,094.00	128,094.00	0.00	55,518.00	55,518.00	-56.7%
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		900,635.41	900,635-41		763,946.85	763,946.85	-15.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		83,532,70	83,532.70		113,402.50	113,402.50	35.8%
Title III, Part A, Immigrant Student Program	4201	8290		3,878.95	3,878.95	1 - 1 - 1 - 1	0.00	0.00	-100.0%
Title III, Part A, English Learner Program	4203	8290		54,857.90	54,857.90		42,651.00	42,651-00	-22-3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0-00	0.00	0.0%

			2022	2-23 Estimated Actuals		2023-24 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		142,799,28	142,799,28		115,718.00	115,718.00	-19.0
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0
All Other Federal Revenue	All Other	8290	88,726.65	3,743,277,73	3,832,004.38	88,726.65	3,216,590.73	3,305,317.38	-13.7
TOTAL, FEDERAL REVENUE			88,726.65	5,524,710.97	5,613,437,62	88,726,65	4,745,292.08	4,834,018,73	-13.9
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			1 12 P. 14 P.			Y 8 7 E 50			
Current Year	6500	8311	3-2	0.00	0.00		0.00	0,00	0,0
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0
All Other State Apportionments - Prior Years	All Other	8319	0.00	0_00	0.00	0.00	0.00	0.00	0,0
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	189,319.00	189,319.00	Ne
Mandated Costs Reimbursements		8550	39,028,09	0.00	39,028.09	42,198.72	0.00	42,198.72	8.1
Lottery - Unrestricted and Instructional Materials		8560	374,255.00	147,500.50	521,755.50	361,399.60	142,433.96	503,833.56	-3.4
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					- 1,11				4,5
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	13, 18, 18, 18	0.00	0.00	2 7	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		64,638.00	64,638.00		8,000.00	8,000.00	-87.6
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	7,880,597.86	7,880,597.86	0.00	5,050,085.05	5,050,085.05	-35.9
TOTAL, OTHER STATE REVENUE			413,283.09	8,092,736,36	8,506,019.45	403,598.32	5,389,838.01	5,793,436.33	-31.9

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			2022	2-23 Estimated Actuals			2023-24 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Other Local Revenue					Î				
County and District Taxes			61.15.08						
Other Restricted Levies						- Water 1			
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				113-101		8			
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	49,298.00	49,298.00	New
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				THE REPORT					
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	97,326.75	45,300.00	142,626.75	96,853.75	25,300.00	122,153.75	-14.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

California Dept of Education SACS Financial Reporting Software - SACS V5.1 File: Fund-A, Version 6

			202	2-23 Estimated Actuals			2023-24 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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				1		Y I THE			
From Districts or Charter Schools	6500	8791		0.00	0.00	×	0.00	0,00	0.0%
From County Offices	6500	8792		1,202,246,00	1,202,246.00		1,225,190.00	1,225,190,00	1.9%
From JPAs	6500	8793	A SECTION AND A SECTION AND ASSESSMENT OF THE PARTY OF TH	0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers		İ	STATE OF THE STATE OF						
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			179,822.03	1,247,546.00	1,427,368.03	179,349,03	1,299,788.00	1,479,137,03	3,6%
TOTAL, REVENUES			27,758,579.77	14,864,993.33	42,623,573.10	30,108,055,00	11,434,918.09	41,542,973.09	-2.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	8,062,126.12	1,335,748.48	9,397,874_60	8,240,810.98	1,221,422.39	9,462,233.37	0.7%
Certificated Pupil Support Salaries		1200	893,193.57	695,057,95	1,588,251,52	975,311.09	916,971.77	1,892,282.86	19.1%
Certificated Supervisors' and Administrators' Salaries		1300	1,112,806.56	185,484.13	1,298,290.69	1,111,589.36	368,157.32	1,479,746.68	14.0%
Other Certificated Salaries		1900	0,00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			10,068,126.25	2,216,290.56	12,284,416.81	10,327,711.43	2,506,551.48	12,834,262.91	4.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	343,630.47	893,573.11	1,237,203.58	700,754.66	773,219.06	1,473,973.72	19.1%
Classified Support Salaries		2200	1,223,032.29	238,085.20	1,461,117.49	1,237,741.11	349,630.15	1,587,371-26	8.6%
Classified Supervisors' and Administrators' Salari	ies	2300	486,746.06	65,185,56	551,931.62	516,053.69	70,619.05	586,672.74	6.3%
Clerical, Technical and Office Salaries		2400	1,167,934.96	256,436.54	1,424,371.50	1,202,840.84	358,215.87	1,561,056.71	9.6%
Other Classified Salaries		2900	15,840.00	0,00	15,840.00	15,000.00	0.00	15,000.00	-5.3%
TOTAL, CLASSIFIED SALARIES			3,237,183.78	1,453,280.41	4,690,464.19	3,672,390.30	1,551,684.13	5,224,074.43	11.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,959,426.66	1,382,125.14	3,341,551.80	2,026,110.31	1,507,773.38	3,533,883.69	5.8%
PERS		3201-3202	754,261.97	353,622.72	1,107,884-69	922,775.45	412,530.97	1,335,306.42	20.5%
OASDI/Medicare/Alternative		3301-3302	403,395.99	142,806,74	546,202,73	434,543.58	155,632.90	590,176.48	8.1%

			202	2-23 Estimated Actuals			2023-24 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Health and Welfare Benefits		3401-3402	1,999,216,92	453,163,98	2,452,380.90	2,105,593,86	505,164.06	2,610,757.92	6.5%
Unemploy ment Insurance		3501-3502	57,472.71	5,953.27	63,425.98	7,109,31	2,321.19	9,430.50	-85.1%
Workers' Compensation		3601-3602	329,139,73	87,537.04	416,676.77	346,986,79	101,074.40	448,061.19	7.5%
OPEB, Allocated		3701-3702	1,035,084,00	0.00	1,035,084.00	1,134,230.90	0,00	1,134,230.90	9.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0,00	0.0%
Other Employee Benefits		3901-3902	18,380.39	0.00	18,380.39	18,342,71	0.00	18,342.71	-0.2%
TOTAL, EMPLOYEE BENEFITS			6,556,378.37	2,425,208.89	8,981,587,26	6,995,692,91	2,684,496.90	9,680,189.81	7.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0,00	159,688.80	159,688.80	0-00	300,644.54	300,644,54	88.3%
Books and Other Reference Materials		4200	74,727.84	0.00	74,727.84	21,200.00	0,00	21,200.00	-71.6%
Materials and Supplies		4300	895,942.39	1,716,175,00	2,612,117.39	1,784,108.72	3,585,090.58	5,369,199.30	105.5%
Noncapitalized Equipment		4400	170,361.14	1,903,935,95	2,074,297.09	151,658.98	1,281,906.70	1,433,565.68	-30.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,141,031.37	3,779,799,75	4,920,831.12	1,956,967.70	5,167,641.82	7,124,609.52	44.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	723,694.05	400,000.00	1,123,694.05	759,879.00	110,000.00	869,879.00	-22.6%
Travel and Conferences		5200	97,115.30	34,844.60	131,959.90	63,251,35	432,590.51	495,841.86	275.8%
Dues and Memberships		5300	25,741.11	0.00	25,741.11	25,358,00	0.00	25,358,00	-1.5%
Insurance		5400 - 5450	221,113.92	0.00	221,113.92	221,113.92	0.00	221,113.92	0.0%
Operations and Housekeeping Services		5500	753,750.00	186,500.00	940,250.00	1,012,000.00	0.00	1,012,000.00	7,6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	175,754.78	37,297.24	213,052.02	170,186,38	62,851.03	233,037,41	9.4%
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	1,001,184.22	2,488,336.17	3,489,520.39	1,456,672,43	3,610,239.06	5,066,911.49	45.2%
Communications		5900	109,331.91	44,176.64	153,508.55	108,924.33	10,200.00	119,124.33	-22.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,107,685.29	3,191,154.65	6,298,839.94	3,817,385,41	4,225,880.60	8,043,266.01	27.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	568,913.00	568,913.00	1,000,000,00	1,132,235.94	2,132,235.94	274.8%
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	14,000.00	328,125.20	342,125.20	100,000.00	70,000.00	170,000.00	-50.3%

Budget, July 1 General Fund Unrestricted and Restricted Expenditures by Object

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			202	2-23 Estimated Actuals			2023-24 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Equipment Replacement		6500	0.00	15,220.32	15,220.32	0.00	0,00	0,00	-100.0%
Lease Assets		6600	0.00	0.00	000	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0,00	0.00	0_00	0_00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			14,000.00	912,258.52	926,258.52	1,100,000.00	1,202,235.94	2,302,235.94	148.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition					1				
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	56,000.00	119,899.00	63,899.00	37,000.00	100,899,00	-15.89
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			13.00						
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	CONTROL OF THE PARTY	0.00	0.00	0.0%
ROC/P Transfers of Apportionments		ĺ							
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	N SINEVIS	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		İ							
Debt Service - Interest		7438	54,000.00	0.00	54,000.00	54,000.00	0.00	54,000.00	0.0%
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	56,000.00	502,546.00	446,546.00	37,000.00	483,546.00	-3.8%

California Dept of Education SACS Financial Reporting Software - SACS V5.1 File: Fund-A, Version 6

10 62240 0000000 Form 01 E8BTY5D6WP(2023-24)

			202	2-23 Estimated Actuals			2023-24 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Transfers of Indirect Costs		7310	(86,745,40)	86,745.40	0.00	(149,934,26)	149,934.26	0.00	0.0
Transfers of Indirect Costs - Interfund		7350	(56,209.95)	0.00	(56,209.95)	(56,209,95)	0.00	(56,209.95)	0.0
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(142,955.35)	86,745,40	(56,209.95)	(206,144,21)	149,934.26	(56,209.95)	0.0
TOTAL, EXPENDITURES			24,427,995.71	14,120,738.18	38,548,733,89	28,110,549,54	17,525,425.13	45,635,974.67	18.4
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	61,337.65	0.00	61,337.65	61,337.65	0.00	61,337.65	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	78,662.35	0.00	78,662.35	58,662,35	0.00	58,662,35	-25.4
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	120,000.00	0.00	120,000.00	-14.3
OTHER SOURCES/USES				1 - K - W					
SOURCES							W 184		
State Apportionments			1	1.54		-	WELL STATE		
Emergency Apportionments		8931	0.00	0.00	0.00	0,00	0.00	0.00	0.0
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0,00	0,00	0,00	0.0
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Proceeds from Leases		8972	0.00	0.00	0.00	0-00	0.00	0,00	0.0
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0-00	0.00	0,00	0.0
Proceeds from SBITAs		8974	0.00	0,00	0.00	0.00	0,00	0.00	0.0
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0

10 62240 0000000 Form 01 E8BTY5D6WP(2023-24)

			202	22-23 Estimated Actual	s		2023-24 Budget		
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0,00	0.00	0,00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0,00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,681,630.60)	1,681,630.60	0.00	(2,067,326.68)	2,067,326.68	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			(1,681,630.60)	1,681,630.60	0.00	(2,067,326.68)	2,067,326.68	000	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,821,630.60)	1,681,630.60	(140,000.00)	(2,187,326.68)	2,067,326.68	(120,000.00)	-14.3%

			20	22-23 Estimated Actuals	S		2023-24 Budget		
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	27,076,748.00	0.00	27,076,748.00	29,436,381.00	0.00	29,436,381.00	8.7%
2) Federal Revenue		8100-8299	88,726.65	5,524,710.97	5,613,437_62	88,726.65	4,745,292.08	4,834,018.73	-13.9%
3) Other State Revenue		8300-8599	413,283.09	8,092,736.36	8,506,019,45	403,598,32	5,389,838.01	5,793,436.33	-31.9%
4) Other Local Revenue		8600-8799	179,822.03	1,247,546.00	1,427,368.03	179,349.03	1,299,788.00	1,479,137.03	3,6%
5) TOTAL, REVENUES			27,758,579.77	14,864,993.33	42,623,573,10	30,108,055.00	11,434,918.09	41,542,973.09	-2.5%
B. EXPENDITURES (Objects 1000-7999)								7	
1) Instruction	1000-1999		13,029,843.38	7,417,436.06	20,447,279_44	15,249,612,08	10,884,815.42	26,134,427,50	27.8%
2) Instruction - Related Services	2000-2999		4,005,221.72	1,141,770.96	5,146,992.68	4,089,178,58	1,341,757.65	5,430,936.23	5,5%
3) Pupil Services	3000-3999		1,369,351.57	1,495,113.13	2,864,464.70	1,397,890,02	1,932,267.28	3,330,157.30	16.3%
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		2,841,182.20	172,251.07	3,013,433,27	2,807,957.29	290,445.22	3,098,402.51	2.8%
8) Plant Services	8000-8999		2,735,850.84	3,838,166.96	6,574,017.80	4,119,365.57	3,039,139,56	7,158,505.13	8.9%
9) Other Outgo	9000-9999	Except 7600- 7699	446,546.00	56,000.00	502,546.00	446,546.00	37,000.00	483,546.00	-3.8%
10) TOTAL, EXPENDITURES			24,427,995.71	14,120,738.18	38,548,733.89	28,110,549.54	17,525,425.13	45,635,974.67	18.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,330,584.06	744,255.15	4,074,839.21	1,997,505.46	(6,090,507.04)	(4,093,001.58)	-200.4%
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	120,000.00	0.00	120,000.00	-14.3%
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	(1,681,630.60)	1,681,630.60	0.00	(2,067,326-68)	2,067,326.68	0.00	0_0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,821,630,60)	1,681,630,60	(140,000.00)	(2,187,326.68)	2,067,326.68	(120,000.00)	-14.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,508,953_46	2,425,885.75	3,934,839.21	(189,821.22)	(4,023,180.36)	(4,213,001,58)	-207-1%
F. FUND BALANCE, RESERVES						Φ.			
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	10,910,966.67	1,501,406.61	12,412,373.28	12,345,586.77	4,023,180.36	16,368,767.13	31.9%

10 62240 0000000 Form 01 E8BTY5D6WP(2023-24)

		20	22-23 Estimated Actuals			2023-24 Budget		
Description Fun	Obje ction Codes Cod		Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
b) Audit Adjustments	979	3 (74,333,36)	95,888.00	21,554.64	0.00	0.00	0.00	-100_0%
c) As of July 1 - Audited (F1a + F1b)		10,836,633.31	1,597,294.61	12,433,927.92	12,345,586.77	4,023,180.36	16,368,767.13	31.6%
d) Other Restatements	979	5 0.00	0,00	0.00	0.00	0.00	0,00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		10,836,633.31	1,597,294,61	12,433,927,92	12,345,586.77	4,023,180.36	16,368,767.13	31,6%
2) Ending Balance, June 30 (E + F1e)		12,345,586.77	4,023,180,36	16,368,767.13	12,155,765,55	0.00	12,155,765,55	-25.7%
Components of Ending Fund Balance			**************************************			100 2750 75		
a) Nonspendable			1000					
Revolving Cash	971	0.00	0.00	0.00	0.00	0.00	0,00	0.0%
Stores	971	2 0.00	0,00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items	971	0.00	0,00	0.00	0.00	0.00	0.00	0.0%
All Others	971	0.00	0.00	0,00	0.00	0.00	0.00	0.0%
b) Restricted	974	0.00	4,023,180.36	4,023,180,36	0.00	0.00	0.00	-100.0%
c) Committed			F 15 1 1 5 5					
Stabilization Arrangements	975	0.00	0.00	0,00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)	976	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned								
Other Assignments (by Resource/Object)	978	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties	978	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount	979	12,345,586.77	0.00	12,345,586,77	12,155,765.55	0_00	12,155,765.55	-1.5%

Budget, July 1 General Fund Exhibit: Restricted Balance Detail

10 62240 0000000 Form 01 E8BTY5D6WP(2023-24)

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6266	Educator Effectiveness, FY 2021-22	456,295.49	0.00
6300	Lottery: Instructional Materials	181,959.58	0,00
7435	Learning Recovery Emergency Block Grant	3,371,240.00	0,00
7810	Other Restricted State	143.00	0,00
9010	Other Restricted Local	13,542.29	0,00
Total, Restricted Balance		4,023,180.36	0.00

10 62240 0000000 Form 08 E8BTY5D6WP(2023-24)

Description Resor	urce Codes Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES		XING Y		
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-		7	0.00
8) Other Outgo - Transfers of Indirect Costs	7499 7300-7399	0.00	0.00	0.0%
	7300-7399	0.00	0.00	0.09
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	0.09
b) Transfers Out	7600-7629	0.00	0.00	0.09
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	169,862.74	169,862.74	0.0
b) Audit Adjustments	9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)		169,862.74	169,862.74	0.0
d) Other Restatements	9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)		169,862.74	169,862.74	0.0
2) Ending Balance, June 30 (E + F1e)		169,862.74	169,862.74	0.0
Components of Ending Fund Balance	I			
Components of Ending Fund Balance a) Nonspendable				
	9711	0.00	0.00	0.0
a) Nonspendable	9711 9712	0.00	0.00	
a) Nonspendable Revolving Cash	-	0.00	0.00	0.09
a) Nonspendable Revolving Cash Stores	9712			

California Dept of Education SACS Financial Reporting Software - SACS V5.1 File: Fund-F, Version 5

10 62240 0000000 Form 08 E8BTY5D6WP(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
c) Committed					سر تنظر الع
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			
8) Other Current Assets		9340	0.00		
			0.00		
9) Lease Receivable 10) TOTAL, ASSETS		9380	0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
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		
J. DEFERRED INFLOWS OF RESOURCES		*			
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
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%

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California Dept of Education SACS Financial Reporting Software - SACS V5.1

10 62240 0000000 Form 08 E8BTY5D6WP(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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%
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	5		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%

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10 62240 0000000 Form 08 E8BTY5D6WP(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - 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%
Proceeds from SBITAs		8974	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 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%

10 62240 0000000 Form 08 E8BTY5D6WP(2023-24)

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES			Tins Lav.	11000000	7, 4, 712
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
3. 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	Ī	0.00	0.00	0.0
4) Ancillary Services	4000-4999	Ī	0.00	0.00	0.0
5) Community Services	5000-5999	Ī	0.00	0.00	0.0
6) Enterprise	6000-6999	Ī	0.00	0.00	0.0
7) General Administration	7000-7999	Ī	0.00	0.00	0.0
8) Plant Services	8000-8999	İ	0.00	0.00	0.0
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.
10) TOTAL, EXPENDITURES		ľ	0.00	0.00	0.
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.
OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0,00	0.
b) Transfers Out		7600-7629	0.00	0.00	0.
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.
b) Uses		7630-7699	0.00	0.00	0.
3) Contributions		8980-8999	0.00	0.00	0.
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.
. FUND BALANCE, RESERVES				Î	
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	169,862.74	169,862.74	0.
b) Audit Adjustments		9793	0.00	0.00	0.
c) As of July 1 - Audited (F1a + F1b)			169,862.74	169,862.74	0.
d) Other Restatements		9795	0.00	0.00	0.
e) Adjusted Beginning Balance (F1c + F1d)		İ	169,862.74	169,862.74	0.
2) Ending Balance, June 30 (E + F1e)		İ	169,862.74	169,862.74	0.
Components of Ending Fund Balance		İ			
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.
Stores		9712	0.00	0.00	0.
Prepaid Items		9713	0.00	0.00	0.0
All Oil					
All Others		9719	0.00	0.00	0.0

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Budget, July 1 Student Activity Special Revenue Fund Expenditures by Function

10 62240 0000000 Form 08 E8BTY5D6WP(2023-24)

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
c) Committed				0.00	
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned		Ī			
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated		Ī			
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0,00	0.00	0.0%

Budget, July 1 Student Activity Special Revenue Fund Exhibit: Restricted Balance Detail

10 62240 0000000 Form 08 E8BTY5D6WP(2023-24)

	Resource	Description	2022-23 Estimated 2023-24 Actuals Budget
	8210	Student Activity Funds	169,862.74 169,862.74
Tot	al, Restricted Balance		169,862.74 169,862.74

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					17 .82.1
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	226,983,00	226,983,00	0,0
4) Other Local Revenue		8600-8799	757.54	757,54	0,0
5) TOTAL, REVENUES			227.740.54	227,740,54	0.0
B, EXPENDITURES		-			
1) Certificated Salaries		1000-1999	100,434.61	112,564.10	12,
2) Classified Salaries		2000-2999	72,170.16	49,366.23	-31.6
3) Employ ee Benefits		3000-3999	89,697,65	97,445,57	8.
4) Books and Supplies		4000-4999	44,939.79	107,630.38	139.
				-	
5) Services and Other Operating Expenditures		5000-5999	2,793,17	1,618,50	-42
6) Capital Outlay		6000-6999	0.00	0.00	0.
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0,00	0.
8) Other Outgo - Transfers of Indirect Costs		7300-7399	17,415,09	17,415,09	0,
9) TOTAL, EXPENDITURES			327,450,47	386,039,87	17,
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - 89)			(99,709.93)	(158,299.33)	58.
D. OTHER FINANCING SOURCES/USES				Î	
1) Interfund Transfers					
a) Transfers In		8900-8929	61,337.65	61,337,65	0,
b) Transfers Out		7600-7629	0.00	0.00	0.
2) Other Sources/Uses		7000 7020	0.00	0.00	u.
a) Sources		8930-8979	0,00	0.00	0.
b) Uses		7630-7699	0.00	0,00	0,
3) Contributions		8980-8999	0.00	0,00	0,
4) TOTAL, OTHER FINANCING SOURCES/USES			61,337,65	61,337,65	0,
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(38,372,28)	(96,961,68)	152,
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	135,333,96	96,961.68	-28,
b) Audit Adjustments		9793	0,00	0.00	0.
c) As of July 1 - Audited (F1a + F1b)			135,333,96	96,961,68	-28,
d) Other Restatements		9795	0,00	0,00	0,
e) Adjusted Beginning Balance (F1c + F1d)			135,333.96	96,961,68	-28
2) Ending Balance, June 30 (E + F1e)			96,961,68	0,00	-100.
Components of Ending Fund Balance			00,001,00	0,00	100
a) Nonspendable					
		0744		2.00	0.1
Revolving Cash		9711	0,00	0.00	0,
Stores		9712	0,00	0.00	0,
Prepaid Items		9713	0,00	0.00	0,
All Others		9719	0,00	0.00	0,
b) Restricted		9740	0,00	0,00	0.
c) Committed				3 7 4 4 1	
Stabilization Arrangements		9750	0.00	0.00	0.
Other Commitments		9760	0,00	0.00	0.
d) Assigned					
Other Assignments		9780	96,961.68	0.00	-100.
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.
G. ASSETS		0700	0.00	0,00	0.
1) Cash					
		2442			
a) in County Treasury		9110	0,00		
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		
Investments Accounts Receivable		9150 9200	0.00		

					E8BTY5D6WP(2023-24	
Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference	
5) Due from Other Funds		9310	0,00			
6) Stores		9320	0.00			
7) Prepaid Expenditures		9330	0,00			
8) Other Current Assets		9340	0,00			
9) Lease Receivable		9380	0,00			
10) TOTAL, ASSETS			0.00			
H. DEFERRED OUTFLOWS OF RESOURCES						
1) Deferred Outflows of Resources		9490	0,00			
2) TOTAL, DEFERRED OUTFLOWS			0.00			
I. LIABILITIES						
1) Accounts Payable		9500	0.00			
2) Due to Grantor Governments		9590	0.00			
3) Due to Other Funds		9610	0.00			
4) Current Loans			0.00			
to-street with water transfer		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						
(G10 + H2) - (I6 + J2)			0.00			
FEDERAL REVENUE						
Child Nutrition Programs		8220	0,00	0,00	0.0%	
Interagency Contracts Between LEAs		8285	0,00	0.00	0,0%	
Title I, Part A, Basic	3010	8290	0.00	0,00	0.0%	
All Other Federal Revenue	All Other	8290	0,00	0.00	0.0%	
TOTAL, FEDERAL REVENUE			0.00	0.00	0,0%	
OTHER STATE REVENUE						
Child Nutrition Programs		8520	0,00	0.00	0.0%	
Child Development Apportionments		8530	0,00	0,00	0.0%	
Pass-Through Revenues from State Sources		8587	0,00	0.00	0.0%	
State Preschool	6105	8590	226,983,00	226,983.00	0.0%	
All Other State Revenue	All Other	8590	0,00	0.00	0.0%	
TOTAL, OTHER STATE REVENUE			226,983,00	226,983.00	0.0%	
OTHER LOCAL REVENUE						
Other Local Revenue						
Sales						
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%	
Food Service Sales		8634	0,00	0.00	0.0%	
Interest		8660	757.54	757,54	0.0%	
		8662	0.00	0.00		
Net Increase (Decrease) in the Fair Value of Investments		0002	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			227,740.54	227,740,54	0.0%	
CERTIFICATED SALARIES						
Certificated Teachers' Salaries		1100	49,405.37	56,362.50	14.1%	
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%	
Certificated Supervisors' and Administrators' Salaries		1300	51,029.24	56,201.60	10.1%	
Other Certificated Salaries		1900	0,00	0.00	0.0%	
TOTAL, CERTIFICATED SALARIES			100,434.61	112,564,10	12-1%	
CLASSIFIED SALARIES			100,404,01	112,504,10	12:176	
Classified Instructional Salaries		2100	66,997,80	40.200.02	20.00	
				49,366.23	-26.3%	
Classified Support Salaries		2200	0.00	0.00	0.0%	
Classified Supervisors' and Administrators' Salaries		2300	5,172.36	0.00	-100.0%	
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%	

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0,0%
TOTAL, CLASSIFIED SALARIES			72,170,16	49,366,23	-31.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	5,541.36	6,034,23	8,9%
PERS		3201-3202	36,643.94	35,627.99	-2.8%
OASDI/Medicare/Alternative		3301-3302	9,759,75	10,749.16	10.1%
Health and Welfare Benefits		3401-3402	9,231,00	14,500.00	57.1%
Unemployment Insurance		3501-3502	111.90	79.89	-28.6%
Workers' Compensation		3601-3602	4,409,70	4,054.30	-8.1%
OPEB, Allocated		3701-3702	24,000.00	26,400.00	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			89,697,65	97,445.57	8,6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0,00	0,00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	43,333.07	106,023.66	144.7%
Noncapitalized Equipment		4400	1,606,72	1,606,72	0.09
Food		4700	0.00	0.00	0.09
TOTAL, BOOKS AND SUPPLIES			44,939.79	107,630.38	139.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0,00	0.0%
Travel and Conferences	33	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	850.07	850,07	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	1,416,67	242,00	-82.9%
Communications		5900	86,43	86,43	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,793.17	1,618.50	-42.1%
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	0.09
Equipment Replacement		6500	0.00	0,00	0.09
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0,00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Oul					
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					
Transfers of Indirect Costs - Interfund		7350	17,415.09	17,415.09	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			17,415,09	17,415.09	0.0%
TOTAL, EXPENDITURES			327,450.47	386,039.87	17.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	61,337.65	61,337,65	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.09
(a) TOTAL, INTERFUND TRANSFERS IN			61,337.65	61,337.65	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0,00	0.09

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0,00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0,00	0,00	0.0%
All Other Financing Sources		8979	0,00	0,00	0.0%
(c) TOTAL, SOURCES			0,00	0,00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0,00	0,00	0.0%
(d) TOTAL, USES			0,00	0.00	0.0%
CONTRIBUTIONS		3 1	N	Secretary of the second	STATE OF THE
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)			61,337,65	61,337,65	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					100
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	226,983,00	226,983.00	0.0%
4) Other Local Revenue		8600-8799	757.54	757,54	0.0%
5) TOTAL, REVENUES			227,740,54	227,740.54	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		203,765,62	244,302,33	19.9%
2) Instruction - Related Services	2000-2999		106,269,76	119,322.45	12,3%
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		17,415.09	17,415.09	0.0%
8) Plant Services	8000-8999		0.00	5,000.00	New
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0,00	0.0%
10) TOTAL, EXPENDITURES			327,450.47	386,039.87	17.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER			1		
FINANCING SOURCES AND USES (A5 - B10)			(99,709.93)	(158,299.33)	58,8%
D. OTHER FINANCING SOURCES/USES 1) Interfund Transfers					
a) Transfers In		8900-8929	61,337.65	61,337,65	0.0%
b) Transfers Out		7600-7629		170	
		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			61,337.65	61,337.65	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(38,372,28)	(96,961,68)	152.7%
F, FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	135,333.96	96,961,68	-28.4%
b) Audit Adjustments		9793	0.00	0,00	0.0%
c) As of July 1 - Audited (F1a + F1b)			135,333.96	96,961.68	-28_4%
d) Other Restalements		9795	0,00	0,00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			135,333,96	96,961,68	-28,4%
2) Ending Balance, June 30 (E + F1e)			96,961,68	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	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	96,961,68	0,00	-100.0%
e) Unassigned/Unappropriated				AND ADDRESS OF THE PARTY OF THE	
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Budget, July 1 Child Development Fund Exhibit: Restricted Balance Detail

10 62240 0000000 Form 12 E8BTY5D6WP(2023-24)

	Resource	Description	Estimated Actuals	2023-24 Budget
Total, Restricted Balance			0,00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A ₄ REVENUES					THE REAL PROPERTY.
1) LCFF Sources		8010-8099	0.00	0.00	0,0
2) Federal Revenue		8100-8299	904,731,90	942,534_67	4,2
3) Other State Revenue		8300-8599	140,486,70	335,723,76	139.0
4) Other Local Revenue		8600-8799	201,200,00	101,407,51	-49.6
5) TOTAL, REVENUES			1,246,418.60	1,379,665.94	10,7
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0,00	0,00	0,0
2) Classified Salaries		2000-2999	465,364.63	456,381.17	-1,5
3) Employ ee Benefits		3000-3999	255,937,18	262,868,27	2,
4) Books and Supplies		4000-4999	563,959.88	654,403,78	16,
5) Services and Other Operating Expenditures		5000-5999	45,669,47	54,692,80	19,
6) Capital Outlay		6000-6999	0.00	0.00	0,
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0,
8) Other Outgo - Transfers of Indirect Costs		7300-7399	38,794,86	38,794,86	0.
9) TOTAL, EXPENDITURES			1,369,726,02	1,467,140,88	7,
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(123,307.42)	(87,474,94)	-29,
D. OTHER FINANCING SOURCES/USES			(123,301,42)	(07,474,54)	-20,
1) Interfund Transfers					
a) Transfers In		8900-8929	78,662,35	58,662.35	-25
b) Transfers Out		7600-7629	0,00	0.00	0,
2) Other Sources/Uses			-	751	
a) Sources		8930-8979	0,00	0.00	0.
b) Uses		7630-7699	0.00	0.00	0.
3) Contributions		8980-8999	0.00	0.00	0,
4) TOTAL, OTHER FINANCING SOURCES/USES			78,662,35	58,662,35	-25.
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(44,645.07)	(28,812.59)	-35,
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	296,836.80	303,221.53	2,
b) Audit Adjustments		9793	51,029.80	0.00	-100.
c) As of July 1 - Audited (F1a + F1b)			347,866,60	303,221.53	-12
d) Other Restatements		9795	0.00	0.00	0.
e) Adjusted Beginning Balance (F1c + F1d)			347,866,60	303,221,53	-12
2) Ending Balance, June 30 (E + F1e)			303,221,53	274,408,94	-9.
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.
Stores		9712	0.00	0.00	0.
Prepaid Items		9713	0.00	0.00	0.
All Others		9719	0.00	0.00	0.
b) Restricted		9740	75,935,81	51,029.80	-32
c) Committed				2.,020:00	52
Stabilization Arrangements		9750	0.00	0.00	0.
Other Commitments		9760	0,00	0,00	0,
d) Assigned		****			
Other Assignments		9780	227,285,72	223,379.14	-1.
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0,
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.
G. ASSETS			3,50	5.00	V.
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		
		9200	0.00		
3) Accounts Receivable					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0,00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0,00		
8) Other Current Assets		9340	0,00		
9) Lease Recelvable		9380	0.00		
10) TOTAL, ASSETS			0,00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Oulflows 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	4.00		
5) Unearned Revenue		9650	0.00		
		9030	1		
6) TOTAL, LIABILITIES			0,00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0,00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	904,731,90	942,534,67	4,
Donated Food Commodities		8221	0.00	0,00	0,
All Other Federal Revenue		8290	0.00	0.00	0.
TOTAL, FEDERAL REVENUE			904,731.90	942,534.67	4,
OTHER STATE REVENUE					
Child Nutrition Programs		8520	140,486.70	335,723.76	139.
All Other State Revenue		8590	0.00	0.00	0,
TOTAL, OTHER STATE REVENUE			140,486,70	335,723,76	139,
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.
Food Service Sales		8634	165,000.00	65,207.51	-60,
Leases and Rentals		8650	0.00	0.00	0.
Interest		8660	1,200,00	1,200.00	0.
		8662	0.00	0.00	0,
Net Increase (Decrease) in the Fair Value of Investments Fees and Contracts		0002	0.00	0.00	U,
		0.77		0.00	
Interagency Services		8677	0.00	0.00	0.
Other Local Revenue					
All Other Local Revenue		8699	35,000.00	35,000.00	0.
TOTAL, OTHER LOCAL REVENUE			201,200.00	101,407,51	-49.
TOTAL, REVENUES			1,246,418,60	1,379,665,94	10.
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.
Other Certificated Salaries		1900	0,00	0.00	0.
TOTAL, CERTIFICATED SALARIES			0,00	0.00	0.
CLASSIFIED SALARIES					
Classified Support Salaries		2200	315,031.43	317,586.97	0.
Classified Supervisors' and Administrators' Salaries		2300	93,823.99	96,479.98	2
Clerical, Technical and Office Salaries		2400	49,508.77	34,994.62	-29
Other Classified Salaries		2900	7,000,44	7,319.60	4
TOTAL, CLASSIFIED SALARIES			465,364.63	456,381.17	-1
EMPLOYEE BENEFITS			100,004,00	400,00 1111	
STRS		3101-3102	0.00	0.00	0
PERS			1 1		
		3201-3202	117,591.79	122,838.29	4
OASDI/Medicare/Alternative		3301-3302	35,509.13	35,449.51	-0.
Health and Welfare Benefits		3401-3402	50,750.00	48,484.38	-4
Unemployment Insurance		3501-3502	234, 15	233.97	-0
Workers' Compensation		3601-3602	11,429,22	11,396,94	-0

Budget, July 1 Cafeteria Special Revenue Fund Expenditures by Object

10 62240 0000000 Form 13 E8BTY5D6WP(2023-24)

					E8BTY5D6WP(2023-24	
Description Re	esource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference	
OPEB, Allocated		3701-3702	40,422,89	44,465.18	10,09	
OPEB, Active Employees		3751-3752	0,00	0.00	0.09	
Other Employee Benefits		3901-3902	0.00	0.00	0.0%	
TOTAL, EMPLOYEE BENEFITS			255,937,18	262,868.27	2,7%	
BOOKS AND SUPPLIES						
Books and Other Reference Materials		4200	0,00	0,00	0.09	
Materials and Supplies		4300	56,590.25	67,837.25	19.99	
Noncapitalized Equipment		4400	12,531.66	10,493.26	-16,39	
Food		4700	494,837.97	576,073,27	16,49	
TOTAL, BOOKS AND SUPPLIES			563,959.88	654,403,78	16.09	
SERVICES AND OTHER OPERATING EXPENDITURES						
Subagreements for Services		5100	0.00	0,00	0.00	
Travel and Conferences		5200	1,802,75	7,034.12	290.29	
Dues and Memberships		5300	918,28	1,000,00	8,99	
Insurance		5400-5450	4,408.68	4,408,68	0.04	
Operations and Housekeeping Services		5500	0,00	0.00	0.0	
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	25,289,76	30,000.00	18.6	
Transfers of Direct Costs		5710	0.00	0.00	0.09	
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0	
Professional/Consulting Services and Operating Expenditures		5800	13,000.00	12,000.00	-7.7	
Communications		5900	250.00	250.00	0.0	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			45,669.47	54,692.80	19.8	
CAPITAL OUTLAY			45,000.41	34,032,00	13.0	
Buildings and Improvements of Buildings		6200	0.00	0.00	0.09	
Equipment		6400	0,00	0.00	0.0	
		6500			0.0	
Equipment Replacement			0,00	0,00		
Lease Assets		6600	0,00	0.00	0.0	
Subscription Assets		6700	0,00	0.00	0.0	
TOTAL, CAPITAL OUTLAY			0,00	0.00	0,0	
OTHER OUTGO (excluding Transfers of Indirect Costs)						
Debt Service						
Debt Service - Interest		7438	0.00	0.00	0,0	
Other Debt Service - Principal		7439	0.00	0.00	0.0	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0,00	0.00	0.0	
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS						
Transfers of Indirect Costs - Interfund		7350	38,794,86	38,794.86	0.0	
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			38,794,86	38,794.86	0,0	
TOTAL, EXPENDITURES			1,369,726.02	1,467,140.88	7.19	
INTERFUND TRANSFERS						
INTERFUND TRANSFERS IN						
From: General Fund		8916	78,662,35	58,662,35	-25.4	
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0	
(a) TOTAL, INTERFUND TRANSFERS IN			78,662.35	58,662.35	-25.4	
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 Leases		8972	0,00	0,00	0.0	
Proceeds from SBITAs		8974	0.00	0.00	0.0	
All Other Financing Sources		8979	0.00	0.00	0.0	
(c) TOTAL, SOURCES			0,00	0,00	0.0	
USES				1155	-	
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	
		, 055	0.00	0.00	0.0	
(d) TOTAL, USES			0,00	0,00	0,0	
CONTRIBUTIONS						

Budget, July 1 Cafeteria Special Revenue Fund Expenditures by Object

10 62240 0000000 Form 13 E8BTY5D6WP(2023-24)

Description	Resource Códes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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)			78,662.35	58,662.35	-25.4%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES			Tigredon London		TATE OF
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	904,731.90	942,534.67	4.2%
3) Other State Revenue		8300-8599	140,486,70	335,723.76	139.0%
4) Other Local Revenue		8600-8799	201,200,00	101,407.51	-49.6%
5) TOTAL, REVENUES			1,246,418,60	1,379,665.94	10.7%
B. EXPENDITURES (Objects 1000-7999)			2 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		
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		1,330,931,16	1,428,346.02	7.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0,00	0.0%
6) Enterprise	6000-6999		0.00	0,00	0.0%
7) General Administration	7000-7999		38,794,86	38,794.86	0.0%
8) Plant Services	8000-8999		0,00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0,00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,369,726.02	1,467,140.88	7.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(123,307,42)	(87,474,94)	-29.1%
D. OTHER FINANCING SOURCES/USES			(120,001,12)	(8.1.1. 99.1/	20170
1) Interfund Transfers					
a) Transfers In		8900-8929	78,662.35	58,662.35	-25.4%
b) Transfers Out		7600-7629	0.00	0,00	0.0%
2) Other Sources/Uses		1000 1020	0.00	0,00	0.070
a) Sources		8930-8979	0,00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
		8980-8999			
Contributions TOTAL, OTHER FINANCING SOURCES/USES		9900-0999	78,662,35	0.00 58,662.35	-25.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(44,645.07)	(28,812.59)	-35.5%
F. FUND BALANCE, RESERVES			(44,045,07)	(20,012,09)	-33.5%
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	296,836,80	303,221,53	2,2%
		9793			
b) Audit Adjustments		9/93	51,029,80	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			347,866.60	303,221.53	-12.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			347,866.60	303,221,53	-12.8%
2) Ending Balance, June 30 (E + F1e)			303,221,53	274,408.94	-9.5%
Components of Ending Fund Balance					
a) Nonspendable					25
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	75,935,81	51,029.80	-32,8%
c) Committed			5 - 5 p 1 m 1	1.00	
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	227,285,72	223,379,14	-1.7%
e) Unassigned/Unappropriated				The last terms of the last	
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Budget, July 1 Cafeterla Special Revenue Fund Exhibit: Restricted Balance Detail

10 62240 0000000 Form 13 E8BTY5D6WP(2023-24)

	Resource	Description	Estimated Actuals	2023-24 Budget
	5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	167.92	0.00
	5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	104,26	0,00
	5460	Child Nutrition: CACFP COVID-19 Emergency Operational Costs Reimbursement (ECR)	661.92	0.00
	5465	Child Nutrition: SNP COVID-19 Emergency Operational Costs Reimbursement (ECR)	20,415.65	0.00
	5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	51,029,80	51,029,80
	5810	Other Restricted Federal	3,063.00	0.00
	7027	Child Nutrition: COVID State Supplemental Meal Reimbursement	493.26	0.00
Total, Restricted Balance			75,935.81	51,029.80

Budget, July 1 Special Reserve Fund for Other Than Capital Outlay Projects Expenditures by Object

10 62240 0000000 Form 17 E8BTY5D6WP(2023-24)

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A, REVENUES			1. 1 19871 1.0	- 18	The LE
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			i i		
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				Ì	
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,691,386,73	2,698,831.01	0,.3
b) Audit Adjustments		9793	0,00	0,00	0,0
c) As of July 1 - Audited (F1a + F1b)			2,691,386,73	2,698,831,01	0,3
d) Other Restatements		9795	0,00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)			2,691,386,73	2,698,831.01	0,3
2) Ending Balance, June 30 (E + F1e)			2,698,831.01	2,706,275,29	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	000	0.0
Other Commitments		9760	0.00	0.00	0.0
d) Assigned				10	
Other Assignments		9780	2,698,831.01	2,706,275.29	0,3
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		
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		
		9150	0.00		
2) Investments					
2) Investments 3) Accounts Receivable		9200	0.00		

File: Fund-B, Version 5

Description Re	esource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0,00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0,00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0,00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0,00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES		E:	0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
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			7,444.20	7,443,20	0,070
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		0010	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT			0.00	0,00	0,070
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	1.6	6.5	0.0%
Other Authorized Interfund Transfers Out		7619	0,00	0.00	0,0%
(b) TOTAL, INTERFUND TRANSFERS OUT		7619	0.00	0.00	0.0%
OTHER SOURCES/USES			0.00	0.00	0.078
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES		0303	0,00	0.00	0.0%
USES			0,00	0.00	0,0%
Transfers of Funds from Lapsed/Reorganized LEAs		76F1	0.00	0.00	0.000
(d) TOTAL, USES		7651	0.00	0.00	0.0%
			0,00	0.00	0.0%
CONTRIBUTIONS		2000			
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%

Budget, July 1 Special Reserve Fund for Other Than Capital Outlay Projects Expenditures by Function

10 62240 0000000 Form 17 E8BTY5D6WP(2023-24)

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES			1 1 1 1 1 1 1 1 1 1	100	
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)			48 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		
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 OTHE	R		5100		
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	2,691,386,73	2,698,831.01	0,3%
b) Audit Adjustments		9793	0,00	0,00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,691,386.73	2,698,831.01	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,691,386.73	2,698,831.01	0.3%
2) Ending Balance, June 30 (E + F1e)			2,698,831.01	2,706,275.29	0,3%
Components of Ending Fund Balance			N 10 10 10 10 10 10 10 10 10 10 10 10 10	AT PART OF	
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			3.50		5.070
Stabilization Arrangements		9750	0,00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0,00	0.0%
d) Assigned		5700	0.00	0,00	0.0%
Other Assignments (by Resource/Object)		9780	2 608 824 04	2 705 275 20	0,3%
e) Unassigned/Unappropriated		9/80	2,698,831.01	2,706,275-29	0,3%
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9789	0.00	0.00	0.0%

Budget, July 1 Special Reserve Fund for Other Than Capital Outlay Projects Exhibit: Restricted Balance Detail

10 62240 0000000 Form 17 E8BTY5D6WP(2023-24)

ResourceDescription2022-23 Estimated Actuals2023-24 BelanceTotal, Restricted Balance0.000.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES			1 SUNT 18 18		
1) LCFF Sources		8010-8099	0.00	0.00	0.09
2) Federal Revenue		8100-8299	0,00	0,00	0,00
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			-1211		
1) Certificated Salaries		1000-1999	0.00	0.00	0.0
2) Classified Salaries		2000-2999	0.00	0.00	0.0
3) Employ ee 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			0,00	0,000	0.0
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,251,40	6,251,40	0.09
b) Audit Adjustments		9793	0,00	0,00	0.0
c) As of July 1 - Audited (F1a + F1b)		0700	6,251,40	6,251,40	0.0
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)		0750	6,251,40	6,251,40	0,0
2) Ending Balance, June 30 (E + F1e)			6,251,40	6,251,40	0,0
Components of Ending Fund Balance			0,20,140	0,201,40	0,0
a) Nonspendable					
Revolving Cash		9711	0,00	0.00	0.04
Stores		9712	0.00	0.00	0.0
Prepaid Items		9712	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		5740	0.00	0.00	0.0
Stabilization Arrangements		9750	0.00	0.00	0.0
				- 11	0.0
Other Commitments		9760	0,00	0,00	0.0
d) Assigned		0700	0.051.1-	0.054.40	
Other Assignments		9780	6,251.40	6,251,40	0.0
e) Unassigned/Unappropriated		2722			A
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0
G. ASSETS					
			0.00		
1) Cash			0.00		
1) Cash a) in County Treasury		9110		II.	
1) Cash a) in County Treasury 1) Fair Value Adjustment to Cash in County Treasury		9111	0,00		
1) Cash a) in County Treasury 1) Fair Value Adjustment to Cash in County Treasury b) in Banks		9111 9120	0, 00 0, 00		
1) Cash a) in County Treasury 1) Fair Value Adjustment to Cash in County Treasury b) in Banks c) in Revolving Cash Account		9111 9120 9130	0, 00 0, 00 0, 00		
1) Cash a) in County Treasury 1) Fair Value Adjustment to Cash in County Treasury b) in Banks c) in Revolving Cash Account d) with Fiscal Agent/Trustee		9111 9120 9130 9135	0,00 0,00 0,00 0,00		
1) Cash a) in County Treasury 1) Fair Value Adjustment to Cash in County Treasury b) in Banks c) in Revolving Cash Account		9111 9120 9130	0, 00 0, 00 0, 00		15

Description Resource	e Codes Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government	9290	0.00		
5) Due from Other Funds	9310	0.00		
6) Stores	9320	0.00		
7) Prepaid Expenditures	9330	0,00		
8) Other Current Assets	9340	0,00		
9) Lease Receivable	9380	0,00		
10) TOTAL, ASSETS		0.00		
H. DEFERRED OUTFLOWS OF RESOURCES		1		
1) Deferred Outflows of Resources	9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS		0.00		
I. LIABILITIES		1		
1) Accounts Payable	9500	0.00		
2) Due to Grantor Governments	9590	0.00		
3) Due to Other Funds				
	9610	0.00		
4) Current Loans	9640	0.00		
5) Unearned Revenue	9650	0,00		
6) TOTAL, LIABILITIES		0,00		
J. DEFERRED INFLOWS OF RESOURCES				
1) Deferred Inflows of Resources	9690	0.00		
2) TOTAL, DEFERRED INFLOWS		0,00		
K. FUND EQUITY				
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)		0.00		
FEDERAL REVENUE		i i		
FEMA	8281	0.00	0.00	0,
All Other Federal Revenue	8290	0,00	0.00	0.
TOTAL, FEDERAL REVENUE		0,00	0.00	0,
OTHER STATE REVENUE			i	
Tax Relief Subventions				
Restricted Levies - Other				
Homeowners' Exemptions	8575	0.00	0.00	0.
Other Subventions/In-Lieu Taxes	8576	0.00		0.
			0.00	
All Other State Revenue	8590	0.00	0,00	0,
TOTAL, OTHER STATE REVENUE		0.00	0.00	0.
OTHER LOCAL REVENUE				
Other Local Revenue				
County and District Taxes				
Other Restricted Levies				
Secured Roll	8615	0.00	0.00	0,
Unsecured Roll	8616	0,00	0.00	0.
Prior Years' Taxes	8617	0.00	0.00	0,
Supplemental Taxes	8618	0.00	0.00	0,
Non-Ad Valorem Taxes				
Parcel Taxes	8621	0,00	0,00	0.
Other	8622	0,00	0.00	0,
Community Redevelopment Funds Not Subject to LCFF Deduction	8625	0.00	0.00	0.
Penalties and Interest from Delinquent Non-LCFF Taxes	8629	0,00	0.00	0.
Sales	0000	0,00	9,00	
	9634	0.00	0.00	
Sale of Equipment/Supplies	8631	0,00	0,00	0.
Leases and Rentals	8650	0,00	0,00	0,
Interest	8660	0.00	0.00	0.
Net Increase (Decrease) in the Fair Value of Investments	8662	0.00	0.00	0.
Other Local Revenue				
All Other Local Revenue	8699	0,00	0.00	0.
All Other Transfers In from All Others	8799	0.00	0.00	0.
TOTAL, OTHER LOCAL REVENUE		0.00	0,00	0,
TOTAL, REVENUES		0.00	0.00	0
CLASSIFIED SALARIES				
Classified Support Salaries	2200	0.00	0.00	0,
Classified Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.
Clerical, Technical and Office Salaries	2400	0.00	0.00	0.
		1		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0,00	000	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0,00	0.00	0.09
PERS		3201-3202	0,00	0.00	0.09
OASDI/Medicare/Alternative		3301-3302	0,00	0.00	0,00
Health and Welfare Benefits		3401-3402	0,00	0.00	0,09
Unemployment Insurance		3501-3502	0.00	0.00	0.09
Workers' Compensation		3601-3602	0,00	0.00	0.09
OPEB, Allocated		3701-3702	0,00	0.00	0.0
OPEB, Active Employees		3751-3752	0.00	0.00	0.09
Other Employee Benefits		3901-3902	0,00	0.00	0.09
TOTAL, EMPLOYEE BENEFITS			0,00	0.00	0.09
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0,00	0.00	0.09
Materials and Supplies		4300	0,00	0.00	0.0
Noncapitalized Equipment		4400	0.00	0.00	0.09
TOTAL, BOOKS AND SUPPLIES			0,00	0.00	0,09
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0,00	0.00	0.09
Travel and Conferences		5200	0.00	0.00	0,00
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	0,00
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	0.00
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0,00	0.00	0,0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.09
Land Improvements		6170	0,00	0.00	0,09
Buildings and Improvements of Buildings		6200	0,00	0,00	0.00
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	0.00
Subscription Assets		6700	0,00	0,00	0*0
TOTAL, CAPITAL OUTLAY			0,00	0.00	0.0
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0
Debt Service - Interest		7438	0.00	0.00	0.09
Other Debt Service - Principal		7439	0,00	0,00	0.09
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0
TOTAL, EXPENDITURES			0.00	0.00	0.09
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0,00	0.00	0.0
(a) TOTAL, INTERFUND TRANSFERS IN			0,00	000	0,0
INTERFUND TRANSFERS OUT		2			
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	0.04
(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	000	0.0
Other Sources					
County School Bldg Aid		8961	0,00	0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0,00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0,00	0,00	0.0%
Proceeds from Leases		8972	0,00	0,00	0.0%
Proceeds from Lease Revenue Bonds		8973	0,00	0,00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0,00	0,00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0,00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + d + e)			0.00	0.00	0.0%

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Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES			Comments of		1000
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)			7-17-3 A. E.M.	La a La Paris	7
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) D. OTHER FINANCING SOURCES/USES			0,00	0.00	0.0%
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Oul		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses		1000-1029	0.00	0.00	0.076
a) Sources		9020 9070	0.00	0.00	0.09/
		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 E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0,00	0.00	0.0%
F. FUND BALANCE, RESERVES			0.00	0.00	0.0%
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,251.40	6,251.40	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)		57.05	6,251.40		0.0%
		9795		6,251.40	
d) Other Restatements		9795	0,00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,251.40	6,251,40	0.0%
2) Ending Balance, June 30 (E + F1e)			6,251,40	6,251,40	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			12 12 11 1		
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	6,251,40	6,251.40	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%

Budget, July 1 Building Fund Exhibit: Restricted Balance Detail

10 62240 0000000 Form 21 E8BTY5D6WP(2023-24)

65	Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance			0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES				0 5 -1	- 100g
1) LCFF Sources		8010-8099	0.00	0.00	0.09
2) Federal Revenue		8100-8299	0,00	0.00	0,09
3) Other State Revenue		8300-8599	0,00	0,00	0.09
4) Other Local Revenue		8600-8799	560,433.70	560,433,70	0.09
5) TOTAL, REVENUES			560,433.70	560,433,70	0.09
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0_0
2) Classified Salaries		2000-2999	0,00	0,00	0.09
3) Employ ee Benefits		3000-3999	0,00	0,00	0.0
4) Books and Supplies		4000-4999	5,178,01	5,178,01	0.0
5) Services and Other Operating Expenditures		5000-5999	303,850,00	3,850.00	-98,7
6) Capital Outlay		6000-6999	0,00	0,00	0,0
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			646,028.01	346,028,01	-46,4
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(85,594,31)	214,405,69	-350.5
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	0.09
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(85,594,31)	214,405,69	-350,59
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,119,887,30	1,034,292,99	-7.69
b) Audit AdjusIments		9793	0,00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)			1,119,887.30	1,034,292.99	-7,69
d) Other Restatements		9795	0,00	0,00	00
e) Adjusted Beginning Balance (F1c + F1d)			1,119,887.30	1,034,292,99	-7.6
2) Ending Balance, June 30 (E + F1e)			1,034,292,99	1,248,698,68	20.7
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.05
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	1,034,292.99	1,248,698.68	20.7
c) Committed			A 21 (4 1)	V - 14	
Stabilization Arrangements		9750	0.00	0.00	0.09
Other Commitments		9760	0,00	0.00	0.04
d) Assigned					
Other Assignments		9780	0.00	0.00	0.09
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0,00	0.00	0.09
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.09
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		
			1547		
2) Investments		9150	0.00		

Description R.	esource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0,00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0,00		
4) Current Loans		9640	0,00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0,00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0,00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0,00		
DTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0,00	0,
Other Subventions/In-Lieu Taxes		8576	0.00	0,00	0,
All Other State Revenue		8590	0,00	0.00	0.
TOTAL, OTHER STATE REVENUE			0,00	0.00	0.
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies			1		
		DC1E	0.00	0,00	0,
Secured Roll		8615	1		
Unsecured Roll		8616	0,00	0.00	0,
Prior Years' Taxes		8617	0.00	0,00	0.
Supplemental Taxes		8618	0,00	0.00	0,
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0,
Other		8622	0.00	0.00	0,
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0,00	0,
Sales					
Sale of Equipment/Supplies		8631	0,00	0.00	0,
Interest		8660	7,000.00	7,000.00	0
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.
Fees and Contracts				0232	
Miligation/Developer Fees		8681	513,607,12	513,607,12	0,
Other Local Revenue		0001	0.0,007,12	5,5,001,12	O,
All Other Local Revenue		8699	39,826.58	39,826.58	0
			1		
All Other Transfers In from All Others		8799	0,00	0.00	0
TOTAL, OTHER LOCAL REVENUE			560,433,70	560,433,70	0
TOTAL, REVENUES			560,433.70	560,433,70	0
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0,00	0
TOTAL, CERTIFICATED SALARIES			0.00	0,00	
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0,00	0.09
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0,00	0.04
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			A STATE OF THE STA	. Y 5 1 3	
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	5,178.01	5,178.01	0.0
TOTAL, BOOKS AND SUPPLIES			5,178.01	5,178,01	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	303,850.00	3,850.00	-98.7
Communications		5900	0.00	0.00	0.0
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			303,850,00	3,850.00	-98.7
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0
Land Improvements		6170	0.00	0.00	0.0
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0,00	0.00	0.0
Equipment Equipment Replacement		6400	0,00	0.00	0.0
Lease Assets		6500	0.00	0.00	0.0
Subscription Assets		6600	0,00	0.00	0.0
TOTAL, CAPITAL OUTLAY		6700	0,00	0.00	0.0
OTHER OUTGO (excluding Transfers of Indirect Costs)			0,00	0.00	0.0
Other Transfers Out					
All Other Transfers Out to All Others		7299	0,00	0.00	0.0
Debt Service		1233	0.00	0.00	0.0
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)		7 100	337,000.00	337,000.00	0.0
TOTAL, EXPENDITURES			646,028.01	346,028-01	-46.4
NTERFUND TRANSFERS			040,020.01	040,020101	40.1
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				1.50	0.0
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
			0.00	0.00	0.0
(b) TOTAL, INTERFUND TRANSFERS OUT			-	7(2)	
(b) TOTAL, INTERFUND TRANSFERS OUT OTHER SOURCES/USES			1		
OTHER SOURCES/USES					
OTHER SOURCES/USES SOURCES		8953	0,00	0,00	0.4
OTHER SOURCES/USES SOURCES Proceeds		8953	0,00	0,00	0.

California Dept of Education
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File: Fund-D, Version 5

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0,00	0,00	0,0%
Proceeds from Lease Revenue Bonds		8973	0,00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0,00	0.0%
All Other Financing Sources		8979	0,00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0,00	0.00	0.0%
(d) TOTAL, USES			0.00	0,00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0,00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES				W. B. S. V.	3-11-13
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)					State of the last
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		5,178.01	5,178,01	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	640,850.00	340,850.00	-46.8%
10) TOTAL, EXPENDITURES			646,028.01	346,028.01	-46.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5-B10)			(85,594,31)	214,405.69	-350.5%
D. OTHER FINANCING SOURCES/USES			(00,004,01)	214,400,00	330,076
1) Interfund Transfers					
a) Transfers In		8900-8929	0,00	0.00	0.0%
b) Transfers Oul		7600-7629	0,00	0.00	0.0%
2) Other Sources/Uses		7000-7029	0.00	0,00	0,078
		8930-8979	0.00	0.00	0.000
a) Sources		7630-7699	0,00	0.00	0.0%
b) Uses			0.00	0,00	0.0%
Contributions TOTAL, OTHER FINANCING SOURCES/USES		8980-8999	0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0,00	214,405,69	-350,5%
F. FUND BALANCE, RESERVES			(85,594.31)	214,405,09	-330,076
Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,119,887.30	1,034,292.99	-7.6%
		9793	0.00		0.0%
b) Audit Adjustments		9793		0.00	
c) As of July 1 - Audited (F1a + F1b)		0705	1,119,887,30	1,034,292.99	-7.6%
d) Other Restalements		9795	0,00	0,00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,119,887,30	1,034,292,99	-7.6%
2) Ending Balance, June 30 (E + F1e)			1,034,292,99	1,248,698.68	20.7%
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	1,034,292,99	1,248,698,68	20.7%
c) Committed			- 11 - 15 TO 1		
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%

Budget, July 1 Capital Facilities Fund Exhibit: Restricted Balance Detail

10 62240 0000000 Form 25 E8BTY5D6WP(2023-24)

	Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
	9010	Other Restricted Local	1,034,292.99	1,248,698.68
Total, Restricted Balance			1,034,292.99	1,248,698.68

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 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) Employ ee Benef its		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	631,623.89	631,623.89	0.0
3) Contributions		8980-8999	0.00	0.00	0.0
4) TOTAL, OTHER FINANCING SOURCES/USES			(116,925.91)	(116,925.91)	0.0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(196,780,42)	(196,780,42)	0.0
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	504,550.37	307,769,95	-39.0
b) Audit Adjustments		9793	0.00	0.00	0.0
c) As of July 1 - Audited (F1a + F1b)			504,550.37	307,769,95	-39.0
d) Other Restatements		9795	0.00	0.00	0.0
e) Adjusted Beginning Balance (F1c + F1d)			504,550.37	307,769,95	-39.0
2) Ending Balance, June 30 (E + F1e)			307,769,95	110,989,53	-63,9
Components of Ending Fund Balance			- V L 20		
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			2.00	0.00	
Stabilization Arrangements		9750	0.00	0.00	0.0
Other Commitments		9760	0,00	0,00	0.0
d) Assigned		0700	007 700 05	440.000.50	00.0
Other Assignments		9780	307,769.95	110,989,53	-63,9
e) Unassigned/Unappropriated		0700	0.00	0.00	0.0
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					
		9110	0,00		
a) in County Treasury					
Fair Value Adjustment to Cash in County Treasury 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		

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0,00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
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		
		9030	0,00		
6) TOTAL, LIABILITIES			0,00		
DEFERRED INFLOWS OF RESOURCES		2022			
1) Deferred Inflows of Resources		9690	0,00		
2) TOTAL, DEFERRED INFLOWS			0,00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0,00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0
TOTAL, FEDERAL REVENUE			0,00	0.00	0,0
OTHER STATE REVENUE					
Tax Relief Subventions					
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			I I		
		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	000	0.
All Other Transfers In from All Others		8799	0,00	0.00	0,1
TOTAL, OTHER LOCAL REVENUE			927,355,00	927,355.00	0.
TOTAL, REVENUES			932,755.00	932,755.00	0.
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	16,00	16.00	0.
Bond Interest and Other Service Charges		7434	1,390.00	1,390.00	0,1
Debt Service - Interest		7434	944,247,67	944,247,67	0.
		7439			0.
Other Debt Service - Principal		7439	66,955.84	66,955.84	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,012,609.51	1,012,609,51	0,
TOTAL, EXPENDITURES			1,012,609.51	1,012,609.51	0.
NTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.
INTERFUND TRANSFERS OUT					
From: Bond Interest and Redemption Fund To: General Fund		7614	0.00	0.00	0.

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Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
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	631,623.89	631,623.89	0.0%
(d) TOTAL, USES			631,623.89	631,623.89	0.0%
CONTRIBUTIONS			BY IV		
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)			(116,925.91)	(116,925.91)	0.0%

10 62240 0000000 Form 51 E8BTY5D6WP(2023-24)

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Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES			25-11-24-12-12-12-12-12-12-12-12-12-12-12-12-12-	20 K 1 K 1	X 22 1 11X
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)				P. JANES	
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					
PINANCING SOURCES AND USES(A5 -B10) D. OTHER FINANCING SOURCES/USES			(79,854_51)	(79,854.51)	0.0%
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
					0.0%
b) Transfers Out		7600-7629	0,00	0,00	0.0%
2) Other Sources/Uses		2000 0070	544.007.00	F44.007.00	0.00
a) Sources		8930-8979	514,697.98	514,697.98	0.0%
b) Uses		7630-7699	631,623.89	631,623,89	0.0%
3) Contributions		8980-8999	0.00	0,00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(116,925,91)	(116,925,91)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4) F. FUND BALANCE, RESERVES			(196,780.42)	(196,780.42)	0,0%
1) Beginning Fund Balance					
		9791	504,550.37	307,769.95	-39.0%
a) As of July 1 - Unaudited			I I		
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			504,550.37	307,769,95	-39:0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			504,550.37	307,769.95	-39.0%
2) Ending Balance, June 30 (E + F1e)			307,769.95	110,989.53	-63.9%
Components of Ending Fund Balance			- 11 57		
a) Nonspendable			7 5	1 1 2 2 2 2	
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	307,769,95	110,989,53	-63.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Budget, July 1 Bond Interest and Redemption Fund Exhibit: Restricted Balance Detail

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	Resource	Description	Estimated 2023-24 Actuals Budget	
Total, Restricted Balance			0.00 0.00	

	202	2-23 Estimated Actu	als		2023-24 Budget	
Description	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)	2,125,88	2,125,88	2,215,57	2,125,88	2,125.88	2,178,20
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 Ald 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)	2,125,88	2,125.88	2,215.57	2,125.88	2,125.88	2,178.20
5. District Funded County Program ADA						
a. County Community Schools						
b _e Special Education-Special Day Class	3,60	3,60	3.60	3,60	3.60	3.60
c. Special Education-NPS/LCI						
d. Special Education Extended Year	,20	20	.20	.20	20	.20
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)	3.80	3-80	3.80	3-80	3.80	3.80
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,129.68	2,129-68	2,219.37	2,129.68	2,129.68	2,182-00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

10 62240 0000000 Form A E8BTY5D6WP(2023-24)

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	202	2-23 Estimated Actu	als		2023-24 Budget	
Description	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	Tj.					
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 Alternalive 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)		ik z z				

2023-24 Budget, July 1 AVERAGE DAILY ATTENDANCE

2023-24 Budget, July 1 AVERAGE DAILY ATTENDANCE

10 62240 0000000 Form A E8BTY5D6WP(2023-24)

	202	2-23 Estimated Actu	ials		2023-24 Budget	
Description	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA				N:		
Authorizing LEAs reporting charter school SACS financial data in the	eir Fund 01, 09, or 62	use this worksheet to	report ADA for those	charter schools,		
Charter schools reporting SACS financial data separately from their	r authorizing LEAs in F	und 01 or Fund 62 u	se this worksheet to re	eport their ADA		
FUND 01: Charter School ADA corresponding to SACS financia	l data reported in Fi	ınd 01.		a		
1. Total Charter School Regular ADA						14
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	000
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 fin	ancial data reported	d in Fund 09 or Fun	d 62.			
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juv enile Halls, Homes, and Camps						
c₊ Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0,00	0.00	0.00	0,00	0.00
7. Charter School Funded County Program ADA						
a, County Community Schools						
b. Special Education-Special Day Class						
c_Special Education-NPS/LCI						
d. Special Education Extended Year						
e Olher 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			20,100,850.61	19,352,568.85	16,761,573.87	16,894,007,26	15,865,250.63	15,369,278.49	17,032,240.94	16,098,265.99
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010- 8019	100	965,625.25	965,625.25	3,410,762,20	1,738,125.45	1,738,125.45	3,410,762.20	1,738,125.45	1,738,125.45
Property Taxes	8020- 8079		60,457,29	23,644.44	5,874.72	3,687.67	1,064,83	1,466,126.87	212,537.97	21,097,68
Miscellaneous Funds	8080- 8099		0.00	0.00	0,00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100- 8299		184,675,15	6,442.28	644.43	311,066.18	375,825.03	24,475.02	707,866.03	1,949,973.12
Other State Revenue	8300- 8599		84,666.27	114,021.47	327,887,28	516,002,83	788,591.37	236,447.32	510,646.61	189,405.17
Other Local Revenue	8600- 8799		114,800.82	148,685.20	136,053.46	76,622.26	125,717.76	125,780.88	92,021,83	300,564.91
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		Band Ba	1,410,224.78	1,258,418.64	3,881,222.09	2,645,504.39	3,029,324.44	5,263,592.29	3,261,197.89	4,199,166.33
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999		28,566.79	1,129,248.84	1,198,021.48	1,133,246.79	1,243,046.09	1,189,843.57	1,171,333.31	1,201,823,07
Classified Salaries	2000- 2999		252,130.63	425,443.64	455,575.68	457,787.47	489,926.26	469,977.19	471,485.30	473,315.85
Employ ee Benefits	3000- 3999		532,489.22	771,850.56	709,878,15	876,045.71	808,804,92	699,243.21	891,171.80	826,552.15
Books and Supplies	4000- 4999		41,666.75	759,142.86	650,731.72	557,946.00	392,468,31	519,908.04	630,665.98	258,256.55
Services	5000- 5999		1,107,373.11	715,619.45	685,232.32	576,066.38	530,073.91	447,122.70	597,422.85	520,463.95
Capital Outlay	6000- 6599		181,224,72	19,052.27	37,468.67	61,287.99	49,096.41	257,548.92	382,730.28	174,020.75
Other Outgo	7000- 7499		15,055.32	29,056.00	11,880.68	11,880.68	11,880.68	16,986.21	50,363.32	11,759.40
Interfund Transfers Out	7600- 7629	SUP NO.	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
All Other Financing Uses	7630- 7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		13. 13. 1	2,158,506.54	3,849,413.62	3,748,788.70	3,674,261.02	3,525,296.58	3,600,629.84	4,195,172.84	3,466,191.72
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
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
Lease Receivable	9380		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
<u>Liabilities and Deferred Inflows</u>										
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)			(748,281.76)	(2,590,994,98)	132,433.39	(1,028,756.63)	(495,972,14)	1,662,962,45	(933,974.95)	732,974.61
F. ENDING CASH (A + E)		les gyer	19,352,568.85	16,761,573.87	16,894,007,26	15,865,250.63	15,369,278.49	17,032,240.94	16,098,265.99	16,831,240.60
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE	ALL PER ST	5, 1,00-1						
A. BEGINNING CASH		16,831,240.60	16,876,907.75	15,785,642.30	13,455,995.53				
B. RECEIPTS				=					
LCFF/Revenue Limit Sources									
Principal Apportionment	8010- 8019	3,410,762.20	1,738,125.45	1,738,125.45	3,410,762.20	0.00		26,003,052.00	26,003,052.00
Property Taxes	8020- 8079	131,668.05	1,274,017.87	27,268.88	205,882.73			3,433,329.00	3,433,329.00
Miscellaneous Funds	8080- 8099	0.00	0.00	0.00	0.00			0.00	0.00
Federal Revenue	8100- 8299	142,402.42	228,072.32	113,003.61	789,573.12			4,834,018.71	4,834,018.73
Other State Revenue	8300- 8599	418,583.68	282,958.83	348,568.82	1,975,656.69			5,793,436.34	5,793,436.33
Other Local Revenue	8600- 8799	20,815.01	112,957.85	112,823.71	112,293.34			1,479,137.03	1,479,137.03
Interfund Transfers In	8910- 8929	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
TOTAL RECEIPTS		4,124,231.36	3,636,132.32	2,339,790.47	6,494,168.08	0.00	0.00	41,542,973.08	41,542,973.09
C. DISBURSEMENTS									
Certificated Salaries	1000- 1999	1,216,732.63	1,227,581.64	1,197,124.81	897,693.89	0.00		12,834,262.91	12,834,262.91
Classified Salaries	2000- 2999	467,534.57	479,059.29	462,266.08	319,572.48			5,224,074.44	5,224,074.43
Employee Benefits	3000- 3999	824,616.07	826,182.84	815,929.79	1,097,425.40			9,680,189.82	9,680,189.81
Books and Supplies	4000- 4999	590,187.91	914,447.02	1,137,653.16	671,535.20			7,124,609.50	7,124,609.52
Services	5000- 5999	725,887.85	1,007,359.65	670,324.15	460,319.71			8,043,266.03	8,043,266.01
Capital Outlay	6000- 6599	241,845.78	261,007.93	243,531.98	393,420.23			2,302,235.93	2,302,235.94
Other Outgo	7000- 7499	11,759.40	11,759.40	142,607.27	102,347.72			427,336.08	427,336.05
Interfund Transfers Out	7600- 7629	0.00	0.00	0.00	120,000-00			120,000.00	120,000.00
All Other Financing Uses	7630- 7699	0.00	0.00	0.00	0.00			0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,078,564,21	4,727,397.77	4,669,437.24	4,062,314.63	0.00	0.00	45,755,974.71	45,755,974.67
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111- 9199	0.00	0.00	0.00	0.00			0.00	
Accounts Receivable	9200- 9299	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	
Stores	9320	0.00	0.00	0.00	0.00			0.00	- P X
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00			0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00			0.00	1505
Lease Receiv able	9380	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	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500- 9599	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	
Силеnt Loans	9640	0.00	0.00	0.00	0.00			0.00	1000
Unearned Revenues	9650	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	
SUBTOTAL		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	(S)
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	1904 N. H
E, NET INCREASE/DECREASE (B - C + D)		45,667,15	(1,091,265.45)	(2,329,646.77)	2,431,853.45	0.00	0.00	(4,213,001.63)	(4,213,001.58)
F. ENDING CASH (A + E)		16,876,907.75	15,785,642.30	13,455,995.53	15,887,848.98				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS		E Cross	Spirite		W. H. W.	WAY SEE		15,887,848.98	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE			1 /2 Te			Maria 187-		e de la faction	18 18 18 18
A. BEGINNING CASH			15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98
B. RECEIPTS		18 1.78								
LCFF/Revenue Limit Sources		Y								
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									
Employ ee Benefits	3000- 3999									
Books and Supplies	4000- 4999							*		
Services	5000- 5999									
Capital Outlay	6000- 6599	. = 1.37								
Other Outgo	7000- 7499									
Interfund Transfers Out	7600- 7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
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		1							
Accounts Receivable	9200- 9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
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)			15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS		2 Z 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1								

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE		THAT					n Tair	
A. BEGINNING CASH	41, 21	15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98				
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	

10 62240 0000000 Form CASH E8BTY5D6WP(2023-24)

Description	Object	March	April	Мау	June	Accruals	Adjustments	TOTAL	BUDGET
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	1927
Stores	9320							0.00	- 3 X.VIII
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0,00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	Prince -
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	
<u>Nonoperating</u>									P. AT "
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	34.4.4.3
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)		15,887,848.98	15,887,848.98	15,887,848.98	15,887,848.98		NEW ROOM		
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								15,887,848.98	

Printed: 6/7/2023 7:42 AM

ANN	NUAL BUDGET REPOR	RT:		1					
July	1, 2023 Budget Adopt	don							
×	Select applicable boxes: 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.								
	Budget av ailable for	inspection at:	Public Hearing:	;					
	Place:	Kingsburg Elementary Charter School District District Offie	Place:	Kingsburg Elementary Charter School District Professional Development Building					
	Date:	May 23, 2023	Date:	May 30, 2023					
			Time:	4:00 p.m.					
	Adoption Date:	June 12, 2023							
	Signed:								
		Clerk/Secretary of the Governing Board							
		(Original signature required)							
	Name:	additional information on the budget reports: Bobby Rodriguez		559-897-2331					
	Title:	Chief Business Official	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	A 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.	х		
CRITERIA AND STANDARDS (continued)					
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.		х	
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.	х		
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years,		х	
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.		х	
6а	Olher Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		х	
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,		х	
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,		х	
8	Deficit Spending	Unrestricted deficil spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	х		
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/unapproprlated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	х		
UPPLEN	IENTAL 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?		х	
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)?	х		

Budget, July 1 FINANCIAL REPORTS 2023-24 Budget School District Certification

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?		х		
SUPPLEMENTAL INFORMATION (continued)						
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		х		
		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?	x			
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		х		
		If yes, are they lifetime benefits?		х		
		If yes, do benefits continue beyond age 65?		х		
		If yes, are benefits funded by pay-as-you-go?		х		
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welf are, or property and liability)?	х			
S8	Status of Labor	Are salary and benefit negotiations still open for:				
	Agreements	Certificated? (Section S8A, Line 1)	х			
		- Classified? (Section S8B, Line 1)	х			
		Management/supervisor/confidential? (Section S8C, Line 1)	n/a			
59	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?		х		
		Adoption date of the LCAP or an update to the LCAP:	06/12	2/2023		
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?		х		
ADDITION	IAL FISCAL INDICATORS	'	No	Yes		
A1	Negalive 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 pay roll system?		х		
А3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	х			
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?	х			
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			
ADDITION	IAL FISCAL INDICATORS (continued)		No	Yes		
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Х			
A7	Independent Financial System	Is the district's financial system independent from the county office system?	х			
AB	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?	х			
		1/				

Budget, July 1 2023-24 Budget WORKERS' COMPENSATION CERTIFICATION

10 62240 0000000 Form CC E8BTY5D6WP(2023-24)

	RTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS			
superintender	ducation Code Section 42141, if a school district, either individually or as a member of a nt of the school district annually shall provide information to the governing board of the sc ard annually shall certify to the county superintendent of schools the amount of money, I	chool district regarding the estimated ac	crued but unfunded cost of thos	se claims, T
To the County	y Superintendent of Schools:			
	Our district is self-insured for workers' compensation claims as defined in Education Code	e Section 42141(a):		
	Total liabilities actuarially determined:	\$		
	Less: Amount of total liabilities reserved in budget:	\$		
	Estimated accrued but unfunded liabilities:	\$	0,00	
_				
Signed	This school district is not self-insured for workers' compensation claims.	Date of Meeting:	June 12, 2023	
	Clerk/Secretary of the Governing Board	Date of Meeting:	June 12, 2023	
Signed	Clerk/Secretary of the Governing Board (Original signature required)	Date of Meeting:	June 12, 2023	
Signed	Clerk/Secretary of the Governing Board	Date of Meeting:	June 12, 2023	
Signed	Clerk/Secretary of the Governing Board (Original signature required)	Date of Meeting:	June 12, 2023	
Signed For additional	Clerk/Secretary of the Governing Board (Original signature required) information on this certification, please contact:	Date of Meeting:	June 12, 2023	
Signed For additional Name:	Clerk/Secretary of the Governing Board (Original signature required) information on this certification, please contact: Bobby Rodriguez	Date of Meeting:	June 12, 2023	

Budget, July 1 2022-23 Estimated Actuals GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

10 62240 0000000 Form CEA E8BTY5D6WP(2023-24)

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	12,284,416.81	301	0.00	303	12,284,416.81	305	41,350.00		307	12,243,066.81	309
2000 - Classified Salaries	4,690,464.19	311	1,929.22	313	4,688,534.97	315	25,198.58		317	4,663,336.39	319
3000 - Employee Benefits	8,981,587.26	321	1,035,625.23	323	7,945,962.03	325	23,365.96		327	7,922,596.07	329
4000 - Books, Supplies Equip Replace. (6500)	4,936,051.44	331	15,220.32	333	4,920,831.12	335	500,042.95		337	4,420,788.17	339
5000 - Services . & 7300 - Indirect Costs	6,242,629.99	341	35,265,00	343	6,207,364,99	345	1,365,212.47		347	4,842,152.52	349
	TOTAL	36,047,109.92	365			TOTAL	34,091,939.96	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	9,296,714.60	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,237,203.58	380
3. STRS	3101 & 3102	2,456,850.59	382
4. PER\$	3201 & 3202	306,456.78	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	235,818.10	384
6. Health & Welfare Benefits (EC 41372)			
(Include Health, Dental, Vision, Pharmaceutical, and			
Annuity Plans)	3401 & 3402	1,473,553.44	385
7. Unemployment Insurance	3501 & 3502	38,607.27	390
8. Workers' Compensation Insurance	3601 & 3602	256,759.53	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393

Budget, July 1 2022-23 Estimated Actuals GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

10 62240 0000000 Form CEA E8BTY5D6WP(2023-24)

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	15,301,963.89	395
12. Less: Teacher and Instructional Aide Salaries and		l
Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and		
Benefits (other than Lottery) deducted in Column 4a (Extracted).		396
· · · · (β · · · · · · · · · · · · · · ·	0.00	330
b. Less: Teacher and Instructional Aide Salaries and		
Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
ESTATA SCALAR SECTION		350
14. TOTAL SALARIES AND BENEFITS		39
	15,301,963.89	
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.		
	44.88%	
16. District is exempt from EC 41372 because it meets the provisions		
of EC 41374. (If exempt, enter 'X')		
TO ADMINISTRAÇÃO DE LA PROPOSICIA DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DELA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA PROPOSIÇÃO DE LA P		
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 the provisions of EC 41374.	and not exempt u	ınder
1. Minimum percentage required (60% elementary, 55% unif led, 50% high)		
	60.00%	
2. Percentage spent by this district (Part II, Line 15)	00,0070	
z. reicentage spent by this district (rait ii, Line 15)	44.88%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		ŀ
	15.12%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).		
	34,091,939.96	
5. Deficiency Amount (Part III, Line 3 times Line 4)		
**************************************	5,154,701.32	
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

Budget, July 1 2023-24 Budget GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

10 62240 0000000 Form CEB E8BTY5D6WP(2023-24)

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	12,834,262.91	301	0,00	303	12,834,262.91	305	49,625.00		307	12,784,637.91	309
2000 - Classified Salaries	5,224,074.43	311	0.00	313	5,224,074.43	315	24,798.90		317	5,199,275.53	319
3000 - Employ ee Benefits	9,680,189.81	321	1,134,230.90	323	8,545,958.91	325	24,206,06		327	8,521,752.85	329
4000 - Books, Supplies Equip Replace. (6500)	7,124,609.52	331	194,407.14	333	6,930,202.38	335	500,622.39		337	6,429,579.99	339
5000 - Services & 7300 - Indirect Costs	7,987,056.06	341	13,000,00	343	7,974,056,06	345	1,070,278.78		347	6,903,777.28	349
TOTAL					41,508,554.69	365			TOTAL	39,839,023.56	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	9,357,600.87	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,473,973.72	380
3. STRS	3101 & 3102	2,521,074.59	382
4. PERS	3201 & 3202	396,201.90	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	252,568.99	384
Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and			
Annuity Plans).	3401 & 3402	1,534,223.53	385
7. Unemployment Insurance.	3501 & 3502	5,563.34	390
8. Workers' Compensation Insurance	3601 & 3602	268,059.45	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393

Budget, July 1 2023-24 Budget GENERAL FUND Current Expense Formula/Minimum Classroom Compensation

10 62240 0000000 Form CEB E8BTY5D6WP(2023-24)

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		395
	15,809,266.39	
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).		396
	0.00	350
b. Less: Teacher and Instructional Aide Salaries and		
Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
		050
14. TOTAL SALARIES AND BENEFITS		397
EXCREPTATION OF THE STATE OF TH	15,809,266.39	
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.		
***************************************	39.68%	
16. District is exempt from EC 41372 because it meets the provisions		
of EC 41374. (If exempt, enter 'X')		
CONTROL OF THE CONTRO		
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 the provisions of EC 41374.	and not exempt ı	under
1. Minimum percentage required (60% elementary , 55% unified, 50% high)		
	60.00%	
	00,0078	
2. Percentage spent by this district (Part II, Line 15)	39.68%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		
3. Following boow the minimum (Fart III, Line Finning Line 2).	20.32%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).		
	39,839,023.56	
5. Deficiency Amount (Part III, Line 3 times Line 4)		1
CANALIA CONTRACA CALABATA CALA	8,095,289.59	
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

Budget, July 1 2022-23 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

	Funds 01, 09, and 62						
Section I - Expenditures	Goals	Functions	Functions Objects				
A. Total state, federal, and local expenditures (all resources)	All	All	1000- 7999	38,688,733.89			
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000- 7999	5,694,079.58			
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	388,613.65			
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			
		9100	7699				
6. All Other Financing Uses	All	9200	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			

Budget, July 1 2022-23 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

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)				911,260.65
D. Plus additional MOE expenditures;			1000- 7143, 7300- 7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negativ e, then zero)	All		minus 8000- 8699	123,307.42
2. Expenditures to cover deficits for student body activities	Manually entered. Must not	include expenditures in lines A or D1.		0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				32,206,701.08
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				2,129.68
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,122.79

Budget, July 1 2022-23 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

10 62240 0000000 Form ESMOE E8BTY5D6WP(2023-24)

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.) 1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation	21,035,001.38	9,734.60
(From Section IV) 2. Total adjusted base expenditure amounts (Line A plus	0.00	0.00
Line A.1) B. Required effort (Line A.2 times 90%)	21,035,001.38 18,931,501.24	9,734.60 8,761.14
C. Current year expenditures (Line I.E and Line II.B)	32,206,701.08	15,122,79
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

Budget, July 1 2022-23 Estimated Actuals Every Student Succeeds Act Maintenance of Effort Expenditures

10 62240 0000000 Form ESMOE E8BTY5D6WP(2023-24)

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 2024-25 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
The MOE is met.	0.00	0,00
Total adjustments to base expenditures	0.00	0.00

Budget, July 1 2022-23 Estimated Actuals Indirect Cost Rate Worksheet

10 62240 0000000 Form ICR E8BTY5D6WP(2023-24)

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

Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 7200-7700, goals 0000 and 9000)

838,676.52

- 2. Contracted general administrative positions not paid through pay roll
 - 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

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)

24,082,707.74

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)

3.48%

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

 Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)

2,274,963.88

 Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)

0.00

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3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	35,000.0
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.0
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)	198,202.9
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)	0,0
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.0
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.0
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,508,166.8
9. Carry-Forward Adjustment (Part IV, Line F)	(202,020.56
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,306,146.3
. Base Costs	-
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	20,447,279.4
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	5,132,992.6
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	1,694,042.1
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.0
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.0
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.0
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	-
	696,121.9
8, External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.0
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,	00 557
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	63,557.3
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)	0.0
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	5 407 004 4
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	5,497,284.
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)	0.0
13. Adjustment for Employment Separation Costs	_
a. Less: Normal Separation Costs (Part II, Line A)	0.0
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.1
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.0
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.0
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	310,035.3
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	836,093.
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.0
19, Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	34,677,406.9
. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
	7.23
(For information only - not for use when claiming/recovering indirect costs)	7.23
(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	7.23

cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

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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)	2,508,166.86
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(137,599.42)
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	<u> </u>
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect	
cost rate (8.31%) 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 (8.31%) times Part III, Line B19) or (the highest rate used to	
recover costs from any program (7.42%) times Part III, Line B19); zero if positive	(202,020.56)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(202,020.56)
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:	6.65%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward	
adjustment (\$-101010.28) is applied to the current year calculation and the remainder	
(\$-101010.28) is deferred to one or more future years:	6.94%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward	
adjustment (\$-67340.19) is applied to the current year calculation and the remainder	
(\$-134680.37) is deferred to one or more future years:	7.04%
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)	(202,020.56)

Budget, July 1 2022-23 Estimated Actuals Exhibit A: Indirect Cost Rates Charged to Programs

Approved indirect cost rate:	8.31%
Highest	
rate used	
in any	
program:	7.42%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	846,117.56	54,517.85	6.44%
01	3310	622,534.47	18,000.00	2.89%
01	4035	77,763.70	5,769.00	7.42%
01	4127	139,255.00	3,544.28	2.55%
01	4203	52,568.83	2,289.07	4.35%
01	6546	190,904.56	2,625.20	1.38%
12	6105	271,255.56	17,415.09	6.42%
13	5310	817,761.98	38,656.25	4.73%
13	5320	2,361.39	138.61	5.87%

Budget, July 1 2022-23 Unaudited Actuals LOTTERY REPORT Revenues, Expenditures and Ending Balances - All Funds

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	154,603.61		240,396.88	395,000.49
2. State Lottery Revenue	8560	374,255.00		147,500.50	521,755.50
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)		528,858.61	0.00	387,897.38	916,755.99
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	41,350.00		0.00	41,350.00
2. Classified Salaries	2000-2999	6,261.42		0.00	6,261.42
3. Employ ee Benefits	3000-3999	13,160.15		0.00	13,160.15
4. Books and Supplies	4000-4999	293,605.15		205,937.80	499,542.95
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	174,481.89			174,481.89
 b. Services and Other Operating Expenditures (Resource 6300) 	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6, Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8, Interagency Transfers Out				N BYNTHESE	
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		The River	0.00
11. All Other Financing Uses	7630-7699	0.00		SELVEN BE	0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		528,858.61	0.00	205,937.80	734,796.41
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	9 7 9Z	0.00	0.00	181,959.58	181,959.58

D. COMMENTS:

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

^{*}Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Budget, July 1 General Fund Multiyear Projections Unrestricted

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	29,436,381.00	2.66%	30,218,694.00	2.96%	31,112,967.00
2. Federal Revenues	8100-8299	88,726.65	0.00%	88,726.65	0.00%	88,726.65
3. Other State Revenues	8300-8599	403,598.32	2.40%	413,283.09	0.00%	413,283.09
4. Other Local Revenues	8600-8799	179,349.03	-45.73%	97,326.75	0.00%	97,326.75
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	(2,067,326.68)	60.13%	(3,310,338.94)	-5.61%	(3,124,690.89)
6. Total (Sum lines A1 thru A5c)		28,040,728.32	-1.90%	27,507,691.55	3.93%	28,587,612.60
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries		12 - N - 1 V		10,327,711.43		10,482,546.51
b. Step & Column Adjustment				154,835.08	Service Control	157,157.60
c. Cost-of-Living Adjustment		And Joseph I	1, 2 3, 50	0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	10,327,711.43	1.50%	10,482,546.51	1.50%	10,639,704.11
2. Classified Salaries		A College			Table 1	
a. Base Salaries				3,672,390,30		3,727,473.15
b. Step & Column Adjustment				55,082.85		55,909.10
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	3,672,390.30	1.50%	3,727,473.15	1.50%	3,783,382.25
3. Employee Benefits	3000-3999	6,995,692.91	6.00%	7,415,434.48	6.00%	7,860,360.55
4. Books and Supplies	4000-4999	1,956,967.70	2.23%	2,000,668.27	0.00%	2,000,668.27
5. Services and Other Operating Expenditures	5000-5999	3,817,385.41	-18.59%	3,107,760.00	0.00%	3,107,760.00
6. Capital Outlay	6000-6999	1,100,000.00	0.00%	1,100,000.00	0.00%	1,100,000.00
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	(206,144.21)	4.04%	(214,465.71)	0.00%	(214,465.71)
9. Other Financing Uses						
a. Transfers Out	7600-7629	120,000.00	0.00%	120,000.00	0.00%	120,000.00
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)		28,230,549.54	-0.16%	28,185,962.70	2.33%	28,843,955.47

Budget, July 1 General Fund Multiyear Projections Unrestricted

10 62240 0000000 Form MYP E8BTY5D6WP(2023-24)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(189,821,22)		(678,271,15)		(256,342.87)
D. FUND BALANCE						
Net Beginning Fund Balance (Form 01, line F1e)		12,345,586.77		12,155,765,55		11,477,494.40
Ending Fund Balance (Sum lines and D1)		12,155,765.55		11,477,494.40		11,221,151.53
3, Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b, Restricted	9740					
c. Committed					North Control	
1. Stabilization Arrangements	9750	0.00	(2-1) TO 8 X		and All Control	
2. Other Commitments	9760	0.00			2011	
d. Assigned	9780	0.00	and the second			
e. Unassigned/Unappropriated			1000		0-11012	
Reserve for Economic Uncertainties	9789	0.00				
Unassigned/Unappropriated	9790	12,155,765.55		11,477,494.40	200 21 2000	11,221,151.53
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		12,155,765,55		11,477,494.40		11,221,151.53
E. AVAILABLE RESERVES						
1. General Fund			The Park of			
a. Stabilization Arrangements	9750	0.00		0.00	1 - 1 B 1 - 1 E 1	0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00	No.	0.00
c. Unassigned/Unappropriated	9790	12,155,765.55		11,477,494.40		11,221,151.53
(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		Section 1			
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790		1 2		3 10 1 1 3 1	
3. Total Available Reserves (Sum lines E1a thru E2c)		12,155,765.55		11,477,494.40		11,221,151.53

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.

Budget, July 1 General Fund Multiyear Projections Restricted

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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						
LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	4,745,292.08	-40.80%	2,809,196.67	0.00%	2,809,196.67
3. Other State Revenues	8300-8599	5,389,838.01	-34.65%	3,522,084.50	0.00%	3,522,084.50
4. Other Local Revenues	8600-8799	1,299,788.00	0.00%	1,299,788.00	0.00%	1,299,788.00
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	2,067,326,68	60.13%	3,310,338,94	-5.61%	3,124,690.89
6. Total (Sum lines A1 thru A5c)		13,502,244.77	-18.97%	10,941,408.11	-1.70%	10,755,760.06
B. EXPENDITURES AND OTHER FINANCING USES						
1, Certificated Salaries						
a. Base Salaries		0.00		2,506,551.48		2,544,149.75
b. Step & Column Adjustment			THE DECEMBER OF	37,598.27	F 1 L 1 187	38,162.25
c. Cost-of-Living Adjustment		40 15 1	0 500	0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,506,551.48	1.50%	2,544,149.75	1.50%	2,582,312.00
2. Classified Salaries						
a. Base Salaries			4 2 3 4 1 1	1,551,684.13		1,574,959.39
b. Step & Column Adjustment				23,275.26		23,624.39
c. Cost-of-Living Adjustment				0.00	1 - 3 - 4	0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,551,684.13	1.50%	1,574,959.39	1.50%	1,598,583.78
3. Employ ee Benefits	3000-3999	2,684,496.90	6.00%	2,845,566.71	6.00%	3,016,300.71
4. Books and Supplies	4000-4999	5,167,641.82	-59.91%	2,071,798.00	-20.18%	1,653,629.31
5. Services and Other Operating Expenditures	5000-5999	4,225,880.60	-61.71%	1,618,000.00	0.00%	1,618,000.00
6. Capital Outlay	6000-6999	1,202,235.94	-91.68%	100,000.00	0.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	37,000.00	0.00%	37,000.00	0.00%	37,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	149,934.26	0,00%	149,934.26	0.00%	149,934.26
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)			3 - i (= 17, m)	0.00		0.00
11. Total (Sum lines B1 thru B10)		17,525,425.13	-37.57%	10,941,408.11	-1.70%	10,755,760.06
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,023,180.36)		0.00		0.00

Budget, July 1 General Fund Multiyear Projections Restricted

10 62240 00000000 Form MYP E8BTY5D6WP(2023-24)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE			FE 87 7 - 8			
Net Beginning Fund Balance (Form 01, line F1e)		4,023,180.36		0.00		0.00
Ending Fund Balance (Sum lines C and D1)		0,00		0.00		0,00
3. Components of Ending Fund Balance				<u>E</u> 1		
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	0.00				
c. Committed		The state of the state of				
Stabilization Arrangements	9750		3295			
2. Other Commitments	9760					
d. Assigned	9780	THE WAY				
e. Unassigned/Unappropriated		Let buy			F. X 150 L. B	
Reserve for Economic Uncertainties	9789					
Unassigned/Unappropriated	9790	0.00	State of the	0.00		0,00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		0.00		0.00		0.00
E.: AVAILABLE RESERVES	90					
1. General Fund			V-16-11-11-3			
a. Stabilization Arrangements	9750	4, 7, (2)	-1.5,500			
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790				The state of the	
(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		1000 PER			
3. Total Available Reserves (Sum lines E1a thru E2c)		Sales and the sales and				

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscally ears. 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.

Budget, July 1 General Fund Multiyear Projections Unrestricted/Restricted

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 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	29,436,381.00	2.66%	30,218,694.00	2.96%	31,112,967.00
2. Federal Revenues	8100-8299	4,834,018.73	-40.05%	2,897,923.32	0.00%	2,897,923,32
3. Other State Revenues	8300-8599	5,793,436.33	-32.07%	3,935,367.59	0.00%	3,935,367.59
4. Other Local Revenues	8600-8799	1,479,137.03	-5.55%	1,397,114.75	0.00%	1,397,114.75
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)		41,542,973.09	-7.45%	38,449,099.66	2.33%	39,343,372.66
B. EXPENDITURES AND OTHER FINANCING USES						
Certificated Salaries					V6-2-	
a. Base Salaries				12,834,262.91	44 1	13,026,696.26
b, Step & Column Adjustment		NIA CONTRACTOR		192,433.35	The start of	195,319.85
c. Cost-of-Living Adjustment		V-1-519	1000	0.00		0,00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	12,834,262.91	1.50%	13,026,696.26	1.50%	13,222,016.11
2. Classified Salaries		The William	a series			
a. Base Salaries				5,224,074.43	MARKET BOOK	5,302,432.54
b. Step & Column Adjustment				78,358.11		79,533.49
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	5,224,074.43	1.50%	5,302,432.54	1.50%	5,381,966.03
3. Employee Benefits	3000-3999	9,680,189.81	6.00%	10,261,001.19	6.00%	10,876,661.26
4. Books and Supplies	4000-4999	7,124,609.52	-42.84%	4,072,466.27	-10,27%	3,654,297.58
5. Services and Other Operating Expenditures	5000-5999	8,043,266.01	-41.25%	4,725,760.00	0.00%	4,725,760.00
6. Capital Outlay	6000-6999	2,302,235,94	-47.88%	1,200,000.00	0.00%	1,200,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	483,546.00	0.00%	483,546.00	0.00%	483,546.00
Other Outgo - Transfers of Indirect Costs	7300-7399	(56,209.95)	14.80%	(64,531.45)	0.00%	(64,531.45)
9. Other Financing Uses						
a. Transfers Out	7600-7629	120,000.00	0.00%	120,000.00	0.00%	120,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments	1			0.00		0.00
11. Total (Sum lines B1 thru B10)		45,755,974.67	-14.49%	39,127,370.81	1.21%	39,599,715.53
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,213,001.58)		(678,271.15)		(256,342,87)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
Net Beginning Fund Balance (Form 01, line F1e)		16,368,767.13		12,155,765.55		11,477,494.40
2, Ending Fund Balance (Sum lines C and D1)		12,155,765.55		11,477,494.40		11,221,151.53
Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0,00		0.00		0.00
b. Restricted	9740	0.00		0.00		0.00
c. Committed			in the second			
1. Stabilization Arrangements	9750	0.00		0.00	Name of the	0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0,00	Service of the	0.00		0.00
e. Unassigned/Unappropriated			3,130		, - M O	
Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	12,155,765.55	STATE OF	11,477,494.40	in who I'm	11,221,151.53
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		12,155,765.55		11,477,494.40		11,221,151.53
E. AVAILABLE RESERVES		12(100)(100)		11,111,101110	125 120 120	1112211101100
General Fund						
	0750	0.00		0.00	***	0,00
a. Stabilization Arrangements b. Reserve for Economic	9750	0.00		0,00	100	0,00
Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	12,155,765.55		11,477,494.40		11,221,151.53
 d. Negative Restricted Ending Balances (Negative resources 2000-9999) 	979Z			0.00		0.00
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	Carrier Control	0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		12,155,765,55		11,477,494.40		11,221,151.53
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		26.57%		29.33%		28.34%
F. RECOMMENDED RESERVES		20107 70		25.00%		20.04%
Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
Enter the name(s) of the SELPA(s):						
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)		2,125.88		2,125.88		2,125.88
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		45,755,974.67		39,127,370.81		39,599,715.53
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)		45,755,974.67		39,127,370.81		39,599,715.53
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for		0.000/		0.000		0.0004
calculation details) e. Reserve Standard - By Percent (Line F3c times F3d)		1,372,679.24		3,00% 1,173,821.12		1,187,991.47
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) h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		1,372,679.24 YES		1,173,821 _* 12		1,187,991.47 YES

Budget, July 1 2022-23 Estimated Actuals Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

		Costs - fund		t Costs - rfund		Due Esem	Due	
Description	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	From Other Funds 9310	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							0.00	0.0
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	0.0
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail	1/2/10/1				0.00	0.00		
Fund Reconciliation			7 3 5				0.00	0.0
10 SPECIAL EDUCATION PASS-THROUGH FUND			10 X 1 1	- /	25.4			
Expenditure Detail	VET ALL OF	in min	11.1					
Other Sources/Uses Detail					= 12 V			
Fund Reconciliation							0.00	0.0
11 ADULT EDUCATION FUND							0.00	
Expenditure Detail	0.00	0.00	0.00	0,00				
Other Sources/Uses Detail				5,50	0.00	0.00		
Fund Reconciliation					0.00	0.00	0.00	0.
12 CHILD DEVELOPMENT FUND							0.00	0.,
Expenditure Detail	0.00	0.00	17,415.09	0.00				
Other Sources/Uses Detail	0.00	0.00	17,415,09	0.00	64 227 65	0.00		
					61,337.65	0.00	0.00	
Fund Reconciliation							0.00	0.
13 CAFETERIA SPECIAL REVENUE FUND		0.00	00.704.00					
Expenditure Detail	0,00	0.00	38,794.86	0.00	70 000 05	0.00		
Other Sources/Uses Detail				Marin S	78,662,35	0.00		_
Fund Reconciliation							0,00	0.
14 DEFERRED MAINTENANCE FUND			100					
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation			F-0				0.00	0.0
15 PUPIL TRANSPORTATION EQUIPMENT FUND				te al _ ho				
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail	10000		Exp.		0.00	0.00		
Fund Reconciliation	i na						0.00	0.
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL DUTLAY								
Expenditure Detail			EX 1:57	P Visi				
Other Sources/Uses Detail			13.15		0.00	0.00		
Fund Reconciliation							0.00	0.
18 SCHOOL BUS EMISSIONS REDUCTION FUND			the second					
Expenditure Detail	0.00	0.00		11 14				
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1 2022-23 Estimated Actuals Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

	Direct Costs - Indirect Costs - Interfund			Due	Due			
Description	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	From Other Funds 9310	To Other Funds 9610
Fund Reconciliation					7	-	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	0.00	6.00	0100	The same	0.00		
Fund Reconciliation	1000		1.537		-	0.00	0.00	0.0
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS							0.00	
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0,00	0.0
21 BUILDING FUND			FLA.	11 - 7				
Expenditure Detail	0.00	0.00	B) (B)					
Other Sources/Uses Detail					0.00	0,00		
Fund Reconciliation							0.00	0.0
25 CAPITAL FACILITIES FUND			- 1 2 2 2 2	100				
Expenditure Detail	0.00	0.00		11.0				
Other Sources/Uses Detail			7.1		0.00	0.00		
Fund Reconciliation							0.00	0,0
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND			12.	34.0				
Expenditure Detail	0.00	0.00	6-11					
Other Sources/Uses Detail			Right B		0.00	0.00		
Fund Reconciliation			100				0,00	0.0
35 COUNTY SCHOOL FACILITIES FUND			Y					
Expenditure Detail	0.00	0.00	7.00					
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation			A 18	A 55-16	5.00	0.00	0,00	0.0
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS							0,00	0,0
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail			Mile III		0.00	0.00		
Fund Reconciliation			La Pari				0.00	0.0
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00	1 TATE 1	30.1				
Other Sources/Uses Detail		=1,011			0.00	0.00		
Fund Reconciliation							0.00	0.0
51 BOND INTEREST AND REDEMPTION FUND		H PART	JA E. A.					
Expenditure Detail	1	- 14		1 S				
Other Sources/Uses Detail		P 3 2 3	rich .	- 101	0.00	0.00		
Fund Reconciliation		11:252		THE Y		9,00	0.00	0.0
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS			True in				5.00	0.0
Expenditure Detail			(- 3" n 5					
Other Sources/Uses Detail				V-1	0.00	0.00		
Fund Reconciliation		1, 16,		100	0.00	0.00	0,00	0.0
53 TAX OVERRIDE FUND	N=1 (3-)			8" K. K.			0,00	0,0
Expenditure Detail				13000				

Budget, July 1 2022-23 Estimated Actuals Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

		Costs - fund		Costs - fund	Interfer	Interfund	Due	Due To Other Funds 9610
Description	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Transfers Out 7600-7629	From Other Funds 9310	
Other Sources/Uses Detail		107X 0', 12 T			0.00	0.00		
Fund Reconciliation			100				0.00	0.00
56 DEBT SERVICE FUND		20,112,200						
Expenditure Detail								
Other Sources/Uses Detail					0.00	0,00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0,00	0,00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation	I						0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail				V.51	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				State 1			0,00	0.00
63 OTHER ENTERPRISE FUND							0,00	
Expenditure Detail	0.00	0.00	1 X 11					
Other Sources/Uses Detail	0,50	0,00		77	0.00	0.00		
Fund Reconciliation			1111	14.5	3.00	0.00	0.00	0.00
66 WAREHOUSE REVOLVING FUND			37.53	8 76				
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail		55.1			0.00	0.00		
Fund Reconciliation			12.134				0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0,00	0.00						
Other Sources/Uses Detail	(S. 12 J.)	2 2	2011	A JAY	0.00	0.00		
Fund Reconciliation				107 - PAY			0.00	0.00
71 RETIREE BENEFIT FUND	4.	12					0.00	0,00
Expenditure Detail	1000	100 M		- 50-1				
Other Sources/Uses Detail		10-11-01-1			0.00			
Fund Reconciliation			13. 17		0.00		0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND			D. TEXAS	1811			0.00	0.00
Expenditure Detail	0.00	0.00	113.5	1.15		- 1, 15		
Other Sources/Uses Detail	0.00	5.00	X - 4 - 1	100	0.00			
Fund Reconciliation					0.00		0.00	0.00
76 WARRANT/PASS-THROUGH FUND	THE R. S.			10 m			0.00	0.00
Expenditure Detail	8-1-18 T				(final)			
Other Sources/Uses Detail		H TREE	Daily 3	. 19	9 Y 79	1 3 3		
Fund Reconciliation		V 1770	- 1		1000	4 14	0.00	0.00
95 STUDENT BODY FUND	they have	: 4h g	F 37		Thorn	5	0.00	0.00
Expenditure Detail	(1)		F STORY			1 3 N		

Budget, July 1 2022-23 Estimated Actuals Unaudited Actuals SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

Description		Costs - fund Transfers Out 5750		t Costs - rfund 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		Star In	A NITTE		Fill (S)			
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	56,209.95	(56,209.95)	140,000.00	140,000.00	0.00	0.00

Budget, July 1 2023-24 Budget Budget, July 1 SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

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)				1449
Other Sources/Uses Detail					0.00	120,000.00		3 - 35
Fund Reconciliation							a ball	
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							100	17.4
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								3160
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation					5 1			
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail	Sec. 27. 3			15 // 10		100		
Other Sources/Uses Detail							31 (3.4)	
Fund Reconciliation							18.00	
11 ADULT EDUCATION FUND								() k
Expenditure Detail	0.00	0,00	0.00	0.00				
Other Sources/Uses Detail					0,00	0,00	3 3	Jane 1
Fund Reconciliation							- 1	
12 CHILD DEVELOPMENT FUND							125 13	(tell)
Expenditure Detail	0.00	0.00	17,415.09	0.00				
Other Sources/Uses Detail					61,337,65	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND							1	
Expenditure Detail	0.00	0.00	38,794.86	0.00				
Other Sources/Uses Detail				12000	58,662.35	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND							100	
Expenditure Detail	0.00	0.00	100					
Other Sources/Uses Detail				W . T Y	0.00	0.00	a mind	
Fund Reconciliation			135					3-15
15 PUPIL TRANSPORTATION EQUIPMENT FUND							7	5
Expenditure Detail	0.00	0.00					St. A.	
Other Sources/Uses Detail	4- L3-4		12113		0.00	0.00	10288	
Fund Reconciliation			- St. 118					
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY	DOPT O							
Expenditure Detail				U V				
Other Sources/Uses Detail			A PRODUCT		0.00	0.00	150	
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND				0.8			1,71	- +70
Expenditure Detail	0.00	0.00	TOWN STATE	75 4				E M
Other Sources/Uses Detail					0.00	0.00		1
Fund Reconciliation					J. 100		200	15

Budget, July 1 2023-24 Budget Budget, July 1 SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail	DEFICE TO	755		100	5. 395	0.00		
Fund Reconciliation			14.3	-11			PX#15.	WS-
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail			()	2011				
Other Sources/Uses Detail					0,00	0.00		
Fund Reconciliation			1744	13.0 6				
21 BUILDING FUND			ST. A.				112	317
Expenditure Detail	0.00	0.00					199	
Other Sources/Uses Detail				S INC.	0.00	0.00		
Fund Reconciliation			1 ^ (=).4	1 pro			W.	
25 CAPITAL FACILITIES FUND				The state of			3114	
Expenditure Detail	0.00	0.00					19	G =7)
Other Sources/Uses Detail			1961150	ALC: N	0.00	0.00	144	
Fund Reconciliation							UT A	
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND				8 10 10				1
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00	No.	100
Fund Reconciliation			WAY				101.1	
35 COUNTY SCHOOL FACILITIES FUND			~ 4.1					
Expenditure Detail	0.00	0.00		19			100	
Other Sources/Uses Detail					0.00	0.00	2, 51	Re
Fund Reconciliation			WIN TO	1.18			This.	
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						TY.
Other Sources/Uses Detail					0.00	0.00	15-0	
Fund Reconciliation							a jing	1,4
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS			L TEXT	W 100 P			3, 1	
Expenditure Detail	0.00	0.00	THE S				811	D.L.
Other Sources/Uses Detail			Y-1 L-1		0.00	0.00		
Fund Reconciliation	11 THE	1 54	1 / 13					87
51 BOND INTEREST AND REDEMPTION FUND			S AVELE	3 3 3 4			ha"	8
Expenditure Detail			- C				3 - 1	
Other Sources/Uses Detail	and the	111-		1000	0.00	0.00		14 3
Fund Reconciliation		Pierri		(Tare)				
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS	5 5 6	400	Fell's				S. C. A.	
Expenditure Detail	K- 1.111		Y1 5 - 1	1811				
Other Sources/Uses Detail				V-Color	0.00	0.00		
Fund Reconciliation	1 11 -3		1 4 4 7	1.5 80			3 11 3	18 18
53 TAX OVERRIDE FUND	- 13		18, 410				1 V 3/2	A 34-3
Expenditure Detail			1. Sec. 3				111	بنايوا
Other Sources/Uses Detail			20	13 1 3 M	0.00	0.00	. 70	
Fund Reconciliation	Lo 188	100	148	W. Park				

Budget, July 1 2023-24 Budget Budget, July 1 SUMMARY OF INTERFUND ACTIVITIES FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND	la en la companya de la companya de la companya de la companya de la companya de la companya de la companya de			V Variety				107
Expenditure Detail							8 38 8	
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							SW IK	FILE
57 FOUNDATION PERMANENT FUND					123,-13		4 11	
Expenditure Detail	0.00	0,00	0.00	0.00	7.11			G. N
Other Sources/Uses Detail					15-50	0.00	11.57	7
Fund Reconciliation							J- 3	
61 CAFETERIA ENTERPRISE FUND							1000	
Expenditure Detail	0,00	0.00	0.00	0.00				N H K
Other Sources/Uses Detail					0.00	0.00		100
Fund Reconciliation								(A
62 CHARTER SCHOOLS ENTERPRISE FUND							AFTE.	
Expenditure Detail	0.00	0.00	0.00	0.00				511)
Other Sources/Uses Detail		3,30	3,30	3,30	0.00	0.00	9.03	
Fund Reconciliation			E 37.	THE R. P.	0,00	0,00		
63 OTHER ENTERPRISE FUND							111	
Expenditure Detail	0.00	0.00		7 M T F				E 574
Other Sources/Uses Detail	0,00	0.00		1015	0.00	0.00		
Fund Reconciliation			18	BY 50	0.00	0.00	1 . 3 4	
66 WAREHOUSE REVOLVING FUND				70 - N				3.5
Expenditure Detail	0.00	0.00		# E. (99)			5 3	
Other Sources/Uses Detail	0.00	0.00		45	0.00	0.00	FY	133
Fund Reconciliation			W. 1	V211 -	0.00	0.00		
			**************************************				msik	
67 SELF-INSURANCE FUND	0.00	0.00					3.00	
Expenditure Detail	0.00	0.00			0.00	0.00	,, il 15	J. Si
Other Sources/Uses Detail Fund Reconciliation		- u-3 m			0.00	0.00		-000
							A 700	10.78
71 RETIREE BENEFIT FUND			1 3-7			8.2	(1)	
Expenditure Detail			13			77		Swi i
Other Sources/Uses Detail			3 7 7 9 4	m j.,	0,00			100
Fund Reconciliation			1 3 1					
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND						THE PRINT	3	
Expenditure Detail	0.00	0.00	SEE . 11	45.00		115 5		
Other Sources/Uses Detail	D. P. 119				0.00	Contract of		
Fund Reconciliation	S (65)	4 18 11		19 2 .5	1,75			
76 WARRANT/PASS-THROUGH FUND				S 40 3 9 5				
Expenditure Detail		45.14	N 1 5 189	2/15	ma fine		1 239	44.0
Other Sources/Uses Detail				100		411 3		
Fund Reconciliation	10 11	137.8			E	S 25.	March 1	s vii
95 STUDENT BODY FUND		NAME !					7 7 6	
Expenditure Detail		W 3	The line	WILL B		U.ST.	1 21,5	
Other Sources/Uses Detail	-121,18			87 E -W		EL- EN	104	
Fund Reconciliation						189	37	
TOTALS	0,00	0.00	56,209.95	(56,209.95)	120,000.00	120,000.00	2012	

California Dept of Education SACS Financial Reporting Software - SACS V5.1 File: SIAB, Version 1

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

10 62240 0000000 Form 01CS E8BTY5D6WP(2023-24)

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

CRITERION: Average Daily Attendance 1.

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):	2,125.88	
District's ADA Standard Percentage Level:	1.0%	

District's ADA Standard Percentage Lev

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 (2020-21)				
District Regular	2,156	2,156		
Charter School	0			
Total A	DA 2,156	2,156	N/A	Met
Second Prior Year (2021-22)				
District Regular	2,114	2,161		
Charter School	0			
Total A	DA 2,114	2,161	N/A	Met
First Prior Year (2022-23)				
District Regular	2,216	2,216		
Charter School	0	0		
Total A	DA 2,216	2,216	0.0%	Met
Budget Year (2023-24)		,		
District Regular	2,178			
Charter School	0			
Total A	DA 2,178			

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

1B. Comparison	of District ADA to the Standard	
DATA ENTRY: En	ter an explanation if the standard is not met.	
1a,,	STANDARD MET - Funded ADA has not been overest	imated by more than the standard percentage level for the first prior year,
	Explanation:	Met
	(required if NOT met)	
1b _{el}	STANDARD MET - Funded ADA has not been overest	imated by more than the standard percentage level for two or more of the previous three years.
	Explanation:	Met
	(required if NOT met)	

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

10 62240 0000000 Form 01CS E8BTY5D6WP(2023-24)

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):

2,125.9

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.

Enrollment

Fiscal Year	Budget	CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	2,156	2,116		
Charter School	0	0		
Total Enrollment	2,156	2,116	1.9%	Not Met
Second Prior Year (2021-22)				
District Regular	2,156	2,189		
Charter School	0	0		
Total Enrollment	2,156	2,189	N/A	Met
First Prior Year (2022-23)				
District Regular	2,189	2,135		
Charter School	0	0		
Total Enrollment	2,189	2,135	2.5%	Not Met
Budget Year (2023-24)				
District Regular	2,135			
Charter School	0			
Total Enrollment	2,135			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year, 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: The FCMAT Calculator calculated the district's ADA based on the 3 year average.

(required if NOT met)

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) The FCMAT Calculator calculated the district's ADA based on the 3 year average, As we are in declining enrollment, we have not been able to utilize current or prior year ADAs,

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

10 62240 0000000 Form 01CS E8BTY5D6WP(2023-24)

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 (2020-21)			
District Regular	2,156	2,116	
Charter School		0	
Total ADA/Enrollment	2,156	2,116	101.9%
Second Prior Year (2021-22)			
District Regular	2,161	2,189	
Charter School	0	0	
Total ADA/Enrollment	2,161	2,189	98.7%
First Prior Year (2022-23)			
District Regular	2,126	2,135	
Charter School		0	
Total ADA/Enrollment	2,126	2,135	99.6%
		Historical Average Ratio:	100,1%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 100.6%

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 (2023-24)				
District Regular	2,126	2,135		
Charter School	0	0		
Total ADA/Enrollment	2,126	2,135	99.6%	Met
1st Subsequent Year (2024-25)				
District Regular	2,126	2,135		
Charter School	0	0		
Total ADA/Enrollment	2,126	2,135	99.6%	Met
2nd Subsequent Year (2025-26)				
District Regular	2,126	2,135		
Charter School	0	0		
Total ADA/Enrollment	2,126	2,135	99,6%	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:	Met
(required if NOT met)	

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

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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)* 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 COLA¹ and its economic recovery target payment, plus or minus one percent.

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	Budget Year	1st Subsequent Year	2nd Subsequent Year
Step 1 - Change	e in Population	(2022-23)	(2023-24)	(2024-25)	(2025-26)
a.	ADA (Funded) (Form A, lines A6 and C4)	2,219.37	2,182.00	2,182,00	2,182,00
b.	Prior Year ADA (Funded)		2,219.37	2,182.00	2,182,00
c.	Difference (Step 1a minus Step 1b)		(37.37)	0.00	0.00
d,	Percent Change Due to Population (Step 1c divided by Step 1b)		(1.68%)	0.00%	0.00%
Step 2 - Change	e in Funding Level				
a.	Prior Year LCFF Funding		29,436,381.00	30,218,694.00	
b1,				30,210,094.00	31,112,967.00
2	COLA percentage		8.20%	3,94%	31,112,967.00
b2.	COLA percentage COLA amount (proxy for purposes of this criteric	on)	8.20% 2,413,783.24		
	·			3,94%	3.29%
b2, c.	COLA amount (proxy for purposes of this criterio	divided by Step 2a)	2,413,783.24	3,94% 1,190,616,54	3.29% 1,023,616,61

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

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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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,433,329.00	3,433,329.00	3,433,329.00	3,433,329.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from pre	vious 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	1st Subsequent Year	2nd Subsequent Year	
	(2023-24)	(2024-25)	(2025-26)	
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	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	27,076,748.00	29,436,381,00	30,218,694,00	31,112,967.00
District's Proj	ected Change in LCFF Revenue:	8.71%	2.66%	2.96%
	LCFF Revenue Standard	5.52% to 7.52%	2.94% to 4.94%	2.29% to 4.29%
	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 Governor has increased the COLA to 8,2% for the 2023-24 school year; thus, the percentage increase is outside the allowable range. In the subsequent years, the percentage increase to the COLA is projected at 3,94% and 3,29%, respectively. The District used the FCMAT version 24,1 calculator for its projections.

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79.9% to 85.9%

5. CRITERION: Salarles 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 - 199	,	Ratio	
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits	
Fiscal Year	(Form 01, Objects 1000- 3999)	(Form 01, Objects 1000- 7499)	to Total Unrestricted Expenditures	
Third Prior Year (2020-21)	15,477,272.32	18,481,228.93	83.7%	
Second Prior Year (2021-22)	16,343,608.63	19,537,357.59	83.7%	
First Prior Year (2022-23)	19,861,688,40	24,427,995.71	81.3%	
	1.7	Historical Average Ratio:	82,9%	
ä		Budget Year	1st Subsequent Year	2nd Subsequent Year
	75	(2023-24)	(2024-25)	(2025-26)
District's Reserve Standard Pe	rcentage (Criterion 10B, Line 4):	3,0%	3.0%	3,0%

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.

District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):

Budget - Unrestricted

79.9% to 85.9%

79.9% to 85.9%

(Resources 0000-1999)

	Salaries and Benefits	Total Expenditures	Ratio	
	(Form 01, Objects 1000- 3999)	(Form 01, Objects 1000- 7499)	of Unrestricted Salaries and Benefits	
Fiscal Year	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)	to Total Unrestricted Expenditures	Status
Budget Year (2023-24)	20,995,794.64	28,110,549.54	74.7%	Not Met
1st Subsequent Year (2024-25)	21,625,454_14	28,065,962.70	77.1%	Not Met
2nd Subsequent Year (2025-26)	22,283,446.91	28,723,955.47	77.6%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation: (required if NOT met) The District recognizes that the ratio of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in all years. The District is addressing this while still recognizing that the District is in declining enrollment.

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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	1st Subsequent Year	2nd Subsequent Year
7	(2023-24)	(2024-25)	(2025-26)
1. District's Change in Population and Funding Level			
(Criterion 4A1, Step 3):	6.52%	3,94%	3,29%
2. District's Other Revenues and Expenditures			
Standard Percentage Range (Line 1, plus/minus 10%):	-3.48% to 16.52%	-6.06% to 13.94%	-6.71% to 13.29%
3, District's Other Revenues and Expenditures			
Explanation Percentage Range (Line 1, plus/minus 5%):	1,52% to 11.52%	-1.06% to 8,94%	-1.71% to 8.29%

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.

		Percent Change	Change Is Outside	
Object Range / Fiscal Year	Amount	Over Previous Year	Explanation Range	
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)				
First Prior Year (2022-23)	5,613,437.62			
Budget Year (2023-24)	4,834,018.73	(13.88%)	Yes	
st Subsequent Year (2024-25)	2,897,923.32	(40,05%)	Yes	
2nd Subsequent Year (2025-26)	2,897,923.32	0.00%	No	

Explanation:

(required if Yes)

As the one-time COVID-19 relief money is set to expire in August of 2024, the amount of federal money will decrease and then will be projected at flat funding for the 2025-26 school year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2022-23) Budget Year (2023-24) 1st Subsequent Year (2024-25)

2nd Subsequent Year (2025-26)

Explanation:

8,506,019.45		
5,793,436.33	(31.89%)	Yes
3,935,367,59	(32,07%)	Yes
3,935,367.59	0.00%	No

(required if Yes)

The Learning Recovery Emergency Block Grant funding is causing the Other State Funding to be larger than the out years. We are waiting to determine how much more money may be decreased from our original allotment.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2022-23)

Budget Year (2023-24)

1st Subsequent Year (2024-25)

2nd Subsequent Year (2025-26)

1,427,368.03		
1,479,137,03	3,63%	No
1,397,114,75	(5.55%)	Yes
1,397,114.75	0.00%	No

Explanation:

(required If Yes)

The District projects the Other Local Revenue to decrease during the 2024-25 school year and then see flat funding in the out

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Status

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)

Budget Year (2023-24)

1st Subsequent Year (2024-25)

2nd Subsequent Year (2025-26)

4,920,831.12		
7,124,609.52	44.78%	Yes
4,072,466,27	(42.84%)	Yes
3,654,297.58	(10.27%)	Yes

Explanation: (required if Yes) As we continue to spend down the one-time money from COVID-19 and other state grants, the total expenditure costs will also decrease.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)
Budget Year (2023-24)
1st Subsequent Year (2024-25)
2nd Subsequent Year (2025-26)

6,298,839.94		
8,043,266.01	27,69%	Yes
4,725,760,00	(41.25%)	Yes
4,725,760.00	0.00%	No

Explanation:

(required if Yes)

As we continue to spend down the one-time money from COVID-19 and other state grants, the total expenditure costs will decrease in the 2024-25 school year but then will see flat funding for the out year.

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

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)

Budgel Year (2023-24)

1st Subsequent Year (2024-25)

2nd Subsequent Year (2025-26)

15,546,825.10

12,106,592.09 (22.13%) Not Met

8,230,405.66 (32.02%) Not Met

8,230,405.66 0.00% Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23) Budget Year (2023-24)

1st Subsequent Year (2024-25) 2nd Subsequent Year (2025-26)

11,219,671.06		
15,167,875.53	35.19%	Not Met
8,798,226,27	(41.99%)	Not Met
8,380,057.58	(4.75%)	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 As the one-time COVID-19 relief money is set to expire in August of 2024, the amount of federal money will decrease and then will be projected at flat funding for the 2025-26 school year.

Explanation:
Other State Revenue
(linked from 6B

if NOT met)

The Learning Recovery Emergency Block Grant funding is causing the Other State Funding to be larger than the out years. We are waiting to determine how much more money may be decreased from our original allotment.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

if NOT met)

The District projects the Other Local Revenue to decrease during the 2024-25 school year and then see flat funding in the out years.

if NOT met)

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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:	As we continue to spend down the one-time money from COVID-19 and other state grants, the total expenditure costs will	
Books and Supplies	also decrease,	
(linked from 6B		
if NOT met)		
Explanation:	As we continue to spend down the one-time money from COVID-19 and other state grants, the total expenditure costs will	
Services and Other Exps	decrease in the 2024-25 school year but then will see flat funding for the out year.	
(linked from 6B		

Califomia Dept of Education SACS Financial Reporting Software - SACS V5.1 File: CS_District, Version 5

Printed: 6/7/2023 7:50 AM

1.

2.

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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 extude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690,

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

 a. For districts that are the AU of a SELPA, do you choose 		1			
the SELPA from the OMMA/RMA required minimum contri	Yes	1			
					-1
b. Pass-through revenues and apportlonments that may be	e excluded from the OMMA/RMA	A calculation per EC Section 170	70,75(b)(2)(D)		٦
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objective	ects 7211-7213 and 7221-7223)			0.00	,
					_
Ongoing and Major Maintenance/Restricted Maintenance A	Account				
,					
a. Budgeted Expenditures and Other Financing Uses					
(Form 01, objects 1000-7999, exclude resources 3212,					
3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)					
00.01 00001 00001 000 1, 102/, 4/12 1000/					
	41,606,607.94				
b. Plus: Pass-through Revenues and Apportionments		20/ Demilied	D. d4-d O4-b-411		
(Line 1b, if line 1a is No)		3% Required	Budgeted Contribution ¹		
		Minimum Contribution	to the Ongoing and Major		
		(Line 2c times 3%)	Maintenance Account	Status	
c. Net Budgeted Expenditures and Other Financing					٦
Uses				Not Mel	1
	41,606,607.94	1,248,198.24	1,177,230.81		- 1

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:

Vi.	analysis Elementary Charter School District is a shorter district and will claim "everyth of the 20' contrib
Х	Other (explanation must be provided)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)

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 District is utilizing other resources to make up the difference to ensure that facilities are being taken care of and students have a safe, comfortable learning environment to attend.

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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 reserves¹ as a percentage of total expenditures and other financing uses² 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.

ENTRY:	All data are extracted or calculated.			
		Third Prior Year	Second Prior Year	First Prior Year
		(2020-21)	(2021-22)	(2022-23)
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)	7,605,807,17	10,875,596,67	12,345,586.77
	d, Negative General Fund Ending Balances in Restricted			
	Resources (Fund 01, Object 979Z, if negative, for each of			
	resources 2000-9999)	0.00	0.00	0.00
	e. Av ailable Reserves (Lines 1a Ihrough 1d)	7,605,807.17	10,875,596,67	12,345,586,77
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses			
	(Fund 01, objects 1000-7999)	27,410,703.06	26,971,535,67	38,688,733,89
	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)	27,410,703,06	26,971,535,67	38,688,733.89
3,	District's Available Reserve Percentage			
	(Line 1e divided by Line 2c)	27.7%	40_3%	31.9%
	District's Deficit Spending Standard Percentage Levels			
	(Line 3 times 1/3):	9.2%	13.4%	10.6%
	(Line 3 times 1/3).	5.2 /0	13.470	10.076

'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.

²A 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.

BB. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

	Net Change in	Total Unrestricted Expenditures	Deficit Spending Level	
	Unrestricted Fund Balance	and Other Financing Uses	(If Net Change in Unrestricted Fund	
Fiscal Year	(Form 01, Section E)	(Form 01, Objects 1000- 7999)	Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	1,122,418,67	19,336,566,60	N/A	Met
Second Prior Year (2021-22)	3,403,923,56	19,565,765,63	N/A	Met
First Prior Year (2022-23)	1,508,953.46	24,567,995.71	N/A	Met
Budget Year (2023-24) (Information only)	(189,821.22)	28,230,549.54		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met,

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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:	Met		
	(required if NOT met)			

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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):

2,130

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.

Unrestricted General Fund Beginning Balance ²

Beginning Fund Balance

(Form 01, Line F1e, Unrestricted Column)

Variance Level

Fiscal Year	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status	
Third Prior Year (2020-21)	6,523,802.50	6,518,758.50	.1%	Met	
Second Prior Year (2021-22)	5,702,056.08	7,507,043.11	N/A	Met	
First Prior Year (2022-23)	6,632,624.16	10,836,633.31	N/A	Met	
Budget Year (2023-24) (Information only)	12,345,586.77				

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.

Ex	plan	atlo	n:
EX	pian	atio	n:

(required if NOT met)

Met

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10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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 \$80,000 (greater of)	0	to 300	
4% or \$80,000 (greater of)	301	to 1,000	
3%	1,001	10 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.

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.

(2023-	24) (2024-25)	(2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. 2,12	2,126	2,126
Subsequent Years, Form MYP, Line F2, If available.)		
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):

a. Enter the name(s) of the SELPA(s):

objects 7211-7213 and 7221-7223)

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA me	mbers?
---	--------

No

If v	ou are the S	ELPA AU and a	are excluding spec	cial education pass	s-through funds:

b, Special Education Pass-through Funds

(Fund 10, resources 3300-3499, 6500-6540 and 6546,

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2023-24)	(2024-25)	(2025-26)
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,

2.

1.:	Expenditures and Other Financing Uses	
	(Fund 01, objects 1000-7999) (Form MYP, Line B11)	
2.	Plus: Special Education Pass-through	
	(Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	
3.	Total Expenditures and Other Financing Uses	
	(Line B1 plus Line B2)	
4.	Reserve Standard Percentage Level	
5.	Reserve Standard - by Percent	
	(Line B3 times Line B4)	
6,	Reserve Standard - by Amount	

2nd Subsequent Year	1st Subsequent Year	Budget Year	
(2025-26)	(2024-25)	(2023-24)	
39,599,715.53	39,127,370.81	45,755,974.67	
0.00	0.00	0.00	
39,599,715,53	39,127,370.81	45,755,974.67	
3%	3%	3%	
1,187,991.47	1,173,821.12	1,372,679.24	

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.

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10C. Calculating	the District's Budgeted Reserve Amount			
	(Greater of Line B5 or Line B6)	1,372,679.24	1,173,821.12	1,187,991.47
7.	District's Reserve Standard			
	(\$80,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0,00	0.00

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 Amoun	ats (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2023-24)	1st Subsequent Year (2024- 25)	2nd Subsequent Year (2025-26)
1.	General Fund - Stabilization Arrangements			
	(Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties			
	(Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount			
	(Fund 01, Object 9790) (Form MYP, Line E1c)	12,155,765.55	11,477,494,40	11,221,151.53
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		
6.	Special Reserve Fund - Reserve for Economic Uncertainties			
	(Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount			
	(Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount			
	(Lines C1 thru C7)	12,155,765,55	11,477,494.40	11,221,151,53
9.	District's Budgeted Reserve Percentage (Information only)			
	(Line 8 divided by Section 10B, Line 3)	26,57%	29.33%	28,34%
	District's Reserve Standard			
	(Section 10B, Line 7):	1,372,679.24	1,173,821.12	1,187,991.47
	Status:	Met	Met	Met

10D.	Comparison	of District	Reserve	Amount t	o 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:	Met
(required if NOT met)	

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SUPPLEMENTAL INFORMATION				
DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.				
81.	Contingent Liabilities			
1a.	a. 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, a positions in the general fund. The District recognizes this and is planning to move these expentime money expires.			
S 3.	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:		

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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 Ye	ear (2022-23)	(1,681,630.60)			
Budget Year	(2023-24)	(2,067,326.68)	385,696.08	22.9%	Not Met
1st Subseque	ent Year (2024-25)	(2,543,881,59)	476,554.91	23,1%	Not Met
2nd Subsequ	ent Year (2025-26)	(2,372,537,02)	(171,344.57)	(6.7%)	Met
1b. First Prior Ye	Transfers In, General Fund *	0.00			
Budget Year		0.00	0.00	0.0%	Met
ū	ent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequ	uent Year (2025-26)	0.00	0,00	0.0%	Met
1c.	Transfers Out, General Fund *				
First Prior Ye	ear (2022-23)	140,000,00			
Budget Year	(2023-24)	120,000,00	(20,000,00)	(14,3%)	Mel
1st Subseque	ent Year (2024-25)	120,000,00	0.00	0.0%	Met
2nd Subsequ	ient Year (2025-26)	120,000.00	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
	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.

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.

	plant, man and an arranged and arranged a	
	Explanation:	The District recognizes the increase in contributions in 2023-24 and 2024-25, and these are one-time contributions to restricted
	(required if NOT met)	resources
1b.	MET - Projected transfers in have not changed by	more than the standard for the budget and two subsequent fiscal years.

MET - Projected transfers in have not changed by	more than the standard for the budget and two subsequent riscal years.
Explanation:	Met
(required if NOT met)	

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1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:	Met		
required if NOT 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: The following projects are scheduled for the 2023-24 school year:

(required if YES) Window project at Washington Elementary , Roosevelt Elementary , and Lincoln Elementary = \$2,000,000

HVAC install at Washington Elementary cafeteria - \$750,000 HVAC install at Lincoln Elementary cafeteria - \$750,000

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S6. Long-term Commitments

Identify all existing and new multiyear commitments 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 appl	licable long-term commitments;	there are no extractions in this section.	
1. Does your district have long-term (multiye	ear) commitments	?			
(If No, skip item 2 and Sections S6B and S			Yes		
2. If Yes to item 1, list all new and existing m	nultiy ear commiti	ments and required annual debt s	ervice amounts, Do not include	e long-term commitments for postemploymer	t benefits other than
pensions (OPEB); OPEB is disclosed in ite	m S7A				
	# of Years		SACS Fund and Object Codes	s Used For:	Principal Balance
Type of Commitment	Remaining	Funding Sources	s (Revenues)	Debt Service (Expenditures)	as of July 1, 2023
Leases	11	25-8660/8661/01-8011		25-7438/7439; 01-7438/7439	1,610,006
Certificates of Participation	24	51-8577/8611/8612/8614/8660		51-7433/7437/7438/7439	16,691,440
General Obligation Bonds					
Supp Early Retirement Program					
State School Building Loans					
Compensated Absences					
Other Long-term Commitments (do not include OP	EB):				
QZAB	11	01-6230/8590; 01-8011		01-6230/7439; 01-7439	1,470,118
Accreted Interest					669,906
	_				
TOTAL:					20,441,470
		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)	(2025-26)
		Annual Payment	Annual Payment	Annual Pay ment	Annual Payment
Type of Commitment (continued)		(P & I)	(P & I)	(P & I)	(P & 1)
Leases					
Certificates of Participation		204,575	205,575	206,575	207,575
General Obligation Bonds		1,053,733	901,839	901,839	901,839
Supp Early Retirement Program					
State School Building Loans					
Compensated Absences					
Other Long-term Commitments (continued):					
QZAB		133,647	133,647	133,647	133,647
Accreted Interest					
				-	
Total An	nual Payments:	1,391,955	1,241,061	1,242,061	1,243,061
Has total annual p	ayment increas	ed over prior year (2022-23)?	No	No	No

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S6B. Comparison	of the District's Annual Payments to Prior Year Ann	nual Payment
DATA ENTRY: Ente	er an explanation if Yes.	
1a.	No - Annual payments for long-term commitments have	ve not increased in one or more of the budget and two subsequent fiscal years.
	Explanation:	n/a
	(required if Yes	
	to increase in total	
	annual payments)	
S6C. Identification	n of Decreases to Funding Sources Used to Pay Lor	ng-term Commitments
DATA ENTRY: Clic	k 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 commitme	ents 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:	n/a
	(required if Yes)	

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\$7. 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.),

	k the appropriate button in item 1 and enter data in all other applicable items; ther	re are no extractions in this section excep	at the hudget year data on line 5h	
- 1				
	Does your district provide postemployment benefits other		1	
ı	lhan pensions (OPEB)? (If No, skip items 2-5)	Yes		
2. I	For the district's OPEB:			
8	a. Are they lifetime benefits?	Yes		
	9		1	
ŀ	b. Do benefits continue past age 65?	Yes		
(c. Describe any other characteristics of the district's OPEB program including eli	gibility criteria and amounts, if any, that	retirees are required to contribute	toward their own benefits:
		time Benefits since 1994; however, any oven the district cap and must pay the sar		
3 4	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?		Pay-as-y	ou-go
ı	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or	r	Self-Insurance Fund	Governmental Fund
į	gov emmental fund		0	0
4.	OPEB Liabilities			
1	a. Total OPEB liability	i [22,552,633,00	
I	b. OPEB plan(s) fiduciary net position (if applicable)		0,00	
(c. Total/Net OPEB liability (Line 4a minus Line 4b)		22,552,633.00	
(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		2/1/2023	
		Budget Year	1st Subsequent Year	2nd Subsequent Year
5.	OPEB Contributions	(2023-24)	(2024-25)	(2025-26)
ſ	a. OPEB actuarially determined contribution (ADC), if available, per			
-	actuarial valuation or Alternative Measurement			
1	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) 	1,205,096,08	1,205,096.08	1,205,096.08
(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

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S7B. Identificatio	3. Identification of the District's Unfunded Liability for Self-Insurance Programs					
DATA ENTRY: Clic	ck the appropriate button in item 1 and enter data in all other applicable items; there are n	o extractions in this section.				
1	Does your district operate any self-insurance programs such as workers' compens- welf are, or property and liability? (Do not include OPEB, which is covered in Section		No			
2	Describe each self-insurance program operated by the district, including details for each actuarial), and date of the valuation:	ch such as level of risk retained, f	unding approach, basis for valua	tion (district's estimate or		
3.	Self-Insurance Liabilities					
	a. Accrued liability for self-Insurance programs		0.00			
	b. Unfunded liability for self-insurance programs	Ę	0.00			
		Budget Year	1st Subsequent Year	2nd Subsequent Year		
4.	Self-Insurance Contributions	(2023-24)	(2024-25)	(2025-26)		
	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		

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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 Analy	S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees						
DATA ENTRY: Er	nter all applicable data items; there are no extracti	ions in this section.					
		Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year		
		(2022-23)	(2023-24)	(2024-25)	(2025-26)		
Number of certificated (non-management) full - time - equivalent(FTE) positions		121.3	108.5	108.5	108.5		
Certificated (No	n-management) Salary and Benefit Negotiation	ns					
1.	Are salary and benefit negotiations settled for the	he budget year?		Yes			
63		If Yes, and the corresponding public disclifiled with the COE, complete questions 2					
		If Yes, and the corresponding public discludes been filed with the COE, complete question					
		If No, identify the unsettled negotiations I	including any prior year unsettled	negotiations and then complete of	questions 6 and 7		
Negotiations Settl	led						
2a.	Per Government Code Section 3547.5(a), date of	of public disclosure board meeting:					
2b.	Per Government Code Section 3547,5(b), was the	he agreement certified					
	by the district superintendent and chief business	s official?					
		If Yes, date of Superintendent and CBO of	certIfIcation:				
3.	Per Government Code Section 3547-5(c), was a	budget revision adopted					
	to meet the costs of the agreement?						
		If Yes, date of budget revision board ado	ption:				
4.	Period covered by the agreement:	Begin Date:		End Date:			
5.	Salary settlement:	2:=	Budget Year	1st Subsequent Year	2nd Subsequent Year		
			(2023-24)	(2024-25)	(2025-26)		
	Is the cost of salary settlement included in the	budget and multly ear					
	projections (MYPs)?						
		One Year Agreement					
	•	Total cost of salary settlement					
		% change in salary schedule from prior year					
		or					
		Multiyear Agreement	-				
		Total cost of salary settlement					
		% change in salary schedule from prior year (may enter text, such as "Reopener")					

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Negotiations	Not Settled			
6,	Cost of a one percent increase in salary and statutory benefits			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2023-24)	(2024-25)	(2025-26)
760	Amount Included for any tentative salary schedule increases			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
Certificated	(Non-management) Health and Welfare (H&W) Benefits	(2023-24)	(2024-25)	(2025-26)
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			
Certificated	(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:			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
Contificated	(Non-management) Step and Column Adjustments	-	•	(2025-26)
Certificated	(Non-management) step and Column Adjustments	(2023-24)	(2024-25)	(2025-20)
1	Are step & column adjustments included in the budget and MYPs?			
2,	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
Certificated ((Non-management) Attrition (layoffs and retirements)	(2023-24)	(2024-25)	(2025-26)
	,	(2000 2.7)	((=====/
1.	Are savings from attrition included in the budget and MYPs?			
2,	Are additional H&W benefits for those laid-off or retired employees included in			
	the budget and MYPs?			
	(Non-management) - Other			
List other sign	nificant contract changes and the cost impact of each change (i.e., class size, hours of	r employment, leave or absence, bonuse	s, etc.):	
				
	Δ			
	·			
	Name of the second			

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S8B. Cost Anal	ysis of District's Labor Agreements - Classified	(Non-management) Employees			
DATA ENTRY: E	nter all applicable data items; there are no extraction	ons in this section.			
		Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)	(2025-26)
Number of class	ified(non - management) FTE positions	82,0	82,5	82.5	82.5
Classified (Non	-management) Salary and Benefit Negotiations		r		
1.	Are salary and benefit negotiations settled for th	e budget year?		Yes	
	I ^a	f Yes, and the corresponding public discle	osure documents have been file	ed with the COE, complete question	ns 2 and 3.
	l'	f Yes, and the corresponding public discle	osure documents have not been	n filed with the COE, complete que	stions 2-5,
	I'	f No, identify the unsettled negotiations i	ncluding any prior year unsettle	d negotiations and then complete	uestions 6 and 7.
Negotiations Set	tled				
2a.	Per Government Code Section 3547,5(a), date of	f public disclosure	T		
	board meeting:				
2b.	Per Government Code Section 3547.5(b), was th	e agreement certified			
	by the district superintendent and chief business	official?			
	I ^s	f Yes, date of SuperIntendent and CBO o	ertification:		
3.	Per Government Code Section 3547,5(c), was a	budget revision adopted			
	to meet the costs of the agreement?				
	I.	f Yes, date of budget revision board ado	ption:		
4.	Period covered by the agreement:	Begin Date:		End Date:	
5.	Salary settlement:		Budget Year	1st Subsequent Year	2nd Subsequent Year
			(2023-24)	(2024-25)	(2025-26)
	is the cost of salary settlement included in the b	oudget and multiyear			
	projections (MYPs)?				
		One Year Agreement			
	ו	otal cost of salary settlement			
		6 change in salary schedule from prior ear			
		or			
		Multiyear Agreement			
		otal cost of salary settlement			
	У	% change in salary schedule from prior ear (may enter text, such as Reopener")			
	<u>. I</u>	dentify the source of funding that will be	used to support multiyear salar	y commitments:	

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Negotiations No	ot Settled			
6.	Cost of a one percent increase in salary and statutory benefits			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2023-24)	(2024-25)	(2025-26)
7.	Amount Included for any tentative salary schedule increases			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified (No	n-management) Health and Welfare (H&W) Benefits	(2023-24)	(2024-25)	(2025-26)
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			
Classified (No	n-management) Prior Year Settlements			
Are any new co	sts 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:			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified (No.	n-management) Step and Column Adjustments	(2023-24)	(2024-25)	(2025-26)
Classilled (140)	n-management, step and Column Aujusuments	(2020-24)	(2024-20)	(2023-20)
16	Are step & column adjustments included in the budget and MYPs?			
2,	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
Classified (No	n-management) Attrition (layoffs and retirements)	(2023-24)	(2024-25)	(2025-26)
Oldssilled (140)	in-management, Attainent (rayons and rearements)	(2020-24)	(2024 20)	(2020 20)
1.	Are savings from attrition included in the budget and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in			
	the budget and MYPs?			
Classified (No	n-management) - Other			
	icant contract changes and the cost impact of each change (i.e., hours of employm	ent, leave of absence, bonuses, etc.):		
				
	-			

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S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees					
DATA ENTRY: E	nter all applicable data items; there are no extract	ions in this section.			
		Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)	(2025-26)
Number of mana	gement, supervisor, and confidential FTE	37.2	32,3	32.3	32,3
positions		07.2	02,0	02.0	
Management/Su	pervisor/Confidential				
_	ofit Negotiations				
1.	Are salary and benefit negotiations settled for t	he budget vear?		N/A	
		If Yes, complete question 2			
		If No, identify the unsettled negotialions in	ncluding any prior year unsettled	negotiations and then complete of	questions 3 and 4,
	ſ				<u> </u>
	Į.				
		If n/a, skip the remainder of Section S8C.			
Negotiations Sett			B. L. (W. co	4-1-0-1	0-d 0-h
2.	Salary settlement:		Budget Year	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
		1	(2023-24)	(2024-25)	(2025-20)
	Is the cost of salary settlement included in the	budget and multiyear			
	projections (MYPs)?	Total and of policy publication			
		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 st	atutory benefils			
			Budget Year	1st Subsequent Year	2nd Subsequent Year
			(2023-24)	(2024-25)	(2025-26)
4. Amount included for any tentative salary schedule increases					
Management/Su	pervisor/Confidential		Budget Year	1st Subsequent Year	2nd Subsequent Year
Health and Welt	fare (H&W) Benefits		(2023-24)	(2024-25)	(2025-26)
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 pri	or year			
Management/Su	pervisor/Confidential		Budgel Year	1st Subsequent Year	2nd Subsequent Year
Step and Colum	nn Adjustments		(2023-24)	(2024-25)	(2025-26)
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	ar			
_	pervisor/Confidential		Budget Year	1st Subsequent Year	2nd Subsequent Year
Other Benefits (mlleage, bonuses, etc.)		(2023-24)	(2024-25)	(2025-26)
1;	Are easte of other handfile included in the built	ret and MVRe2			
2.	Are costs of other benefits included in the budg Total cost of other benefits	lor and M1 L2 i			
21	Total cost of other benefits				

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

10 62240 0000000 Form 01CS E8BTY5D6WP(2023-24)

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?

2. Adoption date of the LCAP or an update to the LCAP.

\$10. 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
Jun	12, 2023

Yes

2023-24 Budget, July 1 General Fund School District Criteria and Standards Review

10 62240 0000000 Form 01CS E8BTY5D6WP(2023-24)

ADDITIONAL	CIRCAL	INDIC	ATODE

ADDITIONAL F	ISCAL 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 independen	nt from the payroll system?			
			Yes		
A3.	Is enrollment decreasing in both the prior fiscal year a	nd budget year? (Data from the			
	enrollment budget column and actual column of Criteri	on 2A are used to determine Yes or No)	No		
A4.	Are new charter schools operating in district boundaries	s that impact the district's			
	enrollment, either in the prior fiscal year or budget year	ır?	No		
A5.	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		No		
are expected to exceed the projected state funded cost-of-living adjustment?		·			
A6.	Does the district provide uncapped (100% employer pa	aid) health benefits for current or			
	retired employees?		No		
A7.	Is the district's financial system independent of the co	ounty 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 superintend	lent or chief business			
	official positions within the last 12 months?		No		
When providing	comments for additional fiscal indicators, please include th	e item number applicable to each comment.			
	Comments:				
	(optional)				
		72			

End of School District Budget Criteria and Standards Review

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Budget, July 1 Budget 2023-24 **Technical Review Checks** Phase - All Display - Exceptions Only

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** \underline{W} arning/ \underline{W} arning with \underline{C} alculation (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)

6/7/2023 7:50:56 AM

10-62240-0000000

Budget, July 1 Budget 2023-24 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)

WWC - 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

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKFUND - (Fatal) - All FUND codes must be valid.	Passed
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	Passed
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	Passed
CHECKRESOURCE - (Warning) - All RESOURCE codes 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-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must 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-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	<u>Passed</u>
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	Passed
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should 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).	<u>Passed</u>

SACS Web System - SACS V5.1 10-62240-0000000 - Kingsburg Elementary Charter - Budget, July 1 - Budget 2023-24 6/7/2023 7:50:56 AM	
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).	<u>Passed</u>
CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>Passed</u>
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	
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
CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund.	Passed
CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.	<u>Passed</u>
EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund,	Passed
EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).	<u>Passed</u>
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).	<u>Passed</u>
EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<u>Passed</u>
INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.	Passed
INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).	<u>Passed</u>
INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.	<u>Passed</u>
INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function.	<u>Passed</u>
INTRAFD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund.	<u>Passed</u>
INTRAFD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund.	<u>Passed</u>

SACS Web System - SACS V5.1 10-62240-0000000 - Kingsburg Elementary Charter - Budget, July 1 - Budget 2023-24 6/7/2023 7:50:56 AM	
INTRAFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function.	Passed
LCFF-TRANSFER - (Fatal) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	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
OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund,	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.	<u>Passed</u>
REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	<u>Passed</u>
RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.	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
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.	<u>Passed</u>
SUPPLEMENTAL CHECKS	
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).	<u>Passed</u>
CB-BUDGET-CERTIFY - (Fatal) - In Form CB, the district checked the box relating to the required budget certifications.	<u>Passed</u>
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.	<u>Passed</u>
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.	<u>Passed</u>
EXPORT VALIDATION CHECKS	
ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form A) must be provided.	<u>Passed</u>
BUDGET-CERT-PROVIDE - (Fatal) - Budget Certification (Form CB) must be provided.	Passed
CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and	Passed

saved.

10-62240-0000000 - Kingsburg Elementary Charter - Budget, July 1 - Budget 2023-24 6/7/2023 7:50:56 AM	
CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	<u>Passed</u>
CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	Passed
CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CS) has been provided.	<u>Passed</u>
FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved.	<u>Passed</u>
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.)	<u>Passed</u>
VERSION-CHECK - (Warning) - All versions are current.	Passed
WK-COMP-CERT-PROVIDE - (Fatal) - Workers' Compensation Certification (Form CC) must be provided.	<u>Passed</u>

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10-62240-0000000

Budget, July 1 Estimated Actuals 2022-23 **Technical Review Checks** Phase - All Display - Exceptions Only

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** \underline{W} arning \underline{W} arning with \underline{C} alculation (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)

6/7/2023 7:51:37 AM

10-62240-0000000

Budget, July 1 Estimated Actuals 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 - <u>W</u>arning/<u>W</u>arning with <u>C</u>alculation (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

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid.	<u>Passed</u>
CHECKFUND - (Fatal) - All FUND codes must be valid.	Passed
CHECKGOAL - (Fatal) - All GOAL codes must be valid.	<u>Passed</u>
CHECKOBJECT - (Fatal) - All OBJECT codes must be valid.	<u>Passed</u>
CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid.	<u>Passed</u>
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-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid.	<u>Passed</u>
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-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid.	Passed
CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid.	<u>Passed</u>
CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid.	<u>Passed</u>
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.	<u>Passed</u>
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

SACS Web System - SACS V5.1 10-62240-0000000 - Kingsburg Elementary Charter - Budget, July 1 - Estimated Actuals 2022-23 6/7/2023 7:51:37 AM	
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).	<u>Passed</u>
CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid.	<u>Passed</u>
CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>Passed</u>
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).	<u>Passed</u>
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.	<u>Passed</u>
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.	<u>Passed</u>
GENERAL LEDGER CHECKS	
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.	<u>Passed</u>
CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.	<u>Passed</u>
CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund.	<u>Passed</u>
CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.	<u>Passed</u>
DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610).	<u>Passed</u>
EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund.	<u>Passed</u>
EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).	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).	<u>Passed</u>
EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.	<u>Passed</u>
INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.	<u>Passed</u>

SACS Web System - SACS V5.1 10-62240-0000000 - Kingsburg Elementary Charter - Budget, July 1 - Estimated Actuals 2022-23 6/7/2023 7:51:37 AM	
INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).	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
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.	<u>Passed</u>
INTRAFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function.	<u>Passed</u>
LCFF-TRANSFER - (Fatal) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually.	<u>Passed</u>
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
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.	<u>Passed</u>
OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund.	<u>Passed</u>
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
REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.	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
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.	<u>Passed</u>
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
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

SACS Web System - SACS V5.1 10-62240-0000000 - Kingsburg Elementary Charter - Budget, July 1 - Estimated Actuals 2022-23 6/7/2023 7:51:37 AM

VERSION-CHECK - (Warning) - All versions are current.

DEBT-POSITIVE - (Fatal) - In Form DEBT, long-term liability ending balances must be positive.	<u>Passed</u>
EXPORT VALIDATION CHECKS	
ADA-PROVIDE - (Fatal) - Average Daily Attendance data (Form A) must be provided.	<u>Passed</u>
CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.	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.	<u>Passed</u>
FORM01-PROVIDE - (Fatal) - Form 01 (Form 01l) must be opened and saved.	Passed

Passed

Export Log Period: Budget, July 1 Type of Export: Official

LEA: 10-62240-0000000 Kingsburg Bementary Charter

Official Check for LEA: 10-62240-0000000 is good

Export of USER General Ledger started at 6/7/2023, 7:57:44 AM

OFFICIAL Header for LEA: 10-62240-0000000 Kingsburg Bementary Charter VERSION SACS V5.1

Fiscal year: 2022-23

· Type of data: Estimated Actuals

• Number of records exported in group 1: 1255

Fiscal year: 2023-24Type of data: Budget

· Number of records exported in group 2: 957

Export USER General Ledger completed at 6/7/2023, 7:57:44 AM

Export of Supplementals (USER ELEMENTs) started at 6/7/2023, 7:57:44 AM

• Fiscal year: 2022-23

· Type of data: Estimated Actuals

• Number of records exported in group 3: 505

Fiscal year: 2023-24Type of data: Budget

· Number of records exported in group 4: 2476

Export of supplementals (USER ELEMENTs) completed at 6/7/2023, 7:57:44 AM

Export of TRC Explanations started at 6/7/2023, 7:57:44 AM

Fiscal year: 2022-23

. Type of data: Estimated Actuals

• Number of records exported in group 5: 0

Fiscal year: 2023-24Type of data: Budget

• Number of records exported in group 6: 0

Export of TRC Explanations completed at 6/7/2023, 7:57:44 AM

Export of TRC Log started at 6/7/2023, 7:57:44 AM

• Fiscal year: 2022-23

. Type of data: Estimated Actuals

• Number of records exported in group 7: 56

Fiscal year: 2023-24Type of data: Budget

• Number of records exported in group 8: 56

Export of TRC Log completed at 6/7/2023, 7:57:44 AM

OFFICIAL END for LEA: 10-62240-0000000 Kingsburg Elementary Charter

Exported to file: 10622400000000_BS1_2023-24_E8BTY5D6WP_OFFICIAL.DAT

End of Official Export Process

STUDIES/REPORTS INDICATING FISCAL DISTRESS (AB 2756)

District: Kingsburg Elementary Charter School District	ct
Date: June 12, 2023	•
Please check one:	
The district does not have any reports that sho	ow 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:	P
2) Report Title:	
Prepared by:	
Date:	_
3) Report Title:	
Prepared by:	
Date:	
4) Report Title:	
Prepared by:	
Date:	Copy attached
Signature: Chief Business Official	Date:
Please submit this form and any acc your District Assistan	

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.

•	Agenda Item: Resolution 23-11 Interfund Borrowing
	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
	Submitted By: Bobby Rodriguez, CBO
	Attachments:
	Not Applicable To Be Enclosed with Board Packets
	*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board
	Purpose: Moneys 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
	Financial Impact: N/A
	Funding Source: All Funds
	All Funds
	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

Superintendent
MATT STOVALL
Assistant Superintendent
BOBBY RODRIGUEZ
Chief Business Official
CAROL BRAY
Director, Human Resources
ERIN PASILLAS

Director, Special Education,

Student Services

WESLEY SEVER, ED. D.

RESOLUTION 23-11

RESOLUTION TO AUTHORIZE TEMPORARY INTERFUND TRANSFERS OF SPECIAL OR RESTRICTED MONEY

WHEREAS, the governing board of any school district may direct that moneys 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 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;

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the Kingsburg Elementary Charter School District, in accordance with the provisions of Education Code Section 42603 adopts the following authorization for the 2023-24 fiscal year to temporarily transfer moneys between the following funds provided that all transfers are approved by the Superintendent or designee;

PASSED AND ADOPTED by the Governing Board on June 12, 2023, by the following vote:

Ayes:	
Noes:	
Abstentions:	0
Absent:	
STATE OF CALIFORNIA	
)ss.
COUNTY OF FRESNO	
	Governing Board, do hereby certify that the foregoing is a full, true, on passed and adopted by the Board at a regularly called and aid date.
WITNESSED by my hand th	is 12 th day of June, 2023

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: Sequoia Construction - CSPP Preschool
2.	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
3.	Submitted By:
	Bobby Rodriguez, Chief Business Official
4.	Attachments:
7.	
	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 remove the existing bark in the CSPP playground area to determine what type of draining system
	is underneath the bark area. A yellow mold has grown in the bark and as we remove it from the area,
	it keeps growing back.
6	Financial Impact:
0.	\$12,000-\$18,000; Not to exceed \$18,000
7.	Funding Source: Fund 12
8.	District Goals This Item Will Meet:
0.	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!"
	Trainitain a bound ristar Condition - Acep the raining rogether:



Signature

Date

13863 Ave. 352 Viselia, CA 93292 Office: 559-625-2002 Fax: 559-625-3185 License # 798682

PROPOSAL

DATE	NUMBER
6/1/2023	18867

BILL TO	
Kingsburg Elementary	
1900 Mariposa Street	
Kingsburg, CA 93631	
850418, 011 95051	

Washington Pre-School
1501 Ellis Street
Kingsburg, CA 93631

		No. 1.	70
P.O. NO.	TERMS	PROJEC ⁻	Γ
	Net 30	Remove Barl	k
	DESCR	IPTION	TOTAL
	in playground and haul 8,000.00 - Depending of Included	off on bark depth and hauling	12,000.00
Any alteration or devia	ation from above specifications	involving extra costs will be executed only upon	
ACCEPTANCE OF P	Il become an extra charge over a ROPOSAL. The above prices s are authorized to do the work a	pecifications and conditions are satisfactory and are	TOTAL \$12,000.00

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.

Agenda Item: Sequoia Construction - IT Department Offices
Agenda Item Category:
Consent Agenda
Action Item
Presentation
Public Hearing
Closed Session
Submitted By:
Bobby Rodriguez, Chief Business Official
Attachments:
Not Applicable
✓ To Be Enclosed with Board Packets
*Overnight trip requests require itinerary, location, dates and flyer to be
submitted to the Board
Purpose:
The IT offices are in need of quiet, separated spaces to conduct meetings. Sequoia would be cutting
three (3) new door openings on the west wall of the current IT office, expanding into the storage area. They would then frame the new walls and install the tackboard and door frames.
They would then hame the new walls and install the tackboard and door frames.
Financial Impact: \$15,250
¥1.6,1200
Funding Source: Resource 26000
Resource 26000
District Goals This Item Will Meet: Increase Student Achievement
District Goals This Item Will Meet:
District Goals This Item Will Meet: Increase Student Achievement
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
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



Signature

Date

13883 Ave. 352 Visalia, CA 93292 Office: 559-825-2002 Fax: 559-825-3185 License # 798882

PROPOSAL

DATE	NUMBER	
6/5/2023	18870	

BILL TO	÷
Kingsburg Elementary	N
1900 Mariposa Street	
Kingsburg, CA 93631	

Roosevelt School	
1185 10th Ave	
Kingsburg, CA 93631	

P.O. NO.	TERMS	PROJECT	PROJECT New IT Offices	
	Net 30	New IT Offices		
	DESCRIPTION		TOTAL	
Frame new walls for IT Office, insulate and install owner supplied sheetrock.		9,850.00		
Cut out (3) new door openings in double wall frame and install new 6x10 header reinstall drywall, tack board, install frame and door.			5,400.00	
Prevailing Wage In	ncluded			
Updated: 06/07/202	23	*		
Any alteration or deviation	on from above specifications in	nvolving extra costs will be executed only upon		
ACCEPTANCE OF PRO	ecome an extra charge over an	ed above the estimate.	TOTAL \$15,250.00	

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: EL Master Plan- Updated Redesignation criteria
2.	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
3.	Submitted By: Matt Stovall
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:
	After consulting with FCOE's EL Legal and procedural department we have made adjustments.
	Changes are on pages 36, 46-48
6.	Financial Impact:
	none
7.	Funding Source:
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

Proposed to the Board June 12, 2023

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Primary Language Proficiency Testing (IPT Spanish)

Documentation And Parent Notification Of Initial Results

Instructional Placement For Instructional Services

EL Identification Flowchart

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Recruitment

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Parent Notifications

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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

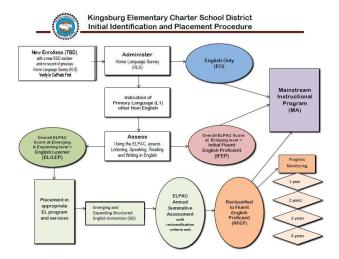
CA EL Roadmap Alignment: Principle 2, Element E:

"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."

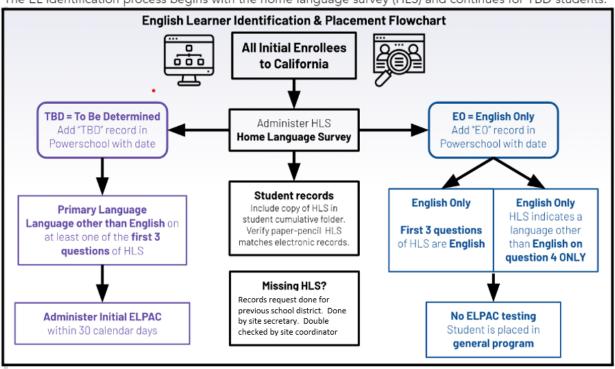
HOME LANGUAGE SURVEY

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 District EL Director	Provides assistance to school sites, collects data from schools.

Take out this and replace with next image



The EL identification process begins with the home language survey (HLS) and continues for TBD students:



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 <u>CDE website</u> 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	may need frequent linguistic support to enable them to access adapted	
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 <i>California English Language Development Standards, Kindergarten Through Grade Twelve</i> (2012 <i>ELD Standards</i>).
Intermediate English Learner	Students at this level have somewhat developed to moderately 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 <i>ELD Standards</i> .
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 <i>ELD Standards</i> .

[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 ClassroomWith additional and appropriate services	No program placement or services
	English Language Mainstream Classroom Parent Request Additional and Appropriate Services	Alternative Course of Study	
	Alternative Course of Study Parental Exception Waiver	Parental Exception Waiver	

Based on Education Code 300-340

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.

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

PROGRAM OPTIONS: ELEMENTS AND STAFFING

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

Based on Education Code 305-306

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.

^{*}Depending on the special services needed by English Learners, one or more of these authorizations may be needed.

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."

<u>Structured English Immersion or Sheltered English Immersion Process</u>

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 (Learning English with ELD Standards)

(D-ELD)

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 <u>California's ELD Standards</u>, 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 monies are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and needs. 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.

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.	
		For students with designation on their IEP; Alternate English Language Proficiency Assessment for California (Alt ELPAC) at overall level 3	
2	Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery	A student's academic performance in class will be reviewed, as compared to an EO student on grade level in ELA. Progress monitoring forms on Ellevation will be used to determine a student's performance. Course Grade Proficient (C or better) on ELA Grade/Common Formative Assessment	
3	Parental consultation	Parental consultation, will involve parent or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.	

Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic 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

Met within 5% of the annual district average Scale Score on CAASPP (SBAC) for tested grade level as compared to EO students.

or

3-8th; Met within 5% of average STAR Assessment GE for tested grade level as compared to EO students.

or

DRA

K-3; Met within 5% of the average for tested grade level as compared to EO students.

Students on an IEP can be redesignated based on the same criteria as compared to English only students in the same program with the same disabling condition.

In accordance with federal and state law, the <u>IEP team</u> may address the individual needs of each English learner with a disability using multiple criteria in concert with district reclassification criteria:

Student's score on an assessment of basic skills.

- The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment).
- ✓ Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual-identified ELs to native

4

	speakers of E similar disabilitie	
	(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 Moderately D	Level 4 Well Developed
ELD Standards Proficiency Levels (PLDs)	Emerging	Expandin	g	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 an	Must score an	Must score an
	overall Level 4 on	overall Level 4 on	overall Level 4 on
	the ELPAC.	the ELPAC.	the ELPAC.
Academic	Must score within	Must score within	Must score within
Achievement	5% of average for	5% of average for	5% of average for
	tested grade level,	tested grade level,	tested grade level,
	as compared to EO	as compared to EO	as compared to EO
	or above proficient	or above proficient	or above proficient
	on the District ELA	on the District ELA	on the District ELA
	and Math	Benchmarks	Benchmarks
	Benchmark	and/or AR-IRL GE	and/or AR-IRL GE
	Assessments and/or	and/or	and/or
	the end of grade	Met within 5% of	Met within 5% of
	level proficient	the annual district	the annual district
	DRA score.	average Scale Score	average Scale Score
	Students on an IEP	on CAASPP	on CAASPP
	can be redesignated	(SBAC) for tested	(SBAC) for tested
	based on the same	grade level as	grade level as

criteria as compared to English Only students in the same program with the same disabling condition,

In accordance with federal and state law, the <u>IEP team</u> may address the individual needs of each English learner with a disability using multiple criteria in concert with district reclassification criteria:

Student's score on an assessment of basic skills.

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate

Assessment).

*Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual-identified ELs to native speakers of English with similar disabilities.

compared to EO students.

Students on an IEP can be redesignated based on the same criteria as compared to English Only students in the same program with the same disabling condition.

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Assessment).

*Other assessments may be considered that are valid and reliable and designed to compare basic skills of dual-identified ELs to

		native speakers of English with similar disabilities.	native speakers of English with similar disabilities.
Curriculum Objectives Teacher Evaluations	Must be achieving at or above grade in ELA A student's academic performance in class will be reviewed, as compared to an EO on grade level in ELA.	Must be achieving at or above grade in ELA A student's academic performance in class will be reviewed, as compared to an EO on grade level in ELA.	Must be achieving at or above grade in ELA A student's academic performance in class will be reviewed, as compared to an EO on grade level in ELA.
Parent Opinion and Consultation	Parent opinion and consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.	Parent opinion and consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.	Parent opinion and 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:					
□ 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 (In	itially Fluent English Proficient)			
Program Placement: Structured English Immersion (SEI) 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 Pridocument dates sent below:	ntout) sent with Annual Parent Notification Letters;			
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?	□ RFEP Monitoring Year 1 entered in Aeries?			

			Date:
	□ Adequa	te Progress □ Needs Intervention	
	Date:	Nonitoring Year 2 completed?	□ RFEP Monitoring Year 2 entered in Aeries? Date:
		te Progress	By:
	Date: By:	Ionitoring Year 3 completed? te Progress □ Needs Intervention	RFEP Monitoring Year 3 entered in Aeries? Date: By:
	□ RFEP M Date: By:	Ionitoring Year 4 completed? te Progress • Needs Intervention	□ RFEP Monitoring Year 4 entered in Aeries? Date: By:
How lon	og has the se		s and/or Current complete IEP ID#: English Language Proficiency Status: EL
		performance on the <i>California English</i> S <i>TAR, CAHSEE</i>), and progress in core	Language Development Test (ELPAC), other statewide academic classes:
Describ and writi		disability and how it impacts performa	nce in English language skill areas (i.e., communication, reading,

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:

ommendation				((0, 550)
	nends language proficiency status b sh Learner Coordinator – principal/p			
recommenda	ation; or			-
	sh Learner Coordinator – principal/p and is in agreement with the recom		to attend today's meeting	, but was
-	in agreement with the recommenda			
on				
Forward recomme	endation to District English Languaç	ge Coordinator, Director of Stat	te & Federal Programs.	
atures	Team Meeting Notes and Signatur	es and Parent consent		
see allached IEP	Team Meeting Notes and Signatur	es and Parent consent.		
`aa attaabad auw	rent complete IEP			
bee allached cull	rent complete IEF			
TO THE PARTY OF TH		Reclassification Recomm	endation	
	Student's Name		School	
	Student's Name	Grade	School	Year
To determin	Student's Name ne this pupil's language status, i			Year
1. T	ne this pupil's language status, a	the following criteria were o	considered:	Year
1. T	ne this pupil's language status, i	the following criteria were of indicating fluency on the Erfornia (ELPAC).	considered: nglish Language	
1. T	the this pupil's language status, as the student has obtained a level proficiency Assessment for Calif	the following criteria were of indicating fluency on the Errornia (ELPAC). Overall Scornard -	considered: nglish Language ore	Year Date
1. T P	the this pupil's language status, as the student has obtained a level proficiency Assessment for Calif	the following criteria were of indicating fluency on the Erfornia (ELPAC). Overall Scorand -	considered: nglish Language ore	
1. T P	The student has obtained a level proficiency Assessment for California Student in grade 3-8 has a score	the following criteria were of indicating fluency on the Erfornia (ELPAC). Overall Scorand -	considered: nglish Language ore trict ELA Benchmark	
1. T P	The student has obtained a level of the student has obtained a level of the student has obtained a level of the student has obtained a level of the student of the student has obtained a level of the student has obtained has obt	the following criteria were of indicating fluency on the Errornia (ELPAC). Overall Scottand - Proficient or higher on Discrete Date	considered: aglish Language ore trict ELA Benchmark	Date
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1. T P	The student has obtained a level of the student has obtained a level of the student has obtained a level of the student has obtained a level of the student	the following criteria were of indicating fluency on the Errornia (ELPAC). Overall Scornand - Proficient or higher on Discreption of the Error of	considered: nglish Language ore trict ELA Benchmark evel Date_	Date
1. T P	the student has obtained a level of the student has obtained a level of the student has obtained a level of the student in grade 3- 8 has a score of the ELA Benchmark score. AR-IRL grade level of the scored in the mid-range expectancies (See table)	the following criteria were of indicating fluency on the Errornia (ELPAC). Overall Scornand - Proficient or higher on Discreption of the Error of	considered: aglish Language ore trict ELA Benchmark evel Date_ or higher on CAASPP	Date

Common Assignments and Common Formative Assessments in English.

Date_____

Recommendation

Student's reclassification assessment data and classroom performance indicate that the student is fluent English proficient and is therefore reclassified as $\underline{R-FEP}$

eher		Date	_
tor		Date	
_		Date	
		Date	_
(Pare	ent Signature)		
Kingsburg Joir	nt Union Elemen	tary School Dis	
Nombre del estudiante	Grado	Escuela	Año
estatus del lenguaje de este estu	diante, los criterios si	guientes eran consid	erados:
	ndicando fluidez en	la Prueba de Suficio	encia en el
ac Camorna (EB171C).		Fed	cha
trito	petente (proficiente) o		l ELA
			cha
	i alcanzadas o más (St	andards Nearly Met)	en el CAASP
	Kingsburg Joir Rec Nombre del estudiante estatus del lenguaje de este estudiante ha obtenido un nivel ir de California (ELPAC). unte en grado 3 - 8 alcanzó comptrito Nivel de Benchmark del distri	Kingsburg Joint Union Elemen Recomendación de Recla Nombre del estudiante Grado estatus del lenguaje de este estudiante, los criterios si diante ha obtenido un nivel indicando fluidez en de California (ELPAC). Total -y- unte en grado 3 - 8 alcanzó competente (proficiente) o trito Nivel de Benchmark del distrito Fecha	tor Date Date Date Date Date Date Date Date Date Date Date Now recommendation

Los datos de la evaluación de redesignación y ejecución en el salón del estudiante indica que el estudiante es fluido en inglés proficiente y por consiguiente debe ser reclasificado como R-FEP.

Firmas Requeridas

Maestra/Maestra de Artes Lenguajes	fecha
Especialista de Recursos de Lenguaje	fecha
Administrador	fecha
Yo estoy de acuerdo con la recomendación(Firm	ma del padre)
Comentarios Adicionales	1

Registration and Home Language Survey (HLS)

	1,005 35		8	76. 1966		92 83	- 33	Date	Grade
	Kingsb	ourg El	ementary 5	chool [District Stude	nt Regis	tratio	n	
PLEASE PRIN	T - STUDENT'S LEGA	LNAME							
	- 3			- 3		1			
Legal Last N			rst Name	Leg	al Middle Name	Othe	r Last N	larme (Happ	(icable)
☐ Male	Birth Date: (mm/de	d/yyyy)	Birth City:	State:	Country: U.S	S. Citizen:	☐ Yes	□ No	
Female	1 1				Soc	cial Securit	y Numb	er /	1
Father/Guar	dian: First Name; Las	t Name	8	10-		me Phone		<u> </u>	- 0.1
					73.5	II Phone: ork Phone:			
Mother/Gu	erdian First Name; Las	t Name	SX.			one Phone	_		
88	S				100	II Phone:	- 4		
	50 K-100			- 2		ork Phone:	1		
Student Res	idence Address (house	# & street	t name) Aptil	CH	ty, State, Zip				
						Cn	oss Stre	et:	
Mailing Add	ress: (# different from ab	ove) Apti	Š	CH	ty, State, Zip				
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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:

	Agreement Between the City of Kingsburg and KECSD for School Resource Officer
2.	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
3.	Submitted By:
	Dr. Wesley Sever
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: As part of the Community Schools Plan, KECSD will be entering into an agreement with the City to provide an SRO for our schools.
	The term of this agreement is three years.
	The term of the agreement to three yours.
6.	Financial Impact: \$148,391
7.	Funding Source: Community Schools Grant
	Community Schools Grant
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!"

City of Milesburg Continact no.	City of Kingsburg	CONTRACT NO.
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AGREEMENT BETWEEN THE CITY OF KINGSBURG AND THE KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT FOR SCHOOL RESOURCE OFFICER SERVICES

This Agreement ("Agreement") is entered into July 1, 2023 ("Effective Date") by and between the City of Kingsburg, a California chartered municipal corporation ("City"), and the Kingsburg Elementary Charter School District located at 1310 Stroud Avenue, Kingsburg CA 93631 ("District").

RECITALS

The following recitals are a substantive portion of this Agreement.

- A. District intends to provide increased safety at Kingsburg Elementary Schools ("School") by utilizing one Kingsburg City Police Department Officer as a School Resource Officer (SRO).
- B. The City desires to accommodate District's request for police services.
- C. It is not the intent of the Parties for the District to delegate to the City the District's duty to protect its students from dangers.
- D. The Parties understand the District has broader legal authority to establish and enforce rules than the City and its SRO.
- E. The Parties understand student privacy rights limit the City's and SRO's access to District information, which may limit the City's and SRO's ability to perceive a potential threat.
- F. The Parties anticipate the SRO's duties will take the SRO off-campus and result in the lack of the presence of an officer and marked vehicle during such times.
- G. The Parties acknowledge there is no viable legal theory on which a claim and/or cause of action could arise out of the absence of the SRO and/or the patrol vehicle at the Schools. Therefore, the Parties agree that absence of the SRO and/or the patrol vehicle at the Schools shall not be considered a substantial cause of an act or omission giving rise to a claim and/or cause of action against the City or the SRO.

NOW, THEREFORE, in consideration of the recitals, covenants, terms, and conditions, in this Agreement, the Parties agree:

AGREEMENT

SECTION 1. SCOPE OF SERVICES City's assigned SRO shall perform the services described in Exhibit "A" (collectively "Services") in accordance with the terms and conditions contained in this Agreement. Exhibit "A" is attached to this Agreement and incorporated herein as though fully set forth.

SECTION 2. TERM The term of this Agreement shall be from the Effective Date through June 30th, 2026, unless terminated earlier pursuant to Section 10 of this Agreement.

SECTION 3. DUTY SCHEDULE SRO duty hours shall generally be from 0700 to 1700 four (4) school days per week. Whenever possible, it is the intent of the Parties that the SRO's duty hours shall conform to the school day. It is not a breach of this Agreement if the SRO and/or marked police vehicle

is absent from campus. It is further agreed that if the SRO is out ill, on authorized leave, or in authorized or mandatory training, the City will not replace the SRO with another officer.

SECTION 4. COMPENSATION In consideration of performance of the Services described in Exhibit "A," the District shall pay the City Thirty Seven Thousand Ninety Seven and 75/100 Dollars (\$37,097.75) per quarter for the SRO based upon a 40-hour week. District will also pay a 5% administrative overhead based on SRO's base salary. If the SRO is assigned work in excess of 40 hours per week or required to perform additional Services not described in Exhibit "A", such as special events, District shall pay additional compensation to City at the rate of Sixty Four and No/100ths Dollars (\$64.00) for each such hour worked or additional Service performed unless a different amount for such additional services or special services is shown on the City's Master Fee Schedule, in which case the amount paid by the District will be the amount shown on the City's Master Fee Schedule. In the event City withdraws the SRO pursuant to paragraph 10.2 herein, District shall compensate City for actual hours worked at the rate of Seventy One and 34/100ths Dollars (\$71.34) per hour up to and including the date of termination or suspension. Additional Services shall mean any work that is determined by City to be necessary for the proper implementation of Services, but not included within the Scope of Services described in Exhibit "A".

SECTION 5. INVOICES The City will provide the District with quarterly invoices for the Services rendered by the SRO. District agrees to pay all invoices within thirty (30) days after the date of the invoice.

SECTION 6. EMPLOYMENT OF SRO City shall retain control over supervision, wages and other terms and conditions of employment of the SRO providing the Services under this Agreement. The Parties acknowledge that is held to the requirements of the law and City policies and procedures. The District shall assist City with evaluation of the SRO's performance of the Services; however, the City shall have the responsibility to evaluate, manage, and supervise the SRO. The District shall immediately notify City of any concerns regarding the performance of the SRO, including, but not limited to, adherence to the Duty Schedule and quality of Services.

City will pay the cost of hiring and equipping SRO.

City will supply the SRO from current compliment of officers and will not make District wait for backfill, recruitment, and hiring.

City will make every reasonable effort to maintain consistency in personnel, but City will have sole discretion in assigning SRO.

City will assign the SRO to a 4/10 work schedule.

City will limit as much as practicable loss of the SRO during non-school breaks (MOU, FMLA and other state and federal obligated leaves notwithstanding).

City will have exclusive use of SRO during non-school session (summer, holiday breaks, etc.).

City will have the right to schedule SRO for department mandated training during school year.

District will have exclusive use of SRO during school year (excluding scheduled school breaks such as holiday break, Spring break, summer, etc.). The SRO will work for the District during their summer sessions when students are present.

District will have the ability to assign SRO classroom visits, presentations, recreation, and other activities (in consultation with City/Assigned Supervisor) that relate to intervention, prevention, education, and law enforcement activities. Refer to EXHIBIT "A" SCOPE OF SERVICES.

District will assign one Point Of Contact (POC) as liaison with the SRO.

District will bear any overtime costs that arise from duties as the SRO.

District will bear all Negotiated Salary Increases (NSI). Known costs are 2.5% January1, 2024 and July 1, 2024. The NSI for July 1, 2023 is factored into the \$148,391 cost of a SRO.

District will pay cost of fuel for the SRO police vehicle, mobile phone for the SRO, and data.

The term of this Agreement is three (3) years. Refer to Section 2. TERM.

SECTION 7. COMPLIANCE WITH LAWS The Parties shall keep themselves informed of and in compliance with all federal, state and local laws, ordinances, regulations, and orders that may affect in any manner performance of the Services or those engaged to perform Services under this Agreement.

SECTION 8. INDEMNITY

8.1. Indemnity. The District shall indemnify, defend, and hold harmless the City, its officers, officials, employees, and volunteers (hereafter collectively City Personnel) from and against any and all liability, claims, damage, cost, expenses, awards, fines, judgments, and expenses of litigation (including, without limitation, costs, attorney fees, expert witness fees and prevailing party fees and cost) of every nature arising out of or in connection with the any Services provided by the City or any City Personnel or their performance of the Services or any failure to comply with any of the City's duties contained in the Agreement, except such loss or damage which was caused by the active negligence by City Personnel, or the gross or willful misconduct of City Personnel.

The City shall indemnify, defend, and hold harmless the District, its officers, officials, employees, and volunteers from and against any and all liability, claims, damage, cost, expenses, awards, fines, judgments, and expenses of litigation (including, without limitation, costs, attorney fees, expert witness fees and prevailing party fees and cost) of every nature arising out of the active negligence by City Personnel or the gross or willful misconduct of City Personnel during the providing of Services hereunder.

- 8.2 In the event of concurrent negligence on the part of District, or any of its officers, directors, trustees, employees, agents or volunteers, and CITY or any of its officers, officials, employees, agents or volunteers, the liability for any and all such claims, demands and actions in law or equity for such losses, fines, penalties, forfeiture, costs and damages shall be apportioned under the State of California's theory of comparative negligence as presently established or as may be modified hereafter.
- 8.3 If a party which is required to provide indemnity under this Section 8 ("Indemnifying Party") rejects a tender of defense by the Party entitled to receive indemnification under this Section 8 ("Indemnified Party"), and it is later determined that the Indemnified Party breached no duty of care and/or was immune from liability, the Indemnifying Party shall reimburse the Indemnified Party for any and all litigation expenses (including, without limitation, costs, attorney fees, expert witness fees and prevailing party fees and cost). A duty of care or immunity determination may be made by a jury or a court, including a declaratory relief determination by a court after the Indemnified Party settles a liability claim, with or without participation by the Indemnifying Party.
- 8.4 The Parties acknowledge that it is not the intent of the Agreement to create a duty of care by City that they would not owe in the absence of the Agreement. The Agreement does not create an affirmative duty of care (including, without limitation, a duty to protect, a duty to deter and/or a duty to intervene) by the City or City Personnel and the absence of City Personnel is not a breach of this Agreement. The Parties further acknowledge that by entering into this Agreement neither the City nor City Personnel nor the District or its personnel intend to waive any immunities to which they would be entitled in the absence of the Agreement.

SECTION 9. INSURANCE

- 9.1 District, at its sole cost and expense, shall obtain and maintain, in full force and effect during the term of this Agreement, the insurance coverage described in Exhibit "B". Exhibit "B" is attached to this Agreement and incorporated herein as though fully set forth. District and its contractors, if any, shall obtain a policy endorsement naming City and City Personnel as additional insureds under any general liability policy or policies.
- 9.2 All insurance coverage required hereunder shall be provided through carriers with <u>AM Best's Key Rating Guide</u> ratings of A-:VII or higher which are licensed or authorized to transact insurance business in the State of California.
- 9.3 Certificates evidencing such insurance shall be filed with City concurrently with the execution of this Agreement. The certificates will be subject to the approval of the City and will contain an endorsement stating that the insurance is primary coverage and will not be canceled, or materially reduced in coverage or limits, by the insurer except after filing with the City thirty (30) days prior written notice of the cancellation or modification (except for non-payment of premium, in which case ten (10) days' notice is required. If the insurer cancels or modifies the insurance and provides less than thirty (30) days' notice to City, it shall provide the City written notice of the cancellation or modification within two (2) business days of the District's receipt of such notice. District shall be responsible for ensuring that current certificates evidencing the insurance are provided to the City during the entire term of this Agreement.
- 9.4 The procuring of such required policy or policies of insurance will not be construed to limit the District's liability hereunder nor to fulfill the indemnification provisions of this Agreement. Notwithstanding the policy or policies of insurance, the District will be obligated for the full and total amount of any damage, injury, or loss caused by or directly arising as a result of the Services performed under this Agreement, including such damage, injury, or loss arising after the Agreement is terminated or the Term has expired.

SECTION 10. TERMINATION OR SUSPENSION OF AGREEMENT OR SERVICES

- 10.1 The Parties understand that staffing and/or operational demands may require City to withdraw the SRO for other duties and agree that City may do so at its discretion at any time. If the City withdraws the SRO pursuant to this Section, it will notify the District as soon as practical.
- 10.2 This City may suspend the performance of the Services, in whole or in part, or terminate this Agreement, with or without cause, by giving thirty (30) days prior written notice thereof to the District.
- 10.3 Upon such suspension or termination by City, City will be paid for the Services rendered or materials delivered to District in accordance with the Scope of Services on or before the effective date (i.e., 30 days after giving notice) of suspension or termination. The following Sections will survive any expiration or termination of this Agreement: 4, 5, 8 and 9.
- 10.4 No payment, partial payment, acceptance, or partial acceptance by City will operate as a waiver on the part of City of any of its rights under this Agreement.
- 10.5 Non-Allocation of Funds. The term of this agreement, and the services to be provided, are contingent upon the approval of funds by the California Department of Education, Community Schools Partnership Program, to the District. Should sufficient funds not be allocated to the District by the California Department of Education, Community Schools Partnership Program, the services provided

may be modified as agreed to by the City and the District or this Agreement may be terminated by the District by giving the City thirty (30) days advanced written notice of termination.

SECTION 11. NOTICES

All notices hereunder will be given in writing and mailed, postage prepaid, by certified mail, addressed as follows:

To City:

ATTN: Chief of Police

With a copy to the City Manager

To District:

ATTN:

SECTION 12. CONFLICT OF INTEREST

- 12.1 Both Parties certify that they will comply with all laws applicable to governmental agencies and related conflicts of interest.
- 12.2 If the City determines the District is a "Consultant" as that term is defined by the Regulations of the Fair Political Practices Commission, District shall be required and agrees to file the appropriate financial disclosure documents required by the City Municipal Code and the Political Reform Act.
- **SECTION 13. NONDISCRIMINATION** As set forth in the Kingsburg Municipal Code Section 2.48.140, District certifies that in the performance of this Agreement, it shall not discriminate in the employment of any person because of the race, skin color, gender, age, religion, disability, national origin, ancestry, sexual orientation, housing status, marital status, familial status, weight or height of such person. District acknowledges it has read and understands the provisions of Section 2.48.140 of the Kingsburg Municipal Code relating to Nondiscrimination Requirements and the penalties for violation thereof and agrees to meet all requirements of Section 2.48.140 pertaining to nondiscrimination in employment.
- **SECTION 14. PERSONAL INFORMATION** If, pursuant to this Agreement with District, City shares with District personal information as defined in California Civil Code Section 1798.81.5(d) about a California resident ("Personal Information"), District shall maintain reasonable and appropriate security procedures to protect that) personal information and shall inform City immediately upon learning that there has been a breach in the security of the system or in the security of the personal information. District shall not use personal information for any purpose without City's express written consent. Similarly, the City shall maintain reasonable and appropriate security procedures to protect personal information pertaining to District students.
- **SECTION 15. CONTROLLING LAW** This Agreement, its validity, the construction of its terms, and the interpretation of rights and duties of the Parties hereto, shall be governed and construed under the laws of the State of California. In the event that an action is brought, the Parties agree that venue of such action will be vested exclusively in the state courts of California in the County of Fresno, State of

California.

SECTION 16. PREVAILING PARTY The prevailing party in any action brought to enforce the provisions of this Agreement may recover its reasonable costs and attorneys' fees expended in connection with that action. The prevailing party shall be entitled to recover an amount equal to the fair market value of legal services provided by attorneys employed by it as well as any attorneys' fees paid to third parties.

SECTION 17. SEVERABILITY If any part hereof is illegal or invalid for any reason, such illegality or invalidity shall not affect the validity of the remainder of this Agreement.

SECTION 18. INTEGRATION OF PRIOR TERMS AND CONDITIONS This Agreement, including all recitals [and Exhibits] constitutes the entire agreement of the Parties. This Agreement may be amended or modified only by the mutual written agreement of the Parties. This Agreement is invalid unless approved by the legislative body of each Party, although it may be executed by an authorized agent of each Party. An authorized agent of the City shall be a person specifically authorized by the legislative body of the City to execute this Agreement, at the level of City Manager, City Attorney or equivalent.

SECTION 19. SURVIVABILITY The indemnity sections shall survive termination or expiration of this Agreement.

IN WITNESS WHEREOF, the Parties hereto have by their duly authorized representatives executed this Agreement on the date first above written.

CITY OF KINGSBURG

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

Alexander J. Henderson City Manager

Wesley Sever Ed.D. Superintendent (or authorized agent)

APPROVED AS TO FORM:

Michael J. Noland City Attorney

Attachments:

EXHIBIT "A": SCOPE OF WORK

EXHIBIT "B": INSURANCE REQUIREMENTS

EXHIBIT "A"

SCOPE OF SERVICES

The City/District School Resource Officer shall be responsible for the following:

- 1. <u>Campus Community Policing.</u> The School Resource Officer (SRO) shall assist the District in making the grounds and adjacent grounds safe from criminal activity.
- 2. <u>Truancy Issues</u>. The SRO shall assist the District in resolving truancy issues, including attending Student Attendance Review Board (SARB) meetings, and Truancy Mediation Meetings with District Attorney; other duties may include providing information on criminal consequences of truancy.
- 3. <u>Comply With Legal Reporting Requirements</u>. The SRO shall assist the District in complying with legal reporting requirements, including completing the Monthly Report on the Detention of Minors form for the California Board of State and Community Corrections and completing the Annual Survey of Law Enforcement Facilities.
- 4. <u>Community Involvement and Training</u>. The SRO will teach classes about citizenship, safety, community involvement, and any other topic deemed appropriate for a specific grade level or group of students.

EXHIBIT "B" INSURANCE REQUIREMENTS

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT (District), AT ITS SOLE EXPENSE, SHALL FOR THE TERM OF THE AGREEMENT OBTAIN AND MAINTAIN INSURANCE IN THE AMOUNTS FOR THE COVERAGE SPECIFIED BELOW, AFFORDED BY COMPANIES WITH AM BEST'S KEY RATING OF A-:VII, OR HIGHER, LICENSED OR AUTHORIZED TO TRANSACT INSURANCE BUSINESS IN THE STATE OF CALIFORNIA.

AWARD IS CONTINGENT ON COMPLIANCE WITH CITY'S INSURANCE REQUIREMENTS, AS SPECIFIED, BELOW

TYPE OF COVERAGE	MINIMUM TYPE	MINIMUM I	LIMITS	
		EACH OCCURRENCE	AGGREGATE	
ORKER'S COMPENSATION		STATUTORY		
EMPLOYER'S LIABILITY		\$1,000,000		
COMMERCIAL GENERAL LIABILITY, INCLUDING PERSONAL INJURY, BROAD FORM PROPERTY DAMAGE	Coverage must be at least as broad as ISO CG 00 01 and must include property damage, bodily injury and personal injury coverage.		\$10,000,000	
AUTOMOBILE LIABILITY, INCLUDING ALL OWNED, HIRED, NON-OWNED	District shall provide auto liability coverage for owned, non-owned, and hired autos using ISO Business Auto Coverage form CA 00 01, or the exact equivalent, with a limit of no less than \$5,000,000 per accident.	\$5,000,000 \$10,000,0		
PROFESSIONAL LIABILITY, INCLUDING, ERRORS AND OMISSIONS, MALPRACTICE (WHEN APPLICABLE), AND NEGLIGENT PERFORMANCE	ALL DAMAGES	\$1,000,000		
EMPLOYMENT PRACTICES LIABILTY, INCLUDING COVERAGE FOR THIRD-PARTY CLAIMS	Include coverage for any claim brought against the City by or on behalf of any third party claiming actual or alleged discrimination, sexual harassment or violation of third party's civil rights.	\$1,000,000		

DISTRICT, AT ITS SOLE COST AND EXPENSE, SHALL OBTAIN AND MAINTAIN, IN FULL FORCE AND EFFECT THROUGHOUT THE ENTIRE TERM OF ANY RESULTANT AGREEMENT, THE INSURANCE COVERAGE HEREIN DESCRIBED, INSURING NOT ONLY CONTRACTOR AND ITS SUBCONSULTANTS, IF ANY, BUT ALSO, WITH THE EXCEPTION OF WORKERS' COMPENSATION, EMPLOYER'S LIABILITY AND PROFESSIONAL INSURANCE, NAMING AS ADDITIONAL INSUREDS CITY, ITS COUNCIL MEMBERS, OFFICERS, AGENTS, EMPLOYEES, AND VOLUNTEERS.

- I. INSURANCE COVERAGE MUST INCLUDE:
 - A PROVISION FOR A WRITTEN THIRTY DAY ADVANCE NOTICE (TEN DAYS NOTICE FOR CANCELLATION DUE TO NON-PAYMENT OF PREMIUM) TO CITY OF KINGSBURG CHANGE IN COVERAGE OR OF COVERAGE CANCELLATION; AND
 - B. A CONTRACTUAL LIABILITY ENDORSEMENT PROVIDING INSURANCE COVERAGE FOR CONTRACTOR'S AGREEMENT TO INDEMNIFY CITY.
 - C. DEDUCTIBLE AND/OR SELF-INSURANCE RETENTION AMOUNTS IN EXCESS OF \$___,000 REQUIRE CITY'S PRIOR APPROVAL.
- II. DISTRICT MUST SUBMIT CERTIFICATES(S) OF INSURANCE EVIDENCING REQUIRED COVERAGE.
- III. ENDORSEMENT PROVISIONS, WITH RESPECT TO THE INSURANCE AFFORDED TO "ADDITIONAL INSUREDS"
 - A. PRIMARY COVERAGE: WITH RESPECT TO CLAIMS ARISING OUT OF THE OPERATIONS OF THE NAMED INSURED, INSURANCE AS AFFORDED BY THIS POLICY IS PRIMARY AND IS NOT ADDITIONAL TO OR CONTRIBUTING WITH ANY OTHER INSURANCE CARRIED BY OR FOR THE BENEFIT OF THE ADDITIONAL INSUREDS.
 - B. <u>CROSS LIABILITY</u>: THE NAMING OF MORE THAN ONE PERSON, FIRM, OR CORPORATION AS INSUREDS UNDER THE POLICY SHALL NOT, FOR THAT REASON ALONE, EXTINGUISH ANY RIGHTS OF THE INSURED AGAINST ANOTHER, BUT THIS ENDORSEMENT, AND THE NAMING OF MULTIPLE INSUREDS, SHALL NOT INCREASE THE TOTAL LIABILITY OF THE COMPANY UNDER THIS POLICY.

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: Gottschalks Music Center
2.	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
3.	Submitted By:
	Bobby Rodriguez, Chief Business Official
4.	Attachments:
4.	
	Not Applicable
	To Be Enclosed with Board Packets *Overnight trip requests require it in every leasting dates and floor to be
	*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board
	submitted to the board
5.	Purpose:
	To purchase 20 Jupiter Student Trumpets and 10 Silver-plated Nickel, Offset G Flutes. These
	will replace the older, obsolete instruments that are becoming more expensive to clean on a yearly
	basis.
6.	Financial Impact:
•	\$15,093.04
7.	Funding Source: Resource 67620
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!"

Gottschalk Music Center

328 Pollasky Ave Clovis CA 93612 (559) 298-4400 () -

PROPOSAL

PROPOSAL	DATE
1161622	6/5/2023 4:03 PM
ACCT	EMPL ID
70701	JMBERGMA
PO	EXPIRES
	7/5/2023

ACCT: 70701 REF: 1161622

Sold To: Kingsburg Joint Union Elem 1310 Stroud Ave.
Kingsburg CA 93631

H 559-897-2331

QTY	ITEM	DESCRIPTION	PRICE EA	TOTAL
20	JTR700A	Jupiter Student Trumpet	505.00	10,100.00
10	JFL710A	Silver-plated Nickel,Offset G Flute	375.00	3,750.00
		SUBTOTAL		13,850.00
		Kingsburg Tax Rate		1,243.04
		TOTAL		15,093.04

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: California Teaching Fellows - Washington Elementary
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 additional support for our Transitional Kindergarten/Kindergarten classrooms in order
	to run intervention with small groups utilizing PRESS and other intervention programs. This will
	be for the entire 2023-24 school year.
6.	Financial Impact: \$98,527.20
7.	Funding Source: Resource 32180
0	
δ.	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!"





PROJECT INFORMATION

Amy Winchell Attention

Project Title Washington Morning Program

Title Principal Effective Date 8/17/2023

Kingsburg Elementary Charter Client

Termination Date 6/6/2024

City, State, Zip

Address

Term 2023/2024 Tax ID 20-359353

			PROJECT	DETAIL	S		
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	5	Line Staff 1	\$25.46		724	\$18,433.04	\$92,165.20
2	5	line Staff 1 PD	\$32.11	40	40	\$1,284.40	\$6,422.00

Total

\$98,587.20

CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the ""unit price."" The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 10% of the Contract Amount.

Quote Note:

5 Teaching Fellows 181 days, at 4 hours per day Monday - Friday, and 40 hours of Professional Development. The tutor Rate is \$19.00

Add August 14th as that is our kick-off day and exclude Nov. 1.

In partnership,

Mike Snell, CEO

575 E Locust Ave Suite 302, Fesno, 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.

	Agenda Item:
	California Teaching Fellows ELOP 2023-24
	Agenda Item Category:
•	Consent Agenda
	Action Item
	Presentation
	Public Hearing
	Closed Session
•	Submitted By:
	Bobby Rodriguez, Chief Business Official
	Attachments:
	Not Applicable
	✓ To Be Enclosed with Board Packets
	*Overnight trip requests require itinerary, location, dates and flyer to be
	submitted to the Board
	Purpose:
•	The Expanded Learning Opportunity Program (ELOP) is a 9-hour offer for our English Learner,
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement,
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement, of which 9 of those days are quoted here. CTF provides students with enrichment activities,
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement,
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement, of which 9 of those days are quoted here. CTF provides students with enrichment activities, intervention opportunities, and a physical component. CTF was used during the 2022-23 school year.
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement, of which 9 of those days are quoted here. CTF provides students with enrichment activities, intervention opportunities, and a physical component. CTF was used during the 2022-23 school year. Financial Impact:
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement, of which 9 of those days are quoted here. CTF provides students with enrichment activities, intervention opportunities, and a physical component. CTF was used during the 2022-23 school year.
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement, of which 9 of those days are quoted here. CTF provides students with enrichment activities, intervention opportunities, and a physical component. CTF was used during the 2022-23 school year. Financial Impact:
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement, of which 9 of those days are quoted here. CTF provides students with enrichment activities, intervention opportunities, and a physical component. CTF was used during the 2022-23 school year. Financial Impact:
	Foster Youth, and Low-Income students. This program also has a 30 day intersession requirement, of which 9 of those days are quoted here. CTF provides students with enrichment activities, intervention opportunities, and a physical component. CTF was used during the 2022-23 school year. Financial Impact:





Teach · Lead · Succeed

PROJECT INFORMATION

Attention Matt Stovall

Project Title Washington ES ASP

Title As

Assistant Superintendent

Effective Date 8/8/2023

Client Kingsburg Elementary Charter

Termination Date 6/7/2024

Address

Term 2023/2024

City, State, Zip

Tax ID 20-359353

	PROJECT DETAILS									
item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost			
1	9	Line Staff	\$25.46	40	962.5	\$24,505.25	\$220,547.25			
2	9	Line Staff PD	\$32.11	40	40	\$1,284.40	\$11,559.60			
3	1	Site Lead	\$31.97	70	1078	\$34,463.66	\$34,463.66			
4	1	Site Lead PD	\$38.87	40	40	\$1,554.80	\$1,554.80			
5	1	Program Supplies					\$15,000.00			

Total

\$283,125.31

CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the ""unit price."" The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.

Quote Note:

10 Total Teaching Fellows starting 08/8/2023-06/07/2024 (180 total days) with 40 hours of professional development. 1 Site Lead working 162 days at 5.5 hours per day and 18 days working at 6.5 hours per day with 70 hours of prep/clean up, meeting, and shopping. 9 Teaching Fellows working 162 days at 4.75 hours per day and 18 days at 6.25 hours per day with 40 hours of prep/clean up.

In partnership,

Mike Snell, CEO

575 E Locust Ave Suite 302, Fesno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us





Teach · Lead · Succeed

PROJECT INFORMATION

Attention Matt Stovall

Project Title Roosevelt ES ASP

Title As

Assistant Superintendent

Effective Date 8/8/2023

Client

Kingsburg Elementary Charter Teri

Termination Date 6/7/2024

Address

Term 2023/2024

City, State, Zip

Tax ID 20-359353

PROJECT DETAILS							
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	4	Line Staff	\$25.46	40	951	\$24,212.46	\$96,849.84
2	4	Line Staff PD	\$32.11	40	40	\$1,284.40	\$5,137.60
3	1	Site Lead	\$31.97	70	1026	\$32,801.22	\$32,801.22
4	1	Site Lead PD	\$38.87	40	40	\$1,554.80	\$1,554.80
5	1	Program Supplies					\$15,000.00

Total

\$151,343,46

CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the ""unit price."" The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.

Quote Note:

5 Total Teaching Fellows starting 08/8/2023-06/07/2024 (180 total days) with 40 hours of professional development. 1 Site Lead working 169 days at 5.25 hours per day and 11 days working at 6.25 hours per day with 70 hours of prep/clean up, meeting, and shopping. 4 Teaching Fellows working 169 days at 5.0 hours per day and 11 days at 6.0 hours per day with 40 hours of prep/clean up.

In partnership,

Mike Snell, CEO

575 E Locust Ave Suite 302, Fesno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us





Teach · Lead · Succeed

PROJECT INFORMATION

Matt Stovall Attention

Project Title Lincoln ES ASP

Title

Assistant Superintendent

Effective Date 8/8/2023

Kingsburg Elementary Charter Client

Termination Date 6/7/2024

Address

Term 2023/2024

City, State, Zip

Tax ID 20-359353

PROJECT DETAILS							
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	7	Line Staff	\$25.46	40	885.25	\$22,538.47	\$157,769.26
2	7	Line Staff PD	\$32.11	40	40	\$1,284.40	\$8,990.80
3	1	Site Lead	\$31.97	70	1004.75	\$32,121.86	\$32,121.86
4	1	Site Lead PD	\$38.87	40	40	\$1,554.80	\$1,554.80
5	1	Program Supplies					\$15,000.00

Total

\$215,436.71

CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the ""unit price." The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF. District shall provide a deposit of 15% of the Contract Amount. services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.

Quote Note:

8 Total Teaching Fellows starting 08/8/2023-06/07/2024 (180 total days) with 40 hours of professional development. 1 Site Lead working 135 days at 5 hours per day and 45 days working at 5.75 hours per day with 70 hours of prep/clean up, meeting, and shopping. 7 Teaching Fellows working 135 days at 4.5 hours per day and 45 days at 5.25 hours per day, with 40 hours of prep/clean up and meetings. Last day of school, all 8 Teaching Fellows will work 6.75 hours

In partnership,

Mike Snell, CEO

QUOTE



Teach · Lead · Succeed

PROJECT INFORMATION

Attention Matt Stovall

Project Title Reagan ES ASP #2

Title

Assistant Superintendent

Effective Date 8/8/2023

Client

Kingsburg Elementary Charter T.

Termination Date 6/7/2024

Address

Term 2023/2024

City, State, Zip

Tax ID 20-359353

		A P	ROJECT	DETAILS	S	P. B. Carlotte	克林姜克 泰爾
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	8	Line Staff	\$25.46	40	807.75	\$20,565.32	\$164,522.52
2	8	Line Staff PD	\$32.11	40	40	\$1,284.40	\$10,275.20
3	1	Assistant Site Lead	\$29.19	50	919	\$26,825.61	\$26,825.61
4	1	Assistant Site Lead PD	\$35.49	40	40	\$1,419.60	\$1,419.60
5	1	Site Lead	\$31.97	70	939	\$30,019.83	\$30,019.83
6	1	Site Lead PD	\$38.87	40	40	\$1,554.80	\$1,554.80
7	1	Program Supplies					\$15,000.00

Total

\$249,617.56

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Quote Note:

10 Total Teaching Fellows starting 08/8/2023-06/07/2024 (180 total days) with 40 hours of professional development. 1 Site Lead working 135 days at 4.5 hours per day, 34 days at 5.75 hours, and 11 days working at 6.0 hours per day with 70 hours of prep/clean up, meeting, and shopping. 1 Assistant Site Lead working 135 days at 4.5 hours per day, 34 days at 5.75 hours, and 11 days working at 6.0 hours per day with 70 hours of prep/clean up, and meeting. 8 Teaching Fellows working 135 days at 3.75 hours per day, 34 days at 5.75 and 11 days at 6.0 hours per day with 40 hours of prep/clean up.

In partnership,

Mike Snell, CEO

QUOTE



Teach · Lead · Succeed

PROJECT INFORMATION

Attention Matt Stovall

Project Title Rafer MS ASP

Title

Assistant Superintendent

Effective Date 8/8/2023

Client

Kingsburg Elementary Charter

Termination Date 6/7/2024

Address

Term 2023/2024

City, State, Zip

Tax ID 20-359353

PROJECT DETAILS							
Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	5	Line Staff	\$25.46		777.75	\$19,801.52	\$99,007.58
2	5	Line Staff PD	\$32.11	40	40	\$1,284.40	\$6,422.00
3	1	Site Lead	\$31.97		901	\$28,804.97	\$28,804.97
4	1	Site Lead PD	\$38.87	40	40	\$1,554.80	\$1,554.80
5	1	Program Supplies					\$15,000.00

Total

\$150,789.35

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Quote Note:

6 Total Teaching Fellows starting 08/8/2023-06/07/2024 (180 total days) with 40 hours of professional development. 1 Site Lead working 135 days at 4.75 hours per day and 45 days working at 5.75 hours per day with 70 hours of prep/clean up, meeting, and shopping. 5 Teaching Fellows working 135 days at 4 hours per day and 45 days at 5.25 hours per day, with 40 hours of prep/clean up and meetings. Last day of school all 6 Teaching Fellows will work 6.75 hours.

In partnership,

Mike Snell, CEO





Teach · Lead · Succeed

PROJECT INFORMATION

Attention Matt Stovall

Project Title Kingsburg Intersession

Title Assistant Superintendent

Effective Date 11/20/2023

Client Kingsburg Elementary Charter

Termination Date 3/28/2024

Address

Term 2023/2024

City, State, Zip

Tax ID 20-359353

PROJECT DETAILS							
ltem No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	18	Line Staff	\$25.46	12	59.25	\$1,508.51	\$27,153.09
2	1	Assistant Site Lead	\$29.19	12	84	\$2,451.96	\$2,451.96
3	1	Site Lead	\$31.97	12	84	\$2,685.48	\$2,685.48
4	1	Program Supplies					\$8,000.00

Total

\$40,290.53

CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the ""unit price." The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.

Quote Note:

20 Total Teaching Fellows. 1 Site Lead and 1 Assistant Site Lead starting 11/20/2023-3/28/2024 (9 total days) 8 hours per day with 12 hours of prep and planning. 18 Teaching Fellows starting 11/20/2023-3/28/2024 (9 total days) 5.25 hours per day with 12 hours of prep and planning.

In partnership,

Mike Snell, CEO

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:

	Instructional Coaching Group
2.	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
3.	Submitted By: Matt Stovall
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:
	Academic Coaches and Principals will be trained in Instructional Coaching Professional Development.
	This professional development will ensure that our academic coaches and principals have all the tools they need
	to help their teachers set and achieve their goals.
6.	Financial Impact: \$13,125.30
7.	Funding Source:
	Educator Effectiveness - 0100-62660-0-1110-1000-580000-000
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!"



Agreement No. 5078

CLIENT SERVICE AGREEMENT

Between

Kingsburg Elementary Charter School District and Instructional Coaching Group

The Instructional Coaching Group looks forward to partnering with you! Please read this agreement in its entirety before signing.

THIS AGREEMENT is made and entered into by and between Instructional Coaching Group, LLC (Jim Knight or Individual Consultant) and Kingsburg Elementary School District.

INSTRUCTIONAL COACHING GROUP PO Box 35 North Loup, NE 68859

Kingsburg Elementary Charter School District 1310 Stroud Ave. Kingsburg, CA 93631

PURPOSE

THE PURPOSE OF THIS AGREEMENT is to provide Kingsburg Elementary Charter School District with Instructional Coaching Professional Development.

This agreement supersedes all other agreements made between Kingsburg Elementary Charter School District and the Instructional Coaching Group.

THEREFORE, IT IS MUTUALLY AGREED THAT:

SCOPE OF WORK

Instructional Coaching Group, LLC, shall furnish the necessary personnel, equipment and/or service(s) and otherwise do all things necessary for or incidental to the



PAYMENT

The parties have determined that the cost of accomplishing the work herein will be \$12,300 (consulting only) (See above schedule.) *This does not include the cost of resources.* Payment for satisfactory performance of the work shall not exceed this amount unless the parties mutually agree in writing to a higher amount. Work will be invoiced following the first day of work listed above.

BILLING PROCEDURE

Instructional Coaching Group, LLC, will send invoice(s) to:

School District	Billing Contact Name	Billing Contact Email
Kingsburg Elementary Charter School District	Matt Stovall	mstovall@kesd.org

Payment to the Instructional Coaching Group, LCC, for approved and completed work will be made within 30 days of the event. Invoices with unpaid balances that extend beyond 30 days will be charged an additional \$250 fee for every month it goes unpaid. Payment made before the engagement date is preferred, but not required. This policy will be enforced.

Please send all payments to:

Instructional Coaching Group

ATTN: Kristen Ryschon (kristen@instructionalcoaching.com)

PO Box 35

North Loup, NE 68859

CONTRACT ALTERATIONS AND AMENDMENTS

This contract may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

TERMINATION

Either party may terminate this Contract or a scheduled event upon 40 days prior written notification to the other party. If this Contract is so terminated, the parties shall be liable only



APPENDIX A

Please provide the address for the location of the training
What is the recommended airport(s) to fly into?
Please list any recommended hotels near the location of the training.
What are the best Ride Share options?
Please provide a contact name, phone number, and email address. This will be helpful if Jim or one of our Senior Consultants need to reach someone at the venue on the day of the event.

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:

	Consider Approval of Student Teacher Agreement between Grand Canyon University and District
2.	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
3.	v
	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: Approval of Field Placement Affiliation Agreement between Grand Canyon University and Kingsburg
	Elementary School District for the purposes of student teacher placement.
6.	Financial Impact: None
7.	Funding Source:
0	
8.	District Goals This Item Will Meet:
	✓ Increase Student Achievement
	✓ Provide a Safe, Positive and Healthy Learning Environment
	✓ Develop 21 st 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!"

Field Placement Affiliation Agreement Between GCU and Kingsburg Elementary Charter School District

- 1. <u>PARTIES:</u> This Agreement (the "Agreement") is entered into on this 6/7/2023 day by and between Grand Canyon University ("GCU") and Kingsburg Elementary Charter School District located at 1310 Stroud Ave Kingsburg, CA 93631 hereafter referred to as the (the "District").
- 2. <u>PURPOSE</u>: The purpose of this non-exclusive Agreement is to establish the terms and conditions under which candidates of GCU may participate in Practicum/Field Experience, Student Teaching, and/or Educational Administration Internships at the schools located in the District.
- **3. TERM:** The term of this Agreement begins 6/7/2023 and ends 6/7/2026.

4. RESPONSIBILITIES OF THE DISTRICT:

- **4a.** The District shall provide participating candidates with field placement experiences in a school of the District under direct supervision of a host teacher ("Cooperating Teacher") or host mentor ("Mentor") that meets the minimum GCU qualification requirements as outlined in the applicable program manual (See Appendix).
- **4b.** The District shall ensure that the Cooperating Teacher/Mentor provides oversight, feedback and mentoring to GCU's participating candidates. Cooperating Teacher/Mentor expectations are outlined in the applicable program manual. (See Appendix.)
- **4c.** The District shall provide the participating candidate prior to the start of the field placement with any District policies and procedures to which the candidate is expected to adhere to during the candidate's field placement while on District premises.
- **4d.** The District shall allow a GCU faculty supervisor (the "GCU Faculty Supervisor") access to the host school and classroom for the specific purpose of observing the participating candidate.
- **4e.** The District shall through the involvement of the Cooperating Teacher/Mentor, communicate with the GCU Faculty Supervisor and candidate to provide feedback on the candidate's performance which will be used by the GCU Faculty Supervisor for completion of the candidate's formal evaluation.
- **4f.** The District shall have the right to refuse a candidate for field placement or may terminate the field placement of any candidate based upon its good faith determination that the candidate is not meeting performance standards or is otherwise deemed unacceptable to the District. Notices of such decisions shall be provided to GCU in writing and shall state reasons for such decisions.
- **4g.** The District shall provide participating candidates with immediate first aid for work-related injuries or illnesses, such as blood or body fluid exposure.
- **4h.** The District shall promptly and thoroughly investigate any complaint by any participating candidate or GCU regarding unlawful discrimination or harassment at the field placement site or involving employees or agents of the field placement site and take prompt and effective remedial action when discrimination or harassment is found to have occurred and to promptly notify GCU of the existence and outcome of any complaint of harassment by, against or involving any participating candidate.
- **4i**. The District shall comply with all policies of GCU that pertain to this Agreement as outlined in the University Policy Handbook and applicable program manuals (see Appendix).
- **4j.** The District shall comply with all federal, state, and local statutes and regulations applicable to the performance of the Agreement.

5. RESPONSIBILITIES OF GCU:

5a. GCU shall pay a \$500 stipend to the District for Cooperating Teachers per each 15/16-week session of full-time service. Longer or shorter sessions will be paid on a pro-rated basis.

- **5b**. GCU shall pay the stipend upon the completion of the student teaching semester provided all paperwork has been submitted.
- **5c.** GCU shall not provide compensation to Mentors hosting candidates for Practicum/Field Experiences, Educational Administration Internships, or Student Teaching in the instance where the candidate is employed as a full-time teacher of record.
- **5d.** GCU shall require that all candidates who must enter a field placement site provide GCU with a current and clear copy of a background check. GCU will prohibit candidates from moving forward in the field placement process until this document is received. In accordance with California Education Code Section 44320, each participating candidate must obtain a "Certificate of Clearance", which includes a complete Live Scan Service. Further, each participating candidate must obtain an examination by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, prior to beginning the assignment in the District in accordance with California Education Code Section 49406.
- **5e.** GCU shall promptly and thoroughly investigate any complaint by any participating candidate or the District regarding unlawful discrimination or harassment at the field placement site or involving employees or agents of the field placement site and take prompt and effective remedial action when discrimination or harassment is found to have occurred and to promptly notify the District of the existence and outcome of any complaint of harassment by, against or involving any participating candidate.
- **5f.** GCU shall comply with all policies of GCU and the District that pertain to this Agreement.
- **5g.** GCU shall comply with all federal, state, and local statutes and regulations applicable to the performance of the Agreement.
- 6. CANDIDATE COMPLIANCE WITH GCU AND DISTRICT POLICIES: Candidates accepted to the District for field placement shall be subject to all applicable policies and regulations of the District and GCU. Prior to assignment of candidates to the District, GCU will advise candidates of any specific requirements that must be met to participate in the applicable field placement. These specific requirements are outlined in the applicable program manual. (See Appendix.) Failure to complete the requirements will result in non-placement of candidates.
- 7. PAID POSITIONS/EMPLOYMENT: GCU does not solicit, source, or guarantee paid opportunities or employment for Candidates. GCU may allow a Candidate to maintain a paid position during Student Teaching if deemed appropriate by the District and the role is in alignment to the Candidate's university program of study, setting and coursework requirements and desired certification. The Candidate must have an appropriately certified mentor available at the school site. Candidates requesting to hold a paid position must complete additional documentation that requires written approval from the District. Requests to student teach in a paid position are reviewed by the College of Education on a case-by-case basis and are not guaranteed.
- **8. INSURANCE AND LIABILITY:** GCU will maintain in full force and effect, at its sole expense and written by carriers acceptable to District:
 - 1. Commercial General Liability (Minimum Requirements):

Limits of Liability:

\$1,000,000 Each Occurrence

\$2,000,000 General Aggregate

\$2,000,000 Products/Completed Operations Aggregate

\$1,000,000 Personal Injury/Advertising Injury

\$5,000 Medical Payments

Coverage:

Premises/Operation Liability

Medical Payments Liability

Contractual Liability

Personal Injury Liability

Independent Contractors

2. Professional Liability, as related to Educational Services:

Limits of Liability:

\$1,000,000 Each wrongful act

\$1,000,000 Aggregate

3. Automobile Liability:

Limits of Liability:

\$1,000,000 Combined Single Limit

4. Sexual Abuse or Molestation Liability:

Limits of Liability:

\$1,000,000 Each

\$1,000,000 Aggregate

- 9. FERPA: GCU and the District agree to protect the candidate's and/or student's educational records in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g ("FERPA") and any applicable policy of GCU and the District. To the extent permitted by law, GCU and the District may share information from a candidate's and/or student's educational records with each other so that each can perform its respective responsibilities under this Agreement but shall not disclose or share educational records with any third party without the candidate's and/or student's prior written consent.
- 10. CONFIDENTIALITY: GCU shall inform each participating candidate of Federal law governing the confidentiality of District student information, including FERPA. The District shall inform each participating candidate of any applicable State law governing the confidentiality of student information. The District shall also inform each participating Cooperating Teacher/Mentor that they are bound to maintain in confidence, any documents or other confidential information about the participating candidate and GCU to which they might have access. Any breach of confidentiality by a participating candidate, Cooperating Teacher or Mentor shall be grounds for immediate termination of the field placement.
- **11.** <u>INDEMNIFICATION AND HOLD HARMLESS:</u> Neither party shall be responsible for personal injury or property damage or other loss except that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible.
- 12. USE OF MARKS AND LOGOS; RIGHT OF PUBLICITY: The District hereby grants GCU the right and license to publish and/or use District's logos or trademarks for all purposes connected with the promotion of the Agreement. Notwithstanding the foregoing license, District shall retain all right, title, and interest in and to District's logos and trademarks. District shall allow GCU to publicize District, the Agreement and the related programs in all advertising, publicity, and promotion, including GCU websites, and social media. GCU's right to utilize District's logos and trademarks and right of publicity will survive the termination or expiration of this Agreement for a reasonable period of time until GCU is able to revise and update such materials, websites, and social media.
- **13.** ASSIGNMENT: The provisions of this Agreement shall inure to the benefit of and shall be binding upon the successors of the parties hereto. Neither this Agreement nor any of the rights or obligations here under may be transferred or assigned without prior written consent of the other party.
- **14. NOTICES:** Notices under this Agreement shall be in writing and mailed electronically, or delivered to the parties as follows:

Grand Canyon University

COE Affiliations

COEAffiliations@gcu.edu

Subject: Kingsburg Elementary Charter School District Affiliation Agreement Notification

School/District Information

Kingsburg Elementary Charter School District 1310 Stroud Ave Kingsburg, CA 93631

- **15.** <u>MODIFICATION OF AGREEMENT:</u> This Agreement may be modified only by written amendment executed by both parties.
- **16. TERMINATION:** Either party, upon thirty (30) days written notice to the other party, may terminate this Agreement.
- **17.** PARTNERSHIP/JOINT VENTURE/EMPLOYEMENT: Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties or to create the relationship of principal and agent between or among any of the parties.
- **18. INDEPENDENT CONTRACTOR:** The relationship between Cooperating Teachers and GCU shall be that of an independent contractor and shall not be deemed to be that of an employer-employee relationship, joint venture, or partnership. Cooperating Teachers shall be solely responsible for the payment of their own state and federal income tax and self-employment tax as applicable.
- 19. NONDISCRIMINATION: The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual including but not limited to employees or applicants for employment and/or candidates because of race, religion, creed, color, sex, age, disability, veteran status, or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).
- 20. GOVERNING LAW: This Agreement shall be governed in all respects, whether as to validity, construction, capacity, performance, or otherwise, by the laws of the State of Arizona and the State of California, without giving effect to its conflict of laws rules. Any dispute, controversy, or claim arising out of or in connection with this Agreement shall be settled by confidential arbitration under the Rules for Commercial Arbitration of the American Arbitration Association, by one arbitrator reasonably familiar with the business pertaining to the services covered by the Agreement, appointed in accordance with such Rules. The arbitrator shall apply the laws of the State of Arizona to the merits of any dispute or claim. Judgment on the award entered by the arbitrator may be entered in any court having jurisdiction thereof.

In witness whereof, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officials thereunto duly authorized as of the date first above written.

Grand Canyon University	Kingsburg Elementary Charter School District		
Ву:	Ву:		
Signature	Signature		
Name: Dr. Meredith Critchfield	Name:		
Title: <u>Dean, College of Education</u>	Title:		
Date: 6/7/2023	Date:		

Appendix

University Policy Handbook

Clinical Field Experience Handbook

Student Teaching/Clinical Practice Manual

Educational Administration Internship Manual



Grand Canyon University University Policy Handbook 2023-2024

Summer 2023

University Policy Handbook Version Record

The following is a record of the major changes made to the Grand Canvon University Policy Handbook. This is not a comprehensive itemization of all of the changes made in this revision cycle, but rather an overview of the more significant updates incorporated into the current version of the handbook.

Version	Updated	Changes Made	
1	5/8/23	Initial Update to Summer 2023	
2	6/5/23	 Updated Academic Integrity Violations Updated Multicultural, Diversity, and Inclusion Policy 	

Right to Change Requirements

The University reserves the right to make changes of any nature to the calendar, admission requirements, degree requirements, fees, regulations, course offerings, programs, or academic schedules whenever they are deemed necessary or desirable, including changes or modification of course content, class scheduling, offering patterns, canceling of scheduled classes, or other academic activities.

The Grand Canyon University Policy Handbook does not establish a contractual relationship; rather, it sets forth academic and other requirements that students must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide students with respect to the requirements, students ultimately bear the responsibility of following the requirements.

Students should view the Academic Catalog for college and program specific information.

Statement of Non-Discrimination:

Grand Canyon University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, sexual orientation, gender identity or any legally protected status. Title IX regulations require non-discrimination on the basis of sex or gender, which includes unlawful discrimination based on pregnancy and/or disability discrimination based upon complications related to pregnancy. As a religious institution, Grand Canyon University expressly reserves its rights, its understandings of, and its commitments to Christian principles, and reserves the legal right to hire and employ individuals who support the values of the University.

Inquiries concerning the application of Title IX discrimination or the application of Title IX harassment policies may be submitted to the Title IX coordinator and/or to the Office of Civil Rights for the United States Department of Education:

Title IX Coordinator Shanna Milonas Vice President, Academic Compliance 3300 W Camelback Rd. Phoenix, AZ 85017 (602) 639-6387 TitleIX@gcu.edu

U.S. Department of Education Office for Civil Rights Lyndon Baines Johnson, Department of Education Building 400 Maryland Avenue, SW Washington, DC 20202-1100 Telephone: 800-421-3481 FAX: 202-453-6012; TDD: 800-877-8339

OCR@ed.gov

European Union (EU) – General Data Protection Regulation (GDPR)

The GDPR is a privacy regulation that provides certain rights and protections to EU natural persons surrounding their personal data and how this organization processes the data.

Processing personal data is necessary for all individuals applying to the university. The rights outlined in this policy apply exclusively to EU natural persons.

GCU may use your personal data to respond to your questions, provide you specific courses, services, projects, programs and/or services you select to satisfy our contractual obligation to you. Your rights include:

The right to be informed of how your EU Personal Data are being used – this information is set forth in these EU Privacy Provisions and any documents linked to these EU Privacy Provisions

- The right of access to your EU Personal Data
- The right to have your inaccurate EU Personal Data rectified
- The right to have your EU Personal Data erased
- The right to restrict the Processing of your EU Personal Data pending its verification or correction
- The right to object to the Processing of your EU Personal Data
- The right to receive copies of your EU Personal Data
- The right to file a complaint with an EU supervisory authority
- The right to object to using your EU Personal Data for direct marketing, data mining, or research purposes where the research is not in the public interest

Some of these rights are not automatic, and we reserve the right to discuss with you why we might not comply with a request from you to exercise them. If you wish to exercise any of your rights regarding your EU Personal Data, please email gdpr@gcu.edu. You may also file a complaint concerning your EU Personal Data Processing with the applicable EU Supervisory Authority.

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Contact Information

General Contact Information

Web Site

http://www.gcu.edu/

Main Switchboard

Phone: 1-602-639-7500 Toll-free: 1-800-800-9776

Main Campus Mailing Address

Grand Canyon University PO Box 11097 Phoenix, AZ 85061-1097

Main Campus Street Address

Grand Canyon University – Main Campus 3300 West Camelback Road Phoenix, AZ 85017-3030

GCU Facilities

GCU's Campus Map is a great way to find your way around the GCU campus. The map shows all buildings on campus. As construction continues across the campus, the online map provides students access to the most current information. Utilize the link below to access the GCU main campus map: https://www.gcumedia.com/mediaElement/interactive-campus-map/v3.1 For information about additional locations, utilize the following link: visit https://www.gcu.edu/about-gcu/locations.php.

Additional Locations

GCU Boswell 10484 W. Thunderbird, Suite 102 Sun City, Arizona 85351

GCU Tucson 3500 North Campbell Avenue Tucson, Arizona 85719

Kyrene School District Office 8700 S. Kyrene Rd. Tempe, Arizona 85284

Mesa Community College 1833 W. Southern Avenue Mesa, Arizona 85202

Mesa Unified School District – Dobson High School 1501 W Guadalupe Rd Mesa, Arizona 85202

Pima-Salt River High School 4827 N Country Club Dr Scottsdale, Arizona 85256

Student Contacts

Academic & Career Excellence (ACE) Center

Responsibility: Provides learning resources and career development assistance through one-on-one and small group sessions, along with academic workshops, career readiness workshops, and career events.

Phone: 602-639-8901 E-mail: <u>ace@gcu.edu</u>

Website: https://students.gcu.edu/student-resources/student-

success/ace-centers.php

Admissions Representatives

Responsibility: Assists students with their initial enrollment into a program of study.

Phone: 1-800-800-9776

Campus Operations

Responsibility: Provide parking passes for campus students,

faculty and staff along with issue campus ID cards

Phone: 602-639-7739

Canyon Health and Wellness Clinic

Responsibility: Assists campus students with health needs.

Phone: 602-639-6215 Fax: 602-639-7830

Website: http://www.gcu.edu/Campus-Resources/Health-and-

Wellness-Center.php

First Year Experience (FYE)

Responsibility: Provides support and resources for students entering their first year at Grand Canyon University. Manages outreach to high priority students based on Early Alerts submitted by faculty.

Email: FYF@gcu.edu

Website: https://students.gcu.edu/student-resources/student-success/ace-centers/first-year-experience.php

GCU Bookstore

Responsibility: Carries materials required in GCU courses along with University-branded apparel and gifts.

Phone: 1-800-866-8917

GCU Library

Responsibility: The GCU Library supports the University's mission, vision, and values by providing quality resources and innovative services to support and enrich academic success, scholarship, and lifelong learning.

Phone: 602-639-6641 or 1-800-800-9776 ext. 639-6641

Website: http://library.gcu.edu

Ask A Librarian: http://library.gcu.edu/AskALibrarian

Webinars: http://libguides.gcu.edu/Webinars
Tutorials: http://libguides.gcu.edu/Tutorials

GCU Today

Responsibility: Provides the news and events source for Grand

Canyon University students, updated daily.

Phone: 602-639-8011 Email: doug.carroll@gcu.edu Website: http://news.gcu.edu/

http://www.gcu.edu/News.php

International Students Office

Responsibility: Assists university students and staff in support of

F-1 students during their stay in the United States

Phone: 602-639-8105 Fax: 602-343-3771 E-mail: ISO@gcu.edu

Mail and Copy Center

Responsibility: Provide many services to the traditional campus students and staff, which includes mailing out letter and packages

along with photocopying services

Phone: 602-639-7905

Office of Academic Records

Responsibility: Tracks student progress to degree completion, evaluates transcripts, and admits students to the University.

Phone: 1-800-800-9776

E-mail: academicrecords@gcu.edu

Office of Residence Life

Responsibility: Assists students with campus housing

Phone: 602-639-6244 Email: residencelife@gcu.edu

Website: http://www.gcu.edu/Housing/Residence-Life-

Information.php

Office of Spiritual Life

Responsibility: Provides spiritual needs of the campus, coordinates Chapel programming and outreach ministry

Phone: 602-639-6750 Email: spirituallife@gcu.edu

Website: https://www.gcu.edu/about-gcu/christian-identity-and-

heritage.php

Office of Student Engagement

Responsibility: Assists students with campus clubs, intramurals, Associated Students of GCU, and campus programming.

Phone: 602-639-7250

Email: Student.Engagement@gcu.edu

Website: http://www.gcu.edu/Events-and-Activities.php

Public Safety

Responsibility: Assists students, faculty and staff with issues

relating to campus and public safety.

Phone: 602-639-8100

Website: http://www.gcu.edu/Campus-Resources/Public-

Safety.php

Student Disability Services

Responsibility: Assists students with obtaining reasonable accommodations, based on student self-disclosure of disability. Phone: 602-639-6342 or 1-800-800-9776 ext. 639-6342

Email: disabilityoffice@gcu.edu

Student Services Counselors

Responsibility: Assists students with planning financial resources

needed to fund their education along with planning and

maintaining their program of study.

Phone: 1-800-800-9776 **Technical Support**

Responsibility: Assists students with technical issues regarding

the University systems.

Phone: 1-877-428-8447

Email: techsupport@gcu.edu

Website: https://support.gcu.edu/hc/en-us

Accreditation, Authorizations, and Approvals

Accreditation

Accreditation is a third-party peer review process which provides the public an assurance that the university is providing a quality education which meets or exceeds the accreditors stated requirements and criteria. Accreditation is key factor which may be recognized by employers, other postsecondary institutions, and licensing bodies. The US Department of Education requires accreditation from a body recognized by the agency as a key requirement for a university being permitted to disperse federal financial aid. In short, in choosing a university, parents and students should ensure their university of choice is accredited.

Institutional Accreditation

Grand Canyon University has been accredited by the Higher Learning Commission (HLC) and its predecessor continually since 1968. Every ten years, HLC conducts a comprehensive review of the university to ensure the university continues to meet HLC's standards. In June 2021, HLC reaffirmed GCU's accreditation. The next comprehensive visit is scheduled for the 2026-2027 academic year. A listing of programmatic accreditations held within each college is provided below.

Higher Learning Commission

The Higher Learning Commission accredits Grand Canyon University.

The Higher Learning Commission 230 South LaSalle Street, Suite 7-500 Chicago, Illinois 60604-1411 Phone: 312-263-0456 Toll-free: 800-621-7440

Programmatic Accreditations

GCU holds multiple programmatic accreditations for over 80 of its programs. These accreditations demonstrate that the accredited programs meet or exceed the standards for the profession set forth by the accrediting body. Programmatic accreditation may help graduates meet the educational requirements for professional licensure or certification. The programmatic accreditations by college are provided below.

Colangelo College of Business

http://www.ncahlc.org/

Accreditation Council for Business Schools and Programs (ACBSP)

The Accreditation Council for Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, KS 66211, 913-339-9356, accredits the following programs of the Colangelo College of Business: Bachelor of Science in Accounting, Bachelor of Science in Applied Management, Bachelor of Science in Business Administration, Bachelor of Science in Business Administration with an Emphasis in Business Intelligence, Bachelor of Science in Business Management, Bachelor of Science in Entrepreneurial Studies, Bachelor of Science in Finance and Economics, Bachelor of Science in Marketing, Bachelor of Science in Sports Management, Master of Science in Accounting, Master of Business Administration, Master of Business Administration with an Emphasis in Accounting, Master of Business Administration with an Emphasis in Finance, Master of Business Administration with an Emphasis in Marketing, Master of Business Administration with an Emphasis in Project Management, Master of Business Administration with an Emphasis in Strategic Human Resource Management, and Doctor of Business Administration with an Emphasis in Management.

College of Arts and Media

GCU's College of Arts and Media is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Arts in Dance Education, Bachelor of Arts in Music Education and Bachelor of Arts in Theatre Education.

Arizona State Board of Education and Arizona Department of Education

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Arizona State Board of Education 1700 W. Washington St Executive Tower, Suite 300 Phoenix, AZ 85007

College of Education

Association for Advancing Quality in Educator Preparation (AAQEP)

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Association for Advancing Quality in Educator Preparation (AAQEP)

Grand Canyon University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. The programs listed below have been

awarded full accreditation by AAQEP through June 30, 2026. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

AAQEP-Accredited Programs at GCU:

- Initial Programs
- · Advanced Programs

Association for Advancing Quality in Educator Preparation

P.O. Box 7511

Fairfax Station, VA 22039-9998

Email: aaqep@aaqep.org

aaqep.org

College of Nursing and Health Care Professions

Commission on Accreditation of Athletic Training Education (CAATE)

The Bachelor of Science in Athletic Training is currently accredited by the Commission on Accreditation of Athletic Training Education.

CAATE

2001 K Street NW, 3rd Floor North Washington, DC 20006

P: 512-733-9700

The program is currently applying to CAATE for a change in level of degree and is pending approval.

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)



The Health Information Management accreditor of Grand Canyon University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for the baccalaureate degree in Health Information Management has been reaffirmed through 2030-2031. All inquiries about the program's accreditation status should be directed by mail to CAHIIM, 200 East Randolph Street, Suite 5100, Chicago, IL, 60601; by phone at (312) 235- 3255; or by email at info@cahiim.org

Commission on Collegiate Nursing Education (CCNE)

The Commission on Collegiate Nursing Education (CCNE), recognized by ED, assesses the quality and integrity of nursing programs. Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure), Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Nursing Education, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science of Nursing with an Emphasis in Leadership in Health Care Systems, Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Master of Science in Nursing: Family Nurse Practitioner, Post Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology, Post Master of Science in Nursing: Family Nurse Practitioner, Doctor of Nursing Practice, and Doctor of Nursing Practice with an Emphasis in Educational Leadership are accredited by the Commission on Collegiate Nursing Education (https://www.ccneaccreditation.org).

Commission on Collegiate Nursing Education 655 K Street, NW, Suite 750 Washington, DC 20001 P: (202) 887-6791

Society for Simulation in Healthcare

The Grand Canyon University Pre-Licensure Nursing Immersive Simulation has been granted Provisional Accreditation from the Society for Simulation in Healthcare (SSH). The SSH accreditation is a peer-reviewed, customized evaluation of the simulation program. With obtaining accreditation, GCU is recognized for its expertise in simulation above and beyond domain expertise. https://www.ssih.org/.

Society for Simulation in Healthcare

P.O. Box 856114

Minneapolis, MN 55485-6114

Phone: 866.730.6127

College of Humanities and Social Sciences

Council on Social Work Education (CSWE) - BSW

Grand Canyon University's College of Humanities and Social Sciences' Bachelor of Social Work program is in Candidacy status with the Council on Social Work Education.

Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation.

Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Council on Social Work Education (CSWE) - MSW

Grand Canyon University's Master of Social Work program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact Accreditation.

Council on Social Work Education 1701 Duke Street, Suite 200 Alexandria, VA 22314-3457 Phone: 703-683-8080

https://www.cswe.org/

National Addiction Studies Accreditation Commission (NASAC)

The Master of Science in Addiction Counseling program has been approved for accreditation through the National Addiction Studies

Accreditation Commission (NASAC). The Master of Science in Christian Counseling of Substance Use and Addictive Disorders has been approved for conditional accreditation through NASAC.

National Addiction Studies Accreditation Commission (NASAC)

44 Canal Center Plaza, Suite 301

Alexandria, VA 22314

Seeking Professional Counseling Accreditation

Grand Canyon University (GCU) is currently pursuing accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Master of Science in Clinical Mental Health Counseling (CMHC), Master of Education in School Counseling (SC).

College of Science, Engineering and Technology

Accreditation Board for Engineering and Technology (ABET)

The College of Science, Engineering and Technology's Bachelor of Science in Computer Science with an Emphasis in Business Entrepreneurship, Bachelor of Science in Computer Science with an Emphasis in Big Data Analytics, and Bachelor of Science in Computer Science with an Emphasis in Game and Simulation Development programs are accredited by the Computing Accreditation Commission of ABET, www.abet.org.

The College of Science, Engineering and Technology's Bachelor of Science in Biomedical Engineering, Bachelor of Science in Electrical Engineering, Bachelor of Science in Mechanical Engineering, Bachelor of Science in Engineering with an Emphasis in Robotics, and Bachelor of Science in Engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The College of Science, Engineering and Technology's Bachelor of Science in Electrical Engineering Technology and Bachelor of Science in Mechanical Engineering Technology programs are accredited by the Engineering Technology Accreditation Commission of ABET, www.abet.org.

ABET 415 North Charles Street Baltimore, MD 21201 410.347.7700

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

GCU's Nutrition and Dietetics Education Program has been granted candidate status by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 312-899-0040 ext. 5400

Grand Canyon Theological Seminary

Commission on Accrediting of the Association of Theological Schools (ATS)

Grand Canyon Theological Seminary, the embedded seminary of Grand Canyon University, is included within the university's accreditation by the Higher Learning Commission. The seminary is also accredited by the Commission on Accrediting of the Association of Theological Schools.

The Commission on Accrediting of the Association of Theological Schools has approved the following degree programs:

- · Master of Divinity
- Master of Arts in Christian Leadership
- Master of Arts in Christian Ministry
- Master of Arts in Youth and Family Ministry
- Master of Arts in Urban Ministry

The Commission contact information is:

The Commission on Accrediting of the ATS 10 Summit Park Drive Pittsburgh, PA 15275 Phone: 412.788.6505

Fax: 412.788.6510 www.ats.edu

State Authorizations

Arizona State Private Post-Secondary Education

Grand Canyon University is licensed in Arizona by the Arizona State Board for Private Postsecondary Education.

Arizona State Board for Private Postsecondary Education

1740 W. Adams St., Suite 3008

Phoenix, AZ 85007 Phone: 602-542-5709 http://azppse.state.az.us

California Bureau of Private Postsecondary Education

California Resident Students Rights and Responsibilities Related to the Student Tuition Recovery Fund (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- 1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- 2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- 3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- 4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- 5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- 6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- 7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Nevada Commission on Postsecondary Education (CPE)

Grand Canyon University is provisionally licensed by the Nevada Commission on Postsecondary Education (CPE) to operate as a private postsecondary educational institution at the following location within the state of Nevada.

Grand Canyon University 2485 Village View Drive Henderson, Nevada 89074 The Bachelor of Science in Nursing: Pre-Licensure, Accelerated (aBSN) program is the only program offered at this location. As a result, Grand Canyon University is authorized to offer the laboratory and simulation courses of the Bachelor of Science in Nursing: Pre-Licensure, Accelerated (aBSN) program at this location.

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the aBSN – NV program version may file a complaint with the Nevada Commission on Postsecondary Education by filling out the Student Complaint Form which can be found on their website or at the following link:

https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf. This form can be submitted via email, fax, or mailed to the following address:

Nevada Commission on Postsecondary Education 2800 E. St. Louis Avenue Las Vegas, NV 89104

Utah Division of Consumer Protection

Grand Canyon University has been granted a certificate of State Authorization as a registered postsecondary school from the Utah Division of Consumer Protection. As a result, Grand Canyon University is authorized to offer laboratory and simulation components of the Bachelor of Science in Nursing: Pre-Licensure, Accelerated (aBSN) program at the following location:

Grand Canyon University 150 Civic Center Dr Ste 100 Sandy, UT 84070

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the aBSN – UT program version may file a complaint with the Utah Division of Consumer Protection by following the instructions on their website which can be found at the following link: https://dcp.utah.gov/complaints.html

Wyoming Department of Education (WY DOE)

Grand Canyon University has been granted a Chapter 30 license by the Wyoming Department of Education (WYDOE) to offer educational services to Wyoming students. For more information, please visit the following link: https://edu.wyoming.gov/for-district-leadership/school-programs/private-school-licensing/

Wyoming Department of Education 122 W. 25th St STE E200 Cheyenne, WY 82002 https://edu.wyoming.gov/

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, students enrolled in the program versions offered on the military base may file a complaint with the Wyoming Department of Education by completing the student complain form which can be found at the following link:

https://edu.wvoming.gov/for-district-leadership/school-programs/private-%20school-licensing/

State Authorization Reciprocity Agreements (SARA) Participant

Grand Canyon University is an institutional participant in the State Authorization Reciprocity Agreement (SARA) initiative. SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. For more information and a list of member states, please visit http://nc-sara.org/.

Program Approvals

Many of GCU's programs are approved by state licensing boards or national certifying agencies to meet the educational requirements for licensure or certification or to permit a graduate to sit for a professional exam. A list of agency approvals and registrations are provided below.

Colangelo College of Business

Arizona State Board of Education (ASBE/ADE)

GCU's Colangelo College of Business is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Business for Secondary Education.

Certified Financial Planner (CFP®) Board Registered Program

GCU's Bachelor's in Finance with an emphasis in Financial Planning is a Certified Financial Planner (CFP) Board Registered Program (https://www.cfp.net/get-certified/certification-process/education-requirement/certification-coursework-requirement/find-an-education-program). As such, the program meets the education requirements for CFP® certification. Individuals who meet the CFP Board's education requirement are eligible to sit for the CFP® Certification Examination. CFP Board Registered Programs meet the education coursework requirement and help provide the knowledge required to deliver professional, competent, and ethical financial planning services to clients. For more information visit https://www.cfp.net/contact.

College of Arts and Media

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Education is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of early childhood, elementary, secondary and special education teachers, as well as administrators.

Arizona State Board of Education

1700 W. Washington St.

Phoenix, AZ 85007

https://azsbe.az.gov/

Nevada Department of Education (NVDOE)

Grand Canyon University's College of Education is approved by the Nevada Department of Education to offer alternative route to licensure programs that lead to conditional licensure (credentials) for early childhood, elementary, secondary, and special education teachers.

Nevada Department of Education

700 E. Fifth St.

Carson City, NV 89701

https://doe.nv.gov/

College of Humanities and Social Sciences

Arizona Board of Behavioral Health Examiners (AZBBHE)

Grand Canyon University's Master of Science in Clinical Mental Health Counseling, Master of Science in Professional Counseling and Master of Science in Christian Counseling are approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LAC or LPC licensure.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse is approved by the Arizona Board of Behavioral Health Examiners as being consistent with the curriculum requirements for LSAT licensure.

Arizona Board of Behavioral Health Examiners

1740 West Adams St

Phoenix, AZ 85007 http://www.azbbhe.us/

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Humanities and Social Sciences is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Arts in History for Secondary Education, Bachelor of Arts in English for Secondary Education and Bachelor of Science in Math for Secondary Education.

California Consortium of Addiction Programs and Professional (CCAPP)

Grand Canyon University has been approved as an Approved School/Program by the California Consortium of Addiction Programs and Professionals (CCAPP) for the following online programs: Master of Science in Addiction Counseling and Master of Science in Christian Counseling of Substance Use and Addictive Disorders. These programs are approved until February 28, 2025.

Grand Canyon University's Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse is an Approved School/Program by CCAPP. This program is approved until September 30, 2023.

California Consortium of Addiction Programs and Professionals

2400 Marconi Avenue, Suite C

Sacramento, CA 95821

PO Box 214127

https://www.ccapp.us/

Georgia Addiction Counselors Association (GACA)

Grand Canyon University has been approved as an Education Provider by the Georgia Addiction Counselors Association (GACA) for the Master of Science in Addiction Counseling and Bachelor of Science in Counseling with an Emphasis in Chemical Dependency and Substance Abuse programs. These programs are approved until December 31, 2023.

Georgia Addiction Counselors Association

4015 South Cobb Drive

Suite 160

Smyrna, GA 30080 http://gaca.org/

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University has been approved as a pre—certification education program for substance abuse counselors by the Wisconsin Department of Safety and Professional Services for the following online programs: Master of Science in Addiction Counseling, Master of Science in Christian Counseling of Substance Use and Addictive Disorders and Bachelor of Science in Counseling with an Emphasis in Addiction, Chemical Dependency and Substance Abuse. These programs are approved through August 2026.

Wisconsin Department of Safety and Professional Services

4822 Madison Yards Way

Madison, WI 53705

https://dsps.wi.gov/Pages/BoardsCouncils/SubstanceAbuseCounselors/Default.aspx

College of Nursing and Health Care Professions

Arizona State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-licensure), Family Nurse Practitioner (Master of Science in Nursing and Post-Master of Science in Nursing options) and Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (Master of Science in Nursing and Post-Master of Science in Nursing options) are currently approved by the Arizona State Board of Nursing. For more information, go to the following link: https://azbn.gov/education/nursing-programs-lists.

Arizona State Board of Nursing 1740 W. Adams St., Suite 2000 Phoenix, AZ 85007 https://azbn.gov/

California Board of Registered Nursing (CA BRN)

Grand Canyon University's Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP) program is approved by the California Board of Registered Nursing. Grand Canyon University is also approved by the California Board of Registered Nursing to offer the course: NRS-431N Public Health Nursing for California Nurses. Graduates from GCU's RN-BSN program who complete this course will meet the educational requirements for Public Health Nursing Certification in California. For more information, go to the following link: https://www.rn.ca.gov/education/outofstatenp.shtml

California Board of Registered Nursing 1747 N. Market Blvd., Suite 150 Sacramento, CA 95834-1924 https://www.rn.ca.gov/

Maryland Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing (Pre-Licensure) program has been approved by the Maryland Board of Nursing. For more information, go to the following link: https://mbon.maryland.gov/Documents/approved-out-of-state-rn-lpn-nursing-education-programs.pdf

Maryland Board of Nursing Education Department 4140 Patterson Avenue Baltimore, MD 21215

https://mbon.maryland.gov/Pages/education-index.aspx

Nevada State Board of Nursing

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, Accelerated (aBSN) program has received provisional approval from the Nevada State Board of Nursing and is listed on their website: https://nevadanursingboard.org/wp-content/uploads/2022/04/updated-Nursing-program-list-04.11.22-1.pdf. This level of approval is awarded to all new programs and allows the program to admit students.

Nevada State Board of Nursing 4220 S. Maryland Pkwy. Building B, Suite 300 Las Vegas, NV, 89119-7533 http://nevadanursingboard.org/

Utah Division of Occupational and Professional Licensing (UT DOPL)

Grand Canyon University's Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing with an Emphasis in Public Health, Master of Science in Nursing with an Emphasis in Public Health Nursing, Master of Science in Nursing with an Emphasis in Health Informatics, Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Business Administration & Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Science in Nursing with an Emphasis in Nursing Education, Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety, Post-Master of Science in Nursing: Nursing Education Certificate, Doctor of Nursing Practice, and Doctor of Nursing Practice with an Emphasis in Educational Leadership programs have satisfied the requirements for clinical placement of nursing students by programs located outside of the state of Utah.

Grand Canyon University's Bachelor of Science in Nursing: Pre-Licensure, Accelerated (aBSN) program is currently approved by the Utah Division of Occupational and Professional Licensing – Nursing.

State of Utah Department of Commerce Division of Occupational and Professional Licensing 160 East 300 South

P.O. Box 146741

Salt Lake City, UT 84114-6741

Washington State Nursing Care Quality Assurance Commission (NCQAC)

Grand Canyon University is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for RN-BSN, MSN/Health Informatics, MSN/Nurse Educator, MSN/Nurse Leadership in Health Care Systems, MSN/Public Health, MBA-MSN: Leadership in Health Care Systems, and Post-graduate certificate in Nursing Education. For more information go to the following link: http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx

Washington State Department of Health (Nursing)

111 Israel Rd

S.E. Tumwater, WA 98501

Wisconsin Department of Safety and Professional Services (DSPS)

Grand Canyon University's RN-Bachelor of Science in Nursing, Master of Business Administration/Master of Science in Nursing Leadership, Master of Science in Nursing in Health Care Informatics, Master of Science in Nursing in Health Informatics, Master of Science in Nursing in Health Nursing, Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems, Master of Science in Nursing in Nursing Education, Doctor of Nursing Practice, and the Doctor of Nursing Practice in Educational Leadership programs have been approved by the Wisconsin Department of Safety and Professional Services

- Board of Nursing. For more information, go to the following link: https://dsps.wi.gov/Documents/ApprovedOutOfStateNursingSchools.pdf.

Wisconsin Department of Safety and Professional Services

4822 Madison Yards Way

Madison, WI 53705

www.dsps.wi.gov/pages/BoardsCouncils/Nursing/Default.aspx

GCU encourages students to follow the appeals process outlined in the University Policy Handbook. However, Wisconsin residents enrolled in one of GCU's nursing programs listed above may file a complaint with the Wisconsin Board of Nursing. The Board accepts online complaints at the following link: https://dspscomplaintform.wi.gov/dspslsconlinecomplaint.aspx or mailed at the following address:

Wisconsin Department of Safety and Professional Services

Division of Legal Services and Compliance

P.O. Box 7190

Madison, WI 53707-7190

College of Science, Engineering and Technology

Arizona State Board of Education (ASBE/ADE)

Grand Canyon University's College of Science, Engineering and Technology is approved by the Arizona State Board of Education to offer institutional recommendations (credentials) for the certification of Bachelor of Science in Biology for Secondary Education and Bachelor of Science in Chemistry for Secondary Education.

Cyber Defense Education (CAE-CD)

The College of Science, Engineering, and Technology's Bachelor of Science in Information Technology with an Emphasis in Cybersecurity program was awarded the National Center of Academic Excellence in Cyber Defense Education (CAE-CD) designation.* CAE-CD designation recognizes college programs that meet the standards of learning concepts and skills outlined by the National Security Agency (NSA) and Department of Defense (DoD), (https://www.nsa.gov/Academics/Centers-of-Academic-Excellence/).

Professional Licensure Disclosures and Field Experiences

Professional Licensure Disclosures

GCU strives to provide accurate, transparent information to students enrolled in all programs intended to lead to a state-issued, professional license. Grand Canyon University periodically reviews the licensure requirements of its programs in all US states and territories. Each student's Enrollment Agreement provides professional licensure disclosures stating whether a program meets the educational requirements for licensure in the student's location. GCU also publishes licensure disclosures publicly on gcu.edu. The most current disclosures are available on each program's home page clicking the "State Disclosures" link under the "Accreditation and Compliance" header in the toolbar. Students may refer to the information on GCU.edu at any time for the current disclosures.

In addition to the public disclosures, GCU provides a direct and timely notification to students if a change to the licensure determination is identified.

Location and Professional Licensure

GCU is required to determine the location of distance education students, evidenced by a student's address. If you are considering relocating, or have relocated to another state, territory, or outside of the United States during your program, whether relocation is permanent or temporary, you must contact your Student Services Counselor immediately to determine whether your Program of Study is available in the new location and whether it will lead to professional licensure in the new location. Students must do this before incurring any/additional financial obligations. The new location may have additional requirements that would need to be completed in order to be eligible for certification or licensure. In addition, GCU encourages students to contact their state licensure board to ensure the program will meet their needs

Field Placements within the United States

Students are expected to conduct all field placements, practicum, or student teaching within the state in which they are located at the time of enrollment. Students who seek to conduct field placements, practicum, or student teaching in a state other than the state in which they are located, or who intend to seek licensure in a different state, must disclose this to their Student Services Counselor to determine whether field placement or licensure is possible in the desired location.

International Military Field Placements

Military students who are located outside of the United States who are enrolled in programs that contain field placement must complete all placements on a base or in a Department of Defense approved location. Students are advised to contact a Field Experience Counselor to determine whether field experience can be completed. Students who cannot complete field placements on a base or in a DOD-approved location may be required to take a leave of absence until they return to a location at which placements are allowed.

Professional Licensure Outside of the United States

GCU programs are not designed nor intended to lead to licensure or certification outside of the United States. Student teaching, practicum, internship, or field experience is not permitted outside of the United States.

Additional State-Specific Disclosures

Iowa Board of Educational Examiners

Students seeking an Iowa license are advised that successful completion of Grand Canyon University's programs of educator preparation do not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. Candidates seeking licensure in the state of Iowa must first be licensed/certified as educators in Arizona. Grand Canyon University will assist you in understanding the licensure requirements of the Arizona Department of Education prior to completion of your educational preparation program. Arizona Department of Education can be contacted at 800-352-4558 or http://www.azed.gov/. Candidates seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515-281-5849; http://www.boee.iowa.gov/) for licensure requirements in Iowa.

Pennsylvania Department of Education (PADOE)

Teacher education programs have not been reviewed or approved by Pennsylvania. Candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

Residents of Pennsylvania should direct questions, complaints, or concerns to:

Pennsylvania Department of Education

http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#tab-1

Pennsylvania Department of Education - Postsecondary and Adult Education

333 Market Street, 12th Fl

Harrisburg, PA 17126-0333

Athletics

Intercollegiate Athletics (NCAA)

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA) Division I, 700 W. Washington Street, P.O. Box 6222, Indianapolis, IN 46202, regarding eligibility to participate in intercollegiate sports. In the 2013-14 season, Grand Canyon University began the process of reclassifying from Division II to Division I as a member of the Western Athletic Conference.

International Students

Student Exchange Visitor Program (SEVP)

Grand Canyon University has applied for and received certification to enroll F nonimmigrant students per the Student Exchange Visitor Program (SEVP) under 8 CFR 214.3. The International Students Office has access to SEVIS and may issue Forms I-20, Certificate of Eligibility for Student Status, to prospective students. For more information see the International Students Office website.

Veteran's Administration

Veteran's Administration State Approval Agency (SAA)

Grand Canyon University is approved for the education and training of veterans under the provisions of Title 10 and 38, United States Code. We accept Chapter 30, 31, 33, 35, and 1606 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at Grand Canyon University, email Military.Billing@gcu.edu.

Facilities and Locations

Arizona

Main Campus - Phoenix AZ

3300 West Camelback Road, Phoenix, AZ 85017

GCU's main campus encompasses over 300 acres in Phoenix, Arizona. Comprised of 9 colleges, the campus houses over 800,000 square feet of classrooms, labs and faculty space, as well as over 300,000 square feet of office and conference space, a basketball arena, soccer stadium, baseball and softball stadiums, cyber center, and 17,500 student bedspaces, both apartment and dorm style.

Classroom equipment includes webcams, high-definition projector, drop-down screen, instructor podium with equipment rack, instructor microphone, classroom speakers, dedicated instructor computer systems, instructor touch screen overlap-to-projector image, instructor touch audio and video switcher, and 8Mbps up/down wireless. Some classrooms have additional equipment, including dedicated large flat panel student group screens

Auxiliary Locations

In addition to the locations listed above, the following locations provide classroom space for various GCU cohorts of students. The Arizona State Board for Private Postsecondary Education has granted approval for Grand Canyon University's main Phoenix campus to operate at variable auxiliary locations.

Kyrene School District 8700 S. Kyrene Road Tempe, AZ 85284

Mesa Community College

1833 West Southern Avenue Mesa, AZ 85202-4822

Phoenix VA Healthcare 650 East Indian School Road Phoenix, AZ 85012-1839

Pima Salt River High School 4827 N. Country Club Drive Scottsdale, AZ 85256-2915

Boswell/Sun City aBSN Location

10484 W Thunderbird Blvd #102, Sun City, AZ 85351

GCU's Sun City location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Tucson aBSN Location

3500 N Campbell Ave, Tucson, AZ 85719

GCU's Tucson location is comprised of over 16,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, a simulation lab with four simulation rooms, a clinical skills lab, a common area for general student interaction, and multiple small faculty and staff offices.

Nevada

Las Vegas aBSN Site

2485 Village View Drive, Henderson, Nevada 89074

GCU's Nevada location is comprised of over 21,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Utah

Sandy/Salt Lake City aBSN Location

150 Civic Center Dr, Ste 100, Sandy, UT 84070

GCU's Utah location is comprised of over 26,000 square feet of classroom, lab space, simulation space, and offices including two testing/study rooms, an accommodations testing room, two simulation labs with four simulation rooms, a common area for general student interaction, and multiple small faculty and staff offices.

Notification of Change in Licensure or Certification Status/State Disciplinary Action

If at any time while enrolled in an education, counseling, nursing, athletic training, social work, or other clinical program a licensing agency issues a change in licensure, change in certification status, or enters into an agreement / settlement with a student, the student is obligated to inform Grand Canyon University. Students are required to notify their student service counselor within one week of an incident or written notification by a licensing, state, or federal agency of any of the following:

All licensure programs:

- The license holder is voluntarily surrendering their license or certificate in any state
- The license or certification is under investigation by any state board/agency
- · Any state board/agency determines that a license or certificate is no longer in good standing
- The license holder is subject to participation in a diversion program (whether voluntary or involuntary) or other state mandated activity regardless of student's location
- The license holder is subject to any reportable incident, complaint, or investigation that could result in applicable sanctions, disciplinary
 action, consent order, or settlement agreement
- The license holder receives a Letter of Censure issued by any state board
- · The license holder is subject to denial, revocation, limitation, or suspension of a license or credential by any state board/agency
- The license holder is charged or convicted of any misdemeanor or felony

At the time of notification, the Student Services Counselor will assist the student with filing an appeal, as outlined in the University Appeal Procedures. Students will be required to provide the University with documentation pertaining to the change in licensure or certification status, disciplinary action, or participation in a diversion program (whether voluntary or involuntary). Once filed, the University will review the documentation provided by the student to determine if:

- 1. The student is permitted to remain in the program but is not be permitted to enroll in a course with clinical requirements until completion of the written terms identified by the state board /agency, or
- 2. The student is dismissed from the program with the option to re-apply / re-enter upon
- 3. completion of the requirements and written terms identified by the state board / agency, or
- 4. The student is permitted to transfer into another program at the University

A change in enrollment status may result in a change in anticipated time for completion of program-specific requirements.

Failure to notify the University of any reportable incident and/or change in licensure or certification status, state disciplinary action, or participation in a diversion program (whether voluntary or involuntary) is a violation of the discipline-specific Professional Practice guidelines. Infractions will be submitted to the GCU Code of Conduct Committee for potential University sanctions, including but not limited to, suspension, expulsion, and / or written notification to the appropriate state licensing board / agency.

About Grand Canyon University

Vision

Grand Canyon University is a premier Christian University educating people to lead and serve.

Mission Statement

GCU is a missional, Christ-centered university with an innovative and adaptive spirit that addresses the world's deep needs by cultivating compassionate Christian community, empowering free and virtuous action, and serving others in ways that promote human flourishing.

Through academic excellence, the university equips students with knowledge of the Christian worldview, instilling in them a sense of purpose and vocational calling that enables them to be innovative thinkers, effective communicators, global contributors, and transformative leaders who change their communities by placing the interests of others before their own.

Mission Based Student Learning Competencies

Tied to the mission statement of GCU are mission-based competencies that faculty and administration believe are imperative for students to learn. GCU strives to ensure students who progress through their program at different times exit the program with the same foundational knowledge and demonstrable skills, and that graduates bring commensurate knowledge and practical skills to the workforce. Consistent competencies and objectives, regardless of the modality, are the foundation of every program design. All GCU courses provide foundational knowledge and then apply or synthesize the learning. Thus, all graduates of the same program will have developed comparable skill sets.

Mission-based Bachelor's Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's bachelor's program will be able to demonstrate an understanding of the reality of the world, examine the consequences of choice, and provide unselfishly to help others meet their highest potential.	 Graduates of the bachelor's program will be able to apply leadership models and demonstrate the capacity for leadership. Graduates of the bachelor's program will be able to develop a clear vision that informs, inspires, and motivates others to achieve goals. Graduates of the bachelor's program will be able to determine various leadership styles and rationale for differences.
Communication Graduates of Grand Canyon University's bachelor's program will be able to develop and apply intrapersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.	 Graduates of the bachelor's program will be able to recognize the power, ethical ramifications, and consequences of communication style as it relates to personal and professional success in a diverse society. Graduates of the bachelor's program will be able to design and disseminate compelling messages that create understanding and desired results using a variety of traditional and innovative modalities.
Global Citizenship Graduates of Grand Canyon University's bachelor's program will be able to apply empathy, identify ethnocentrism, and defend the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.	 Graduates of the bachelor's program will be able to develop long-term relationships across cultures through effective communication. Graduates of the bachelor's program will be able to perform service initiatives from a tradition of servant leadership in an effort to foster positive interpersonal relationships and a dynamic global community. Graduates of the bachelor's program will be able to apply the necessary skills to work effectively with individuals from diverse cultural backgrounds.
Critical Thinking Graduates of Grand Canyon University's bachelor's program will be able to show clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.	 Graduates of the bachelor's program will be able to use personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity that promote effective judgment and actions. Graduates of the bachelor's program will be able to apply social judgment skills and knowledge gained through gathering, sorting, analyzing, applying, and evaluating information to solve problems in applied learning settings. Graduates of the bachelor's program will be able to make informed decisions based on historical, current, reliable, and valid information.

Domains	Competencies
Christian Heritage Graduates of Grand Canyon University's bachelor's program will be able to identify and express aspects of a Christian heritage which affect their relationships with others and the community, as well as their decision-making processes.	 Graduates of the bachelor's program will be able to articulate an awareness of a Christian heritage and its effects on Western society. Graduates of the bachelor's program will be able to identify and comprehend the moral and ethical foundations of Judeo-Christian thought, and analyze situations and problems from this basis. Graduates of the bachelor's program will be able to demonstrate the ability to make values-based decisions from the perspective of a Christian heritage.
Technology Graduates of Grand Canyon University's bachelor's program will be able to demonstrate efficient and effective use of technological tools.	 Graduates of the bachelor's program will be able to retrieve, organize, assess, process, and safely secure information. Graduates of the bachelor's program will be able to demonstrate proficiency and adaptability in commonly accepted applications and devices. Graduates of the bachelor's program will be able to demonstrate competence in mediated communication, connect globally to present an "e-self" that is sensitive to audience and context, and analyze and interpret visual rhetoric.

Mission-based Master's Competencies

Domains	Competencies
Leadership Graduates of Grand Canyon University's master's program will be able to establish effective leadership by being grounded in the reality of the world, accepting the consequences of choice, and striving unselfishly to help others meet their highest potential.	 Graduates of the master's program will be able to utilize responsible leadership through the application of leadership models. Graduates of the master's program will be able to integrate leadership skills that inform, inspire, and motivate others to achieve their goals. Graduates of the master's program will be able to select effective leadership styles appropriate to the situation. Graduates of the master's program will be able to improve their leadership by applying initiative, political sensitivity, self-discipline, and perseverance.
Communication Graduates of Grand Canyon University's master's program will be able to identify and cultivate interpersonal and professional communication behaviors essential to servant leadership and rooted in Christian ethical belief.	 Graduates of the master's program will be able to operate in a pluralistic society developing authentic relationships and contributing to their discipline, while serving and promoting community. Graduates of the master's program will be able to formulate clear and compelling arguments, rationally constructed, prefaced by critical analysis, and composed with a conscious awareness of the power, ethical ramifications, and consequences of communication style. Graduates of the master's program will be able to design and execute clear communication, which creates understanding and achieves desired results through a variety of communication modalities.
Global Citizenship Graduates of Grand Canyon University's master's program will be able to propose empathy, refute ethnocentrism, and champion the reality that people are different with different perspectives on history, religion, value-systems, and many other aspects of life and living.	 Graduates of the master's program will be able to guide and manage global organizations, applying business knowledge within cross-cultural contexts. Graduates of the master's program will be able to support a global mindset that is sensitive to cultural differences and tolerant of differing perspectives, practices, and values. Graduates of the master's program will be able to value cultural diversity in order to build more innovative and competitive organizations. Graduates of the master's program will be able to construct responsible plans and decisions that balance the creation of economic wealth with the promotion of human welfare worldwide.

Critical Thinking	Critical	Thinking	
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Graduates of Grand Canyon University's master's program will be able to champion clarity and logic in thought by asking questions and pursuing knowledge to avoid delusion and blind acceptance of ideas, to reduce vulnerability, and to work to find solutions rather than dwell on problems.

Domains

• Graduates of the master's program will be able to evaluate and synthesize personal skill sets of critical thinking, risk assessment, decision-making, analytical skills, and creativity to promote effective judgment and actions.

Competencies

- Graduates of the master's program will be able to utilize social judgment skills and research through gathering, sorting, analyzing, applying, and evaluating information to solve problems.
- Graduates of the master's program will be able to evaluate information based on historical, current, reliable, and valid information and to utilize applications of research to impact decision-making.

Values & Ethics

Graduates of Grand Canyon University's master's program will be able to model and communicate the values and ethics formulated within the context of a global perspective by critically integrating them into their decision-making.

- Graduates of the master's program will be able to demonstrate cultural competence by synthesizing a variety of views and perspectives on values and ethics.
- Graduates of the master's program will be able to integrate course work, professional life, life experience, and educational experience into a coherent values-based worldview.
- Graduates of the master's program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking.
- Graduates of the master's program will be able to demonstrate the ability to communicate and model a holistic ethical system.

Technology

Graduates of Grand Canyon University's master's program will demonstrate the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.

- Graduates of the master's program will be able to judge the quality of information to determine how it can be best used for problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends.
- Graduates of the master's program will be able to develop proficiency in practices that assure the confidentiality, quality, and continuing existence of information.
- Graduates of the master's program will be able to demonstrate efficiency in strategies, which will ensure efficient and effective analysis and use of information.

Mission-based Doctoral Competencies

Domains

Leadership

Graduates of Grand Canyon University's doctoral program will be able to achieve effective leadership in their organization and discipline by making discoveries, contributing knowledge founded and rooted in proven theory through research, and making effective use of leadership to manage change.

Competencies

- Graduates of the doctoral program will be able to act as leaders in their discipline through the active application of knowledge in an intelligent and effective way to lead and construct an inventive, original, and creative vision.
- Graduates of the doctoral program will be able to employ metathinking and self-evaluation to assess their current leadership style and leadership potential in order to develop clarity of vision, purpose, and action in the leading of self and others.
- Graduates of the doctoral program will be able to utilize compelling leadership styles and models to manage change, exercise influence, empower others, create interest, motivate followers, and have a greater impact in their field of study.

Communication

Graduates of Grand Canyon University's doctoral program will be able to communicate effectively the results of their research in an academic environment, demonstrate a strong link between behaviors, beliefs and ethical values, and be good stewards of their words.

- Graduates of the doctoral program will be able to combine
 effective oral and written communication to disseminate clear and
 compelling research to the academic community though multiple
 modalities in a way that promotes excellence in their discipline.
- Graduates of the doctoral program will be able to design and execute succinct synthesis of ideas and data while guiding followers through skilled use of verbal imagery, active listening skill, and audience assessment.

Domains	Competencies
Global Citizenship Graduates of Grand Canyon University's doctoral program will be able to build practices and a culture which honor diversity, demonstrate cultural sensitivity, engage in globally focused leadership, and value international perspectives.	 Graduates of the doctoral program will be able to apply and analyze cultural implications rooted in diverse ethical and global systems to transcend geographical and cultural paradigms, allowing them to think in interconnected and important ways that expand beyond the organization's boundaries and into the global community. Graduates of the doctoral program will be able to become participants in the global academic community, view their scholarly area from a global perspective, approach scholarly activity from a global mindset, and pursue research beyond the academic traditions of a single culture.
Critical Thinking Graduates of Grand Canyon University's doctoral program will be able to understand the history of ideas, employ empirical examples in order to provide relevance and validity to ideas, and judge their capacity to act based upon various scales of intelligence to create change.	 Graduates of the doctoral program will be able to use critical thinking skills to sustain research and analysis for the purpose of attaining new cognitive processes, critique opinions and assumptions using intellectual reasoning free of egocentrism, and research patterns and relationships in order to promote change. Graduates of the doctoral program will be able to create new knowledge through critical thinking by combining and integrating different opinions to further understanding in their field.
Values & Ethics Graduates of Grand Canyon University's doctoral program will be able to model and communicate at the organizational level the values and ethics formulated within the context of a global perspective by critically integrating into their decision-making and other professional actions as leaders those values and ethics.	 Graduates of the doctoral program will be able to integrate a multiplicity of views and perspectives to develop cultural competence through values and ethics, while having the capacity to understand and synthesize other worldviews into their actions. Graduates of the doctoral program will be able to formulate leadership strategies through the context of the highest ethical standards to inform behavior. Graduates of the doctoral program will be able to effect change and align belief systems in their respective organizations relative to the highest values and ethical standards. Graduates of the doctoral program will be able to investigate the historical foundations of critical thought through the context of values and ethics to find meaning, construct knowledge, and deconstruct faulty thinking.
Technology Graduates of Grand Canyon University's doctoral program will demonstrate the leadership practices that guide the use of technological tools as well as efficient and effective use of the tools themselves, including retrieving, organizing, and assessing information; securing information; and analyzing information as the basis for evidence-driven action.	 Graduates of the doctoral program will be able to direct the formulation of policies and implementation strategies for efficient and effective retrieval and organization of information. Graduates of the doctoral program will be able to judge the quality of information to determine how it can be best used for organizational problem solving, through development and application of data models, both quantitative and qualitative, to identify and project patterns and trends. Graduates of the doctoral program will be able to develop and implement at the organizational level practices that assure the confidentiality, quality, and continuing existence of information. Graduates of the doctoral program will be able to demonstrate leadership dedicated to evidence-driven action by formulating policies and implement strategies at the organizational level which will ensure efficient and effective analysis and use of information.

Historical Sketch

Grand Canyon College was chartered on August 1, 1949, with 16 faculty and approximately 100 students, many of them veterans. In 1951 the College put up its first permanent buildings on a 90-acre tract in west Phoenix. Grand Canyon College was fully accredited in 1968 by the Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456, 800-621-7440.

Established as a Baptist-affiliated institution with a strong emphasis on religious studies, the school initially focused on offering bachelor's degree programs in education. Over the years, the school expanded its curricula to include programs in the sciences, nursing, business, music, and arts, and developed a strong reputation for producing some of the most effective teachers, nurses, health care professionals and fine-arts students in the Southwest.

During planning for the change in institutional organization and status from Grand Canyon College to Grand Canyon University, the institution identified several landmark events that had been and would be pivotal during this transition. These included, but were not limited to, the organization of programs and departments into multiple colleges, the offering of graduate degree programs, the formation of the Grand Canyon University Foundation, and the generosity of several individuals who pledged or gave unrestricted gifts valued at one million dollars or more to launch the University into the next decade and century. In May of 1984, the College trustees voted to prepare for transition to University status on the school's 40th anniversary in 1989. Another landmark event occurred at the turn of the century that moved the University away from being owned and operated by the Arizona Southern Baptist Convention to being self-owned by the Board of Trustees.

By the early 2000's, though, GCU was struggling with maintaining its operations in light of dwindling financial support. In September 2003, the University was at a critical juncture, teetering on the verge of insolvency and facing the prospect of bankruptcy with a limited student body. In early 2004, a small group of investors acquired the University and undertook a mission to salvage GCU by focusing primarily on offering online programs to working adults. With an improving financial structure, but a languishing student body and campus, the University recruited a new leadership team in 2008 to envision a future for GCU that centered around a hybrid campus strategy that combined a thriving, traditional student body with a growing nontraditional student body focused primarily on working adults studying at the graduate level. To generate the additional capital necessary to improve its online campus infrastructure and begin the expansion of its ground, traditional campus, the University completed an initial public offering in 2008.

The University began to implement its vision in earnest by making significant investments in its campus. The University began to see a transformation in the quality and growth of its traditional student body which grew from less than 1,000 students attending its campus in 2009 to approximately 19,000 students in fall 2017, with an incoming GPA of approximately 3.5. GCU's nontraditional student body also made tremendous strides during this time as well, growing from approximately 22,000 students at the beginning of 2009 to approximately 70,000 students at the end of 2017, with greater than 50% studying in graduate programs. Almost 70% of the University's traditional students are studying in rigorous science, technology, engineering, math and business programs and the University expects to see its overall traditional student body expand to approximately 25,000 students by 2025.

In total, since 2009, the University has invested over one billion dollars in facilities and technology infrastructure. The University continues to invest in full-time faculty teaching both traditional and nontraditional students, improved technology infrastructure and programmatic expansion in high-growth, high-demand areas such as engineering, computer science, and information technology. Importantly, the University has been able to self-fund these investments with only nominal increases in tuition for nontraditional students while freezing tuition for traditional students for 10 straight years.

GCU's unique history and recent transformation are distinctive in higher education today as no other university in the country has seen such dramatic change. This is further evidenced in 2018 when GCU transitioned back to a non-profit institution. This decision provided faculty and students equitable opportunities to participate in academic and co-curricular opportunities with peer-institutions, to operate a philanthropic foundation and provide grant writing and research opportunities for faculty and students, to invest in educational infrastructure allowing the University to continue offering tuition at levels that make private higher education affordable to all socio-economic classes of Americans, to provide employment and career growth opportunities for faculty and staff, and continue to invest in the communities the University serves. This transition also allowed student-athletes to participate in governance opportunities afforded by the NCAA.

Board of Trustees

Will Gonzalez, Chairman City of Phoenix Prosecutor's Office M.S. Grand Canyon University: J.D., Thurgood Marshall School of Law

Don Andorfer Previous Grand Canyon University Interim President, Spring 2006 B.S., M.A., Ball State University

Peggy J. Chase President and CEO, Terros Health B.S.W., Arizona State University

Dr. Lupita Ley Hightower Superintendent, Tolleson Elementary School District No. 17 B.S., University of Arizona; MEd, EdD, Arizona State University

Marion Kelly Director Community Affairs, Mayo Clinic B.A., Kentucky State University; B.A., University of Kentucky

Dr. Fred Miller Medical Director, Bridgeway Health Solutions M.S., PhD, Howard University; CMD, University of Medicine & Dentistry

Dr. Jim Rice Retired Superintendent of the Alhambra Elementary School District B.S., Grand Canyon University; MEd, EdD, Arizona State University

Contributors

- Dave Brazell Stadium: David and Mildred Brazell
- The Cooke Health Center: Alumni Association
- Ethington Memorial Theatre: Peter and Anna Ethington
- Fleming Classroom Building and Library: Mr. and Mrs. William Fleming
- College of Nursing and Health Care Professions: Samaritan Foundation
- Tim Salmon Baseball Clubhouse: Tim and Marci Salmon
- Smith Arts Complex: C. J. and Thelma Smith
- Smithey-Parker Building: Jerry and Sarah Smithey along with Bill and Joyce Parker
- Tell Science Building: Mr. and Mrs. Andrew P. Tell
- Williams Building: Dr. Bill and Shirley Williams
- Hegel Hall: Dr. Joni Hegel

University Seal

When the Grand Canyon College seal was adopted in 1950, two of its major components were the cross and the cactus. The saguaro cactus rises from its desert setting to signify the intellectual opportunity for Grand Canyon University students, counteracting the arid mental state of uneducated man. The cross stands prominently on the horizon as a guide for spiritual enlightenment. Between the outer circle representing the earth and the inner circle representing the wheel of progress, the name of the University and its location are inscribed. The use of the seal is permitted only with approval of the Chief Executive Officer of the University.



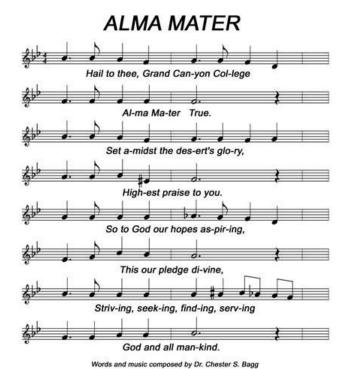
University Mascot and Colors

The University mascot is the antelope. Antelope are native to the region surrounding Prescott, Arizona, near the college's first campus. The mascot reminds us of our heritage and humble beginnings. School colors are purple, black, and white. Students, employees, or contractors of the University shall not use the Grand Canyon University name, logo, or mascot in connection with any commercial venture without written approval of the Chief Executive Officer.



Statement of Principle

The words of the Alma Mater summarize the attitude and spirit of Grand Canyon University:



University Calendar

Traditional Campus Students

Summer: 5/8/2023 - 8/20/2023

Instruction/Grade	Calendars	(15-Week Classes)	
msu ucuon/or auc	Calciluais	(13-WCCK Classes)	

instruction/Grade Calcidars (13-Week Classes)
Instruction Begins
Move in DateMay 12, 2023
Memorial DayMay 29, 2023
*Session A May 8, 2023 - June 25, 2023
Independence Day
Final Drop Date Summer B**
Final Drop Date Summer 15 Week Courses** July 23, 2023
Final Drop Date Summer A**
Summer Residents Move to Fall HousingAugust 4, 2023
*Session B June 26, 2023 - August 13, 2023
Move out Date for Non-Fall Residents
Non-GraduatesAugust 17, 2023
GraduatesAugust 17, 2023
Face-to-face Instruction EndsAugust 18, 2023
End of TermAugust 20, 2023
Final Course Grades DueAugust 27, 2023
Fall BreakAugust 21, 2023 - September 4, 2023

$See\ Policy\ Handbook\ \underline{Refund\ Policy}.....Variable\ Dates$

Move in Date.....August 28, 2023 - September 1, 2023

Fall: 9/5/2023 - 12/17/2023

Instruction/Grade Calendars (15-Week Classes)

Labor Day September 4, 2023			
Instruction begins September 5, 2023			
Veteran's Day November 11, 2023			
Final Drop DateNovember 19, 2023			
Thanksgiving			
Thanksgiving Break November 23-24, 2023			
Face-to-Face Instruction EndsDecember 15, 2023			
End of Term December 17, 2023			
Move out Date for Fall-only Students (Living Area Closure for ALL students)			
Non-Graduates 10 a.m., December 17, 2023			
Graduates10 a.m., December 17, 2023			
Final Course Grades Due			
Christmas Eve/DayDecember 24-25, 2023			
Christmas Break (Current Students) December 18, 2023 - January 3, 2024			

See Policy Handbook Refund Policy.....Variable Dates

Spring: 1/4/2024 – 4/28/2024

Instruction/Grade Calendars (15-Week Classes)

Move in DateJanuary 3, 2024
Face-to-Face Instruction BeginsJanuary 4, 2024
Martin Luther King, Jr. DayJanuary 15, 2024
Presidents DayFebruary 19, 2024
Spring Break
Good Friday
*Final Drop DateMarch 31, 2024
Traditional Campus CommencementApril 22, 2024
Face-to-Face Instruction EndsApril 26, 2024
End of Term
Move out Date - Non-Graduates
Non-Graduates12 p.m., April 29, 2024
Graduates12 p.m., April 29, 2024
Move out Date - Graduates
Non-Graduates12 p.m., April 29, 2024
Graduates12 p.m., April 29, 2024
Summer Break April 29, 2024 - May 5, 2024
Final Course Grades DueMay 5, 2024
See Policy Handbook Refund PolicyVariable Dates

Nontraditional Campus Students (Online, Evening-Satellite, and Evening-Campus)

Please note that online, onsite and offsite cohort students have classes that begin frequently. Therefore, students are encouraged to contact their University Counselor or Student Services Counselor for more information on class starts.

Dates and times of commencement ceremonies may be subject to change.

2023 Online Christmas Break Schedule

Undergraduates	December 19, 2022 – January 1, 2023
Graduates	December 22, 2022 – January 4, 2023

Holiday Schedule

Holiday	Campus Offices Closed	Evening Classes <u>do not</u> Meet	Online Classes Meet	Traditional students on campus <u>do</u> <u>not</u> meet
New Year's Day 1/1/23	X	X	X	X
Martin Luther King Day 1/16/23	X	X	X	Х
President's Day 2/20/23	X	X	X	X
Good Friday 4/7/23	X	X	X	X
Memorial Day 5/29/23	X	X	X	X
Independence Day 7/4/23	X	X	X	Х
Labor Day 9/4/23	X	X	X	X
Veteran's Day Observed 11/11/23		Х	X	Х
Thanksgiving and the following Friday 11/23-11/24/23	X	X	X	Х
Christmas Day 12/25/23	X	X	X	X

Online Note: Online students are encouraged to submit work early if an assignment due date falls directly on a holiday. Students are still responsible for timely submission of work.

Evening Classes Note: Classes with scheduled meeting days of the listed holidays will not meet in-person the week of the holiday. During that week, faculty members and students will participate in the online classroom, following the online participation requirements including posting substantively throughout the week.

Evening Classes and Traditional Students Note: In observation of holidays that fall on weekend days, classes <u>do not</u> meet on the Friday before a Saturday holiday, or the Monday after a Sunday holiday.

Degrees Offered

The University offers curricula leading to the degrees of Doctor of Business Administration, Doctor of Education, Doctor of Nursing Practice, Doctor of Philosophy, Master of Arts, Master of Business Administration, Master of Divinity, Master of Education, Master of Public Administration, Master of Public Health, Master of Science, Bachelor of Arts, and Bachelor of Science, as well as offering graduate and undergraduate certificates. Please refer to the university website (www.gcu.edu) for the locations/modalities in for each program. Students should be advised that some degree programs at GCU have competitive admissions or require college-specific admission requirements beyond the University level admission requirements. If a program is offered on campus and online, the courses within the program are the same regardless of modality.

Doctoral Programs

Doctor of Business Administration

The Doctor of Business Administration (D.B.A.) is designed for those who desire a deeper understanding of business theory and its application to their area of professional interest. Grand Canyon University offers the following emphases for this degree:

- Data Analytics Qualitative
- Data Analytics Quantitative
- Innovation and Corporate Entrepreneurship (Qualitative Research)
- Innovation and Corporate Entrepreneurship (Quantitative Research)
- Management Qualitative
- Management Quantitative
- Marketing Qualitative
- Marketing Quantitative

Doctor of Education in Organizational Leadership

The Doctor of Education (Ed.D.) in Organizational Leadership program is delivered through a combination of online courses and face-to-face residencies. Aspects of the program's curriculum and instruction are shared by the College of Education, College of Humanities and Social Sciences, College of Nursing and Health Care Professions, College of Theology and the Colangelo College of Business, meeting the needs of master's-prepared professionals seeking a terminal degree in leadership. Grand Canyon University offers the following emphases for this degree:

- Behavioral Health Qualitative
- Behavioral Health Quantitative
- Christian Ministry Qualitative
- Christian Ministry Quantitative
- Health Care Administration Qualitative
- Health Care Administration Quantitative
- · Higher Education Leadership Qualitative
- · Higher Education Leadership Quantitative
- K-12 Leadership Qualitative
- K-12 Leadership Quantitative
- Organizational Development Qualitative
- Organizational Development Quantitative
- Special Education Qualitative
- Special Education Quantitative

Doctor of Education in Teaching and Learning with an Emphasis in Adult Learning

The Doctor of Education in Teaching and Learning program develops educators capable of generating new knowledge and responsibly applying knowledge to achieve educational outcomes as well as mentoring, coaching, and collaborating from the perspective of the Christian worldview. Students will study the major bodies of literature in educational theory and philosophy, will reflect critically on existing theory, will identify appropriate applications of theory, and will conceptualize philosophy from its theoretic foundation. Students will develop academic and research expertise through the study of research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders. Grand Canyon University offers the following emphases for this degree:

- Adult Learning Qualitative
- Adult Learning Quantitative

Doctor of Health Administration

The doctorate in health administration is a terminal research degree that allows for the development of theoretical knowledge in the healthcare industry and application of that knowledge to the improvement of practice. The program will prepare established professionals to design innovative operational approaches to leadership within healthcare organizations through addressing technology, efficiency, quality, safety, and outcomes. The program will prepare students for careers in health system management, healthcare operations, healthcare research, and health policy. Credits: 60+. Grand Canyon University offers the following emphases for this degree:

- Operational Leadership Qualitative
- Operational Leadership Quantitative

Doctor of Nursing Practice

The Doctor Nursing Practice Degree (DNP) encompasses a mixture of didactic courses and mentored practicum experiences. Each course allows for the demonstration and achievement of programmatic competencies and objectives through real-world health care systems application. The curriculum and instruction meet the needs of master's-prepared nurses seeking a terminal-practice degree. Grand Canyon University offers the following emphasis for this degree:

• Educational Leadership

Doctor of Philosophy in Counselor Education and Supervision

The doctoral degree in Counselor Education and Supervision is intended to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. The standards for this program are intended to accommodate the unique strengths of students seeking to enhance their leadership and counseling skills. Grand Canyon University offers the following emphases for this degree:

- Qualitative
- Quantitative

Doctor of Philosophy in General Psychology

The Doctor of Philosophy (Ph.D.) in General Psychology program offers a broad array of courses that increase the understanding of human actions in the past and present. Grand Canyon University offers the following emphases for this degree:

- Cognition and Instruction Qualitative
- Cognition and Instruction Quantitative
- Industrial and Organizational Psychology Qualitative
- Industrial and Organizational Psychology Quantitative
- · Integrating Technology, Learning, and Psychology Qualitative
- Integrating Technology, Learning, and Psychology Quantitative
- Performance Psychology Qualitative
- Performance Psychology Quantitative

Education Specialist

The Education Specialist (Ed.S.) in K-12 Leadership program develops and enhances the learner's ability to grasp, process, and apply doctoral-level constructs that positions them for organizational governance, capacity building, and vision casting.

Professional Programs

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

The Post-Master of Arts in Theology Certificate provides experienced professionals with fundamental understandings and skills that prepare them to properly interpret and communicate the biblical text for the sake of ministry within a local church. Grand Canyon University offers the following emphasis for this degree:

• Introductory Biblical Languages

Post-Master of Science in Counseling

- Addiction Counseling
- Childhood and Adolescence Disorders
- Marriage and Family Therapy
- Trauma

Post-Master of Science in Nursing Certificates

The Post-Master of Science in Nursing Certificates prepare experienced registered nurses to provide competent advanced practice nursing care through an evidence-based program of study. Grand Canyon University offers the following emphases for this degree:

- Acute Care Nurse Practitioner Certificate with an Emphasis in Adult Gerontology
- Family Nurse Practitioner Cert
- Nursing Education Certificate

Master Programs

Bridge to Doctor of Philosophy

- Counselor Education and Supervision
 - o Emphasis in Qualitative
 - o Emphasis in Quantitative

Master of Arts

The Master of Arts is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Arts degree.

- Autism Spectrum Disorders
- · Christian Leadership
- Summer 2023 University Policy Handbook

- · Christian Ministry
- · Christian Studies
- Communication
 - o Emphasis in Education
- · Curriculum and Instruction
- English
 - Emphasis in Education
- · Higher Education Student Affairs
- History
 - Emphasis in Education
- Reading
 - o Emphasis in Elementary Education
 - o Emphasis in Secondary Education
- · Teaching English to Speakers of Other Languages
- Urban Ministry
- Youth and Family Ministry

Master of Business Administration

The Master of Business Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

- Emphases in:
 - o Accounting
 - o Business Analytics
 - o Cybersecurity
 - o Finance
 - o Health Systems Management
 - Leadership
 - o Marketing
 - Project Management
 - o Sports Business
 - o Strategic Human Resource Management

Master of Business Administration and Master of Science in Leadership

The Master of Business Administration and Master of Science in Leadership is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Business Administration and Master of Science in Nursing

The Master of Business Administration and Master of Science in Nursing is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Divinity

The Master of Divinity is the standard degree for professional ministry preparation and is designed for students who intend to serve in local churches, Christian organizations, and other ministerial roles. The Master of Divinity program offers comprehensive biblical and theological knowledge while developing skills necessary for effective Christian ministry. This degree features a foundational, pastorally oriented program of study that emphasizes the centrality of the gospel, the significance of the church, and the pressing need to advance the Kingdom of God through missions.

Master of Education

The Master of Education degree is designed for students who have previously completed a bachelor's degree at an accredited,

GCU-approved institution and may be seeking certification at the elementary or secondary level. An advanced Program of Study is included in that preparation or can be obtained after certification requirements are completed. This degree is available in the following specialized areas:

- Early Childhood Education
- Early Childhood Education and Early Childhood Special Education
- Educational Administration
- · Educational Leadership
- Elementary Education
- · Elementary Education and Special Education
- School Counseling
- · Secondary Education
 - o Emphasis in Humanities*
 - o Emphasis in Humanities¢
 - Emphasis in Science Technology Engineering and Mathematics*
 - Emphasis in Science Technology Engineering and Mathematics¢
- Secondary Humanities Education
- Secondary STEM Education
- Special Education
- Special Education: Moderate to Severe
- * Initial Program Leads to Initial Teacher Licensure
- ¢ Initial Program Does Not Lead to Initial Teacher Licensure

Master of Public Administration

The Master of Public Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

- Emphases in:
 - o Government and Policy
 - o Health Care Management
 - o Non-Profit Management

Master of Public Health

The Master of Public Health is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution.

Master of Science

The Master of Science is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Science degree.

- Accounting
- Addiction Counseling
- Athletic Training
- Biology
 - o Emphasis in Education
- Business Analytics
- Chemistry
 - o Emphasis in Education
- Christian Counseling
 - o Emphasis in Substance Use and Addiction Disorders
- · Clinical Mental Health Counseling
 - o Emphasis in Childhood and Adolescence Disorders
 - o Emphasis in Christian Counseling
 - o Emphasis in Marriage and Family Therapy
 - o Emphasis in Trauma
- Computer Science

- Criminal Justice
 - Emphasis in Law Enforcement
 - o Emphasis in Legal Studies
- Cybersecurity
- Data Science
- Forensic Science
- Health Informatics
- · Information Assurance and Cybersecurity
- Information Technology
- Information Technology Management
- Instructional Design
- · Instructional Technology
- Leadership
 - Emphasis in Disaster Preparedness and Executive Fire Leadership
 - Emphasis in Homeland Security and Emergency Management
- Mathematics
 - o Emphasis in Education
- Mental Health and Wellness
 - o Emphasis in Christian Ministry
 - o Emphasis in Community Mental Health Administration
 - Emphasis in Family Dynamics
 - o Emphasis in Grief and Bereavement
 - o Emphasis in Integrated Health
 - o Emphasis in Prevention
- Nursing
 - Emphasis in Acute Care Nurse Practitioner with an Emphasis in Adult Gerontology
 - o Emphasis in Family Nurse Practitioner
 - o Emphasis in Health Care Quality and Patient Safety
 - o Emphasis in Health Informatics
 - o Emphasis in Leadership in Health Care Systems
 - o Emphasis in Nursing Education
 - o Emphasis in Public Health Nursing
- Nutrition and Dietetics
- Professional Counseling
- Psychology
 - o Emphasis in Forensic Psychology
 - Emphasis in General Psychology
 - o Emphasis in GeroPsychology
 - o Emphasis in Health Psychology
 - o Emphasis in Human Factors Psychology
 - Emphasis in Industrial and Organizational Psychology
 - o Emphasis in Life Coaching
- Sociology
 - o Emphasis in Education
- Software Development
- · Software Engineering

Master of Science in Health Administration

- Emphasis in:
 - o Health Care Quality and Patient Safety

Master of Social Work

- Emphasis in:
 - o Advanced Standing

Graduate Certificates of Completion

Graduate certificates of completion are designed for working professionals who hold a bachelor's and/or master's degree. These programs provide the opportunity for students to gain credits in master's-level coursework without having to enroll in and complete a graduate program of study. Coursework is designed to give students advanced knowledge and skills in a particular area of study that is pertinent to their career and life goals.

- Canyon L.E.A.P. to Teach Pathway, Elementary Education
- Canyon L.E.A.P. to Teach Pathway, Secondary Education
- Biblical Foundations
- · Christian Counseling
- · Christian Theology
- Communication
- · Distance Learning
- English
- · Forensic Psychology
- · GeroPsychology
- · Health Care Quality and Patient Safety
- Health Psychology
- History
- · Homeland Security and Emergency Management
- Human Factors Psychology
- · Industrial and Organizational Psychology
- Information Technology Management
- Life Coaching
- Mathematics
- Mental Health and Wellness
 - o Community Mental Health Administration
 - o Christian Ministry
 - Family Dynamics
 - o Grief and Bereavement
 - o Integrated Health
- Ministry Education
- Project Management
- Sociology
- Teaching English to Speakers of Other Languages
- Special Education: Mild to Moderate
- Special Education: Moderate to Severe

Baccalaureate Programs

Bachelor of Arts

The Bachelor of Arts degree is granted to majors who complete all requirements in one the following areas:

- Advertising and Graphic Design
- Christian Ministry
- Christian Studies
 - o Emphasis in Biblical Studies
 - o Emphasis in Biblical Studies
 - o Emphasis in Global Ministry
 - o Emphasis in Global Ministry
 - Emphasis in PhilosophyEmphasis in Philosophy
 - C Emphasis in Filliosophy
 - o Emphasis in Worship Leadership
 - $\circ \ Emphasis \ in \ Worship \ Leadership$
 - o Emphasis in Youth Ministry

- o Emphasis in Youth Ministry
- Communication
 - Emphasis in Broadcasting and New Media
 - Emphasis in Interpersonal Communication and Human Relationships
 - o Emphasis in Political Campaigns
- Dance
- Dance Secondary Education
- Digital Design
 - o Emphasis in Animation
 - o Emphasis in Web Design
- Digital Film
 - o Emphasis in Production
 - o Emphasis in Screenwriting
- English
- · English for Secondary Education
- Government
 - o Emphasis in Legal Studies
 - o Emphasis in State and Local Public Policy
- History
- · History for Secondary Education
- Music
 - o Emphasis in Instrumental Performance
 - o Emphasis in Piano Performance
 - o Emphasis in Voice Performance
- Music Education
 - o Emphasis in Choral: Voice*
 - Emphasis in Instrumental: Brass, Woodwind, Percussion, or Strings*
- Professional Writing for New Media
- · Social Media
- Spanish
- Theatre
- Emphasis in Theatre and Drama
- Theatre Secondary Education
- Worship Arts
 - o Emphasis in Media and Production Ministry
 - o Emphasis in Worship Ministry
- * Initial Program Leads to Initial Teacher Licensure

Bachelor of Science

The Bachelor of Science degree is granted to majors who complete all requirements in one the following areas:

- Accounting
 - o Emphasis in Public Accounting
- Applied Business Analytics
- Applied Business Information Systems
- Applied Entrepreneurship
- Applied Human Resources Management
- Applied Management
- · Applied Marketing and Advertising
- Applied Technology
- Athletic Training
- Behavioral Health Science
 - o Emphasis in Childhood and Adolescence Disorders
 - o Emphasis in Family Dynamics
 - o Emphasis in Infancy and Early Childhood Studies
 - o Emphasis in Substance Use Disorders
 - o Emphasis in Trauma
- Biological Sciences
- Biology
 - o Emphasis in Pre-Dentistry

- o Emphasis in Pre-Medicine
- o Emphasis in Pre-Pharmacy
- o Emphasis in Pre-Physical Therapy
- Emphasis in Pre-Physician Assistant
- · Biology for Secondary Education
- · Biomedical Engineering
- · Business Administration
- Business Analytics
- Business Information Systems
- Business Management
- Chemistry
- Computer Engineering
- Computer Science
 - o Emphasis in Big Data Analytics
 - o Emphasis in Business Entrepreneurship
 - o Emphasis in Game and Simulation Development
- Counseling
 - Emphasis in Addiction, Chemical Dependency, and Substance Abuse
- Cybersecurity
- Early Childhood Education
- Early Childhood Education and Early Childhood Special Education
- Educational Studies
- Electrical Engineering
- Elementary Education
 - o Emphasis in Christian Education*
 - o Emphasis in English as a Second Language*
 - Emphasis in Science Technology Engineering and Mathematics
 - o Emphasis in Teaching Reading*
- Elementary Education and Special Education
- Engineering
 - o Emphasis in Robotics
- Entrepreneurial Studies
 - o Emphasis in Engineering Management
 - o Emphasis in Technology Management
- Environmental Science
 - o Emphasis in Environmental Chemistry
- Exercise Science
 - o Emphasis in Sports Performance
- Finance
 - o Emphasis in Financial Planning
- Finance and Economics
- Forensic Science
- Health Care Administration
- Health Information Management
- Health Science
- Health Sciences
- Homeland Security and Emergency Management
- Hospitality Management
- Industrial Engineering
- Information Technology
 - o Emphasis in Cybersecurity
- Justice Studies
- · Marketing and Advertising
- Mathematics for Secondary Education
- Mechanical Engineering
 - o Emphasis in Aerospace
- Mechanical Engineering Technology
 - o Emphasis in Mechatronics
- Molecular and Cellular Biology

- Nursing
 - Emphasis in Pre-Licensure
 - o Emphasis in Pre-Licensure
 - o Emphasis in RN to BSN
- Nutritional Sciences
- · Physical Education
- Psychology
 - o Emphasis in Forensic Psychology
 - o Emphasis in Performance and Sport Psychology
- Public Health
- · Risk Management
- Sociology
- Software Development
- Software Engineering
- · Sports and Entertainment Management
- Sports Management
- Supply Chain and Logistics Management
- * Initial Program Leads to Initial Teacher Licensure
- ¢ Initial Program Does Not Lead to Initial Teacher Licensure

Bachelor of Social Work

Undergraduate Diploma/Certificate -Undergraduate

- C#.NET Programming
- Cybersecurity Foundations
- Java Programming

Minors

- Accounting
- Athletic Coaching
- Advertising and Graphic Design
- Air Force (ROTC)
- Army (ROTC)
- Athletic Coaching
- · Behavioral Health Sciences
- Biblical Studies
- Biological Sciences
- Business Analytics
- Business Management
- Chemistry for Chemical Structural Analysis
- Chemistry for Life Sciences
- Chemistry for Physical Science and Engineering
- · Christian Studies
- Communication
- Counseling
- Criminal Justice
- Cybersecurity
- Dance
- Dance Education
- Database-Driven Web-Based Applications Development
- Digital Design
- Digital Film
- E-Business Applications Development
- Enterprise Applications Development
- Entrepreneurial Studies
- Finance and Economics
- Forensic Psychology
- Forensic ScienceGeneral Business
- Hospitality Management

- Human Services Case Management
- Literature
- Marketing
- Mathematics
- Music Instrumental
- Music Piano
- Music Vocal
- Networking Technology
- Nutrition
- Performance and Sports Psychology
- Philosophy
- Pre-Law

- Pre-Medicine
- Professional Writing
- Public Administration
- Social Work
- Sports Management
- Spanish
- Theatre
- Worship Arts

Note: Students should contact a University Counselor or Student Services Counselor for more information about program availability.

Admission Policies and Application Procedures

Overview

Applications for admission to Grand Canyon University are considered primarily in light of the applicants' academic qualifications. Qualified applicants willing to uphold the University's vision and mission, and open to the possibility of spiritual as well as intellectual development are encouraged to apply. Although the University seeks to integrate Christian faith and practice into all aspects of campus life, no statement of faith or religious affiliation is required of prospective students with the exception of majors and minors in the College of Theology. Theology majors and minors are required to affirm the University's Doctrinal and Ethical Positions Statements, the College's Covenant, and the Dispositional and Behavioral Standards. Grand Canyon University does not discriminate on the basis of age, race, color, national origin, gender, disability, or any other classification protected by law in its programs and activities. In order to be eligible for admittance into a degree program with Grand Canyon University, individuals must be sixteen (16) years of age or older when they begin their program of study

Baccalaureate Admission Requirements

All students must submit either acceptable high school or college transcripts to be considered for full admission into the University. If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students may be eligible for full admission. If both the degree-bearing transcript and the test scores do not meet admission requirements, students may be Accepted with Specifications.

- 1. Degree-bearing, secondary (high school) transcript:
 - An unweighted GPA of 3.00 or above
 - Home school transcripts from a state that recognizes home schooling as a valid secondary school option.
 - Students who reside in a state without home schooling as a valid secondary school option will be Accepted with Specifications.
- 2. General Education Development (GED) and transcripts of all credit-bearing course work:
 - 2014 Series and later: Cumulative score of 680 or above
 - 2002-2013 Series: Cumulative score of 3000 or above
 - 2002 Series and prior: Cumulative score of 258 or above
- 3. High School Equivalency Test (HiSET):
 - Traditional and Nontraditional campus: Cumulative score of 80 or above; and transcripts of all credit-bearing course work
- 4. State Equivalency Diploma:
 - Traditional and Nontraditional campus: Students will be Accepted with Specifications.
- 5. Self-Certification (Nontraditional campus only):
 - Per HEA Sec. 484(d), 34 CFR 668.32(e), students are allowed to self-certify that they received a high school diploma or high school equivalency certificate. If students self-certify, they will not be required to submit a copy of their high school diploma/transcripts to Grand Canyon University, unless specifically required to do so. Students who self-certify will be Accepted with Specifications.

Acceptance

If students cannot meet the GPA requirements with their transcripts, but have test scores or a college-GPA that meets admissions requirements, students will be eligible for full admission. Otherwise students will be Accepted with Specifications.

Test Scores:

- An unweighted GPA of 2.5 or higher and composite score of 19 or above on the ACT. GCU ACT code is 0092
- An unweighted GPA of 2.5 or higher and composite score from one of the tests listed below on the Scholastic Aptitude Test (SAT). GCU SAT code is 4331.

Effective Dates	Point Scale	Composite Score
Prior to 2005	1600 point scale	920 or above
January 1, 2005- February 29, 2016	2400 point scale	1380 or above
March 1, 2016 and forward	1600 point scale	1000 or above

2. College GPA:

- Post-secondary (college) transcript(s) showing 6 to 24 transferable credits with a GPA of 2.75 or above
- Post-secondary (college) transcript(s) showing 25 to 90 transferable credits with a GPA of 2.25 or above.
- Post-secondary (college) transcript(s) indicating an earned bachelor degree with a GPA of 2.00 or above.

Applicants who do not meet one of the above criteria may be Accepted with Specifications.

3. COVID Exceptions:

 Due to the educational effects of the pandemic on high school academic achievement, ground traditional students will be admitted with a 2.8 GPA for COVID affected students (January 2020 to June 2022) until pandemic-era students have graduated high school and had the opportunity to apply to GCU. This GPA will apply through Fall 2026.

Placement Exams for Mathematics

Traditional Campus Students

All incoming, traditional freshmen must complete either the GCU Algebra Placement Exam or the GCU College Mathematics Placement Exam before enrolling in a math course higher than MAT-110. Additionally, if a transfer student wants to place higher than MAT-110, the student is required to take the appropriate math placement exam unless they have transferred in a grade of C or better for an approved prerequisite, from a regionally accredited or GCU approved institution. The appropriate placement exam is dependent on the math requirement of each program of study. In order to take ESG-162/L, students must score a minimum of 70. All engineering students must take ESG-162/L. Engineering students must place in MAT-154 or higher. Please be advised the minimum MAT-154 requirement is not applicable to Engineering Technology

program majors. Students need to work with their advisor to determine the correct exam to complete.

Students who complete the GCU College Mathematics Placement Exam will be placed according to the following guidelines:

Score	Course
100 – 50	Placement into MAT-144
49 – 0	Placement into MAT-110

Students who complete the GCU Algebra Placement Exam will be placed according to the following guidelines:

Score	Course
100 – 90	Placement into MAT-252/MAT-262/MAT-351
89 – 70	Placement into MAT-261
69 – 40	Placement into MAT-154
39 – 0	Placement into MAT-110

Placement Exams for English

Traditional Campus Students

Traditional campus students who have not met the appropriate competencies for English are required to take UNV-100. Students wishing to waive this prerequisite course can select one of the following options which will allow them to register directly into ENG-105.

Course	Prerequisite Requirement Options
ENG-105 Prerequisites	 Passing grade in AP English Coursework on the student's HS transcript. Passing grade for UNV-100. Receive a score of 550 or higher on the critical reading section of the College Board SATTM Reasoning Test taken March 2005 to June 2011. Receive a score of 500 or higher on the critical reading section of the College Board SATTM Reasoning Test effective Summer/Fall 2011. Receive a score of 680 or higher on the writing section of the SAT Reasoning Test taken March 2005 or later. Receive a score of 550 or higher on the verbal section of the College Board SAT I: Reasoning Test taken between April 1995 and January 2005. Receive a score of 680 or higher on the College Board SAT II: Writing Test taken between May 1998 and January 2005. Receive a score of 22 or higher on the enhanced ACT® English Test taken October 1989 or later. Receive a score of 70% on the GCU English Placement Exam.

Baccalaureate Degree and Undergraduate Certificate

Programmatic Admission Requirements

Grand Canyon University recommends a certain level of academic preparation to provide a solid foundation for undergraduate success. To promote success, admission to the University does not necessarily guarantee admission to some programs of study for which the standards are more rigorous. Students desiring to be admitted into these programs should review the additional program requirements listed below.

College of Arts and Media

Bachelor of Arts in Music Bachelor of Arts in Music Education

Prospective students seeking admission to Grand Canyon University as music majors should have a background in reading and performing music. To gain admission into the program, a student must meet the general admission requirement of the university along with the requirements below.

- 1. The successful completion of a music theory assessment exam, which can be completed at the traditional campus or online.
- An audition in the primary area of study (keyboard, voice or instrumental), which can be completed at the traditional campus or by recorded audition.

The candidate must demonstrate musical performance strength and skills that can be developed to enable the student to successfully complete the degree requirements of music major as stated in the curriculum. The student must demonstrate musical ability that can be developed through his/her undergraduate music studies to successfully serve as a professional in his major area of emphasis. Any student interested in auditioning must contact the office of the Assistant Dean of Music or designee in order to arrange an audition.

College of Humanities and Social Sciences

Bachelor of Social Work (BSW)

Initial BSW Admission: Applicants/students admitted to GCU who wish to obtain initial BSW admittance must have a cumulative GPA of 2.5 (high school or college).

Secondary BSW Admission: Applicants/students must complete and submit four short answer questions regarding personal qualities, interests, and experience related to social work. Secondary admission occurs upon acceptance of responses by the Social Work Admissions Committee through a scoring rubric. Applicants may resubmit responses one additional time if initially denied admittance.

College of Nursing and Health Care Professions

Bachelor of Science in Athletic Training

Students can enroll into the Bachelor of Science in Athletic Training. However, admission into the clinical portion of the Athletic Training Education program is competitive. Not all applicants will be admitted and able to progress forward in the program. Students need to review the Bachelor of Science in Athletic Training Clinical Requirements and understand the application deadlines to participate in the clinical portion of the program. Students can also view the clinical requirements on http://www.gcu.edu/College-of-Nursing-and-Health-Care-Professions/Athletic-Training-Program.php.

Acceptance is determined by the Athletic Training Education Clinical Requirements and availability of clinical spaces.

Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care

Applicants to the program must meet one of the following criteria:

- Possess an Associate degree from an accredited, GCUapproved college, university, or program that prepares students to acquire the necessary state, local, or national credentials required of allied health professionals involved in direct patient care.
- 2. Submit a state, local, or national credential/certificate/license issued by a sanctioned licensure/credentialing body, certifying that they are approved to practice as one of the following allied health professionals involved in patient health assessment or treatment:
 - Medical Technician/Patient Care Technician
 - Diagnostic Technician (Sonography, Radiology, Nuclear)
 - Lab / Phlebotomy Technician
 - Physical Therapy Assistant/Technician
 - Occupational Therapy Assistant/Technician
 - Cardiovascular Technician
 - Respiratory Technician
 - Surgical (OR) Assistant
 - Emergency Technician
 - Pharmacy Technician
 - Nursing Assistant (CNA)
 - Licensed Practical Nurse (LPN)
 - Licensed Vocational Nurse (LVN)
- 3. Health care work experience in which applicants have demonstrated requisite knowledge and skills required of allied health professional to provide direct patient care.

Competencies for allied health care providers are listed below:

- Performing basic diagnostic and therapeutic health care services
- Preparing patients for procedures
- Assisting nursing and medical personnel with examinations
- Carrying out Pre-operative and post-operative duties
- Collecting and processing laboratory specimens
- · Preparing and maintaining medical records
- · Scheduling and receiving patients
- Maintaining asepsis and infection control
- Maintaining medical equipment and supplies
- Providing therapeutic care related to nutrition, ambulation, rehabilitation and activities of daily living
- Performing first aid and CPR

OR

 Submit military documentation demonstrating satisfactory completion of Medical Military Occupational Specialty Training.

Bachelor of Science in Nursing (RN to BSN)

Degree-Bearing Candidates:

- Possess an associate's degree in nursing from an accredited, GCU-approved college, university, or program.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
 - Canadian providence (excluding Quebec) candidates must also possess a current unencumbered, unrestricted license as a registered nurse (RN) where they are employed as a RN.
 - Complete the RN-BSN Canadian Nurse Verification Form.
 - Meet the International Student Application Procedures.

Non Degree-Bearing/Nursing Diploma Candidates:

- Submit proof of successful completion of a state board approved nursing program.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
 - Canadian providence (excluding Quebec) candidates must also possess a current unencumbered, unrestricted license as a registered nurse (RN) where they are employed as a RN.
 - Complete the RN-BSN Canadian Nurse Verification Form.
 - Meet the International Student Application Procedures.
- Be prepared to transfer or complete the following general education competencies that are not integrated into the program core with a minimum grade of "C" (2.00).
 - 6 credits in Effective Communication (Recommended GCU course: ENG 105: English Composition I)
 - 5 credits of Critical Thinking (Recommended GCU course: MAT 144:College Mathematics)

Non Degree-Bearing/Vocational Nursing Candidates:

- Submit documentation of official evaluation of vocational nurse training by University-approved transcript evaluation service.
- Submit official transcripts bearing evidence of a cumulative GPA of 2.8.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN).
- Vocational nurse training with RN licensure will be awarded 30 block credits.
- Complete the coursework listed below. Coursework can be fulfilled by transfer courses if the content is comparable.
 - o 40 credits of General Education coursework
 - AND
 - o ENG-135: Life Learning Assessment
 - UNV-104: Century Skills: Critical Thinking and Problem Solving
 - HLT-205: Health Care Systems and Transcultural Healthcare
 - o MAT-144: College Mathematics
- Healthcare preparatory coursework is required however; transfer will be accepted for exact course match.

Coursework	Credits
Vocational Nursing Block Credit	30
General Education	40
Healthcare Preparatory	14
RN-BSN Program	36
Total program requirements	120

College of Science, Engineering, and Technology

Bachelor of Science in Biomedical Engineering Bachelor of Science in Electrical Engineering Bachelor of Science in Engineering Bachelor of Science in Mechanical Engineering

Students must place into MAT-154, Applications of College Algebra, by meeting the minimum score requirement on the

Placement Exam or fulfilling the course prerequisites.

Undergraduate Certificate of Completion in Cybersecurity Foundations *Immersive Campus*

Admission to the Immersive Campus program is competitive, and dependent upon space and stack ranking scores. In addition to meeting the University admissions requirements, students interested in the immersive version of Certificate of Completion in Cybersecurity Foundations must also successfully meet the following admissions requirements:

- Academic Essay: Candidates must complete a 250-500 word essay on an assigned topic and must achieve a minimum essay score based on academic writing skills and coverage of the topic.
- Foundational Networking Quiz or Demonstration of Comparable Knowledge: Students must demonstrate basic networking understanding by one of the following:
 - A timed, in-person networking quiz (minimum passing score of "68%" required)
 - o A current certification in Network+ or CCNA
 - The completion of TWO 100-level college networking classes with a "B" or greater, and approval from a faculty member
- Interview: Candidates must meet with staff and or faculty for a personal interview and must achieve a minimum interview score.

Process:

- Students have 7 days from midnight on the application date to complete and submit the academic essay of 250-500 words.
 Candidates unsuccessful in meeting the submission deadline or the minimum score may make one additional attempt.
 Unsuccessful students will be notified the missed minimum score and may resubmit the essay but will not be provided specific information on the failing components.
- The second attempt may be made for the same application period provided there is time to receive and score the essay as well as schedule the quiz and interview prior to class deadlines.
- 3. Students who pass the essay may be scheduled for the required in-person quiz. Students who fail to meet the minimum quiz score or arrive 15 or more minutes late for their quiz may be denied admission for that application period. Students may retake the quiz one additional time provided there is time to receive and score the quiz as well as schedule the interview prior to class deadlines.
- 4. Students who pass the essay and the quiz may be scheduled for the required interview. Students who fail to meet the minimum interview score or arrive 15 or more minutes late for their interview may be denied admission for that application period. Students may interview only once per admission period.
- 5. Scores from all three components will be stack-ranked, and students will be accepted based on space available. In a tie, the interview score will determine final admission decisions.

All admissions steps must be repeated each application period. If a candidate has not been accepted after two application periods, the student may not re-apply for one year from the last unsuccessful attempt.

Undergraduate Certificate of Completion in Java Programming Immersive Campus

Admission to the Immersive Campus program is competitive, dependent upon space, and stack ranking scores. In addition to the meeting the University admissions requirements, students interested in the immersive version of Certificate of Completion

in Java Programming must also successfully meet the following admissions requirements:

- Coding Challenge: Students must demonstrate the aptitude for coding and meet minimum scores on a Coding Challenge (minimum score of "2" on a scale of 1-5, with 5 representing the highest score)
- Logic Challenge: Students must demonstrate logic ability and complete a 12-question Logic Challenge (minimum score of "6" required)
- Interview: Candidates must meet with staff and or faculty for a personal interview and must achieve a minimum interview score.

Process:

- 1. Students have 7 days from midnight on the application date to complete and submit both Challenges. Candidates unsuccessful in meeting the submission deadline or the minimum score of either or both Challenges may make one additional attempt. Unsuccessful students will be notified as to which Challenge(s) missed the minimum score and may retake one or both Challenges, but will not be provided specific information on the failing components.
- The second attempt may be made for the same application period provided there is time to receive and score the challenge(s), as well as schedule the interview prior to class deadlines.
- 3. Students who pass the Coding and Logic Challenge may be scheduled for the required interview. Students who fail to meet the minimum interview score or arrive 15 or more minutes late for their interview will be denied admission for that application period. Students may interview only once per admission period.
- 4. Scores from all three components will be stack-ranked and students will be accepted based on space available. Upon a tie, the interview score will determine final admissions decisions.

Each application period, all admissions steps must be repeated. If a candidate has not been accepted after two application periods, the student may not re-apply for one year from their last unsuccessful attempt.

College of Theology

All Programs

Theology majors and minors are required to affirm the University's Doctrinal Statement and the College's Covenant. Students must complete this by signing the Enrollment Agreement for their program of study. Doctrinal and Ethical Positions Statements, the College's Covenant, and the College's Dispositional and Behavioral Standards. These documents serve to clarify and underscore the College's commitment to the essential doctrines of the Christian faith and its concern to exemplify these doctrines in life and ministry. Together, these documents outline the Covenantal Standards of the theological community at GCU.

Students must complete this requirement by signing these documents within the application for their program of study. Students may be denied admission or removed from the program based on the following:

- Failure to affirm and align with the College's Covenantal Standards as outlined in the Doctrinal and Ethical Positions Statements, the College's Covenant, and/or the College's Dispositional and Behavioral Standards.
- Display of dispositions and/or behavior that do not align with the College's Covenantal Standards during the course of the

admissions process or during the course of their time at the institution.

 A history of behavior that is contrary to the Covenantal Standards and unbecoming of a gospel minister.

Accelerated Undergraduate Degree to Master of Divinity

Traditional campus students in the Bachelor of Arts in Christian Studies program who want to participate in the Accelerated Bachelor of Arts to Master of Divinity option, may complete graduate level courses as part of their undergraduate degree.

The Accelerated Undergraduate Degree to Master of Divinity is designed to prepare students on the ground campus for ministry in a local church or Christian organization. This program requires completion of a specified Bachelor of Arts and a Master of Divinity Program following a year-round program of study (Fall, Spring, Summer semesters). Students may apply for consideration to the accelerated pathway while applying to the university. OR apply to transfer into the accelerated pathway prior to surpassing 40 credit hours toward their current degree program. Specified Bachelor of Arts programs include the following:

- BA in Christian Ministry
- BA in Christian Studies
- BA in Christian Studies with Emphasis in Biblical Studies
- BA in Christian Studies with Emphasis in Philosophy
- BA in Christian Studies with Emphasis in Global Ministry
- BA in Christian Studies with Emphasis in Youth Ministry
- BA in Christian Studies with Emphasis in Worship Leadership

Students who have completed more than 40 credit hours prior to transfer into an accelerated program may do so provided that 1) they have not exceeded 60 credit hours of college credit and 2) they may only transfer into the BA in Christian Ministry program or the BA in Christian Studies program (without emphasis). Students who have completed more than 60 credit hours should complete their current undergraduate degree program and then apply for admission to the Master of Divinity program if they intend to continue to the graduate level. In the event this pathway would not accelerate the time to completion, students will be instructed to complete their existing standard degree pathway before enrolling into the Master of Divinity.

The Accelerated Undergraduate to Master of Divinity pathway is rigorous, both academically and spiritually, with a strong emphasis on vocational preparation for ministry. Students who choose to apply for this program should understand the additional policies students must adhere to in order to be admitted, progress, and graduate from the program. Students who cannot meet the academic rigor of the courses and prioritize time-demanding aspects of the program will have a difficult time meeting the requirements of the program.

Students acknowledge their intent to enroll in this pathway upon initial application to the university. They must also complete the Accelerated Undergraduate Degree to Master of Divinity Request Form after the completion of 72 degree applicable credits. In order to complete this form, students must meet the following:

- Be enrolled in the Bachelor of Arts in Christian Studies program
- Possess a 3.25 enrollment cumulative GPA
- Complete the Accelerated Undergraduate Degree to Master of Divinity Request Form

Once approved, students must complete the graduate level coursework with a passing grade. Grades earned will be calculated into the graduate GPA.

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

Prospective students seeking admission into the Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry should possess a measure of musical skill as well as an aptitude for musical performance. To gain admission into the program, a student must meet the general admission requirement of the University along with an audition in the primary area of study (voice or instrumental), which can be completed by submitting a recorded audition.

The candidate must demonstrate musical performance strength and skills that can be developed to enable the student to successfully complete the degree requirements of the Worship Ministry emphasis as stated in the curriculum. The student must demonstrate musical ability that can be developed through his/her undergraduate studies to successfully serve as a worship leader in his or her field. In order to demonstrate this ability, students must submit a recorded audition to the office of the Worship Arts Coordinator or a designee before admission to the program may be approved.

Honors College

Admission into the Honors College is competitive and determined by the criteria listed below and availability of spaces.

Incoming freshman students are eligible for acceptance into the Honors College if they meet the following criteria:

- 1. Be admitted into the University
- 2. Possess 23 college level credits or fewer AND
 - Possess a minimum weighted or unweighted, cumulative high school GPA of 3.9

OR

- ACT composite score of 31 or above OR
- SAT score (combined critical reading and math) of 1410 or above
- Students must formally accept their seat through the Student Checklist housed in the GCU Student Portal, or by emailing GCUHonors@gcu.edu

All other students must apply. To be eligible for acceptance into the Honors College, students must meet all of the following:

- 1. Be admitted into the University
- 2. Complete the Honors College application
- Complete a written essay demonstrating passion for community service and leadership
- 4. Submit at least two (2) professional letters of recommendation (i.e., faculty/teacher or employer, non-family members)
- 5. Submit copy of current resume to include both employment and community service

In addition, students must meet one of the following:

- 1. Incoming freshman student
 - Possess 23 college level credits or fewer AND
 - Possess a minimum weighted or unweighted, cumulative high school GPA of 3.7

OR

• ACT composite score of 27 or above OR

- SAT score (combined critical reading and math) of 1295 or above
- 2. External Transfer student
 - Possess 24 college level credits or more AND
 - Possess a minimum unweighted cumulative college GPA of 3.5

- 3. Internal Transfer student
 - Possess less than 36 completed college credits, AND
 - Possess a minimum unweighted, cumulative GCU GPA of 3.5

All applications are subject to review and consideration by the Honors College Department.

Upon acceptance into the Honors College, students must review and sign the Honors College Memorandum of Understanding (MOU) and complete the Honors Enrollment Agreement.

Honors College Effective for Fall 2024 Students

Admission into the Honors College is competitive and determined by the criteria listed below.

Incoming freshman students are eligible for automatic acceptance into the Honors College if they meet the following criteria:

- 1. Be admitted into the University
- 2. Possess 23 college level credits or fewer AND
 - Possess a minimum unweighted, cumulative high school GPA of 3.8 or greater

OR

- ACT composite score of 31 or above OR
- SAT score (combined critical reading and math) of 1410 or above
- Students must formally accept their seat through the Student Checklist housed in the GCU Student Portal, or by emailing GCUHonors@gcu.edu

Transfer students are eligible for automatic acceptance into the Honors College if they meet all of the following criteria:

- 1. Be admitted into the University
- 2. Possess a minimum, cumulative college GPA of 3.75 or greater
- Currently enrolled in a college level honors program, honors college or honors society.
- 4. Has a minimum of 40 remaining credits remaining prior to degree completion.

Internal transfer students are eligible for automatic acceptance into the Honors College if they meet all of the following criteria:

- 1. Enrolled as a full-time undergraduate student on the traditional campus
- 2. Possess a minimum, cumulative GCU GPA of a 3.75 or greater
- 3. Has a minimum of 40 remaining credits remaining prior to degree completion

All other students must apply for consideration by completing the following steps.

- 1. Be admitted into the University
- 2. Submit an Honors College admissions application for review by the Honors College administration
 - a. Complete the online admissions application form on students.gcu.edu
 - Complete a written essay demonstrating passion for community service and leadership
 - c. Submit an activity resume to include employment, leadership and community service experiences within the last 5 years.

All applications are subject to review and consideration by the Honors College.

Upon acceptance into the Honors College, students must review and sign the Honors College Memorandum of Understanding (MOU).

Bridge Admission Requirements

Bridge program candidates must meet the Master Admission Requirements and provide evidence of a bachelor's degree from an accredited, GCU-approved college, university or program.

Master Degree and Graduate Certificate Admission Requirements

All students must submit baccalaureate bearing college transcripts to meet the admission requirements of the University. Additionally, if students cannot meet the GPA requirements with their transcripts, but have a test score that meets admissions requirements, students will be eligible for full admission. If both the degree-bearing transcript and the test scores do not meet admissions requirements, students may be eligible to be admitted based on the Standards for Admission with Specification.

Transcripts (Required):

- Undergraduate degree from an accredited, GCU-approved college, university, or program with a grade point average of 2.8 or better on the degree-bearing transcript
- Graduate degree from an accredited, GCU-approved college, university, or program

Test Scores (Optional):

Graduate Management Admissions Test (GMAT):

• Score of 500.

Graduate Record Examination (GRE):

- Prior to 8/1/11: Combined score of 1,000 for the verbal and quantitative sections.
- After 8/1/11: Combined score of 300 for the verbal and quantitative sections.

Bridge Programmatic Admission Requirements

Colangelo College of Business

Bridge to the Master of Science in Accounting

All students entering the bridge must have an Undergraduate degree AND must have completed thirty (30) business-related credits (courses may include business, mathematics, economics, marketing, finance, management, entrepreneurship, statistics, analytics, applied coursework within a business-related program of study.)

College of Nursing and Health Care Professions

Bridge to Master of Science in Nursing

- All MSN bridge program candidates must meet the <u>Master Admission Requirements</u> and provide evidence of a bachelor's degree from an accredited, GCU-approved college, university or program reflecting a cumulative grade point average of 3.0 or above.
- Candidates must provide evidence of a current, <u>unencumbered</u> <u>license</u> in the:
 - State of residence upon admission to the program and for the duration of their study or

- Canadian province (excluding Quebec) where they are employed as an RN.
- Complete the MSN Canadian Nurse Verification Form.
- Meet the International Student Application Procedures.

Master Degree and Graduate Certificate Programmatic Admission Requirements

Some programs of study at Grand Canyon University require a higher GPA and/or other criteria to qualify for admission. Students who do not meet outlined Programmatic Admission Requirements must file a <u>University appeal</u> in order for alternative coursework to be reviewed by the applicable College.

Colangelo College of Business

Master of Science in Accounting

All entering students must have completed the following:

- Bachelor of Science in Accounting OR GCU's Bridge to Master of Science in Accounting AND
- Completed 30 business-related credits (courses may include business, mathematics, economics, marketing, finance, management, entrepreneurship, statistics, analytics, applied coursework within a business-related program of study).

It is strongly recommended to complete courses in Accounting Information Systems, Accounting Analytics, Ethics in Accounting, and Taxation II prior to sitting for the CPA exam, but not required to enter the program.

Eligibility for Certified Public Accountant (CPA) licensure is separate from the admission criteria for this program of study. Students may need to complete additional coursework in order to be eligible for CPA licensure.

A University Appeal should be submitted to be reviewed by the Colangelo College of Business if the student is eligible for the bridge to Master of Science in Accounting, but believes not all coursework is needed. Prior coursework and experience should be provided for consideration.

Master of Science in Information Technology Management

All entering students must have completed one of the following:

- Undergraduate or graduate degree in a technology related field
- GCU's Bridge to Master of Science in Information Technology Management

Master of Business Administration & Master of Science in Leadership

Master of Business Administration

Master of Science in Organizational Leadership and Entrepreneurship

The programs listed above begin with fundamental courses that prepare students for the curricular content that they will encounter within their programs of study. All students undergo transcript evaluations. If they have earned grades of C or better in equivalent course content, students with non-business undergraduate degrees may have the option to waive one or more of the following fundamental courses associated with their programs of study: ACC-502, FIN-504, and SYM-506. Upon evaluation of their transcripts, students with business-oriented undergraduate degrees may waive all MBA fundamental courses. In those cases when students have been registered for the 600-

level courses before their transcript evaluations have been completed, the University reserves the right to retroactively enroll students in the 500-level fundamental courses as needed.

Master of Business Administration & Master of Science in Nursing with an Emphasis in Nursing Leadership

The programs listed above contain fundamental courses that prepare students for the curricular content that they will encounter within their programs of study. All students undergo transcript evaluations. If they have earned grades of C or better in equivalent course content, students with non-business undergraduate degrees may have the option to waive one or both of the following fundamental courses associated with their programs of study: ACC-502 and FIN-504. Upon evaluation of their transcripts, students with a business discipline undergraduate degrees may waive both MBA fundamental courses. In those cases when students have been registered for the 600-level courses before their transcript evaluations have been completed, the University reserves the right to retroactively enroll students in the 500-level fundamental courses as needed.

Master of Science in Business Analytics

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may be able to waive SYM-506. Only courses with equivalent content and earned grades of C or better will be allowed to waive SYM-506.

College of Education

Master of Education in Educational Administration

Program applicants who complete the program requirements for Master of Education in Educational Administration program are eligible to apply for a principal's license. In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for this program are required to provide the following:

- Documentation of at least two years of verified, full-time teaching (teacher of record) experience. Candidates must review state-specific requirements as some states may require additional years of verified teaching experience for principal certification.
- Program applicants must also have access to an accredited PK-12 school (public or private settings) with an on-site licensed administrator/principal available to mentor during practicum and/or internship experiences.

Master of Education in Educational Leadership

Program applicants who complete the Master of Education in Educational Leadership academic program are not eligible for an Intuitional Recommendation (IR) to obtain Principal certification as the program does not contain the required internship component necessary to meet licensure requirements. In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for this program are required to provide the following:

A copy of a current PK-12 teaching certificate

OR

- Provide documentation of verified, full-time teaching (teacher of record) experience
- Program applicants must also have access to an accredited PK-12 school (public or private settings) with an on-site administrator available to mentor during practicum experiences...

Master of Arts in Curriculum and Instruction

Master of Arts in Reading with an Emphasis in Elementary Education

Master of Arts in Reading with an Emphasis in Secondary Education

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Master of Science in Instructional Technology

Master of Science in Instructional Design

Graduate Certificate of Completion in Teaching English to Speakers of Other Languages (TESOL)

Graduate Certificate of Completion in Distance Learning

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above programs are required to provide the following:

- A copy of a current PK-12 teaching certificate
 OR
- One year of verified, full-time teaching (teacher of record) experience (Teacher Verification Form)
- Earned degree from a GCU licensure program.

Master of Arts in Autism Spectrum Disorders

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above program are required to provide the following:

- A copy of a current special education teaching certificate OR
- Documentation of 1 year of full-time, special education teaching (teacher of record) experience (Teacher Verification Form)

OR

 Completed a Special Education licensure program from Grand Canyon University

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Elementary Education

Graduate Certificate of Completion Canyon L.E.A.P. to Teach, Secondary Education

- Undergraduate or Graduate degree from an accredited, GCUapproved college, university, or program with a grade point average of 2.8 or better on the degree-bearing transcript. If degree bearing transcript has a GPA below 2.8, students will adhere to the University Accepted with Specifications admission policy.
- Letter of intent to hire or teaching contract
- Documentation of passing content area exam scores for the National Evaluation Series (NES) exam or the Arizona Educator Proficiency Assessment (AEPA) appropriate for candidates planned student population.
- A current Arizona IVP Fingerprint Clearance Card.
- Important Note (not required for admissions but must be completed prior to start of first course): Candidates must submit completed Canyon L.E.A.P to Teach Packet

Graduate Certificate of Completion in Special Education, Mild to Moderate

Graduate Certificate of Completion in Special Education, Moderate to Severe

In addition to the Master Degree and Graduate Certificate Admission Requirements policy, program applicants for the above programs are required to provide the following:

Students enrolling in the above programs must provide:

- A copy of current PK-12 teaching certificate AND
- Documentation of 3 years of verified full-time teaching (teacher of record) in PK-12 (public or private setting)
- ΑΝΓ
- Copy of current Fingerprint Clearance Card in accordance with the fingerprint policies of the state of residence.

College of Humanities and Social Sciences

Master of Education in School Counseling

Master of Science in Clinical Mental Health Counseling

- 1. GPA of 3.0 or higher (students accepted w/ specification will follow the current university policy)
- Complete two short answer questions concerning career goals, and a respect for diversity.
- Provide two professional recommendation letters from previous/current volunteer or employment supervisor or instructor.
- 4. Provide signed counseling dispositions document.

Final acceptance into the program will be determined by the College of Humanities and Social Sciences Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

*Please refer to Programmatic evaluation of Transfer Credit section program specific courses that are not transferrable.

Master of Science in Mathematics with an Emphasis in Education

- 1. A Bachelor's degree in Mathematics OR
- 2. At least 24 UG credits in math with a level of Calculus 2 OR
- 3. At least 9 GR credits in math

Master of Social Work

- Students must hold a Bachelor degree from a regionally accredited undergraduate institution. Students cannot hold a Bachelor of Social Work degree as it would be a repeat of coursework and students entering the Master of Social Work program are not to repeat what has been achieved in their baccalaureate social work programs.
- 2. A grade-point average of a minimum of 3.0 (on a 4.0 scale). Anything below 3.0 will be accepted with specification as it stands in the current GCU policy.
- 3. Complete four short answer questions to be reviewed by the Social Work Admissions Committee.

Master of Social Work (Advanced Standing)

- 1. Students must hold a Bachelor of Social Work degree from a CSWE accredited program.
- 2. A grade-point average of a minimum of 3.0 (on a 4.0 scale). Anything below 3.0 will be accepted with specification as it stands in the current GCU policy.
- Complete four short answer questions to be reviewed by the Social Work Admissions Committee.

Post-Master of Science in Counseling: Addiction Counseling Certificate

Post- Master of Science in Counseling: Childhood and Adolescence Disorders Certificate

Post-Master of Science in Counseling: Marriage and Family Therapy Certificate

Post-Master of Science in Counseling: Trauma Certificate

Students must possess a master's or doctorate degree in counseling, substance abuse counseling, clinical or counseling psychology, marriage and family therapy, behavioral health, mental health, social work, nursing, and/or psychiatry medicine.

College of Nursing and Health Care Professions

Master of Science in Athletic Training

The Master of Science in Athletic Training Program is rigorous, both academically and in terms of the time commitment required. Students who choose to apply for admission to the program should understand all additional athletic training policies students must comply with to be admitted to the program, successfully progress thru the program, and graduate. Students who cannot meet program requirements or prioritize the rigorous, academic work, will likely have difficulty being successful in the program.

Admission and Clinical Requirements for the Professional Program

Application Deadline and Additional Requirements

The number of students admitted into the Master of Science in Athletic Training program is dependent on the availability of clinical spaces at the point of application and may vary each application period. Admission into the program is competitive, and the College of Nursing and Health Care Professions (CONHCP) stack-ranks prerequisite GPA (for all required prerequisite coursework) and cumulative GPA of the conferred baccalaureate degree to determine final admissions decisions. Admission cannot and will not be guaranteed.

Requirements

- Minimum cumulative GPA of 3.0 on a 4.0 scale from a conferred baccalaureate degree earned at an accredited institution
- Minimum grade of C (2.0) or better on all required prerequisite coursework (listed below):

General Pre-Requisite Content	Pre-Requisite Courses Offered at GCU	
General Biology lecture and lab*	BIO-181, BIO-181L	
Human Anatomy lecture and lab, four credit minimum*	BIO-201 and BIO-201L OR BIO-210 and BIO- 210L	
Human Physiology lecture and lab, four credit minimum*	BIO-202 and 202L OR BIO-211 and 211L	
General Chemistry lecture and lab, four credit minimum*	CHM-113 and CHM-113L	
General Physics lecture and lab, four credit minimum*	PHY-111 and PHY-111L	
Exercise Physiology	EXS-340 and EXS-340L	
Introduction to Psychology*	PSY-102	
Introduction to Nutrition	NSC-150 or BIO-319	
Kinesiology	EXS-335 and 335L	

*CAATE requirement (Standard 54)

- For the stack-ranking process applied to the pre-requisite GPA, the most recent attempt (maximum of two, total attempts within the previous seven years) will be considered for admission.
- Completed GCU Background Check (dated within the last six months of the application deadline).

To be considered for admission, students must submit an application and meet minimum admission requirements by the application deadline indicated for each semester start. Students not admitted to their selected term, may elect to re-apply. Students must re-apply for the semester they wish to be considered for admission.

Deadline	Semester Start	
Feb. 1	Summer	
July 1	Fall	
Oct. 1	Spring	

Required Upon Admission

Students must complete the following upon admission into the program:

- 1. Attend a mandatory athletic training program orientation
 - a. This meeting will address the following programmatic requirements for all clinical levels:
 - College of Nursing and Health Care Professions training or approved in-classroom training on requirements relating to patient privacy.
 - ii. Communicable Disease Policy
 - iii. Blood-Borne Pathogen training and policy
 - iv. Chain of Command for the College of Nursing and Health Care Professions
 - v. Updates to policy and accreditation standards
- Complete and submit an Arizona Department of Public Safety Level One Fingerprint Clearance Card application
- Complete and submit a First Aid course completion card from one of the following approved providers listed in the Guidelines for Graduate Field Experiences document.
- 4. Submit a Professional Rescuer CPR course completion card. CPR course must meet the Board of Certification (BOC) Emergency Cardiac Care (ECC) requirements (www.bocatc.org). Course completion card from one of the following listed in the Guidelines for Graduate Field Experiences document.
- Submit a completed HIPAA and FERPA confidentiality acknowledgement form prior to any involvement in a clinical setting.
- 6. Submit evidence of National Athletic Trainers Association Membership.

Required Before Beginning Clinical Experiences

Students must complete the following (30) days before the date of their first clinical experience:

NOTE: Some requirements must be updated / repeated according to screening/immunization schedules. Please refer to the Guidelines for Graduate Field Experiences for additional information.

- a. Health History and Physical Examination form.
- b. ATP Technical Standards Form.
- i. The technical standards are to ensure all students meet the essential qualities necessary to be a successful athletic training student. Students are able to request reasonable

accommodations through the Student Disability Services. Requests for accommodation are not used prejudicially against students.

- c. Current health insurance coverage
- d. Provide proof of valid professional liability insurance for
- e. Proof of immunization and/or immunity (as in the Guidelines for Graduate Field Experiences Manual) are required.
- Although Grand Canyon University does not require students or faculty to receive certain vaccines, all students currently attending clinicals and those applying and receiving admittance to the athletic training program will have to abide by the healthcare partner requirements to successfully complete the clinical portion of their program.
- ii. Vaccines required or recommended:
 - a. Tuberculosis (TB) screening
 - b. Hepatitis B (signed waiver is required if the vaccination series is not completed or declined by the student)
 - Lab evidence (titer) of immunity required
 - This vaccination has a separate form that is required to fill out prior to the start of clinical rotations.
 - Hepatitis B (signed waiver is required if the vaccination series is not completed or declined by the student)
 - c. MMR (measles, mumps, rubella)
 - d. Varicella Zoster (VZV)
 - e. Tetanus-Diphtheria (TD)
 - f. Influenza (recommended; not required)
 - g. Hepatitis A (recommended; not required)
 - h. COVID-19 Vaccination (recommended; not required)
- iii. Students requesting medical and/or religious exemption for any vaccine should understand the risks when requesting an exemption, if clinical agencies are unable or unwilling to accommodate student exemption requests. Risks include but are not limited to:
 - a. limited clinical location options,
 - b. inability to progress and/or complete the program due to limited or lack of clinical sites accepting student exemption requests for the various types of clinical experiences required,
 - c. delayed graduation

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

 Students must hold a Bachelor of Science in Nursing (BSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.

Candidates who possess a bachelor's degree in a related field may apply if they have completed the bridge to MSN (excluding Nursing Concurrent Enrollment Program [NCEP] students).

- 2. Possess an active, current unencumbered, unrestricted license as a registered nurse (RN) or APRN certification in states where the APRN is an upgrade of the RN license resulting in only one license that is both an RN and an APRN license.
- 3. Students must submit a recent curriculum vitae (CV) listing all professional experience showing a minimum of one year full-time work experience as a Registered Nurse (RN) within the last 12 months, related to the area of specialization.
- 4. Students must submit a Letter of Intent

Final acceptance into the program will be determined by the College of Nursing and Health Care Professions Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

The Advanced Practice Programs in the College of Nursing and Health Care Professions are designed for clinicians that have experience in direct patient care, defined as nursing care provided to individuals or families intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Please note that nurses who work in indirect patient care are not eligible for these programs. Indirect patient care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups and while they may be responsible for nurses providing direct care, they do not provide direct care themselves, making them ineligible for the program (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Based on the purpose of these programs, students must be currently employed full-time in a health role or health outcomes role, and have documentation demonstrating experience serving in that role for the two years prior to application to the program.

- Students applying to the Family Nurse Practitioner program, must be currently employed full-time in direct patient care settings as mentioned above
- Students applying to the Acute Care Nurse Practitioner Program must be currently employed full-time in a hospital with at least one year of ICU, Adult ER, Progressive Care and/or Post-Operative experience.

Students must submit a recent curriculum vitae (CV) listing all professional experience. Students must remain employed full time until program start date.

Although it is possible for students to work full-time and remain in the program, based on the rigor and clinical requirements The College of Nursing and Health Care Professions strongly recommends that students reduce work hours in order to focus on the academic and clinical components of the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program.

- A Post-Master applicant who holds a current, active, unencumbered license as a nurse practitioner (NP) who have been approved for transfer credit will be required to take the 3P exam at the time they apply for the APRN program. Any Student who is not currently practicing and licensed as a nurse practitioner and requesting to transfer in any or all of the 3P courses (Advanced Pharmacology, advanced Pathophysiology and Advanced Health Assessment) from another institution, must have completed all 3 of these courses or credits within 5 years of their program start date into one of our APRN programs in addition to passing the 3P Exam Exception: GCU Alumni who have graduated from an APRN program and passed the 3P exam within the last 5 years from the date of degree conference.
- A score of 67% or greater, results in progression to clinical with no other requirements.
- A score of less than 67%, will require enrollment in the NRC-634 remediation course, re-take of the 3P exam, and a passing score of 67% or greater before proceeding to the first clinical course.

- If the 2nd attempt in NRC-634 is a successful pass of 67% or higher, progression to clinical will occur with no other requirements.
- If the student fails the 2nd attempt, they will take a 16 week survey course as a non-degree student of NUR-631 (Advanced Pathophysiology) NUR-635 (Advanced Pharmacology), and NUR-634 (Advanced Physical Assessment) content.
- The 3rd attempt of the 3P exam will occur at the end of the survey course.
- Students who do not successfully pass the required 3P exam after three attempts will no longer be allowed to progress into any of the APRN programs. Students can transfer to a non-APRN program.

NOTE: Boards of Nursing from each state may have different requirements when applying for prescribing and dispensing privileges which could require additional pharmacology hours or pharmacology related content. If Advanced pharmacology needs to be repeated, the student may take it as a single course at GCU and will be responsible for the cost of that course.

Addendum: APRN applicants are required to be fully accepted. APRN students cannot be accepted with specifications.

* Please refer to Programmatic Evaluation of Transfer Credit section program specific courses that are not transferrable

Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems

Master of Science in Nursing with an Emphasis in Public Health

Master of Business Administration and Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems

Master of Science in Nursing with an Emphasis in Health Care Informatics

Master of Science in Nursing with an Emphasis in Nursing Education

Master of Science in Nursing with an Emphasis in Healthcare Ouality and Patient Safety

- 1. Students must hold a Bachelor of Science in Nursing (BSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
 - Candidates who possess a bachelor's degree in a related field may apply if they have completed the bridge to MSN (including Nursing Concurrent Enrollment Program [NCEP] students).
- Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license.
 - Canadian province (excluding Quebec) where they are employed as an RN or NP.
 - Complete the MSN Canadian Nurse Verification Form
 - Meet the International Student Application Procedures

Master of Science in Health Care Administration

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may waive one or more of the following MS-HA Foundational courses in the program of study: HCA-515, HLT-520, and HCA-530. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MS-HA Foundational courses.

Master of Science in Health Informatics

Upon evaluation of the official transcripts, students who have taken courses with equivalent content at the undergraduate level may be able to waive SYM-506. Only courses with equivalent content and earned grades of C or better will be allowed to waive SYM-506.

Master of Science in Health Care Informatics

Upon evaluation of their official transcripts, students who have taken courses with equivalent content at the undergraduate level may waive one or more of the following MHCI foundational courses in their program of study: HLT-520, HCA-515, and HCA-530. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MHCI foundational courses.

Post-Master of Science in Nursing with an Emphasis in Nursing Education Certificate

- Students must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
- Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license.
 - Canadian province (excluding Quebec) where they are employed as an RN.
 - Complete the MSN Canadian Nurse Verification Form
 - Meet the <u>International Student Application Procedures</u>

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Cartificate

- Students must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC or ACEN accredited program reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale) on a degree bearing transcript.
- Possess an active, current unencumbered, unrestricted license as a registered nurse (RN).
- 3. Students must submit a recent curriculum vitae (CV) listing all professional experience showing a minimum of one year full-time work experience as a Registered Nurse (RN) within the last 12 months related to the area of specialization.
- 4. Students must submit a Letter of Intent.

Final acceptance into the program will be determined by the College of Nursing and Health Care Professions Admissions Committee. An offer of admission will be valid for 12 months from the start date of the program. Applicants denied admission may reapply after 180 days.

The Advanced Practice Programs in the College of Nursing and Health Care Professions are designed for clinicians that have experience in direct patient care, defined as nursing care provided to individuals or families intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Please note that nurses who work in indirect patient care are not eligible for these programs. Indirect patient care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups and while they may be

responsible for nurses providing direct care, they do not provide direct care themselves, making them ineligible for the program (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007). Based on the purpose of these programs, students must be currently employed full-time in a health role or health outcomes role, and have documentation demonstrating experience serving in that role for the two years prior to application to the program.

- Students applying to the Family Nurse Practitioner program, must be currently employed full-time in direct patient care settings as mentioned above
- Students applying to the Acute Care Nurse Practitioner Program must be currently employed full-time in a hospital with at least one year of ICU, Adult ER, Progressive Care and/or Post-Operative experience.

Students must submit a recent curriculum vitae (CV) listing all professional experience. Students must remain employed full time until program start date.

Although it is possible for students to work full-time and remain in the program, based on the rigor and clinical requirements The College of Nursing and Health Care Professions strongly recommends that students reduce work hours in order to focus on the academic and clinical components of the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program

Graduate Certificate of Completion in Health Care Quality and Patient Safety

 Candidate must possess a baccalaureate degree and meet the required University admission requirements for graduate students.

College of Science, Engineering, and Technology

Master of Science in Biology with an Emphasis in Education

 Undergraduate degree in Biology, Microbiology Physiology, Biochemistry, Cellular/Molecular Biology, or Genetics
 OR

Undergraduate degree in Secondary Education with a specialization or emphasis in Biology

Undergraduate degree and completion of 1 year of undergraduate General Biology.

Master of Science in Computer Science

Undergraduate or Graduate degree in Computer Science, Software Engineering, Computer Engineering, or Electrical Engineering

OR

Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Computer Science

Master of Science in Chemistry with an Emphasis in Education

1. Undergraduate degree in Chemistry

Undergraduate degree in Secondary Education with a specialization or emphasis in Chemistry OR

Undergraduate degree and completion of 1 year of undergraduate Organic Chemistry and a course in Biochemistry.

Master of Science in Data Science

Undergraduate or Graduate degree in Computer Science, Statistics, Mathematics, Physics, or Engineering OR

Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Data Science

Master of Science in Forensic Science

Undergraduate in Forensic Science or another natural or physical or biomedical science OR

Undergraduate degree in any field with the following courses completed: 1 year of General Chemistry with lab, 1 year of Organic Chemistry with lab, 1 semester of Statistics, and 1 semester of Genetics or Molecular/Cellular Biology.

Employment in certain Forensic Science laboratories may have specific coursework requirements not included in this program or its prerequisites; prospective students should investigate their desired career path to ensure they will meet current requirements

Master of Science in Nutrition and Dietetics

 Applicants must hold a bachelor's degree in Nutrition, Nutritional Science, or Dietetics reflecting a cumulative grade point average of 3.0 (on a 4.0 scale) on a degree bearing transcript.

OR

- A bachelor's degree in another field with transcript reflecting a cumulative grade point average of 3.0 (on a 4.0 scale) on a degree bearing transcript or letter of intent to graduate.
- The transcript must also show successful completion of the following courses at the college level with a C or above, completed within seven years of applicant's desired program start date:
 - 6 credits of General and Organic Chemistry with Lab
 - 3 credits of Biochemistry with Lab
 - 6 credits of Anatomy and Physiology with Lab
 - 3 credits of Statistics
 - 3 credits of Microbiology
 - 3 credits of Nutrition
- Applicants must provide contact information for two current/previous instructors or volunteer or employment supervisors who are willing to complete a form of recommendation for the applicant.

Admission into the program is competitive, and the College of Science, Engineering, and Technology (CSET) stack-ranks previous undergraduate (or graduate) program type, overall undergraduate GPA, prerequisite coursework GPA, and recommender evaluations to determine final admissions decisions. Admission cannot and will not be guaranteed. Applications that do not meet the minimum requirements by the application deadline will be denied without consideration. Final acceptance into the program will be determined by the

CSET Admissions Committee. If a student has not been fully accepted to this program, they will be denied admittance into the program. University parameters for Accepted with Specifications do not apply to this program and any student who is not fully accepted will not be admitted into the program. Students are encouraged to either meet the parameters for full acceptance or choose a different program for admittance.

An offer of admission will be valid for 12 months. Applicants denied admission may reapply after 180 days. Students will be

admitted on a quarterly basis with start dates on the 3rd Thursday in January, April, August, and October.

Program Requirements

Students must complete all required courses in the MS in Nutrition and Dietetics program and experiential learning (1000 hours) outlined in the course plan and pass all competency assessment assignments with at least a "meets expectations" or C in order to receive a Master of Science in Nutrition and Dietetics and a Verification Statement to sit for the Registered Dietitian Nutritionist credentialing exam. Students are required to complete the courses in the order listed, though exceptions may be made for extenuating circumstances. Graduate students must maintain good academic standing in order to be eligible to continue in or return to the University. Good Academic Standing is demonstrated by:

- a 3.00 grade point average (GPA) for all courses taken including those required in the program of study
- no more than 6 units of "C" course grades*
- no course grades of "D" or "F"

Students must complete all requirements for their master's degree within a three-year period, as outlined in the GCU policy: (https://www.gcu.edu/academics/academic-policies.php#h-universitypolicy-handbook). If a student must be absent for an extended period of time due to serious illness, pregnancy, adoption or personal crisis, he/she must meet with the Program Director and sign an agreement for completion of the program. Students will be allowed up to three additional months to complete the assignments and supervised experiences or will be administratively withdrawn from the program.

Verification Statements

Following completion of all program requirements, and once the degree is officially posted, students will receive a verification statement and become eligible to sit for the Registration Examination for Dietitian Nutritionists through the Commission on Dietetic Registration. Three signed copies of the verification statement will be mailed to the student's permanent address.

Academic Program Calendar

The academic calendar for Grand Canyon University can be found here: https://www.gcu.edu/academics/calendar. Online course start dates are offered quarterly. Two credit courses run 4 weeks, while four credit courses will be 8-16 weeks based on content and supervised experiential learning requirements. University holidays may not correspond with the schedule of experiential learning requirements; students are expected to follow the schedule of the site hosting their experiential learning.

Proposed Course Plan

Proposed FG Classes	Credits	Didactic Content Hours	Alternate Experienti al Learning Hours	In-Person Experienti al Learning Hours
NSC-507: Introductio n to Graduate Studies in CSET	2	100	0	0

Proposed FG Classes	Credits	Didactic Content Hours	Alternate Experienti al Learning Hours	In-Person Experienti al Learning Hours
NSC 510: Behavioral Science and Counseling	4	150	50	0
NSC 550: Advanced Medical Nutrition Therapy	4	150	100	0
NSC 595: Applied Medical Nutrition Therapy	4	0	0	200
NSC 600: Food and Nutrition Manageme nt	4	100	100	150
NSC 650: Community Nutrition and Advocacy	4	200	0	100
NSC 675: Leadership in Dietetics	4	100	50	0
NSC 695: Capstone in Nutrition and Dietetics	4	0	0	250
Total	30	800	300	700

^{*}Online course start dates are offered quarterly. Two credit courses run 4 weeks, while four credit courses will be 8-16 weeks based on content and supervised experiential learning requirements.

Assessment of Prior Learning

Supervised Experiential Learning. Nutrition and dietetics experiences completed prior to the start of the program will not be considered as replacements of the program's required applied experiences.

Courses. Due to the nature of competency-based education, nutrition courses taken at other universities that are not accredited under Future Education Model (FEM) standards cannot be used in place of required courses. Syllabi for courses taken through another FEM graduate program can be submitted to the Program Director for review. While students may notice repetition in subjects from previously-completed nutrition courses, this repetition supports solidifying knowledge that is essential for a successful RDN exam pass rate.

Supervised Experiential Learning

The Accreditation Council for Education in Nutrition and Dietetics requires a minimum of 1,000 hours of experiential learning. Alternate experiential learning is provided throughout the curriculum by way of case studies, simulation, and other course projects. Supervised experiential learning will be established prior to start date of course and in collaboration with the Office of Field Experience. Students are asked to identify their own supervised experiential learning sites. This information must be submitted to the Office of Field Experience based on their policy timeline. If sites are not able to be identified, the Office of Field Experience will assign student to currently established site. When students complete supervised experiential learning hours, the preceptor and employer must not use the student to replace an employee.

Office of Field Experience

Grand Canyon University College of Science, Engineering, and Technology faculty and the Office of Field Experience (OFE) team serve as a support to students in programs with supervised experiential learning. The assigned Field Experience Counselor or Field Clinical Counselor will communicate with students throughout their program to ensure they meet GCU's high academic standards. The OFE team will determine if all of the site requirements necessary to begin the field experience courses have been met.

Additional responsibilities of the OFE Counselor are as follows:

- Reinforce the students understanding of the supervised experiential learning and the expectations involved.
- Assist in ensuring all required health and safety documents and site requirements have been met.
- Be available to counsel students as situations dictate.
- Communicate with the field experience instructors and faculty as necessary.

Time Commitment for Supervised Experiential Learning

Students should plan ahead to meet the commitments of the supervised experiential learning requirements. Most sites are often limited to daytime and weekdays for providing practicum hours, so it may be necessary to adjust one's schedule accordingly. Students must complete all of their supervised experiential learning hours to the host agency even if they have successfully completed their logged clock hour commitment. They must discuss, and agree upon, their experiential learning start and end dates with their preceptor. It is important for students to confer with the preceptor on how they will be expected to provide closure to their assigned projects. It is important to note that failure to complete the required minimum hours within the timeframe of the practicum course, or failing to properly document completed hours for the practicum experience, will result in failure of the course.

The course curriculum is developed to be taken concurrently as the student is fulfilling their practicum hours. If the student experiences an extenuating circumstance that will require the early completion of hours, the student must receive program director permission before doing so.

Logging Practice Experience Hours

The Lopes Activity Tracker (LAT) is used to track practicum hours throughout the student's experience.

This hour tracking system can be found in the Student Portal.

 All hours must be completed on-site and under direct supervision. Time taken to complete assignments for the

- Practicum course does not count toward completion of the hours.
- All hours must be completed and signed off/approved by their preceptor no later than at mid-term and end of term. Faculty members will provide final validation of all practicum hours.
- Field Experience Counselors are available for questions and assistance with this program if needed.
- Students are not to log hours until they have been cleared by the OFE.

Student Professional Dispositions

One important aspect of the experience here at Grand Canyon University is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CSET lists the following key dispositions. When students fail to demonstrate these professional dispositions, they jeopardize their program or employment continuation. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

- Demonstrate appropriate, professional, respectful verbal communication
- Demonstrate appropriate, professional respectful written communication
- Demonstrate a disposition toward inquiry and problem solving
- Work collaboratively with students, faculty, and professionals
- Demonstrate consistently positive attitudes toward learning and/or teaching
- Accept responsibility for decisions and actions
- Establish maintain mutually respectful interactions
- Demonstrates understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

- Demonstrate regular attendance
- Demonstrate punctuality
- Complete work in a timely manner
- Demonstrate organizational skills
- Know and observe all pertinent policies and procedures
- Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

- Demonstrate a commitment to work with patients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- Treat everyone fairly, equitably, and respectfully
- Accept constructive criticism and adjusts performance accordingly
- Express and demonstrate interest in and enthusiasm for teaching/learning
- Adapt to new and diverse teaching/learning situations
- Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.

- Maintain confidentiality about all student, patient, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, experiential learning sites, and personal information
- Respect the points of view of others
- Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- Project an appropriate professional appearance in professional settings
- · Project an appropriate professional and respectful demeanor
- Be open to leadership and opportunities for growth
- Understand and practice professional ethical standards
- Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- Acts overall in a manner that furthers the interests of others (enlightened self-interest)
- Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding field experiences or documents contained in a client record

Transportation/Travel to Field Experience Sites

Students must provide their own, dependable transportation to the sites. GCU, in conjunction with these agencies, makes every attempt to minimize the distance that students travel to their field experience, but sometimes additional travel is unavoidable. All students are required to show proof of current vehicle registration and insurance. Information will be kept on file by program director.

Injury/Illness

During Supervised Experiential Learning rotations, should a student become ill or injured, the student must notify the agency supervisor and Program Director immediately. The student must also obtain documentation for the injury or illness by visiting the health center or healthcare provider. The student must arrange with the agency supervisor how and when to make up missed hours and activities. Makeup opportunities for missed classes due to illness or injury are at the discretion of each instructor and their course policies. If sick leave becomes excessive or is patterned during the supervised experiential learning portion of the program, the student will be counseled by the Program Director and subject to dismissal from the program if warranted.

Affiliation Agreements

The College of Science, Engineering, and Technology must have an agreement with the site prior to the student beginning field experiences. It is the student's responsibility to provide OFE their site's education coordinator information, so that the OFE can work directly with the facility to obtain the required paperwork. It is important to remember that the existence of this agreement does not guarantee placement availability, and that arrangements beyond the agreement must be implemented to enable student placement.

If a current agreement is not already in place, the legal contract will be sent directly to the preceptor's site from the OFE. Completing new site agreements can be a lengthy process and the Affiliation Agreement must be in place prior to the course start date. Students should allow at least four to six months for a new agreement to be finalized. Failure to provide site information accurately and entirely can slow this process and may prevent the

student from beginning the field experience on time. Once an Affiliation Agreement has been finalized, students will be notified via email.

Some sites may have specific requirements for documentation for a placement. Students are to work with both the site and OFE to ensure all requirements are met (e.g., a hospital may require a background check different from the original background check and has the right to specify their own institutional requirements that are not within the control of the University).

Liability Insurance

Students are required to purchase liability insurance for supervised experiential learning hours prior to the final spring and summer terms. The cost for liability insurance is around \$35. If the student is a Dietetic Technician, Registered (DTR), then the liability insurance is \$75.

Student Learning and Evaluations

The curriculum within the MS Nutrition and Dietetics program at GCU is guided by a Competency Based Education Model. This model emphasizes learner-centered teaching. Students will be expected to complete online modules that may include worksheets, readings, video interaction, case studies, and exams to gain foundational knowledge in the course topic. Students will engage with their peers through activities in which students are expected to apply what they have learned in modules to group activities.

Formal evaluation of students occurs at pre-determined times throughout the supervised experiential learning using forms available in GCU's Learning Management System. Evaluations include both assessments of the student's progress as well as assessments of the student's knowledge and performance in supervised experiential learning. Preceptors completing the evaluation do so within GCU's Learning Management System and review with the student prior to submitting to the program director. Students can expect to receive formal evaluations in the following formats:

- Written evaluations from preceptors
- Assignment Rubrics
- Preceptor reviewed assignments, such as case studies. Many
 opportunities exist for informal feedback about performance.
 These should be viewed as opportunities to gain insight and
 adjust performance. Examples of informal evaluation include,
 but are not limited to, daily feedback and discussions with
 preceptors and instructors on skill development, clinical
 documentation, presentations and projects.

In experiential learning, a pre-conference will occur prior to the start of the supervised experiential learning experience. This meeting is intended for the student and preceptor to review course and student-specific learning objectives as well as the roles, responsibilities, and expectations of student and preceptor during this clinical experience. The preceptor and student will attest to meeting by signing the Preceptor-Faculty-Student Conferences and Evaluations form and submitting to the classroom in the first week for OFE approval of the proposed experiences.

The evaluations are electronic and stored in GCU's Learning Management System. The course faculty will send the evaluation to the preceptor and input evaluation data electronically with input from preceptor on student performance. The final evaluation will be completed by the preceptor and reviewed with the student.

The valuable feedback/input given by the preceptors on the students' performance will then receive a final review and

evaluation by the faculty. The student and preceptor will attest to reviewing these evaluations together by again signing the Preceptor-Faculty-Student Conferences and Evaluations form and submitting to the classroom both mid-course and in the final

Any student who scores "below expectations" at mid-term will meet with the Program Director to complete a remediation form and plan.

At the end of clinical/practicum, students will submit an evaluation of the site supervisor, preceptor and site that is reviewed by the faculty. All evaluations that have any "below expectations" will be sent to the Program Director for review and further investigation.

Academic Advising & Student Success

Students enrolled in the MS in Nutrition and Dietetics program will be advised by Program Director,

Office of Field Experience Counselor, and Student Services Counselor.

Program Retention & Remediation Procedures

The College of Science, Engineering, and Technology may take disciplinary action against candidates who demonstrate insufficient performance, inappropriate dispositions, conduct unbecoming, or are terminated by an experiential learning site. The College of Science, Engineering, and Technology Professional Practice Committee reviews all documentation and makes a determination as to whether the alleged violation or deficiency has been substantiated and which college-level penalties may apply. If candidates do not comply with remediation plans and/or sanctions, they may be terminated from their site, complete a corrective action plan and/or may have to undergo the Code of Conduct process for failure to comply with a college directive.

Disciplinary & Termination Procedures

Graduate students must maintain good academic standing in order to be eligible to continue or return to the University. Students are placed on warning if their enrollment cumulative GPA drops below 3.0 or if they have not earned at least 67% of the cumulative credit hours attempted. The warning status will be removed when the minimum enrollment cumulative GPA specified above is regained, and/or student earns 67% of the credit hours attempted. If a student fails to meet the minimum GPA or is not earning at least 67% of attempted credit hours in the subsequent interval, the student will be placed on suspension. If a student is under suspension, they will be required to set up a remedial instruction contract with the program director. If the contract is violated, they will be terminated from the program. If a student is terminated, the student will be counseled into career paths that are appropriate to his/her ability.

Grievances

Most student complaints can be resolved on an informal basis with the instructor or preceptor. Students who believe they are victims of unfair policies or practices should follow the chain of command as necessary.

Students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their Student Services Counselor (SSC). Finally, if the issue needs further attention, the SSC will notify the Program Director. Further concerns should be taken to the Assistant/Associate Dean.

The program will maintain a record of student complaints for a period of seven years. For program noncompliance issues as well as grievances that cannot be resolved at the university level, Grand Canyon University is a SARA participating institution. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions in relation to non-instructional complaints. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Distance education students who reside in SARA states (see list of SARA states at www.nc-sara.org), may file an noninstructional complaint with the Arizona SARA council. However, non-instructional complaints may only be filed with SARA after student's have first utilized GCU's appeals process and the Arizona State Board for Private Postsecondary Education's complaint process. Non-instructional complaints may be submitted to AZ-SARA via

http://azsara.arizona.edu/complaint-process.

Concerns regarding accreditation can be reported to the Accreditation Council for Education in Nutrition and Dietetics (ACEND):

Accreditation Council for Education in Nutrition and Dietetics 120 South Riverside Plaza

Suite 2190

Chicago, IL 60606-6995 800/877-1600, ext. 5400 312/899-0040

Fax: 312/899-4817 acend@eatright.org

Drug Testing and Criminal Background Check

Students may be required to complete drug testing and a criminal background check prior to the start of supervised experiential learning, as requested by the agency. The student will be responsible for all associated fees. If the student fails the drug test or criminal background check, the student will be unable to complete supervised experiential learning at that agency and will need to work with the MPH-Nutrition Coordinator to find an alternative placement.

Master of Science in Software Development

Undergraduate or Graduate degree in Computer Science, Computer Programming, Computer Information Systems, Software Engineering, Computer Engineering, Electrical Engineering, Advertising and Graphic Design, Applied Business Analytics, Applied Business Information systems, Business Information Systems, or Internet and Web Development.

Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Software Development.

Master of Science in Software Engineering

Undergraduate or Graduate degree in Software Engineering, Computer Engineering, or Computer Science.

Undergraduate or graduate degree in a non-technology field and GCU's Bridge to Master of Science in Software Engineering.

College of Theology

All Programs

Grand Canyon Theological Seminary students are required to affirm GCU's Doctrinal and Ethical Positions Statements, the College of Theology's Covenant, and the College of Theology's Dispositional and Behavioral Standards. These documents serve

to clarify and underscore the College's commitment to the essential doctrines of the Christian faith and its concern to exemplify these doctrines in life and ministry. Together, these documents outline the Covenantal Standards of the seminary community at GCU.

Students must complete this requirement by signing these documents within the application for their program of study. Students may be denied admission or removed from the program based on the following:

- Failure to affirm and align with the College of Theology's Covenantal Standards as outlined in the Doctrinal and Ethical Positions Statements, the College's Covenant, and/or the College's Dispositional and Behavioral Standards.
- Display of dispositions and/or behavior that do not align with the College's Covenantal Standards during the course of the admissions process or during the course of their time at the institution.
- A history of behavior that is contrary to the Covenantal Standards and unbecoming of a gospel minister.

Students currently enrolled in a non-accelerated Bachelor-level program may be allowed to enroll in Grand Canyon Theological Seminary's graduate level courses after filling out the "College of Theology Graduate Electives Form." Students successfully completing those courses will earn elective credit towards their bachelor degree and have the corresponding courses waived upon entrance into an eligible master's program at Grand Canyon Theological Seminary.

Post-Master of Arts in Theology: Introductory Biblical Languages Certificate

In order to be eligible for admission to the program, students must possess a Master of Arts degree in Christian Studies, Biblical Studies, Theological Studies or Christian Ministry or a Master of Divinity from an approved academic institution. Students will be admitted only on the basis of a completed degree in a designated are of theology (i.e. an acceptable and appropriate theological background at the graduate level).

Students who have completed a graduate or baccalaureate degree in Christian Studies, Biblical Studies, Theological Studies, Christian Ministry, or some other GCU-approved, theologically based program are able to waive the fundamental courses: BIB-501 and BIB-502.

Master of Arts in Christian Leadership

Master of Arts in Christian Ministry

Master of Arts in Youth and Family Ministry

Master of Arts in Urban Ministry

Students who have completed a graduate or baccalaureate degree in Christian Studies, Biblical Studies, Theological Studies, Christian Ministry, or some other GCU-approved, theologically based program are able to waive the fundamental courses: BIB-501 and BIB-502. This includes graduates from GCU's Bachelor of Arts in Worship Arts program.

Doctoral Admission Requirements

Applicants to the doctoral programs may be accepted for admission by meeting the full range of criteria for one of the options specified below.

Have earned a doctoral degree or GCU-approved post-master's program from a regionally accredited institution with a GPA of

3.4 or higher on the degree-bearing transcript. Applicants with a GPA less than 3.4 will be <u>Accepted with Specifications</u>.

OF

Have earned a master's degree from a regionally accredited institution with a GPA of 3.4 or higher in the degree on the degree-bearing transcript. Applicants with a GPA of 3.0-3.39 will be <u>Accepted with Specifications</u>. Applicants with a GPA below a 3.0 will not be accepted into the University.

Submit a Letter of Intent of approximately 250-400 words. The Letter of Intent is designed to help learners begin their Doctoral Journey in a reflective and purposeful manner.

Doctoral Programmatic Admission Requirements

Some programs of study at Grand Canyon University require a higher GPA and/or other criteria to qualify for admission.

Students who do not meet outlined Programmatic Admission Requirements must file a <u>University appeal</u> in order for alternative coursework to be reviewed by the applicable College.

Bridge to Doctor of Philosophy in Counselor Education and Supervision

Applicants unable to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework can be fulfilled through the PHD-CES Bridge.

The Bridge allows for enrollment in up to four (4) entry-level core curricular standards and up to six (6) credit hours of entry-level professional practice standards. These courses will be offered in conjunction with the College of Humanities and Social Sciences entry-level counseling program.

Doctor of Business Administration (DBA)

All entering DBA learners must have either:

- 1. MBA
- 2. Non-MBA masters' or doctoral degree including fundamental courses with a minimum 3.0 GPA, or a passing grade if the institution does not use a traditional A-F grading systems, in accounting, finance, marketing and statistics. At GCU these graduate level business fundamentals may be met by taking ACC-502, FIN-504, MKT-607, and SYM-506. Students must earn a minimum 3.0 GPA in each course. Students have the option to take an exam to fulfill this requirement. More information can be obtained through a Doctoral University Counselor. The business fundamental courses must be met prior to starting doctoral level courses.

Additionally, learners enrolling into the Data Analytics emphasis must also have a course on relational databases (such as SQL, MySQL, etc.) or an introductory course on database structures. This course can be graduate or undergraduate level. At GCU this may be met by taking MIS-605.

Doctor of Education in Organization Leadership with an Emphasis in Special Education

All students entering into the Doctor of Education in Organizational Leadership with an Emphasis in Special Education must have an undergraduate, graduate or doctoral degree in education to be admitted into the program.

Doctor of Nursing Practice (DNP)

- Must hold a Master of Science in Nursing (MSN) degree from a CCNE/NLNAC, ACEN, a CNEA accredited program, or from an accredited, GCU-approved college, university, or program.
- 2. Possess a current unencumbered, unrestricted license as a registered nurse (RN) or ARNP certification in states where the ARNP is an upgrade of the RN license resulting in only one license that is both an RN and an ARNP license:
 - Canadian province (excluding Quebec), where they are employed as a RN.
 - o Meet the International Student Application Procedures.

Doctor of Philosophy in Counselor Education and Supervision

All learners admitted to the PhD in Counselor Education and Supervision program:

- Have graduated from an approved Council for Accreditation of Counseling and Related Educational Programs (CACREP) entry level institution OR
- Have graduated from a program that meets the entry-level core curricular standards and professional practice standards requirements below:

Entry Level Core Curricular Requirements

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Human Growth and Development
- Assessment and Testing
- Research and Program Evaluation
- · Career Development

Entry Level Professional Practice Standards:

 A minimum of six (6) credit hours of supervised field experience in the specialty area

Appeals

Applicants may be summarily submitted for University Appeals who do not meet requirements:

- A.Applicants must show these courses in their Masters degrees, or appeal to CDS operations with the syllabi indicating content to fulfill these competencies
- B. Applicants missing prerequisite core curricular or professional practice coursework can be completed before or concurrently with initial doctoral-level counselor education coursework. (These courses can be taken through the PhD CES Bridge program (or equivalent).

Non-Degree Program Admission Requirements

HS Dual Enrollment

Dual enrollment is an opportunity for high school students to take college courses in order to meet high school requirements. High school junior and senior students may enroll in college courses if they have a current, minimum un-weighted cumulative high-school GPA of 3.0. High school sophomore students may enroll in college courses if they demonstrate readiness to participate in college level coursework with a current, minimum un-weighted cumulative high-school GPA of 3.25.

Dual enrollment students must meet all course prerequisites.

High school students may take a maximum of 60 credits (up to 15 courses). Earned college credit may later be applied toward a degree program at Grand Canyon University if they apply and meet admission requirements as a baccalaureate degree student.

Students should consider their undergraduate or graduate degree and career goals when assessing dual enrollment courses, especially modality. For example, some undergraduate degrees have significant major requirements for which 60 credits of dual enrollment may not all apply. In other cases, some medical schools will not admit students who have taken courses online.

Continuing Education

The University offers Continuing Education courses designed specifically for teachers in a 6-week, 3-graduate credit format. These courses can be used for a variety of purposes; recertification, salary scales, professional development, etc. but the student must check with their state and/or district to ensure transferability. Applications who wish to enroll in these courses must complete the Non-Degree Application. Non-degree seeking students may enroll in multiple courses. These courses will not transfer into a GCU degree program and will not be accepted for regular matriculation to the University.

Single Course

The University offers single-course registration to applicants who are not interested in enrolling in and completing a specific Program of Study.

- 1. Applicants who wish to enroll in either undergraduate or graduate courses must complete the Non-Degree Application.
- 2. Non-Degree seeking students may take a maximum of 24 credits (up to 6 courses). Exceptions to this policy require approval from the President, Provost or designee.
- 3. If additional credits are needed, students must enroll in a degree program.
- 4. Non-Degree seeking students may take up to two courses simultaneously.

College-level credit earned may later be applied toward a degree program, except CEU courses, at Grand Canyon University, provided the student applies for admission and is accepted to the University. Applications for admission will be evaluated on an individual basis. If non-degree seeking students wish to complete a specific program of study, they must complete the standard Application for Admission and fulfill, as appropriate, the Baccalaureate Admission Requirements or the Master Admission Requirements. Applications for admission will be evaluated on an individual basis. Students who reach 16 credits in a non-degree seeking status may be contacted and encouraged to apply for University matriculation and to enter a specified degree program.

Students who are enrolled in a Concurrent Enrollment Nursing Program must adhere to the contracted course walk. Students are not permitted to take single courses through the Non-Degree department while enrolled in Concurrent Enrollment Nursing program

Single Course(s) & Transfer Policy

The following licensed professional counselors and non-licensed, non-degree students may take up to 24 single course credits, however no more than 12 credits may be from the Master of Science in Clinical Mental Health Counseling (MSCMHC) or from the Master of Education in School Counseling (M.Ed.SC) program.

- Professional counselors currently licensed in good standing as a clinical mental health counselor, professional counselor, or school counselor
- Currently licensed professional counselors or individuals currently enrolled in a clinical mental health counseling, professional counseling, or a school counseling program at a regionally accredited university
- Currently enrolled students in a clinical mental health
 counseling, professional counseling, or a school counseling
 program at a regionally accredited university [However,
 graduate-level students enrolled in a program elsewhere cannot
 take any practicum or internship courses, unless they are a
 graduate of GCU's Master of Science in Clinical Mental
 Health Counseling, Master of Science in Professional
 Counseling, Master of Science in Christian Counseling (no
 emphasis), or Master of Education in School Counseling
 programs.]
- Non-licensed, non-degree seeking students may not take any CNL courses; however, they may take PCN-500, PCN-501, PCN-505 and PCN-520* and apply to transfer them to either the Master of Science in Clinical Mental Health Counseling or Master of Education in School Counseling programs if admitted.
- Graduate-level non-degree students cannot take any practicum or internship courses as a non-degree student, unless they are a graduate of a GCU counseling program.

Students are responsible for ensuring that single courses taken meet licensure, continuing education, or transfer requirements of their institution or state.

Individuals denied admission to the Master of Science in Clinical Mental Health Counseling (MSCMHC) or the Master of Education in School Counseling (M.Ed.SC) may not take single course counseling courses from these programs.

Licensed students who do not intend to apply to the Master of Science in Clinical Mental Health Counseling (MSCMHC) or the Master of Education in School Counseling (M.Ed.SC) may complete a maximum of 24 graduate counseling credits.

*Note: PCN-520 is only transferable to the new program of study if it was completed with Grand Canyon University after November 1, 2016.

General Application Procedures

Although applicants may be conditionally accepted for admission based on incomplete records, final records are required in order to complete the admission file. In order to be considered for admission, all prospective students will need to remit the following:

 Application for Admission: Prospective students must complete and sign the Application for Admission, and submit

- all requested information. Incomplete applications may be returned. Information and application forms are available on campus and on the Grand Canyon University Web site.
- 2. Official Transcript(s): Based on the degree level admission requirements. If applicants have completed coursework at an institution outside of the United States, they must have the work evaluated by an approved evaluation service selected by the University (see the section entitled Evaluation of Transfer Credit). If accepted, prospective students will need to submit a final transcript showing their graduation date.
- 3. Official Standardized Test Scores: If applicable

Admission Statuses

Conditionally Accepted

All applicants are conditionally accepted until proof of admissions eligibility is met, including applicable documentation. All applicants will remain in this status until they have attended their first course at GCU.

Accepted

Students have demonstrated their admissions eligibility and are fully accepted into the University.

Accepted with Specifications

Students who do not meet the admission requirements may be *Accepted with Specification* to Grand Canyon University.

- Nontraditional Undergraduate Students: Students will be enrolled into GCU's Foundational General Education Sequence including UNV 103 or UNV 303
- Traditional Students: Traditional campus students may be required to fulfill additional requirements, such as completing a *Traditional Student Agreement*. Traditional campus students will be able to enroll for Chapel credit during their probationary term.

If a student is Accepted with Specifications they must meet the following requirements based on their degree level and campus:

Baccalaureate students:

- Nontraditional students: Must earn a 2.0 enrollment GPA with Grand Canyon University after attempting 12 credits with the University.
- Traditional Students: Must earn a 2.0 enrollment GPA with Grand Canyon University after their first semester with GCU.

Graduate students (Masters level and Graduate Certificate degree programs):

- Nontraditional students: Must earn a 3.0 enrollment GPA with Grand Canyon University once a student has attempted 8 credits with the University.
- Traditional students: In the event a program is delivered exclusively on the ground traditional campus, they must earn a 3.0 overall cumulative GPA with Grand Canyon University after their first semester with GCU.

Doctoral Students:

 Nontraditional students: Must earn a 3.0 enrollment GPA with Grand Canyon University once a student has attempted 6 credits with the University.

For all students, regardless of modality, Failed grades (F), and Withdrawals (W) will count as attempted credit hours. In the event a student retakes a course, both the original attempt and the retake will factor accordingly (ex. 1st attempt is an F and 2nd attempt is a B, the F will count as an attempt even though the B

replaces the grade in the GPA). The Office of Academic Records will review the student's record after the appropriate credits are attempted per degree level, and the student's school status will be changed to one of the following:

- Accepted: Occurs after achieving the minimum-standard 2.0 GPA
- Dismissed: Occurs after failing to achieve the minimumstandard 2.0 GPA

Students that fail to meet the 2.0 GPA requirement for undergraduates, or 3.0 for graduates and are active in a course when the student's record is reviewed will be administratively withdrawn (grade of AW) from the course and placed in Dismissed status. Students who receive an AW will be neither academically nor financially responsible for coursework they receive an AW in or coursework they registered to take in the future. After 12 months of being out of attendance, students may apply for reinstatement by submitting a Request for Reinstatement. While reinstatement is not guaranteed, if readmission is granted, an Academic Plan will be created which may require students to first repeat any course or its equivalency for which they did not earn a C or better (undergraduate) or a B or better (graduate). Students granted re-admittance will need to follow their Academic Plan specifying courses to repeat, grades required to be earned, or any ther activities the student mus complete. The student's progress under the terms of the Academic Plan will be monitored, and no program or modality changes can occur until the Academic Plan is complete. Students are strongly encouraged to demonstrate academic achievement while waiting for eligibility to apply for reinstatement to their degree program.

Deferred Admissions

Students who cannot provide sufficient admissions documentation will be deferred until complete and acceptable documentation is provided. Students currently attending a course will be permitted to complete the course but will not be registered for any additional coursework until officially admitted.

Denied

Students who do not meet the admission requirements of the University will not be accepted.

International Student Admission

International students may be citizens of the United States with foreign academic credentials or have entered the country on a lawful immigrant or nonimmigrant visa. The following details the requirements for international student admission.

International Student Application Procedures

In order to be considered for admission, international students must complete the Application for Admissions, which includes submitting the following:

- 1. Official Transcript(s)
 - a. Secondary School: All international students must have completed, or be in the process of completing, a secondary school program that is equivalent to the 12th grade (high school) in the United States. An official evaluation of students' secondary school work, written in English, must be sent directly from a University-approved transcript evaluation service to the University. If an original document is not available, a certified copy will be accepted. Students who have not completed secondary school at the time of

- application must submit their official transcript evaluations upon graduation from the 12th-grade equivalent.
- b. College and/or University: Official transcripts (written in English or translation, if not in English) of students' college or university work must be sent directly from the college or university to Grand Canyon University. If original documents are not available, certified copies will be accepted.

GCU will consider three year international bachelor degrees for admission into graduate level programs. The acceptance of three year international bachelor degrees is contingent upon the students foreign credential evaluation (from a GCU approved evaluation agency). The evaluation must indicate: "That the degree prepares the student for graduate level studies" OR "Given the relatively high proportion of coursework completed in the major field of study, the foreign degree program has prepared this student to meet minimum graduate admission eligibility standards".

If the evaluation indicates that the three year bachelor degree does not prepare the student for graduate level studies, the student must complete a degree equivalent to a US bachelor degree prior to entering a graduate program. The following countries will be considered for three year bachelor degrees: Bologna Process participating countries, Australia, Canada, New Zealand and India (Bachelor in Commerce ONLY).

c. University-approved Transcript Evaluations: In order to evaluate foreign credentials accurately and consistently, Grand Canyon University requires all international college or university transcripts to be evaluated by a Universityapproved evaluation service. Among others, Universityapproved evaluation services include those agencies that are members of or affiliated with the National Association of Credential Evaluation Services (NACES) and the American Association of Collegiate Registrars and Admission Officers (AACRAO). If the evaluation agency is unable to translate the transcripts into English, applicants may be able to obtain official translations at many consulates, embassies, or university language departments. Grand Canyon University will not award any transfer credit from foreign credentials without an evaluation from an approved evaluation service. The fee for evaluation is the responsibility of the student. All evaluations must have been evaluated by an approved agency within one year of the student's application date.

The following is a list of approved agencies:

- Arizona International Credential Evaluators (AZICE)
- Academic and Professional International Evaluations, Inc. (APIE)
- Academic Credentials Evaluation Institute, Inc. (ACEI)
- American Education Research Corporation (AERC)
- Educational Credential Evaluators, Inc. (ECE)
- Educational Records Evaluations Service, Inc. (ERES)
- Evaluation Service, Inc.
- Foundation for International Services (FIS)
- Foreign Credentials Services of America (FCSA)
- Global Credential Evaluators (GCE)
- Institute for International Credentials Evaluation at CSU Fresno (IICE)
- International Consultants of Delaware, Inc. (ICD)
- International Education Research Foundation, Inc. (IERF)

- Lisano International: Foreign Educational Credential Evaluation (LI)
- Joseph A. Silny Associates (JS&A)
- World Education Services, Inc. (WES)
- 2. English Language Proficiency Documentation:
 - a. Students who completed secondary school and/or received a diploma or degree from a post-secondary institution from the countries listed satisfy the English Language Proficiency admission requirement: Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Islands, *Canada, Cayman Islands, Christmas Island, Cook Islands, Dominica, Fiji, Gambia, Ghana, Grenada, Guyana, **India, Ireland, Jamaica, Kenya, Kiribati, Liberia, Malawi, Malta, Marshall Islands, Mauritius, Micronesia, Namibia, New Zealand, Nigeria, Niue, Norfolk Island, Palau, Papua New Guinea, Philippines, Pitcairn Islands, Puerto Rico, Saint Kitts, and Nevis, Saint Lucia, Saint Vincent and Grenadines, Sevchelles, Sierra Leone, Singapore, *South Africa. Swaziland, Tanzania, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, United States, Vanuatu, Zambia and Zimbabwe. An applicant with credentials from outside of the USA is exempt from English Proficiency if they are a naturalized US citizen.
 - *If French is noted on Canadian credentials or Afrikaans on South African credentials, the student must prove proficiency through testing.
 - ** Healthcare programs in India are instructed with English as the sole medium of instruction.
 - *** If a student submits multiple documents to satisfy the English Proficiency requirement, the English Proficiency Test Scores will supersede all other documents in making the admission decision.
 - b. Students who have completed secondary school and/or received a diploma or degree from a post-secondary institution in a non-exemption country may obtain a letter on official letterhead indicating that "English was the medium of instruction in their program". The letter must be signed and dated by a recognized school official. If, on the international transcript evaluation performed for application, it is specified that the sole medium of instruction is English, a letter from the school is not necessary.
 - c. Students who have not completed secondary school and/or received a diploma or degree from a post-secondary institution must have completed a minimum of 24 semester college level credits at a regionally accredited or GCU-approved institution and/or an international institution recognized by the Ministry of Education or other acceptable government agency and have a minimum GPA of 2.75 from an institution whose sole medium of instruction is English. The language-proficiency requirement cannot be satisfied through experience in English learning programs at other schools.
- 3. English Language Proficiency Scores: If English is not the native language of prospective students, their score reports for a language proficiency test must be sent directly to Grand Canyon University from the testing center. The table below specifies minimum scores to be considered for admission to various programs.

GCU accepts the following forms of language assessment:

- Test of English as a Foreign Language (TOEFL)
- Test of English for International Communication (TOEIC)
- International English Language Testing System (IELTS)
- Berlitz Language Evaluation
- Duolingo

Minimum Scores				
Scores Required by Program	General Undergrad Programs	Undergrad Education, Nursing & General Graduate Programs	Graduate Education, Business & Nursing Programs	
Test Type	I	II	III	
TOEFL	500	550	575	
Paper-based				
TOEFL Computer- based	173	213	233	
TOEFL Internet-based	61	79	90	
TOEIC	625	750	815	
IELTS	6	6	7	
Berlitz Computer- based	74	81	85	
Duolingo	90	100	110	

ACT and SAT Scores: GCU does not require scores from these tests for international students; however, international athletes may be required to submit scores.

F-1 Student Application Procedure

F-1 student applicants are required to submit additional documentation to the International Student Coordinator in order to obtain the Certificate of Eligibility for Nonimmigrant (F-1) Student Status – For Academic and Language Students, also known as an I-20. These international students are attending courses on the traditional campus or courses at an off-site location.

Documents required for the I-20 include:

- Copy of Passport (valid within 6 months)
- International Student Application
- Confidential Financial Statement
- Affidavit of Sponsor (if applicable)
- Evidence of financial responsibility, not older than 6 months, such as official award letters for scholarships and fellowships and for personal or family funds evidence, which should be on bank letterhead stationery, or in the form of a legally binding affidavit.
- GCU reserves the right to ask for a \$6,000 refundable deposit from applicants before an I-20 will be issued. A refund will be granted only if the visa is denied and evidence of denial is provided to the CIE.
- Application for campus housing is a separate procedure from admission. If prospective students plan to live on campus, they should contact the <u>Office of Residence Life</u>.

Limitation on attempts for an F-1 Visa

The I-20 is used to apply for an F-1 visa at a U.S. embassy or consulate. The decision to award a visa is up the consulate officer. Should a GCU applicant be denied a visa, the applicant may re-apply and a new I-20 will be issued if applicable and at the discretion of the Designated School Official. It is the responsibility of the applicant to notify the Designated School Official of each visa attempt. The applicant may receive up to three total visa denials. GCU will not support any more than three failed attempts for an F-1 visa. Regardless of time elapsed or change of circumstances, GCU will not support any more than three failed attempts for an F-1 Visa. Upon notification of three visa denials, the applicant is no longer eligible to continue pursuing on-ground enrollment at GCU through the F-1 Visa..

Citizenship/Visas/Permanent Residents

Grand Canyon University does not require U.S. citizenship or residence within the U.S. as prerequisites for admission. The following groups of students are eligible for admission to Grand Canyon University accepts the following students as "eligible non-citizens."

- Non-citizen National: United States national is a person born in or having ties with "an outlying possession of the United States", including Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, and the North Mariana Islands which is as of 2005, only American Samoa and Swains Island. U.S. Nationals are allowed to work and reside anywhere in the U.S. without restrictions and will carry a U.S. passport noting their status as national.
- Permanent Resident: United States lawful permanent residency are commonly known as "green card holders". They are authorized to live and work in the U.S.United States of America on a permanent basis. A U.S. lawful permanent resident must maintain permanent resident status, and can be removed from the if certain conditions of this status are not met.
- Asylee/Refugee: Refugee status or asylum may be granted to people who have been persecuted or fear they will be persecuted on account of race, religion, nationality, and/or membership in a particular social group or political opinion.
 They are allowed to live and work, and study, in the U.S. until their cases are concluded. At that point, they will either become U.S. lawful permanent residents, or they will be required to leave the U.S.
- Employment Authorization Cards or Document (EAC or EAD): Employment Authorization Cards or Documents do not confer an immigration status by themselves. Rather, they are employment authorization based a variety of immigration statuses. Virtually all individuals in possession of an EAC or EAD will be eligible to study; however, the card itself should not be factor in determining eligibility.
- Eligible Visa Status: Students with any of the following valid United States Visas are eligible for entry.

Valid United States Visas		
A-1	N	
A-2	O-1**	
B-1 (avocational or recreational)	O-2**	
B-2 (avocational or recreational)	O-3	

Valid United States Visas			
E-1**	P-1**		
E-2**	P-2**		
E-3**	P-3**		
F-1 (GROUND ORIGINATION – not online)	P-4		
F-2 (avocational or recreational)	Q-1**		
G-1	Q-2**		
G-2	Q-3		
G-3	R-1**		
G-4	R-2		
G-5	S-5		
H-1B**	S-6		
H-1B1**	S-7		
H-1C	T-1		
H-2A**	T-2		
H-2B**	T-3		
H-3**	T-4		
H-4	TD		
I**	TN**		
J-1**	U-1		
J-2	U-2		
K-1	U-3		
K-2	U-4		
K-3	U-5		
K-4	V-1		
L-1A**	V-2		
L-1B**	V-3		
L-2	Adjustment of Status**		

^{*/}A is reserved for undocumented persons residing in the USA attending the GCU Main Campus or non-US Citizens residing outside of the USA and attending GCU via the online modality.

Licensure Programs

Online Students

Programs which contain practicum, internship or student teaching that lead to licensure are not eligible for enrollment outside of the USA.

^{**} These visas are primarily work visas. They are allowed to attend school, even fulltime, so long as work remains the primary purpose for being in the US. While this is not per se an issue for GCU, most visa holders are unaware of the restriction and should be alerted to the potential loss of the visa.

^{***} Individuals switching from a visa to Lawful Permanent Resident are in a process called Adjustment of Status. The Adjustment of Status process supersedes any underlying visa category.

General Academic Regulations

This section of the Grand Canyon University Policy Handbook contains general academic policies intended to assure a consistent, high quality educational environment for GCU students and to reflect that quality to accrediting agencies, state licensing/certifying agencies, individuals and groups who provide scholarships or otherwise support the University, graduate schools, and potential employers of GCU graduates. The University has no right to change policies or procedures of another organization for which it is merely acting as an agent.

Students are responsible for following all applicable University policies and procedures. Students should note some Programs of Study have specific policies in addition to general University policy. A careful review of policies and other requirements for a given program is strongly recommended. All policies and procedures herein apply to undergraduate, graduate and doctoral students unless explicitly stated otherwise. Please contact your University Counselor or Student Services Counselor for clarification and details. Oral or written inquires and requests are accepted, but a written message takes precedence over any oral message in the event of conflicting information.

Official Student Communication

Grand Canyon University recognizes the need for multiple channels of communication in order to provide essential information to students in the most appropriate and effective format. To that end, students may receive official communication from the University in a variety of ways, including but not limited to, electronic documents via the Student Portal, postal mail, preferred e-mail, and Grand Canyon University e-mail. Upon enrollment, all students receive a Grand Canyon University e-mail address, and students are expected to frequently check their Grand Canyon University e-mail, as well as any other preferred e-mail address provided, to ensure University communications are reviewed in a timely manner. It is the student's responsibility to ensure their communication preferences are updated in the Student Portal.

Official Name Change

Students who would like to change their legal name need to submit two forms of government-issued identification to their Student Services Counselor (SSA).

Preferred First Name

When possible, the University may provide students the ability to use a preferred first name in University systems. While GCU will try to respect the first name the student prefers, GCU reserves the right to approve the preferred first name. Students trying to use a preferred first name that is inappropriate in an educational environment will revert to using the legal name on file.

Change of Address Notification

GCU is required to determine the physical location of distance education students, evidenced by a student's address. If a student is considering a move, or has moved to another state while enrolled, the student must contact a Student Services Counselor immediately to determine whether the student's current Program of Study is available in that state. Additionally, if the student is enrolled in a program leading to licensure, it must be determined whether it is possible for the student to complete the program in the new state, before incurring any/additional course charges. It is expected that students will conduct all field placements, practicum, or student teaching within the state in which they reside at the time of enrollment. Students who plan to conduct field placements, practicum, or student teaching outside of their home state must disclose this to their Student Services Counselor.

Academic Calendar

Nontraditional (Online, Evening-Satellite and Evening-Campus) Students

Grand Canyon University offers online and offsite courses in a sequential, non-term modality. Courses start on a regular basis, with undergraduate courses starting on Monday, graduate/doctoral courses starting on Thursday.

The academic calendar year is defined as a minimum of 24 earned credits and 30 instructional weeks for undergraduate programs; 16 earned credits and 32 instructional weeks; 12 earned credits and 32 instructional weeks for doctoral programs.

Students are required to adhere to the classroom posting required and complete assignments within the required timeframe. Please see the <u>Class Attendance and Participation</u> section of the University Policy Handbook.

Students must maintain continuous enrollment in their programs. If students have a need to interrupt their course enrollment, they must contact their Student Services Counselor for options available to them.

Traditional Campus Students

Students attending Grand Canyon University's main campus attend school in three semesters; with traditional semesters of May (summer), September (fall), and January (spring) semester starts. Refer to the <u>Academic Calendar</u> for specific semester dates

Classification of Students and Courses

Grand Canyon University complies with Department of Education credit hour definitions when designing and designating credits to courses per Federal Register 75 FR 66832 final regulations:

Credit hour: Except as provided in 34 CFR 668.8(k) and (1) a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one of the following-

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks or one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time
- At least an equivalent amount of work as required in paragraph
 (1) of this definition for other academic activities as established by the institution, including laboratory work,

internships, practicums, studio work, and other academic work leading to the award of credit hours.

The unofficial and official transcript reflects all coursework attempted or completed (including grades earned, dropped courses, retakes, and failures) with Grand Canyon University. Transfer credit applied to the student's GCU record will be transcribed on their unofficial and official transcript, but the grade earned from the other institution will not be reflected on the transcript or calculated in the GCU GPA.

The University's definition of credit hour and the policy by which courses are generally assigned credit is as follows:

Credit Hours				
Credit(s)	Seat Time* Out of Class Work		Total Hours Required In&Out of Class Activity**	
1	15	30	45	
2	30	60	90	
3	45	90	135	
4	60 120		180	
	1	Total Instructional	Time	
Credit(s)	redit(s) Total Instructional Time in minutes (Carnegie 50 minutes = 1 seat hour) Total Instructional Time in hours (Carnegie 50 minutes = 1 hour)			
1	750		12.5	
2	1500		25	
3	2250		37.5	
4	3000		50	

Credit(s)	Instructional Time/Week in a 5 week course	Instructional Time/Week in a 7 week course	Instructional Time/Week in a 8 week course	Instructional Time/Week in a 15 week course
1	2.5	1.8	1.6	0.8
2	5	3.6	3.1	1.7
3	7.8	5.4	4.7	2.5

Weekly Instructional Time (Hours)

Student Classification Based on Credits

- Freshmen are students who have not yet completed 24 credit hours
- Sophomores are students who have completed 24 to 47 credit hours
- Juniors and seniors are students who have completed a minimum of 48 credit hours.
- Fifth Year Students are students who have completed a bachelor's degree from an accredited, GCU-approved college, university, or program and are accepted for a program of specified upper division courses to secure standard teacher certification.
- Second Degree Students are students who have completed a bachelor's degree from a regionally or nationally accredited

- institution and are completing the requirements for a second bachelor's degree.
- Graduate Students are students who have completed a bachelor's degree from an accredited, GCU-approved institution and have been admitted into the graduate program.
- Non-Degree Seeking Students are students who are not working toward a degree and/or are not placed in a classification.

Academic Definition of Full-Time Status

Nontraditional Students

Nontraditional undergraduate students must complete 24 credits during their academic year to be considered full-time.

Nontraditional graduate students who started their program prior to July 5, 2012 and all doctoral students must complete 12 credits during the academic year to be considered full-time. All nontraditional graduate students who start their program on or after July 5, 2012, must complete 16 credits during the academic year to be considered full-time. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Traditional Campus Students

Undergraduate students must enroll in a minimum of 12 credit hours in the Fall and Spring semesters. Undergraduate students will be considered full-time if they enroll in 6 credits in the Summer Session A or B, or 12 credits over the entire Summer semester. Graduate students who are enrolled in 16 or more credits during an academic year are considered full-time. Academic status may differ from financial aid status eligibility for funding. Please see the Financial Aid section of the University Policy Handbook for details.

Per federal regulations, International (F-1) students are required to pursue a full course of study. During the Fall and Spring semester, the minimum for an undergraduate is 12 credits per semester and one online class may be taken to satisfy the 12 credit minimum. If the Summer semester is your first semester at GCU and a summer start date is on your I-20, then you must enroll for 6 credits in Session A or B, or 12 credits over the entire Summer semester to be considered a full-time student. The minimum for a graduate student's full course of study follows general campus policy noted above and is verified by the International Student Coordinator.

To enroll in courses, a student must contact their University Counselor (new students) or their Student Services Counselor (current students).

Overload Policy

Nontraditional Students

Due to the amount of time required for coursework, nontraditional students take one class at a time. Students may be eligible to take two classes at one time, but must meet specific criteria outlined below. Taking two classes at a time is defined as courses that overlap by more than two weeks. Students who do not meet the requisite degree level criteria may not be overlapped for periods greater than two weeks total during any course, regardless of whether it is at the beginning or end of the course.

Students are never allowed to exceed 3 total courses at once. Students who want to take 3 courses at one time must file an appeal that outlines their ability to commit 45 hours of time per credit hour during the timeframe the courses overlap.

^{*}Seat Time can be scheduled in-class time; calculated using DQs, faculty feedback, and participation; or a combination of these items

^{**}A minimum of 45 hours per credit hour may be achieved via a combination of Seat Time and Out of Class Work, e.g. labs.

All coursework is subject to course availability so students are not guaranteed overlaps solely by meeting the criteria below and/or having an approved appeal.

The criteria by degree level for overlaps is outlined below. Students must meet one of the requirements at the specific degree level in order to qualify:

Baccalaureate students

- Complete at least 12 credits at Grand Canyon and obtain a cumulative GCU GPA of 3.0
- GCU Alumni student with a cumulative GPA of 3.0 or better in graduated enrollment
- Official transcript showing a conferred baccalaureate, master's or doctoral degree from another institution with a GPA of 3.0 or higher.
- Student is enrolled in a program of study where corequisites must be completed, as designated by the curriculum.

Master students

- Complete at least 6 credits at Grand Canyon at the graduate level or higher with a cumulative GCU GPA of 3.5 for the graduate level coursework taken.
- GCU Alumni with a cumulative GPA of 3.5 or better in graduated enrollment.
- Official transcript showing a conferred master's or doctoral degree from another institution with a GPA of 3.5 or higher.
- Student is enrolled in a program of study where corequisites must be completed, as designated by the curriculum.

Doctoral learners may double up on courses if they meet the following conditions:

- They have a programmatic GPA of 3.5 or higher
- They follow all pre-req requirements
- They are not in Admitted with Specifications status
- The class is available and running

Concurrent enrollment at Residency with one online course is the exception. These limitations do not apply to Doctor of Nursing Practice learners.

Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

Doctor of Nursing Practice

Doctor of Nursing Practice learners may not take more than one course at any time except in these specific instances. Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

For the Doctor of Nursing Practice Program through CONHCP, all courses are taken in succession with the exception of DNP with an Educational Emphasis. Learners in DNP with an Educational Emphasis may take the following courses together and in this order, if the classes are available and running:

- DNP-805A concurrently with emphasis course DNP-836A
- DNP-810A concurrently with emphasis course DNP-837A
- DNP-825A concurrently with emphasis course DNP-838A
- DNP-835A with DNP-840A

Please note a course may be canceled if there are not enough students registered. Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

For the Doctor of Nursing Practice Program through CONHCP the Doctor Of Nursing Practice without the Educational Leadership student may take the following courses together and in this order, if the classes are available and running:

- DNP-805A concurrently with DNP-810A.
- The DNP learner may not take DNP-805A with DNP-810A when they are in the DNP Educational Emphasis.
- DNP-820A and DNP-825A concurrently if they have an approved PICOT in DNP-815A.
- DNP-835A with DNP-840A

Please note a course may be canceled if there are not enough students registered. The classes must be available and running. Taking concurrent courses can change a student's academic year, and thus, payment periods. To enroll in concurrent courses, students must be financially cleared by their Student Services Counselor prior to starting those courses. A secondary payment method may be required.

Overload Policy Exemptions

- Students in the MSCMHC, MSAC, and MSCCSUAD programs cannot take didactic courses concurrently with practicum and/or internship courses.
- Students cannot take field experience related courses concurrently: PCN-622, PCN-662A, CNL-624, CNL-624A, or CNL-664A-C.
- Undergraduate students in the College of Nursing and Health
 Care Professions must take theory and clinical coursework
 concurrently in the sequence indicated for their program of
 study. Graduate students in the College of Nursing and Health
 Care Professions enrolled in APRN programs must take theory
 and clinical coursework concurrently as prescribed by the plan
 of study. Students in Non-APRN or non-Nursing programs
 enrolled in clinical coursework or courses with field
 experiences may not take more than one course during these
 placements.
- Master of Divinity seminary students participating in the evening course option will may be exempt from this policy.
- Master of Divinity students may be concurrently enrolled at Residency with one online course.

Traditional Campus Students

To enroll in more than 20 credits per semester, undergraduate students must possess a GPA of 3.0 and file an official appeal that is approved by the Office of Academic Compliance. In the event Traditional students are taking online courses that do not last the duration of the term, college approval may be required.

Course Classification Based on Course Number

Courses are numbered from 000 to 999. The course numbering system is as follows:

- 000-099 are remedial courses designed for students with deficiencies in specific content areas. Credits earned for these courses cannot be applied toward a degree program.
- 100-299 are lower division, undergraduate courses.
- 300-499 are upper division undergraduate courses.
- 500-699 are graduate level courses.
- 700-999 are doctoral level courses.
- 5000-5999 are continuing education courses.

Course Length

The University offers courses that are typically 4 to 15 weeks in length. The course length is determined by the Program of Study and/or format in which the course is taken.

- Online courses are typically 5, 7, or 8 weeks in length.
- Traditional Campus courses are typically 15 weeks in length.

Program of Study, Course Availability, and Cancellation

A Program of Study (POS) defines the courses required for a particular degree. If the University cancels a POS and/or courses, the University will use the following guidelines for program completion.

If a major or degree is fully retired, and if a student had no breaks in enrollment except those defined/documented by the Leave of Absence Policy and Procedure, Baccalaureate and Masters students will have 2 years to complete the Program of Study under the Catalog of Record, defined as the Academic Catalog published in the academic year and edition (Fall, Spring, or Summer) under which the student enrolled. Doctoral students will have 3 years to reach the 900 course series in their Program of Study. This applies unless state or federal law and/or accrediting bodies mandate POS and/or course changes.

In all cases that a course is retired, students will enroll in the course equivalency or a substituted course. In all cases where a student chooses to change the program of study, the student will always be required to enroll in the most current version of that program, which may change the student's catalog of record.

Nontraditional Students

- For all students who have gone out of attendance, it must be determined that the program is still available in the student's location. In the event the program is no longer available in the student's location, the student must select an eligible program of study.
- If a student has been out of attendance up to and including 180 days, they are permitted to stay in their initial program version even if the program has been revised. In this scenario, the student is permitted to update their program version to the newest program version but is not required to do so. If the student does update to the newest program version, they will not be permitted to go back to their initial program version. The student may be subject to course substitutions even if they stay in their initial program version, due to course availability.
- If the student is out of attendance greater than 180 days and the student's program of study has been revised, the student must update to the current version of the program or choose a different active program.
- In the event a student is in a program of study with a student teaching component and they do not qualify for the above exception, the student may submit a University Appeal to be considered for re-entry into their initial program version. The College of Education will review the appeal with the following considerations:
 - The student's rationale for time away from the academic program,
 - o academic program eligibility for Institutional Recommendation,
 - o academic standing, including academic holds,
 - o all remaining coursework or coursework substitutions,
 - o current/valid fingerprint clearance

- Students in non-licensure programs with two or fewer program
 major courses remaining in their degree program are also
 eligible for an exception to the above policy. In the event a
 student is out of attendance greater than 180 days they will be
 permitted to return to their initial program version. The student
 may be subject to course substitutions even if they stay in their
 initial program version, due to course availability.
- Students in a program of study with a student teaching component are eligible for an exception to the above policy. In the event a student is out of attendance greater than 180 days, but less than a year with only student teaching remaining in program major, they will be permitted to return to their initial program version.
- For licensure programs, outside of Teacher Preparation programs, students should adhere to college specific policies.
- In the event that a retired licensure program version is no longer in compliance with state regulations or certification requirements, all students currently enrolled in the retired licensure program may need to sign a new Enrollment Agreement and move to the most current program version.
- *Students out of attendance for 180 days or less, and are changing their emphasis only are not subject to this policy. Doctoral Students who have started RES-885, RES-871, PSY-825, or the 900 course series will be allowed to remain in their current program of study.

Traditional Campus Students

In order to remain in the current program of study, students must remain continuously enrolled. If students are out longer than one traditional term (either Fall or Spring) then the student will be required to enroll in the newest version of the program of study, if one is available.

 In the event that a retired licensure program version is no longer in compliance with state regulations or certification requirements, all students currently enrolled in the retired licensure program may need to sign a new Enrollment Agreement and move to the most current program version.

Course and Program Availability

Students transferring to GCU from another educational institution, and GCU students transferring programs within the institution, are subject to course and section availability. GCU believes that sufficient interaction between students and faculty is an important part of the learning experience. Therefore, if a course section has too few students to support student learning, it may be cancelled. Additionally, if a student has a large number of transfer credits and enrolls in a new program and courses are not available, students may be required to take a different course needed in the program of study or will be subject to breaks in attendance until the course is available. Nontraditional students should reference the Leave of Absence – Nontraditional policy for additional information.

Student Teaching Removal

If a student is in a graduate level program with a student teaching component and they wish to remove the student teaching component from their degree form, they will need to change their program of study to the Does Not Lead to Initial Teacher Licensure program of study for the same version they were initially enrolled in.

In order to be eligible for this program of study change, the student must meet all programmatic requirements for graduation, including: minimum GPA, all content/credits successfully

completed, and be financially eligible to graduate (no outstanding balance or hold and completion of graduation application).

Programs without a student teaching component are not intended to lead to certificates, endorsements, salary upgrades or pay increases in other states. Grand Canyon University cannot guarantee that this program will lead to a certificate, endorsement, certificate upgrade or pay increase in the student's state of residence.

By making this change, the student understands that an Institutional Recommendation will not be completed by Grand Canyon University and the student may not be able to obtain licensure.

Students have the option to return to Grand Canyon University to complete student teaching at a later date. However, if the student choses to return to complete student teaching, they will enroll as a non-degree seeking student. Completion of student teaching as a non-degree seeking student does not guarantee teacher certification. Students who enroll into student teaching as a non-degree seeking student are responsible for checking with their state's Department of Education to verify if certification is possible through this route. Non-degree seeking students are not eligible for financial aid and will be responsible for the tuition of this experience. Grand Canyon University will not complete the Institutional Recommendation for students who chose to return to take student teaching because the Institutional Recommendation can only be completed for students who complete student teaching within their program of study.

Military Reenrollment

Grand Canyon University complies with the Higher Education Opportunity Act of 2008 requirements for readmission of service members. Students who are out of attendance greater than 180 days for qualified military service reasons may be able to return to their degree program without updating to the most current Academic Catalog. Students need to contact their military Enrollment, Academic or Student Services Counselor if they discontinued enrollment due to military service.

Registration Policy

Continuous Registration

Upon application to the University, all applicants sign an Enrollment Agreement in which they attest to understanding the Program of Study requirements. This document acknowledges that most programs follow a course sequence and the student will be continuously enrolled and scheduled through the duration of their program unless they formally request to change their enrollment status. With the submission of this signed document, applicants are then registered into their chosen Program of Study.

Students are granted 8 weeks from the program's start date to provide their official transcripts from the prior degree-granting institution (whether high school, associate, or baccalaureate degree) to gain admittance into the University. If this official documentation is not provided prior to the end of the 8-week period, students may not be allowed to continue forward into subsequent courses. Once the Office of Academic Records can confirm admissibility the student will be officially accepted to the University and will be allowed to continue registration.

Students remain continuously enrolled throughout their program. If a student needs to make an adjustment to their course schedule or modify their enrollment status, the student will need to contact their Student Services Counselor. Those using Federal Financial Aid (Title IV) must speak to their Student Services Counselor

prior to making the change and if the change is made, will need to adhere to the Leave of Absence policies as outlined in this handbook.

First Course Completion Policy

Nontraditional Students

Grand Canyon University believes the foundational skills and experiences learned in the first course of the undergraduate, graduate or doctoral program is imperative to student success.

Therefore, if a student fails or withdraws from one of these courses, the student will be withdrawn from any currently enrolled course and re-enrolled into this course.

If a student fails or withdrawals this course after the second attempt, the student will be dismissed from the University. Additionally, if the student fails or withdraws from their first course, then passes this course and subsequently fails the next course taken, the student will also be dismissed from the University for not meeting the academic requirements for progression.

Students who are withdrawn from the University will be neither academically nor financially responsible for any future courses for which they may have been pre-registered and may reapply in 12 months for reconsideration.

Class Presence

Grand Canyon University believes that students are primarily responsible for their attendance in the classroom.

Traditional Campus Classrooms

All traditional campus students must post at least one message in the learning management system within the first week of the class start date in addition to being present at all face to face class meetings.

Online Classrooms

An online week for undergraduate students is Monday through Sunday and for graduate students is Thursday through Wednesday.

Grand Canyon University requires all students enrolled in an online course to attend every week. Attendance is marked each day in which a student participates in activity in the online classroom. If a student is out of attendance for more than fourteen (14) consecutive days, the University will process a withdrawal based on the last day of attendance. Online students that previously took a GCU course, or is enrolled in a course, may not participate during the break. New to GCU students may enroll during the break.

Cohort Classrooms (Campus and Satellite Locations)

Courses offered in the face-to-face, evening cohort programs for undergraduate and graduate students are designed as concentrated seminars with attendance being a prerequisite for student learning. Students are expected to act professionally and regular class attendance is one reflection of that commitment. Recognizing that occasional unavoidable absences may occur, students must notify the instructor in advance. If a face-to-face class absence (or partial absence) is necessary, the following guidelines apply:

 Partial Absence: At the course instructor's discretion, partial attendance may result in a deduction of participation points.

- One Absence: One class absence will result in the loss of participation points and, in-class activity points if applicable.
- An absence (or partial absence) does not preclude students from completing assignments as expected or according to completion timelines.

Multiple Absences:

- Courses that are 12 or fewer weeks: For courses that are 12 or fewer weeks, absences from two or more classes (consecutive or non-consecutive) in a course will result in being withdrawn from the course and a grade of "W" if they occur in any week prior to the last two weeks. Students in a course that is 12 weeks or less and who have their second absence during the last two weeks of the course, can no longer earn points for assignments due that week and beyond after the second absence. They will earn the grade based on their academic performance for the full point allotment of the course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.
- 16 week courses: For courses that are 16 weeks, absences from four or more classes (consecutive or non-consecutive) in a course will result in being withdrawn from the course and a grade of "W" if they occur in any week prior to the last four weeks. Students in a 16 week course who have their fourth absence during the last four weeks of the course can no longer earn points for assignments due that week and beyond, after the fourth absence. They will earn the grade based on their academic performance for the full point allotment of the course. Faculty will assign a letter grade of A through F. Students are required to follow the Course Drop Policy.

Residency Classrooms (Campus and Satellite Locations)

College of Doctoral Studies:

In addition to standard online attendance policy for the online portion of the Residency, doctoral students are expected to be present during all sessions of the face-to-face classroom experience during Residency. The Residency classroom time schedule is divided into eight half-day sessions – one on Monday afternoon, two on Tuesday, Wednesday, and Thursday, and one on Friday morning.

- Partial Absence: At the course instructor's discretion, partial attendance may result in a deduction of points if applicable.
- One Absence: One session absence will result in the loss of points if applicable.

An absence (or partial absence) does not preclude students from completing assignments as expected or according to completion timelines.

Multiple Absences: Students who are absent from two or more
consecutive or non-consecutive sessions in a residency can no
longer earn points for assignments due that day and beyond
after the second absence. They will earn the grade based on
their academic performance for the full point allotment of the
course. Faculty will assign a letter grade of A through F.
Students are required to follow the Course Drop Policy.

College of Theology:

Residency Attendance

Master of Divinity (MDiv) students are required to attend Residencies as part of their program of study for their degree program. In addition to online requirements, MDiv Residencies entail a residential component that is 5 days in length. Because this arrangement represents a limited amount of class time in comparison with traditional classes, attendance at each residential session is expected. Unexcused absences are not acceptable and will result in a significant deduction of points for each contact hour a student misses. A student who misses 5 contact hours or more automatically fails the Residency. Students who miss less than 5 contact hours will incur the following penalties based on the number of hours missed:

- 1 hour: 10% deduction in final grade
- 2 hours: 15% deduction in final grade
- 3 hours: 20% deduction in final grade
- 4 hours: 25% deduction in final grade

A student who is forced to miss one or more sessions for reasons beyond his or her control may request an excused absence but all excused absences are subject to approval by the Dean or a designee. An excused absence is defined as an absence will only be granted for unforeseen reasons beyond the student's control such as a death in one's immediate family, a documented personal illness, natural disaster, or airline delays. A scheduling conflict, even if ministry-related, does not constitute an emergency and cannot be excused. Students who foresee a conflict with scheduling are encouraged to register for an alternative Residency in order to avoid the possibility of penalty or failure. An absence may only be excused provided that the student communicates the need for an excuse as soon as the need arises and provides appropriate documentation for such absences when possible.

Residency Completion Requirements

Three courses within the MDiv program are only offered in residency and students must complete all three courses to graduate. Residency courses are identified by course description within the program of study and should be completed in the order they appear within the course walk. Current residency requirements are as follows:

- Residency 1: Christian Worldview and Mission (INT-525)
- Residency 2: Pastoral Theology (HTH-611)
- Residency 3: Christ-Centered Preaching (MIN-601)

In order to ensure that students make satisfactory progress through the MDiv program and complete required Residencies in a timely manner, students cannot continue in the program beyond specified credit hour limits without completing required Residency courses. This requirement should also reduce the number of students required to complete multiple Residency courses during a single year. Preferred credit hour ranges and maximum credit hours for the completion of each residency course are as follows:

Residency 1:

- 14-26 credits is the preferred range
- 34 credits is the maximum (students cannot continue after 34 hours without completing Residency 1)

Residency 2:

- 30-50 credits is the preferred range
- 58 credits is the maximum (student cannot continue after 58 hours without completing Residency 2)

Residency 3:

- 54-68 credits is the preferred range
- 78 credits is the maximum (Residency 3 must be completed to complete program)

All MDiv residency requirements must be fulfilled as a graduation requirement.

Essential Elements

The residency experience within the Master of Divinity program is set up as an intensive and immersive conference style interaction. Students are in the midst of preparing for ministerial leadership that may entail similarly intensive and immersive tasks and activities. The dynamic nature of the Residency experience creates an environment of support and guidance as well as the advantage of spiritual, professional, and scholarly dialogue. It connects students directly with resources to help them establish the essential scaffolding of theological content. In the week-long residency experience, students have access to faculty, department chairs, college leadership, peers and Christian leaders. Students will have the opportunity to interact with and get immediate feedback from peers, scholars, and current ministers, while presenting ideas and working collaboratively with others on the same journey. This critical milestone on the path to the graduation and overall completion of the program is considered an essential element making attendance mandatory.

In order to help ensure student progression and to provide them with the tools to complete critical components of each program, residency is required three times within the Master of Divinity program.

College of Nursing and Health Care Professions:

On-Campus Experience Attendance Policy

Advanced Practice Registered Nurse (APRN) students are required to attend both scheduled On-Campus Experiences, and successfully complete all requirements including, but not limited to, skills practice, skills check-off and lecture. The On-Campus Experiences may occur on any day of the week (Sunday-Saturday).

Required attendance:

- Must be physically present each day.
- Must participate each day from scheduled start to finish time.

Failure to attend any portion of the On-Campus Experience will result in an automatic course failure. Students will be required to repeat the course and the On-Campus Experience associated with the course to progress in their program of study.

All On-Campus Experiences must be fulfilled as a graduation requirement.

Absence Verification Policy (Traditional Campus Only)

The purpose of this process is for traditional undergraduate students who see a provider and have missed class due to illness. This process is a service to the faculty to assist them with verifying absence documentation.

Students must submit documentation to the Student Disability Services Office, for verification. Provider documentation will be verified from the day seen, going forward, and may not be considered retroactively. Documentation must be submitted within 2 weeks from the first missed class and include date seen, dates excused, the signature of the provider, and list any specific restrictions.

- Absence Verification only applies to classes that meet face to face.
- Absences may not be verified the week of Finals.
- The Absence Verification Process is limited to 5 days per semester. If students have a medical need to miss more than 5 days (per semester), they may be referred to the Steps to Accommodations process as outlined in the University Policy Handbook for requesting accommodations.

 Prescheduled appointments do not qualify under this policy, and students should schedule appointments outside of their class time, as tests, exams, quizzes, etc. cannot be made up.

Faculty make the determination of whether an absence is considered excused or unexcused based on the verification process. Absences are subject to course specific policies, any missed points, including participation, may or may not be able to be made up depending on the class requirements of the missed day, and will be reviewed by the faculty member.

The SDS Office processes these requests and verifies the documentation only. Any follow-up regarding absences, excused or un-excused, including but not limited to assignments, participation, or grades, is between the student and the faculty. Students are responsible for reaching out to faculty for additional information or clarification.

**If you are experiencing COVID like symptoms, you are encouraged to stay home per health and safety guidelines. Within the same 24 hours, you are required to call the GCU COVID Hotline (602-639-7300) for next steps.

Please note that providing false, forged, altered, or invented information to the University is a violation of the Code of Conduct and will be sent to Code of Conduct for review.

Academic Engagement

Grand Canyon University defines active engagement as an instructional activity related to the student's course of study, in accordance with accreditation and state standards. These activities are assigned by the institution as a part of the curriculum, in conjunction with faculty as a part of instruction. There are many actions that students and faculty engage in together, that support academic engagement:

- Activities with interaction between faculty and students-Attending a synchronous or asynchronous: class, lecture, recitation, field experience, laboratory activity. Since all students, both ground and online use the learning management system to support the academic classroom, posting in any discussion in which faculty and students interact and engage equates to the same activity occurring in a face-to-face classroom.
- Activities by students: Attending a synchronous or asynchronous: Submitting an academic assignment, taking an assessment or an exam; participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; participating in a study group, group project, or an online discussion, when any of the preceding are assigned by the institution.

Since the curriculum is designed by GCU, activities assigned by GCU or faculty are defined as academic engagement. Students wishing to cease attendance should refer to the Withdrawal Policy.

Class Participation

Participating in classroom discussion is paramount to the learning experience. Participating in the weekly discussions allows students and instructors to share experiences, investigate complicated subject matter, share expertise, and examine the content from new perspectives. The qualitative participation requirements are:

 Follow-up responses to classmates' initial answers or responses that integrate course theories with a practical application of the subject, offering a personal observation or

- experience, or referencing real-world examples, current events, or presenting current research on the topic.
- Classroom interaction demonstrating deeper or broader thoughts beyond rephrasing what the textbook has presented on the topic.
- Responses encouraging further discussion and ongoing dialogue with other students and the instructor in the class.
- Asking additional, relevant questions about the week's topic.
- Communications that are presented in a professional and supportive manner, and with respectful tone.

Traditional Campus Classrooms

In addition to the qualitative requirements, each instructor will provide the specific, in-class, quantitative participation requirements.

Online Classrooms (Undergraduate and Graduate)

Participation can be earned only by posting substantive, quality messages to fellow classmates and the instructor in the main forum of the classroom. Specific courses may have alternative participation requirements. Students are encouraged to consult with the faculty member prior to the course start.

Courses	# Required Days	# Required Substantive Posts Each Day
UNV-103, UNV-108, UNV-104, PHI-105, ENG-105, PSY-100, CWV-101	4	2
UNV-103, UNV-108, UNV-303 TO (in LMS-Trad)	2	2
All Other Undergrad	3	2
Graduate and Doctoral	3	1

Cohort Classrooms

Students participating in face-to-face classes in a cohort format are enrolled in a hybrid program that requires students to be active in both the physical classroom, as well as the online classroom.

All programs (Except RN-BSN): Campus and Satellite Locations

Students must post their initial response to the 1st discussion question by Day 3, and to the 2nd discussion question by Day 5 of each week. The post must also meet already established DQ requirements as stated in the course syllabus. In addition to the qualitative requirements, each instructor will provide the specific, in-class, quantitative participation requirements.

Bachelor of Science in Nursing (RN-BSN) Program

Students must post their initial response to the 1st discussion question by Day 3, and to the 2nd discussion question by Day 5 of each week. In order to earn full participation points students must post 1 substantial message on 3 different days of each course week in addition to actively engaging in the face to face classroom meetings.

Online Classrooms (Doctoral)

Full participation in the discussion is a key component of the learning experience. It enriches group interaction and enhances the doctoral learning environment. To be considered substantive,

a participation post (the initial and the on-going) should average 150 - 250 words in length. The post should include appropriate foundation knowledge, be factual, enhance the ongoing dialogue, and include support from scholarly literature. It is for this reason that a majority of a learners' substantive participant posts should include at least one citation. Rather than just reporting what someone else has stated, the doctoral learner should demonstrate application and/or reflection of knowledge such that the learner enhances the meaning of the referenced material. Contributing to the discussion should promote an exciting, vibrant, shared learning community that accomplishes two or more of the following:

- Expands on a classmate's comments in a value-adding, topicrelated way
- · Promotes a collaborative, supportive doctoral community
- Advances the dialogue through follow-up questions
- One-liners, off-topic posts, vague statements, unsupported opinions, inadequate explanations or posts do not meet the substantive participation requirements listed above.

Assignment Submissions

All assignments should be submitted through the drop box in the learning management system as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description. Written assignments of 500 words or more are required to be submitted to the LopesWrite drop box before submitting to the Assignments drop box in the learning management system, thus allowing students to make adjustments prior to submitting the final version for grading.

Late Policy

All assignments are due before midnight Arizona time on the due dates indicated. Assignments posted after the indicated due dates will be subject to a deduction of 10% of the available points for each day late. No assignment can be accepted for grading after midnight on the final day of class. Technical issues are not valid excuses for late work unless the problem stems from GCU servers. Exceptions to this policy are at the discretion of the instructor.

Learning Management System Availability

Grand Canyon University's online learning management systems are specifically intended to host classrooms for current and recently completed classes. Student access to classes will be removed five (5) weeks following the course end date. It is the responsibility of each student and faculty member to keep copies of all files uploaded to the online learning management system. The University is not responsible to make course content or files submitted to the online learning management system available to students or faculty members once the class has been removed.

Missed Class Time for University-Sponsored Activities

The University recognizes the importance of participation in University-sponsored activities such as musical and theatrical performances, athletic competition, and debate. It also recognizes that such participation may result in conflict with scheduled class times, including examinations, homework, quizzes, presentations, activities, participation, etc. It is the responsibility of participating students to ensure that official documentation is submitted to their faculty members by the sponsoring organization/college in advance of the excused absences.

The University defines an excused absence as a University-sponsored activity that requires students to miss class. Students requiring excused absences will be afforded a reasonable opportunity to make up the affected assignments(s) within two weeks of the due date. All classwork must be submitted by the last day of the term. Faculty will provide students with discussion questions to complete to address missed participation. Students must complete exams and group assignments on time. Arrangements for proctoring assignments must be made by the sponsoring organization/college, in conjunction with the faculty of the course. Allowing the missed assignment or exam to be dropped does not constitute a reasonable opportunity.

Specific courses including student teaching, internships, clinical sessions, or practicums cannot be missed even for University sanctioned events.

If students fail to provide advanced documentation, instructors have the discretion to treat the absence as unexcused and to decline any missed work that was due during that absence. Any students found to have misrepresented themselves regarding their participation in University-sponsored activities will be referred to the University Code of Conduct Committee for possible disciplinary action.

Participation in NCAA Division 1 Athletics

To be eligible for participation in NCAA Division 1 athletics, a student must meet one of the following requirements:

- Student is enrolled full-time and matriculated as a degree seeking undergraduate student taking courses on the Phoenix campus;
- Student is enrolled as a non-traditional graduate cohort or graduate online student and lives in the locale of the institution.

Grade Point Average (GPA) Progression

Nontraditional Students

When a student earns a grade that drops the overall cumulative GPA below the undergraduate requirement of 2.0, undergraduate nursing requirement of 2.5, or the graduate and doctoral requirement of 3.0, he/she will be placed On Notice. The student has up to three course attempts to raise the GPA to the respective requirements. If the student is able to increase the GPA within three courses, the student will no longer be On Notice. If the student is unable to raise the GPA after the third course, the student will be Academically Disqualified for a period of 15 weeks. If this occurs within the first 12 credits of the student's program, the First Course Completion and/or the Accepted with Specifications policy (if applicable) supersede this policy.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is defined as a student's progress toward successful completion of his or her degree requirements, and includes two equal components that are referred to as qualitative and quantitative measurements. The qualitative component evaluates the enrollment cumulative GPA and determines if the student is meeting the minimum GPA requirements set forth for the specific academic level and academic program. The quantitative component evaluates the student's progression towards completing his or her Program of Study within a measured maximum timeframe that cannot exceed 150% of the published length of the program.

SAP calculations are performed at the completion of the intervals listed below and are calculated using both the GCU enrollment cumulative GPA and earned credit hours at each review time period.

- Nontraditional Undergraduate, Graduate and Doctoral Students: At the completion of every payment period. Please see <u>Nontraditional Academic Calendar (Online and Cohort)</u> section.
- Traditional Undergraduate and Graduate Students: After each semester

If a grade change for a course within the designated interval occurs within 35 days of an interval being completed, SAP will be recalculated.

Transfer credits (TR), provided they meet degree requirements, will be counted as both attempted and earned credit hours. Failed grades (F), Incompletes (I), and Withdrawals (W) will be counted as attempted credit hours but will not count as earned credit hours. Credit hours earned for repeated coursework, in addition to the original credit hours, will be counted as both attempted and earned credit hours.

Warning

Undergraduate students are placed on warning if their enrollment cumulative GPA drops below 2.0 or if they have not earned at least 67% of the cumulative credit hours attempted at each review time period as stated above.

Masters and Doctoral students are placed on warning if their enrollment cumulative GPA drops below 3.0 or if they have not earned at least 67% of the cumulative credit hours attempted at each review time period as stated above.

The warning period provides for an additional interval as described above. The warning status will be removed when the minimum enrollment cumulative GPA specified above is regained, and/or student earns 67% of the credit hours attempted. If a student fails to meet the minimum GPA or is not earning at least 67% of attempted credit hours in the subsequent interval, the student will be placed on suspension.

Suspension

Nontraditional students who are placed on suspension are not permitted to enroll in courses for a 15-week suspension period. The suspension period will begin with the last day of attendance.

For traditional campus students, the suspension period will begin on the last day of the semester. The suspension period for traditional campus students is as follows:

- Suspended at the end of Fall term: May be reinstated for the subsequent Fall term
- Suspended at the end of Spring term: May be reinstated for the subsequent Spring term
- Suspended at the end of Summer term: May be reinstated for the subsequent Spring term

After fulfilling the terms of the suspension, students may apply for reinstatement by submitting a Request for Reinstatement, although reinstatement is not guaranteed. Students may or may not be granted re-admittance based on their academic record, including participation in previous courses. If readmission is granted, an Academic Plan will be created which may require students to first repeat any course or its equivalency for which they did not earn a C or better (undergraduate) or a B or better (graduate). Students granted re-admittance will need to follow their Academic Plan specifying courses to repeat, grades required to be earned, or any other activities students must complete. The

student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the Academic Plan is complete. The University will review the student's academic record to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the plan is complete. Students on an Academic Plan must:

- Obtain the required enrollment cumulative GPA of 2.0 for undergraduates, or 3.0 for graduate and doctoral students, by the end of the Academic Plan.
- Repeat any course or its equivalency for which a passing grade was not earned prior to completing any other course.
- Repeat a grade of C or below to increase the GPA, if directed.
- Complete all courses in the Academic Plan successfully.
 - Any non-passing course grade (D or F depending on degree level) or withdrawing from a course (W), earned while on an Academic Plan will result in immediate expulsion.
- Earn a minimum 67% of attempted credits by the end of the Academic Plan.

Reinstated students are required to complete the Academic Plan as specified. Failure to do so will result in expulsion.

Students may have financial aid reinstated if they are reinstated academically.

It is important to note that students may also be suspended for other reasons, such as violations of the <u>Code of Conduct and Academic Standards</u> policy.

Expulsion

Expulsion is reserved for students who have continually failed to meet the University's expected performance requirements, measured by enrollment cumulative GPA and/or earning at least 67% of the cumulative credit hours attempted. After a suspended student is permitted reinstatement, he or she must raise their GPA to the required minimum and/or earn 67% of attempted credit hours by the completion of academic plan. If the student fails to meet either requirement, or any other terms in the Academic Plan, he or she will be expelled from the University and cannot register for any additional courses for two academic years.

After fulfilling the terms of the expulsion, students may apply for reinstatement by submitting a Request for Reinstatement, although reinstatement is not guaranteed. The University will review the student's academic record to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. The student's progress under the terms of the Academic Plan is monitored, and no program or modality changes can occur until the plan is complete. Students on an Academic Plan must:

- Obtain the required enrollment cumulative GPA of 2.0 for undergraduates, or 3.0 for graduate and doctoral students, by the end of the Academic Plan.
- Repeat any course or its equivalency for which a passing grade was not earned prior to completing any other course.
- Repeat a grade of C or below to increase the GPA, if directed.
- Complete all courses in the Academic Plan successfully.
 - Any non-passing course grade (D or F depending on degree level) or withdrawing from a course (W), earned while on an Academic Plan will result in immediate expulsion.
- Earn a minimum 67% of attempted credits by the end of the Academic Plan.

Reinstated students are required to complete the Academic Plan as specified. Students who do not successfully complete the Academic Plan upon returning from expulsion will not be granted any additional attempts to continue and will be permanently expelled.

It is important to note that students may also be expelled for other reasons, such as violations of the <u>Code of Conduct and Academic Standards</u> policy.

Maximum Timeframe

Federal regulations require students to complete their Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. The sum of the total required credit hours multiplied by 150% will be the maximum number of attempted credit hours. If a student reaches the 150% timeframe and has not completed his or her program of study, they will be placed on SAP Suspension. Students placed on SAP Suspension for not being able to complete their program within the 150% timeframe may apply for reinstatement by submitting a Request for Reinstatement. If readmission is granted, students may continue taking required coursework, but may be required to make other payment arrangements.

Baccalaureate Programmatic Progression Requirements

Honors College

Upon acceptance into the Honors College, students may remain enrolled as long as they adhere to the following, which will be reviewed by the Honors Committee annually:

- 1. Maintain an enrollment cumulative GPA of 3.25.
- Students who fail to maintain the enrollment cumulative GPA requirement will be placed on honors probation for two consecutive semesters in order to remediate the deficiency. The student's case will be reviewed at the end of the probationary period by the Honors Committee to determine if the student will be dismissed from the Honors College.
- Students must be off probation and in good academic standing at the time of graduation to be recognized as an Honors College graduate.
- Students dismissed from the Honors College for failure to meet the GPA progression requirement, and are currently between a 3.0 and 3.24 GPA can appeal for reinstatement into the Honors College. Appeals for reinstatement are reviewed on a case by case basis, and must be approved by the dean.
- Successfully complete the HON-110: Honors Symposium course with a "CR" grade. Students that fail to pass the HON-110: Honors Symposium course will be ineligible to graduate with the Honors College distinction.
- 3. Refrain from committing Student Code of Conduct violations.

Honors Course Withdrawal

Students wishing to withdraw from their honors course must follow the <u>Course Drop Policy</u>.

Honors College Withdrawal

Students wishing to withdraw from their Honors College must submit a written request to their Student Services Counselor and the Honors College department.

Honors College Effective for Fall 2024 Students

Upon acceptance into the Honors College, students may remain enrolled as long as they adhere to the following, which will be reviewed by the Honors College annually:

- 1. Maintain an enrollment cumulative GPA of 3.25.
 - Students who fail to maintain the enrollment cumulative GPA requirement will be placed on honors probation for up to two consecutive semesters in order to remediate the deficiency. The student's case will be reviewed at the end of the probationary period by the Honors Committee to determine if the student will be dismissed from the Honors College.
 - Students must be off probation and in good academic standing at the time of graduation to be recognized as an Honors College graduate.
 - Students dismissed from the Honors College for failure to meet the GPA progression requirement, and are currently between a 3.0 and 3.24 GPA can appeal for reinstatement into the Honors College. Appeals for reinstatement are reviewed on a case by case basis, and must be approved by the dean.
- Successfully complete an HON course with a passing "CR" grade. Students that fail to pass the HON course will be ineligible to graduate with the Honors College distinction.
- Successfully complete 28 credits of honors coursework prior to program of study completion.
- 4. Refrain from committing Student Code of Conduct violations.

Honors Course Withdrawal

Students wishing to withdraw from their honors course must follow the Course Drop Policy.

Honors College Withdrawal

Students wishing to withdraw from their Honors College must submit a written request to their Student Services Counselor and the Honors College department.

Colangelo College of Business

Bachelor of Science in Business for Secondary Education (IP/TL)

College of Education

Bachelor of Science in Early Childhood Education (IP/TL)
Bachelor of Science in Educational Studies (IP/Non-TL)
Bachelor of Science in Elementary Education (IP/TL)
Bachelor of Science in Elementary Education/Special Education (IP/TL)

Bachelor of Science in Secondary Education (IP/TL)

College of Arts and Media

Bachelor of Arts in Music Education (IP/TL)
Bachelor of Arts in Theatre Education (IP/TL)
Bachelor of Arts in Dance Education (IP/TL)

College of Humanities and Social Sciences

Bachelor of Arts in English for Secondary Education (IP/TL) Bachelor of Arts in History for Secondary Education (IP/TL) Bachelor of Science in Mathematics for Secondary Education (IP/TL)

College of Science, Engineering, and Technology

Bachelor of Science in Biology for Secondary Education (IP/TL)
Bachelor of Science in Chemistry for Secondary Education
(IP/TL)

Bachelor of Science in Physical Education (IP/TL)

Candidate Fingerprint Clearance

- * Candidates beginning a new program of study on or after January 1, 2022 will follow the Fingerprint Clearance policy as outlined below. Also, please note that the following policy is subject to change as state requirements and policies change frequently. Therefore, please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance(s) for practicum/field experience, student teaching, internships, and certification requirements. Failure to maintain current and valid fingerprint clearance may lead to immediate expulsion from the program.
- **As such, candidates may need to complete additional clearances for practicum/field experience, student teaching, and/or internship placements and/or for certification purposes based on their state's requirements. In addition, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

The College of Education's mission is driven by helping our candidates find their purpose and calling within education. Our conceptual framework supports candidates as they learn, lead and serve in their various schools and communities. In addition, we value the strong collaboration with our local districts and schools. The learning and safety of all learners, both college and PK-12 students, is priority for all field experiences in the College of Education. Therefore, the college must provide candidates who are background cleared and classroom ready in all aspects. To achieve this, each candidate is required to have and maintain current and valid fingerprint clearance for the duration of their program.

Prior to participation in any course that requires fingerprint clearance, candidates must provide their Field Experience Counselor with copies of current and valid fingerprint clearance(s) as outlined below. It is the candidate's responsibility to meet the state's requirements necessary for certification and employment.

Current fingerprint clearance: Fingerprint clearance documents submitted to the Field Experience Counselor that include an expiration date may only be approved if the date is still current and will need to be renewed at the time of expiration. If the fingerprint clearance document does not include an expiration date, the obtainment date of fingerprint clearance must be less than one year old at the time of submission and less than four years old throughout the duration of the program.

- If a candidate is out of attendance greater than 180 days and the expiration date on the fingerprint clearance on file has passed, the candidate will need to supply a new fingerprint clearance with an obtainment date that is less than one year old at the time of reentry.
- Valid fingerprint clearance: Fingerprint clearance documents submitted to the Field Experience Counselor must be in alignment with the required documentation listed in the policy below. This includes, but is not limited to, submitting required fingerprint clearance documentation that is free of any charges. If a candidate submits a fingerprint clearance showing charges (with the exception of a misdemeanor driving under the influence charge), the candidate's background may be subject to further review. While under review, the candidate may be denied admission or progression into courses requiring fingerprint clearance (ex. Courses containing practicum/field experience, student teaching, internships, etc.).

Required Fingerprint Clearance Documentation – Advanced Programs (Non-Licensure):

For those candidates that are enrolled into an advanced nonlicensure program one of the following must be on file:

- Arizona Department of Public Safety Identify Verified Prints (IVP) Fingerprint Clearance Card or state-specific clearance
- Federal Background Check
- Current and valid teaching certificate

Required Fingerprint Clearance Documentation – Initial Teacher Licensure Programs and Bachelor of Science in Educational Studies (Please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance and certification requirements):

For those candidates that are enrolled into an initial teacher licensure program one of the following must be on file:

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card will be required for:

- Candidates located in Arizona, completing practicum/field experiences, student teaching, and/or internships or seeking certification in Arizona are required to obtain and submit AZ IVP FPC.
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.
- Candidates who have provided state mandated fingerprint clearance showing any types of charges (with the exception of a misdemeanor driving under the influence charge) see Explanation of Charges section below.

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card and a state-specific fingerprint clearance will be required for:

• Candidates located in states that require a state-mandated clearance and require certification through Arizona

State-Specific Clearance will be required for:

• Candidates located in states that require a state-mandated clearance

If none of the above applies, an FBI check will be required for:

• Candidates located in states where the state's mandated fingerprint clearance is not shareable with the University

- Candidates located in states that do not certify in Arizona and do not have a state-specific fingerprint clearance
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.

Disclosure of Charges (All Programs - Initial Teacher Licensure Programs, Bachelor of Science in Educational Studies and Advanced Programs)

- All candidates are required to disclose charges that occur(ed) prior to and throughout enrollment in any College of Education program
 - If candidates do not disclose prior charges upon admission, candidates' background will be subject to internal review that may lead to University Code of Conduct referral. This may result in further disciplinary action (i.e. expulsion from the program).
 - o If candidates are charged with a felony or misdemeanor while in the program, even if charges are pending, dismissed, amended, or the candidate entered into a diversion agreement, candidates are obligated to report the charge(s) to their Field Experience Counselor within 15 days of the charge(s) occurring. Candidates' background will be subject to internal review that may lead to University Code of Conduct referral. This may result in further disciplinary action (i.e. expulsion from the program).
 - Failure to disclose charges may lead to immediate expulsion from the program.
- Please note, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

Procedure for Program Progression with Charges

In the event that admission to Grand Canyon University's College of Education is denied as a candidate is charged with of one or more offense listed in A.R.S. 41-1758.03 is located in Title 41, Chapter 12, Article 3.1 of the Arizona Revised Statutes (https://www.azleg.gov/ars/41/01758-03.htm), or the candidate has or obtains any other charge on their record (with the exception of a misdemeanor driving under the influence charge), the candidate will be required to follow the process below:

- Apply for an Identity Verified Prints (IVP) Fingerprint Clearance Card from the Arizona Department of Public Safety. (Should the fingerprint clearance card be denied, see section below.)
- Provide Grand Canyon University with copies of the Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card for reconsideration of admission.

If an AZ IVP FPC is denied, the candidate will need to follow the below process.

- Petition the Arizona Board of Fingerprinting for a good cause exception. More information regarding the application and process for a good cause exception can be found at the Arizona Board of Fingerprinting website.
 - If the Arizona Board of Fingerprinting approves the good cause exception, a fingerprint clearance card will be issued. (Should the Arizona Board of Fingerprinting deny the good cause exception, a fingerprint clearance

card will not be issued, and the applicant will be denied admission. (This decision cannot be appealed.)

- Provide Grand Canyon University with copies of the Arizona (IVP) Fingerprint Clearance Card and the documentation provided by the Investigation Unit of the Arizona Department of Education for reconsideration of admission.
- Admission or progression into a College of Education program is not guaranteed

Advanced Programs - Non-Licensure

For those candidates that are enrolling into an advanced non-licensure program and have been charged with one or more offenses listed in R.S. 41-1758.03 is located in Title 41, Chapter 12, Article 3.1 of the Arizona Revised Statutes (https://www.azleg.gov/ars/41/01758-03.htm), or the candidate has or obtains any other charge (with the exception of a driving under the influence charge) on their record, the candidate will need to provide:

• AZ IVP

OR both of the following:

- · Current and valid teaching certificate
- Verification of current employment on school letterhead with authorized district representative signature (i.e. human resources, superintendent, principal, etc.)

College of Education Practicum/Field Experience Expectations

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection.

Practicum/field experiences require the candidate to spend a prescribed amount of time in real-life classroom settings to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education.

Approved Practicum/Field Experience Settings

Candidates must complete practicum/field experiences in the approved settings with a certified and/or qualified teacher as referenced in program coursework and Clinical Field Experience Handbook. Settings must align to programmatic grade levels and content areas. Practicum/field experiences must be completed in a traditional in-person or approved virtual school site settings. Candidates are expected to mirror mentor teacher's instructional modality. Virtual setting options are not guaranteed. Utilizing recorded video in lieu of completing hours in the approved settings is not permitted with the exception of a temporary accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed and would not be acceptable for the full duration of a candidate's program.

Course Expectations for Practicum/Field Experiences

Candidates engaging in practicum/field experiences must also be active in a practicum/field experience course/block or in a documented college-approved plan to complete practicum/field experience hours in the field. Candidates must have current/valid fingerprint clearance(s) on file with their Field Experience Counselor prior to starting any fingerprint clearance required course. Please see Candidate Fingerprint Clearance policy.

• Candidates must complete all required practicum/field experience hours within the program of study. Failure to complete all practicum/field experience hours required within the program of study may result in ineligibility for the student teaching portion of the program, delays in program progression, and/or delays or ineligibility for Institutional Recommendation (IR). Please see the Requirements for

- Institutional Recommendation (Initial Program/Teacher Licensure Only) policy.
- Practicum/field experience hours are mutually exclusive.
 Candidates must complete all required hours for each course or block "double-dipping" or reusing practicum/field experience hours will not be allowed.
- Candidates that receive a non-passing grade in a practicum/field experience course must redo their practicum/field experience hours and documentation of the hours on the verification form in the retake of the course.
- Verification forms for practicum/field experiences are to be completed by site mentors. Candidates who falsify hours will be referred to the Office of Academic Compliance for further review.
- If referred to the Office of Academic Compliance, candidates are required to adhere to University and College determinations related to practicum/field experience including, but not limited to, redoing the completion of practicum/field experience hours and appropriate documentation, acknowledging that site placement is not guaranteed, acknowledging that any penalty received in a course or program of study will stand as issued by the course instructor or by the Code of Conduct Committee.

Program Specific Expectations for Practicum/Field Experience
Candidates are encouraged to be proactive regarding the selection
of appropriate practicum/field experience placement settings.
Each course/block outlines appropriate practicum/field
experience settings. Candidates are responsible for completing
hours in settings that align with the grade levels and content areas
associated with their program of study and intended certification.
Candidates in all programs may refer to the appropriate Field
Experience Handbook and additional resources in the Student
Success Center.

The programs below include additional specifications, requirements, and settings regarding practicum/field experience.

- Bachelor of Science in Early Childhood Education
 Teacher Candidates enrolled in the Bachelor of Science in
 Early Childhood Education or the Bachelor of Science in Early
 Childhood Education and Early Childhood Special Education
 program, who are completing practicum/field experiences in
 Arizona, are required to submit a completed Student
 Information Release Form (SIRF) and proof of immunization
 and/or immunity from Tuberculosis (TB).
 Candidates are required to complete an early childhood
 practicum application 8 weeks prior to the start date and will
 receive placement assistance from their assigned Field
 Experience Counselor.
- Bachelor of Science in Early Childhood Education and Early Childhood Special Education Teacher Candidates enrolled in the Bachelor of Science in Early Childhood Education or the Bachelor of Science in Early Childhood Education and Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB). In addition to the practicum/field experience hours throughout their regular coursework, candidates enrolled in the Bachelor of Science in Early Childhood Education and Early Childhood Special Education will complete two practicum courses that require University placement. Candidates must refer to their program of study and Field Experience Counselor for more information.

Candidates are required to complete an early childhood/early childhood special education practicum application 8 weeks prior to the start date and will receive placement assistance from their assigned Field Experience Counselor. Candidates are not permitted to take Practicum I and Practicum II concurrently.

Placement Expectations for Practicum/Field Experience, Student Teaching, and Internships

The following section seeks to address responsibilities and expectations for candidates in the College of Education who are in school districts, schools and placement settings during a practicum/field experience, student teaching, or internship experience. The statements are designed to be reflective of the fundamental principles and values that are desired of a candidate and his/her professional and personal conduct in field settings. In addition to all University conduct policies, the conduct expectations clarify conduct unbecoming of an education candidate, and thus are subject to disciplinary action.

Candidates in the College of Education represent GCU's missional, Christ-centered values and are expected to abide by ethical, professional, and academic standards for professional educators. These expectations include, but are not limited to the expectation that the candidate:

- Gives appropriate attention to college programmatic and site placement work requirements
- Attends class and engagements as required by the college and site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Follows all dress code requirements set by placement site(s)
- Supports and exhibits ethical behavior with students, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with students, faculty, staff, site placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Represents themselves solely in all matters related to performance, evaluation, assessments, disciplinary action, etc.
- Adheres to college dispositional expectations, essential elements and functions for educations, policies, and standards of academic honesty

Essential Elements for Teachers

- Safely navigate the classroom /placement site and follow all safety protocols as outlined by the placement site.
- Effectively communicate with students, parents, and peers
- Complete all tasks in the designated time
- Make effective crisis management decisions based on placement site policies and procedures
- Ability to handle a full classroom of students as assigned
 Awareness of student needs
- Lead a classroom for the full contracted teacher work day. This
 includes:
 - Student Contact time
 - o Teacher Contract time

- Act as a professional regarding:
 - o Timeliness
 - Preparedness
 - Hygiene and professional dress
 - o Transportation to and from the school site
- Communicate in appropriate standard language for the setting (written and verbal)
- Maintain collegial relationships in the work/classroom environment

Essential Functions Motor/Physical/Cognitive Strength for Teachers

- A teacher candidate must be able to: Possess the physical strength and mobility to safely carry out teaching procedures and provide routine direction to students of all ages in all assigned school settings.
- A teacher candidate must be able to: Use professional awareness to make accurate student assessments and judgments.
- A teacher candidate must be able to: Accurately assess student progress and any needed information specific to student development.
- A teacher candidate must be able to: Develop mature, sensitive and effective relationships with individuals, families and groups of various social, emotional, cultural and intellectual backgrounds; adhere to GCU policies, procedures and requirements as described in the Clinical Practice/Student Teaching Manual, Faculty/Employee Handbook, University Policy Handbook and demonstrate ethical behavior, including adherence to professional and university honor codes.
- A teacher candidate must be able to: Communicate effectively and accurately in standard language using speech, reading, writing, language skills, and computer literacy. The use of appropriate nonverbal communication is also essential.
- A teacher candidate must be able to: Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound judgments and decisions to promote positive student outcomes.
- A teacher candidate must be able to: Adhere to classroom and placement schedules, submit all course and placement expectations in a timely manner.
- A teacher candidate must be able to: meet all health and safety requirements to perform duties in assigned school settings.
 - School/placement sites may have health and safety requirements in addition to required GCU screenings.

Dispositional Expectations

- High Expectations- Educators should believe that all students can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.

- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.
- Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development.

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of Teacher Candidates in the College of Education. Teacher Candidates are expected not to engage in such action while in a clinical setting at a school or school district. The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which Teacher Candidates are subjected to disciplinary action up to and including expulsion from the University. If teacher candidates are found eligible to continue with the program, Clinical Practice can only be repeated once.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - o Admission or eligibility to Clinical Practice
 - Information regarding the site placement school, the district and/or personnel
 - Information regarding students
 - Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher, GCU Faculty Supervisor, faculty or staff
 - Threatening to harm or endanger the safety of any individual in the practicum/field experience setting
 - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the students or the school community members

College of Education Professional Practice Committee (PPC) and Personal Improvement Plan (PIP)

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Candidates are guests at placement sites and must follow all site policies and expectations. In the case a candidate has an unsuccessful attempt at student teaching or educational administration internships the candidate may be reviewed by the College of Education's Professional Practices Committee (PPC). The COE's PPC reviews unsuccessful attempts (i.e., cancellation of confirmed placements, terminations, self-terminations and/or course failures) at student teaching and the educational administration internship determines all college-level remediation or sanctions, and/or recommendation for further university-level review. The College of Education's PPC reviews all documentation, including the candidate's response to the attempt, and will make a determination on the next steps regarding program progression.

Possible outcomes for candidates referred to the College of Education's PPC may include but are not limited to:

- Removal from the student teaching or educational administration internship course(s).
- Awarding a failing grade for the student teaching or educational administration internship course(s).
- Awarding the grade earned in the student teaching or educational administration internship course(s).
- Awarding a "W" (withdraw) grade in the student teaching or educational administration internship course(s).
- · Successful completion of required college-level coaching.
- Successful completion of a Personal Improvement Plan (PIP).
- Replacement in a new student teaching placement site.*
- Replacement in a new student teaching placement site after the completion of a PIP.
- Referral to the University's Code of Conduct Committee Office of Academic Compliance for further review.

An unsuccessful attempt at student teaching or the educational administration internship may have financial implications. It is the candidate's responsibility to contact their assigned Student Services Counselor to discuss any financial matters as a result of an unsuccessful student teaching or educational administration internship attempt and/or future course repeat(s).

*Replacement at a new student teaching placement site is contingent upon several factors (e.g., placement site availability/approval, required remediation, etc.) and is not guaranteed.

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. The PIP is personalized one-on-one support to assist teacher candidates in their second attempt in the student teaching experience. Throughout the PIP, the Teacher Candidate will work with a College of Education faculty/staff member to reflect on and remediate any areas of opportunity and growth. Please refer to the College of Education Student Teaching Manual for additional information.

Basic Skills and Content Area Exams (Initial Program/Teacher Licensure Only)

Teacher Candidates enrolled in an initial teacher licensure program must pass all required educator exams. This may include but is not limited to all programmatically required exams, statemandated basic skills exams, and/or content area exams aligned to their chosen program of study and area of teacher certification

as approved by the state's department of education. Required exams must be completed and passed prior to applying for the student teaching experience. Inability to meet the certification and/or programmatic exam requirements may result in ineligibility and/or delays with the student teaching experience, programmatic progression, and/or the Institutional Recommendation (IR).

- It is the Teacher Candidate's responsibility to identify and pass all exams required for Institutional Recommendation (IR) and/or state certification. Teacher Candidates failing to submit required passing exam scores may not receive the IR from the University. State licensure requirements are subject to change, so it is the candidate's responsibility to familiarize and understand state licensure requirements. Please see the Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only) policy.
- Exam score reports will be accepted only if the official score report documents a passing score ('pass' or 'passed').
- Teacher Candidates are required to complete and pass exam(s) that align with their chosen program of study and area of teacher certification as approved by the state's department of education. If there is no content knowledge exam for the content area in which the Teacher Candidate is seeking certification, the Teacher Candidate will be required to submit an appeal to the College of Education demonstrating the content proficiency as guided by the state department of education in which they are seeking certification.
- Some states will require candidates to first certify in Arizona
 prior to certifying in their state. Teacher Candidates that certify
 through Arizona will be required to submit passing scores on
 the National Evaluation Series (NES), Arizona Educator
 Proficiency Assessment (AEPA) or equivalent exam as
 determined by the Arizona Department of Education's out of
 state exam reciprocity requirements prior to applying for the
 student teaching experience.
- Teacher Candidates residing in states that do not have statespecific mandated basic skills and/or content exams for initial licensure and do not certify through Arizona may be able to defer exams. Teacher Candidates should contact their assigned Field Experience Counselor (FEC) if they believe they qualify.
- Some states where students are seeking licensure will not permit student teaching to commence until passing content exam scores are on file with the University and/or the state in which the student is seeking licensure. There may be instances in which a Teacher Candidate may be eligible to utilize scores from a GCU specified content exam(s) in lieu of providing passing state exam scores for progression into student teaching. This is allowable on an appeal basis only and will be approved provided a series of conditions are met, and this option may not be available for all COE programs and only applies to programmatic progression. Additionally, GCU specified exams cannot be utilized for state certification or Institutional Recommendation (IR) requirements. Candidates must still adhere to state certification requirements regardless of programmatic exceptions. Teacher Candidates must refer to their Field Experience Counselor (FEC) for more information

Performance-Based Assessments (Initial Program/Teacher Licensure Only)

Some states may require additional Teacher Performance Assessments (TPA) such as edTPA. These performance-based assessments are student-centered and are used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills including, but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data.

If a performance-based assessment is required for certification in a candidate's state of residence, GCU expects the completion of portfolio items specified in the assessment during the candidate's completion of student teaching. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

Eligibility for Student Teaching (Initial Program/Teacher Licensure Only)

- 1. Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
- Pass the state-specified basic skills and content area exams or GCU specific content exam, if applicable for academic program, prior to applying for the clinical practice/student teaching experience.
- 3. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.
- 4. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
- 5. Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
- Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card.

Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Application for Student Teaching (Initial Program/Teacher Licensure Only)

In order to apply for clinical practice/student teaching, the Teacher Candidate must be meeting all clinical practice/student teaching eligibility requirements.

The <u>Student Teaching Application</u> is provided by the Teacher Candidate's assigned Field Experience Counselor (FEC).

The Student Teaching Application deadlines are as follows:

Traditional (Ground) Students

- November 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- May 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

Non-Traditional (Online) Students

- February 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- August 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

No exceptions will be made to these deadlines.

Student Teaching (Initial Program/Teacher Licensure Only)
Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting.

Teacher Candidates must meet all eligibility requirements prior to progressing into student teaching. Taken at the conclusion of all coursework, student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate's program of study) of full day (Monday-Friday) placement with a COE approved Cooperating Teacher/Mentor. A Cooperating Teacher/Mentor must hold a current/valid certification in the area which aligns with the Teacher Candidate's program of study, a Master degree or exceptional experience, have a minimum of three years teaching experience, full recommendation of the building principal/administrator and desire and ability to work cooperatively with the Teacher Candidate.

Student teaching full days consists of the following:

- Student Contact time: any instructional classroom time spent directly with students.
- Teacher Contract time: any function at the cooperating school site(s) that the contracted teacher is required to attend. This includes prep time and professional development.
- District holidays/inclement weather days are not to be counted.

Student teaching requires a full takeover for a minimum of 50% of the experience (i.e. 4 weeks of full take over for an 8-week course and 8 weeks for a 15/16-week course). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom and ensuring student learning. Refer to the College of Education Student Teaching Manual for additional information.

Student teaching is completed in the Fall or Spring semesters; and is required for an Institutional Recommendation (IR). Teacher Candidates looking to complete student teaching in the summer may contact their assigned FEC to discuss eligibility. Student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

Student Teaching Placement Requirements (Initial Program/Teacher Licensure Only)

Student teaching must be completed in a brick-and-mortar school (Candidates requesting to complete student teaching in a virtual school setting must refer to their Teacher Placement Counselor. Requests to complete student teaching in a virtual setting are reviewed on a case-by-case basis and not guaranteed.). Student teaching must be completed in a public-school setting or a licensed/accredited nonpublic school setting. Teacher Candidate's site placement must align with the Teacher Candidate's program of study. Placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in the Teacher Candidate's best interest and the interest of other involved parties. Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Teacher Candidates are guests at placement sites and must follow all site policies and expectations, including but not limited to FERPA, digital privacy/communication, social media, fingerprint clearance, etc. Refer to the College of Education Student Teaching Manual for additional information.

Paid Student Teaching (Initial Program/Teacher Licensure Only)
Student teaching is traditionally an unpaid experience. The
College of Education does not solicit, source, or guarantee paid
student teaching opportunities. It is the Teacher Candidate's

student teaching opportunities. It is the Teacher Candidate's responsibility to secure employment. Teacher Candidates may have the opportunity to student teach in the classroom(s) in which they are employed as the full-time teacher of record, paraprofessionals/teacher aides/substitutes if:

- the setting aligns with the setting required in the Teacher Candidate's program of study
- the Teacher Candidate has an appropriately certified mentor available at the school site
- the Teacher Candidate is able to fulfill all student teaching expectations, including the ability to have full take over for the minimum required time.

Teacher Candidates requesting to student teach in a paid position must complete additional documentation that requires written approval from the placement site administrator. Requests to student teach in a paid position are reviewed by the College on a case-by-case basis and are not guaranteed. Teacher Candidates should reach out to their assigned Field Experience Counselor or Teacher Placement Counselor for more information.

Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. (Other states may refer to this as a program verification form, college verification form, etc.) The IR confirms that a candidate has met all requirements, including successful student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the candidate's responsibility to determine the specific requirements needed (i.e. professional knowledge exams, content knowledge exams, fingerprint clearance, etc.) to obtain a certificate in their intended state of certification. An Arizona IR is valid for one year from the date it is signed. Arizona IRs can be issued only within 45 days of a candidate's last course end date; otherwise, the candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license in their intended state of licensure are responsible for determining state specific deadlines and requirements, and must complete the programmatic and state licensure requirements. These requirements which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams, and successful completion of student teaching in an approved setting.

College of Arts and Media

Bachelor of Arts in Dance

Bachelor of Arts in Dance Education (IP/TL)

Prospective students seeking admission to Grand Canyon University as dance education majors should have a minimum of two years of concentrated training in ballet, modern, and jazz dance technique. To gain admission into the program, a student must meet the general admission requirement of the university along with the requirements below.

- An audition, either live or through the submission of DVD or digital materials
- 2. Dance resume and goal essay

Auditionees will be led by a faculty member and asked to demonstrate their technical skill level via barre and center work, progressions and improvisation. In addition, students will perform one minute of solo choreography. Transfer students are required to perform solos that they have choreographed. Candidates must demonstrate performance strength and skills that can be developed to enable them to successfully complete the degree requirements of the major and to successfully serve in professional realms of dance and dance education. Prospective students may register online to audition on a date of their choice at www.gcu.edu/auditions.

College of Nursing and Health Care Professions

All CONHCP Nursing Undergraduate Programs

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If the student's concern is regarding something unrelated to CONHCP courses, the student should consult with their counselor, and if needed the Student Services Manager.

If after this process is exhausted, the student can pursue the University Appeals Procedures.

Professional Practices Committee

The College of Nursing & Health Care Professions Professional Practices Committee serves as the central sanctioning body for the application of College-level penalties in all cases involving student violations of the CONHCP clinical and lab policies, the Student Professional Dispositions, as well as the Nursing Professional Standards.

Student Professional Dispositions

One important aspect of the student experience is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CONHCP lists the following key dispositions. Failure to demonstrate these dispositions through behaviors at any point in the program may jeopardize students' continuation in the program. Students are expected to monitor their development of these professional dispositions, beginning now and continuing throughout their career. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

- 1. Demonstrate appropriate, professional, respectful verbal communication
- Demonstrate appropriate, professional, respectful written communication

- 3. Demonstrate a disposition toward inquiry and problem solving
- 4. Work collaboratively with students, faculty, and professionals
- Demonstrate consistently positive attitudes toward learning and/or teaching
- 6. Accept responsibility for decisions and actions
- 7. Establish and maintain mutually respectful interactions
- 8. Demonstrate understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

- 1. Demonstrate regular attendance
- 2. Demonstrate punctuality
- 3. Complete work in a timely manner
- 4. Demonstrate organizational skills
- 5. Know and observe all pertinent policies and procedures
- 6. Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

- Demonstrate a commitment to work with clients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- 3. Treat everyone fairly, equitably, and respectfully
- Accept constructive criticism and adjusts performance accordingly
- 5. Express and demonstrate interest in and enthusiasm for teaching/learning
- 6. Adapt to new and diverse teaching/learning situations
- Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
- Maintain confidentiality about all student, client, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information
- 10. Respect the points of view of others
- Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- 12. Project an appropriate professional appearance in professional settings
- 13. Project an appropriate professional and respectful demeanor
- 14. Be open to leadership and opportunities for growth
- 15. Understand and practice professional ethical standards
- 16. Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- 18. Acts overall in a manner that furthers the interests of others (enlightened self-interest): Enlightened self-interest refers to the understanding and trust that what a person does to enhance another's quality of life enhances one's own quality of life to a similar degree. More simply put, it is the idea that "what goes around comes around"
- 19. Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding your clinical experiences or documents contained in a client record.

Procedure for Processing Alleged Violations of the CONHCP Professional Dispositions

The College of Nursing and Health Care Professions may take disciplinary action against a student who violates the Professional Dispositions. Violations will be reported by GCU instructors, GCU staff, or third parties affiliated with GCU. GCU faculty and staff are required to notify students that an incident report will be submitted to the Professional Practice Committee. Reports are forwarded to the Professional Practices Committee Administrator upon discovery of the incident.

The Administrator then reviews the report, as well as any history of prior offenses. The Administrator then notifies the student if the College of Nursing and Health Care Professions intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Professional Practices Committee will determine whether the alleged violation has been substantiated and which College-level penalty to apply.

Students who are charged with a violation of the Professional Practices are afforded an opportunity to be heard before a College-level penalty is applied. Students at risk for College-level sanctions will be:

- Contacted by the Professional Practice Committee Administrator
- Offered the opportunity to present documentation and speak on their own behalf to the Professional Practice Committee.
- Present information by submitting a written statement and/or participating via teleconference.

Students are not required to participate or submit information.

Students who wish to participate or present information must adhere to the following:

- Submit all documentation within the timeframe specified in the notification.
- If the student does not respond within seven days of being contacted by the Professional Practice Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee.
- All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal Committee meetings.
- Students are not entitled to representation by any third party, personal representative, or attorney in the College disciplinary process.

College-level Penalties

The Professional Practice Committee has the ability to issue College-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history within the College of Nursing and Health Care Professions.

Program Warning

Some clinical violations may require students to complete a Student Success Plan, to outline required changes in behavior or practice. Students will be assigned an appropriate college administrator or faculty to complete mandatory meetings during the semester to update the student's progress toward achieving the required goals. Students who fail to meet these requirements will be referred back to the Professional Practice Committee for potential additional sanctions.

Sanctions requiring a student success plan include:

- Dress Code Violation
- Failure to Follow Directives by Faculty, Clinician, Preceptor,
 Office of Field Experience, or Staff Unprepared For Clinical
- Unprofessional Communication or Behavior
- Greater than 1:1 Preceptor to Student Ratio without notifying CONHCP.

Program Probation

Program Probation is a sanction imposed by the Professional Practice Committee. Clinical Program Probation is assigned to a student that commits infractions determined to be high risk where additional monitoring is needed. Clinical Program Probation may be removed within a semester, or may cross over multiple semesters based on the severity. An automatic 10% clinical grade reduction applies for any course in which an undergraduate student was sanctioned with Clinical Program Probation. A graduate student placed on clinical probation will result in a 10% reduction of professionalism points in the classroom. Faculty and Clinicians, in current and future terms, overseeing students on clinical probation will be notified of the infraction and remediation requirements. These infractions include but are not limited to

- Unsafe clinical practice
- Failing to complete the Student Success Plan Requirements
- Repeat Clinical Lab, Simulation Tardy
- · Unexcused Clinical, Lab, Simulation Absence
- HIPAA Violation
- Performing skills or interventions before successfully completing a Performance Based Assessment
- Displaying hostility or using confrontational words or body language
- Clinical, Lab, or Simulation abandonment (without permission)
- · Acting Independently Within the Scope of a Nurse

Program Probation Procedure

The following steps will occur if the student is being placed on program probation.

- 1. The student will receive the sanction of Clinical Program
 Probation from the Professional Practices Committee through
 email and postal mail. This letter will outline the requirements
 the student must complete during their probation.
- 2. A copy of the letter will be placed in the student's file.
- 3. The student's progress will be reassessed at the end of the term to determine if the student will be removed from clinical probation. Students that do not complete the requirements will be referred to the University Code of Conduct Committee for potential suspension or expulsion from the program and/or the University.
- 4. The student must be removed from probation in order to meet program and graduation requirements.

University Code of Conduct Referral

Some behaviors are so egregious that significant sanctions will apply. These infractions will be submitted to the Code of Conduct Committee for potential University sanctions such as suspension and/or expulsion. Please see the Code of Conduct and Academic Standards policy for more information.

Infractions that require Code of Conduct reporting include:

- Academic Plagiarism
- Clinical Practice Fraud or Forgery
- Academic Cheating
- Jeopardizing a Clinical Partnership
- Failure to Report a Felony or Misdemeanor

In addition to the sanctions a student may face from the Code of Conduct Committee of the University, the most significant infractions require the University to report the incident or behavior to the Arizona Board of Nursing by statute.

The priority of the College of Nursing and Health Care Professions is the education of future health care professionals in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a student is engaged in behavior that is intentionally harmful, negligent, below program standards, or inconsistent with nursing or athletic training professional standards, whether potentially or actually harmful to a patient, the Dean or designee will report the incident to the respective regulatory board as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act (https://www.azbn.gov/faqs/discipline-

complaints/submitting-a-complaint-faqs%20-%202) and the Athletic Training Practice Act (ARS 32-4158). The following documents guide the professional practice of athletic training and define the skills appropriate for students at the baccalaureate level.

- Arizona State Law (<u>Chapter 41 Athletic Trainers</u>)
- The Board of Certification's (BOC's) <u>Standard of Professional</u> Practice
- NATA Educational Competencies (5th Edition)
- NATA Code of Ethics

All students enrolled in a clinical program are required to participate in formal instruction on skills related to their respective discipline (nursing / athletic training) before practicing any skill on patients. All skills must be done under the direct supervision of a clinical preceptor / instructor.

Students may be placed on clinical suspension, per the Dean or designee, during the investigation.

Infractions that require Arizona Board of Nursing notification by licensed or unlicensed students include:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- · Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- · Practicing nursing without a valid nursing license
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed

Failing to take action in a health care setting to protect a
patient whose safety or welfare is at risk from incompetent
health care practice, or to report such practice to employment
or licensing authorities.

Infractions that require Arizona Board of Nursing notification by licensed students only include:

- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider, obtaining laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage
- Violation of a disciplinary sanction imposed on the nurse's license by the board
- Felony conviction(s) must be reported within ten days of the conviction

Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Patient Safety Event

A patient safety event is an event, incident, or condition that could have resulted or did result in harm to a patient.

Patient safety events include adverse events, no-harm events, close calls, hazardous conditions and sentinel events, which are defined as follows:

- An adverse event is a patient safety event that resulted in harm to a patient.
- A no-harm event is a patient safety event that reaches the patient but does not cause harm.
- A close call (or "good catch") is a patient safety event that did not reach the patient.
- A hazardous (or "unsafe") condition(s) is a circumstance (other than a patient's own disease process or condition) that increases the probability of an adverse event.
- A sentinel event is a patient safety event (not primarily related to the natural course of the patient's illness or underlying condition) that reaches a patient and results in any of the following:
 - o Death
 - o Permanent harm
 - o Severe temporary harm

If a patient safety event should occur, the student needs to immediately notify the clinical instructor and/or preceptor, Director and/or Program Lead at the University and health care facility leadership and complete the CONHCP Incident Report form.

The patient safety event will lead to an investigation with possible corrective actions up to and including a referral to Code of Conduct with the recommendation for expulsion from the program and the event will be reported to the respective Board of Nursing.

Reference: The Joint Commission. (2017, June 29). Retrieved from

https://www.jointcommission.org/sentinel_event_policy_and_pro cedures/.

Bachelor of Science in Athletic Training

Students may enroll in general education coursework that prepares students for entry into the Bachelor of Science in Athletic Training (ATP) program. Admission into the clinical portion of the Athletic Training Education program is competitive and determined by the criteria listed below in

addition to the availability of clinical placements. Admission into the Athletic Training Program is not guaranteed

Admission Requirements for Clinical Coursework

To be eligible for acceptance into the clinical phase of the program, students must:

- 1. Complete the application by the designated deadline as specified on the <u>ATP</u> website.
- 2. Possess a minimum cumulative GPA of 3.0.
- Successfully complete all prerequisite courses: ENG-105, ENG-106, MAT-144, BIO-201, BIO-201L, BIO-202, BIO-202L ATP-214, ATP-214L and ATP-256. ATP-214, ATP-214L and ATP-256 must be completed at Grand Canyon University.
- Complete the Athletic Training entrance examination, which includes content from prerequisite courses including BIO-201, BIO-201L, BIO-202, BIO-202L ATP-214, ATP-214L and ATP-256.
- Complete a written essay to answer a series of questions regarding students' knowledge of the profession of athletic training and commitment to learning.

Students offered secondary admission must complete and submit the following information to the Office of Field Experience prior to the start of clinical rotations:

- Application for an Arizona Department of Public Safety Fingerprint Clearance Card.
- First Aid card from an approved provider listed in the Guidelines for Undergraduate Field Experience Manual
- 3. Professional Rescuer CPR card from an approved provider listed in the Guidelines for Undergraduate Field
- Experience Manual. The CPR course must meet the Board of Certification (BOC) Emergency Cardiac Care (ECC)
- 2. requirements (www.bocatc.org).
- 3. Signed Technical Standards form
- 4. Signed HIPAA and FERPA confidentiality acknowledgement form
- Health History and Physical Examination form which include proof of required vaccinations outlined in the Guidelines for Undergraduate Field Experience Manual
- 6. Proof of valid professional liability insurance
- 7. Hepatitis B Vaccination Form
- 8. Valid National Athletic Trainers Association Membership which provides access to clinical course proficiency requirements. Membership fee is paid by the student.

Students offered secondary admission must attend the mandatory athletic training orientation prior to the start of the academic year. Policies and procedures pertaining to blood borne pathogens, communicable diseases, and accreditation requirements are reviewed with new students at that time.

Upon acceptance into the clinical phase of the program, students must adhere to the following criteria in order to remain in good standing and continuously enrolled in the Athletic Training program:

- Maintain a minimum cumulative GPA of 2.7. Students who fail to meet the minimum GPA requirement will be placed on academic probation for the following semester. Students who fail to raise their GPA after the following semester will be administratively withdrawn from the program.
- Successfully complete all Athletic Training major courses with C or better. Students who receive a lower grade than a C will be administratively withdrawn from the program and will need to follow the steps outlined in the Re-Entry to Athletic Training Major Courses section.

- Maintain continuous enrollment during the fall and spring semesters.
- Maintain National Athletic Trainers Association Membership at the cost to the student, which provides access to clinical course proficiency requirements.
- 5. Maintain Emergency Cardiac Care (ECC) certification (current through May of each academic year).
- 6. Maintain Athletic Training Student Liability Insurance (current through May of each academic year).
- Attend the GCU Athletic Training Student Orientation annually (either in person or on a webinar), which includes blood borne pathogen training and a discussion of the communicable disease policy.
- 8. Follow clinical requirements as outlined in the Athletic Training Clinical Manual.
- 9. Know and adhere to a clinical site's privacy and procedures before undertaking any activities at the site.
- 10. Promptly report any violation of those procedures, applicable law, or ATP confidentiality agreement by an ATP student, faculty or staff member to the appropriate ATP clinical instructor or faculty member.
- 11. Understand that a violation of the clinical site's policies and procedures, of applicable law, or ATP confidentiality agreement will subject the student to disciplinary action.
- 12. Maintain Immunization Records as outlined in the Athletic Training Clinical Manual.
- 13. Successfully complete GCU Board of Certification (BOC) endorsement exam prior to being endorsed by the Program Director. Students must report any legal incidence that may result in revocation of the fingerprint clearance card or cause ineligibility to sit for the BOC examination immediately to the program director.

Re-Entry to Athletic Training Major Courses

Students who have failed courses in the athletic training major must submit an official academic appeal to the Athletic Training Program Director to be considered for re-entry into the program.

A student receiving a grade of incomplete "I" in any athletic training major course must assure that the incomplete is resolved and a grade is submitted prior to the start of the next academic semester. Failure to do so will result in administrative withdrawal from the program and current cohort sequence.

Student must petition with the Athletic Training Program Director for re-entry to the athletic training major under the following conditions:

- Interrupted Enrollment- Student has been out of the athletic training major (for at least one course). Students must follow a cohort sequence.
- 2. Course failure- Student receives a failure (below a grade of "C") in athletic training course. Students may not continue in ATP course sequence until failed course has been repeated and passed with a "C" or better. Courses are currently offered one time during the academic year.
- 3. Unresolved Incomplete- Student receives an incomplete "I" as a grade in an athletic training course that is unresolved by the first day of classes in the following semester.
- 4. Administrative Withdrawal- Student has been administratively withdrawn from the athletic training major course.

Re-entry to the major is not assured simply because the student was previously enrolled in athletic training courses or was previously accepted. The decision will be based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space availability. The student

must meet all admission and clinical requirements to be considered for re-entry into the program.

Only one failed athletic training course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the athletic training education program.

Board of Certification Examination

In order to attain certification, an individual must complete a professional athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the Board of Certification (BOC) exam. Please visit the BOC website and view the candidate information for full description of qualifications and process.

Mandatory Advisement for Athletic Training Major Courses

Faculty members may request mandatory advisement or remediation sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Athletic Training Major Course Completion

Successful completion of athletic training courses means that students must:

- 1. Achieve a minimum of 76% average for the theory portion of the course.
 - Theory grade includes the average of exams and all nonclinical assignments.
 - b. Theory grade for clinical courses includes all proficiencies and clinical assignments.
- 2. Achieve a minimum of 76% average for the exam portion of the theory grade.
 - a. Exam portion does not include quizzes.
 - b. Courses delineated as writing intensive do not follow the exam policy.
- 3. Achieve a minimum of 76% average for the graded clinical proficiencies in clinical instruction courses with satisfactory clinical performance.
- Complete all assignments, including clinical proficiencies, and submitted to earn course credit.
 - a. Late assignments will be deducted 10% per day.
 - b. No points will be awarded for any assignment submitted 10 days past the due date, but submission is still required.
 - c. Technical issues are not valid excuses for late work unless the problem stems from GCU servers.
- Complete a minimum of 150 clinical hours in each clinical course.
 - a. Students should not be scheduled for less than 10 hours per week and no more than 20 hours per week.

Athletic Training Practice & Medication Administration Policy Athletic Training students are not permitted to administer medications.

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

"On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work."

Guidelines for Administration of Exams in The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. Students are allowed 1.5 min per multiple choice questions and 3 min per short answer/essays on exams.

- Students may only have a pencil on their desk. Calculators and scratch paper will be provided by proctor, if needed for exam
- Everything brought into the room (backpacks, purses, cell phones, hats, snacks, water, etc.) must be placed at the front of the room at the student's own risk.
- Only head adornments of a medical or religious nature are permitted during examinations. Hats, hoodies, beanies, and/or other ornamental head coverings must be removed and left with other non-essential paraphernalia in the instructor-/proctor-designated locations
- All cell phones must be turned off and placed in backpack (no cell phones on desk or in students' pockets).
- 5. All watch devices with internet capability must be placed in the front of the room with the student's belongings.
- Faculty will be present during entire exam and actively monitoring student behaviors.
- 7. Students may not talk during the exams.
- Students must keep their eyes on their own exam at all times
- Once the exam has begun students may not approach the instructor to ask questions or seek clarification.
- 10. Students may not leave the room and return once the exam has begun. Students must use restrooms prior to exam. In the event of a medical emergency, students may leave, but the allotted time will not change.
- 11. Students who arrive late will still be allowed to take the exam, but the stop time will remain the same.
- 12. Exams will be timed and collected when time is up.
- 13. Students may only access the HESI test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
- After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
- 15. Students are encouraged to be present and well prepared to take all examinations. Consequences for being absent may include being given a different version of the exam. Only students with excused absences will be given the opportunity to take a make-up exam. Pre-planned, non-emergency misses should be scheduled prior to absence; students will receive different exam versions from those administered to students' primary section. Only students with excused absences will be given the opportunity to take a make-up exam. Students must notify the instructor no less than one hour prior to the start of the exam for the absence to be considered excused. Students may make up no more than one exam per course.

Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, students will have access to and will be expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following details student responsibilities in this area:

- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- If evaluation and treatment is required by the facility where students are completing clinical experiences, the student is responsible for all costs and associated follow up.
- In the event that students are injured or exposed to blood and body fluids, students will:
 - o Immediately notify your clinical preceptor or site supervisor
 - Wash the area immediately and thoroughly with soap and water.
 - Within 24 hours, follow-up with the students' Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
 - o Assume full responsibility for disease sequelae.
 - o Follow the policies of the agency (if any).
 - Complete a student incident report with the supervising faculty or instructor who was present during incident. A copy of this report will be given to the College Administrator and placed in the student's file.

Communicable Disease Policy

Students may not participate in field experiences during the time they are affected by or suspect they have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If students suspect they may have a communicable disease, an immediate visit to the student health center or healthcare provider for evaluation is required. If the evaluation shows possible communicable disease, students must remain out of contact with patients for the duration suggested by the healthcare provider. Students may not return to participation in field experiences until they have been reevaluated by a healthcare provider and released with written verification of full release. You Students must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Examples of communicable diseases include, but are not limited to the following:

- AIDS
- Shingles (Herpes Zoster)
- Chickenpox
- · Strep pharyngitis
- Measles
- Cholera
- Conjunctivitis
- Diphtheria
- Diarrhea- infectious
- Influenza
- Tetanus
- Impetigo

- · Yellow Fever
- Hepatitis A, B or C
- Herpes Simplex
- Meningitis (bacterial)
- Mumps
- Pertussis (whooping cough
- Rubella
- Shigellosis
- Streptococcal pneumonia
- Scabies
- Hand, foot, mouth syndrome
- Viral and acute hepatitis
- Herpes
- Lice (pediculosis)
- Lyme disease
- Escherichia coli (E coli)
- Tuberculosis
- Group A Strep
- Pinworms
- Ringworm
- COVID-19

Refer to Clinical Absence and Participation Policy.

Clinical Attendance, Make-Up, and Tardiness Policy

Effective Spring 2018

Clinical attendance is mandatory and students are expected to arrive to clinical on time. Tardiness is not acceptable and habitual tardiness can result in disciplinary action.

Students are required to notify clinical preceptors of any absence and/or anticipated tardiness. Individual clinical preceptors will discuss the mechanism for notification of absence. Absenteeism will interfere with student attainment of course objectives, and may impact the grade students receive in clinical courses.

Legitimate illness may be an excused absence when defined as:

- a communicable disease which can be transmitted to patients, staff or other students
- an illness which would be aggravated by attendance at lecture, lab, or clinical
- hospitalization

Students will be asked to submit substantiating medical documentation that states: "the student may return to class, lab, and clinical with no health or safety restrictions" from a medical provider and written on a prescription, or letterhead, that clearly reflects the provider's medical number. This will be required whether the student misses one clinical day or lab or consecutive clinical days or labs. GCU may verify the information contained in the documentation with the provider.

Students will be required to make up their missed clinical hours and document the hours in ATrack. Clinical Preceptors and the Clinical Education Coordinator will verify the completion of rescheduled hours.

Unexcused absences:

- First Occurrence: Student will receive a clinical warning.
- Second Occurrence: Student will be placed on clinical probation and will be submitted to Professional Practice Committee for the second late.
- Third Occurrence: Student will be suspended from clinical and submitted to Professional Practice Committee on the third late which may result in failure of clinical.

Failure to complete the 150 hour minimum requirement per clinical class may result in failure of that clinical course.

Students who miss clinical due to extended illness are required to contact the Student Disability Services.

Policy for Student Drug, Nicotine & Alcohol Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo drug screening. Students must also be free from impairing substances. Health care agencies and the CONHCP require drug screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in the athletic training program for a minimum period of one year. Determination will be made in the Professional Standards Committee.

The College is required to report any positive screens and/or suspicion refusal to the appropriate board. This policy is designed to identify the procedures to be followed for drug testing as well as to outline the appeal and readmission to the program.

For Cause or Reasonable Suspicion Drug, Nicotine & Alcohol Screening

The program director or clinical coordinator may ask a student to submit to a drug and alcohol screening at any time if a faculty member or preceptor is under reasonable suspicion that the student may be under the influence of drugs or alcohol. This includes, but is not limited to, the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness. Determination will be made by the Professional Standards Committee.

- Students will be asked to submit to an immediate oral drug and alcohol screening test conducted at one of the laboratory options provided.
- Students may also be given a drug screen authorization form and asked to immediately complete a urine drug screen at one of the laboratory options provided.
- Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
- 4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
- 5. A screen with questionable results will be sent by the lab for a medical review by the company completing the drug screen. Costs for review and retest will be the responsibility of the student.
- 6. A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Drug Screen)

1. Positive drug screens (including those medically prescribed) may result in withdrawal from the nursing program for a minimum of 12 months. After this 12-month period, the student may apply for readmission under general guidelines stated in the University Policy Handbook, provided there is submission of evidence of satisfactory participation in a rehabilitation program for alcohol/substance abuse. Determination will be made in the Professional Standards Committee.

- Sources of evidence include: a. Documentation of completed program of rehabilitation.
 - a. Acknowledgement of continuance in a twelve step or aftercare program.
 - b. Letter from therapist or licensed health care provider stating the student is now able to function safely in a clinical facility.
- 3. The student must have a negative screen prior to being readmitted to the nursing program. The screen will be done at the direction of CONHCP and may be periodic while the student is in a CONHCP program. The student is responsible for all costs of screening.
- 4. The decision to readmit will be made by the CONHCP College Administrator after review of submitted materials. As with other applications for readmission, space availability may be a determining factor for that particular semester.
- 5. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.
- 6. Any student who screens positive after one readmission may be permanently dismissed from the nursing program.

Follow-up Action For-Cause Negative Screen

- Students whose drug screens are negative will meet with the College Administrator to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
- A review by the Medical Review Officer (MRO) by the company collecting the drug screen for documentation of any medical condition or treatment may be requested.
- Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
- 4. A reasonable suspicion/cause drug screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
 - a. The student will meet with the College Administrator.
 - b. The student may be required to undergo, at the student's expense, an evaluation for drug use/prescription drug use/impairment by a psychiatrist recommended by the State Board of Nursing.
 - c. The student will follow other recommendations deemed necessary by the College Administrator.
 - d. The student will be required to provide a negative drug screen prior to returning to clinical and be subject to periodic drug screens at the student's expense.
 - e. More than one incident of a reasonable suspicion/cause drug screen that is positive; however, deemed negative by a medical review officer may result in withdrawal from the nursing program for a minimum of 12 months. In this case the student will follow the positive drug screening guidelines.

Students Who Refuse Drug Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Dean of Nursing or his/her designee. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the College Administrator. Students who refuse screening may be subject to dismissal from the CONHCP. A student who refuses to participate in the aforementioned rehabilitation program will

not be allowed into clinical courses; therefore he/she cannot complete the nursing program.

Bachelor of Science in Nursing (Pre-Licensure)

The Bachelor of Science in Nursing (Pre-licensure) is a significantly rigorous program, both academically and based on the time commitment required. Students who choose to apply for secondary admission to the nursing program should understand all the additional nursing policies students must adhere to in order to be admitted, progress, and graduate from the program. Students who cannot meet the academic rigor of the courses, as well as prioritize time-demanding program requirements above all else, will likely have a difficult time meeting the requirements of the program. Students may apply for secondary admission to GCU's Fast-Track BSN offered at the main campus and/or the Accelerated BSN (ABSN) offered at satellite locations. The admission policies and criteria are different for Fast-Track BSN vs ABSN, and details are outlined below. Students that are secondarily accepted and begin NSG and Clinical Coursework at a specific location (whether it be Fast-Track BSN at the main campus or ABSN at any satellite location) will not be allowed to switch locations in the future.

Fast-Track BSN (Main Campus): Admission Requirements for NSG and Clinical Coursework

Admission into the program is competitive, and CONHCP stack-ranks secondary applicants based on prerequisite GPA, programmatic GPA, and HESI A2 scores to determine final admissions decisions. Please note, the average GPAs and HESI A2 scores of applicants who are accepted into the clinical portion of the program are typically higher than the minimum requirements for secondary admission.

Admission cannot and will not be guaranteed. Applications that do not meet the minimum requirements by the application deadline will be denied without consideration. After two secondary application attempts (if not accepted), a student will be ineligible for secondary admission to the Main Campus Fast-Track BSN program and should contact their Student Services Counselor to explore alternative programs at GCU. It is important to note that although a student may be ineligible for secondary admission to the Main Campus Fast-Track BSN, they might still be eligible for GCU's Accelerated BSN (ABSN) offered at satellite locations and should contact their Student Services Counselor to determine if they qualify.

Students who submit a secondary application and meet all secondary admission requirements by the respective deadline for the Main Campus Fast-Track BSN program are considered a qualified secondary applicant. If there is not enough clinical space available to offer a qualified secondary applicant acceptance into the Main Campus Fast-Track BSN program, they will be provided the opportunity to enroll into GCU's Accelerated BSN (ABSN) program if there is clinical space available at the ABSN satellite location the student is interested in. It is important to note that students who qualify for this opportunity will need to submit a secondary application for the ABSN program, but they will be considered auto-accepted into the ABSN program (pending clinical space availability). This opportunity is only applicable for the same semester the qualified secondary applicant was not offered acceptance for the Main Campus Fast-Track BSN program.

All secondary application criteria must be completed by the deadline specified below for the semester in which the student is applying for secondary acceptance. The College of Nursing and Healthcare Professions will conduct a review of the student's

records to determine their admissibility to begin NSG & clinical coursework in the Fast-Track BSN (Main Campus).

Semester Start	Secondary Application Deadline
Fall	May 15
Spring	September 15
Summer	January 15

- GCU's Pre-licensure program only admits students that did
 not earn credit from another college or university before or
 since enrolling at GCU with the exception of credits earned
 from an approved nursing assistant training program (ex:
 CNA) or via dual enrollment while attending high school.
- Prior to entering the clinical portion of the program, students are permitted to participate in Study Abroad as long as credit is not earned during the experience. Once admitted into the clinical portion of the program, students will not be allowed to participate in Study Abroad.
- Once enrolled at GCU, students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- Students must submit a valid Level One State of Arizona Fingerprint Clearance Card.
- Students must pass an approved Background Check, and the order date must be within six months of the secondary application deadline for the semester in which the student is applying. The background check includes an approved OIG/GSA component that documents students have not committed Healthcare Fraud or Abuse. Students whose record includes any felony will be automatically disqualified and denied admission. If the prospective student or student is charged with a felony or undesignated offense, either before admission or during the program, he/she must notify the Program Director via email within 15 days. Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record. Students that are admitted with misdemeanors can in no way be guaranteed licensure, as licensure is at the sole discretion of the State Boards of Nursing. In addition, students that are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.
- Required general education courses are subject to GCU's Repeating Passing Courses policy.
- Required pre-requisite courses must be completed within seven years of the secondary application deadline for the semester in which the student is applying for secondary acceptance.
- Students cannot retake successfully completed required prerequisite courses. This policy includes any completed required pre-requisite courses taken during an approved nursing assistant training program (ex: CNA) or via dual enrollment while attending high school.

Required General Education Courses	UNV-103 CWV-101 ENG-105 ENG-106 MAT-144 BIO-201/L PSY-102 MAT-274
	SOC-102

	CHM-101/L
	BIO-202/L
Required Prerequisite	BIO-205/L
Courses	BIO-322
	BIO-319
	PSY-357

- Students must meet minimum prerequisite and programmatic GPA requirements (see table below).
- Students must take the full HESI A2 entrance exam and will have a maximum of four total attempts. Students must wait a minimum of 45 days between each attempt. Attempts taken less than 45 days apart will be nullified but will still count as one of the student's four maximum attempts. Students must take all required portions in the same exam attempt in order for the test to meet standards, and students cannot use/combine the highest subtest scores from different exam attempts. CONHCP will use the attempt with the highest overall score, providing all subtest scores meet the minimum requirements (see table below). HESI A2 scores will only be considered if the exam date was within two years of secondary application deadline for the semester in which the student is applying.

Secondary application criteria for Fast-Track BSN (Main Campus) will be weighted as follows for the stack-ranking process:

Criteria	Weight	Minimum Required GPAs and HESI A2 Scores
Pre-requisite GPA: Includes all required pre- requisite courses whether transferred in or taken at GCU	40%	3.25
Programmatic GPA: Includes all courses taken only at GCU under the enrolled program	15%	3.0
HESI A2: Composite Score of Reading Comprehension, Grammar, and Vocabulary	15%	80
HESI A2: Math	15%	80
HESI A2: Human Anatomy and Physiology	15%	75

Accelerated BSN (ABSN – Satellite Locations): Admission Requirements for NSG and Clinical Coursework

Based on the location, the Accelerated Bachelor of Science in Nursing (ABSN) is designed for students who meet the following requirements:

Sun City/Boswell, Tucson, Utah, and Nevada

 A minimum of 60 transferable college credits from an accredited institution (applies to all current, prior, and prospective GCU students).

Admission cannot and will not be guaranteed. Secondary applications are accepted and reviewed on a rolling basis. As long as a student meets all minimum secondary application requirements, they can apply to start in the Fall, Spring, or Summer semester. Secondary Application Deadline: Secondary applications can be submitted for review no later than 7 days prior to the start date of the semester for which the student is seeking admission.

- Full secondary admission is subject to successful completion
 of all required pre-requisite and general education courses, and
 all other minimum criteria required for secondary admission.
 All minimum criteria must be successfully met no later than 7
 days prior to the start date of the semester for which the
 student is seeking admission or their secondary application will
 be denied, and the student will have to submit a new secondary
 application if they desire to apply for a future semester.
- If for any reason a secondary applicant is not admitted or is admitted but does not start, they may seek secondary admission for any one or both of the next two consecutive semesters in sequence with the semester they originally applied. However, a new secondary application will be required for each semester the student is applying.
- Students with two or more prior prelicensure nursing program major course failures/non-passing grades will not be eligible to enroll in the ABSN program. Nursing program major course content is defined as coursework that is comparable to the content included in GCU's NSG courses. In the context of this policy, a "course failure" is defined as any applicable course in which the student earned a grade that is considered non-progressing per the awarding institution (even if the student is allowed to subsequently retake that course per the awarding institution's policy). To verify if a grade is considered progressing or non-progressing, please refer to the nursing program policy of the awarding institution.
- Dependent upon the specific transferrable coursework a student has completed, it may or may not apply to their ABSN program-of-study.
- Students are permitted to test out of required general education courses via College Level Examination Program (CLEP).
- If applicable, submit a valid Fingerprint Clearance Card for the state in which your intended ABSN satellite location resides. Students should contact their admissions representative or student services counselor for more information on this requirement.
- Students must pass an approved Background Check, and the order date must be within six months of the secondary application deadline for the semester in which the student is applying. The background check includes an approved OIG/GSA component that documents students have not committed Healthcare Fraud or Abuse. Students whose record includes any felony will be automatically disqualified and denied admission. If the prospective student or student is charged with a felony or undesignated offense, either before admission or during the program, he/she must notify the

Program Director via email within 15 days. Students with misdemeanors will be reviewed to determine potential clinical placement based on the individual's record. Students that are admitted with misdemeanors can in no way be guaranteed licensure, as licensure is at the sole discretion of the State Boards of Nursing. In addition, students that are admitted with misdemeanors can in no way be guaranteed employment, as employment is at the sole discretion of individual employers.

- Required general education courses are subject to GCU's Repeating Passing Courses policy.
- The completion end date of all required pre-requisite courses must be within seven years of the month of the start date of a student's first course taken under their ABSN program of study at GCU (which includes the start date for any required general education or pre-requisite course) or within seven years of the secondary application deadline for the semester in which the student is applying for secondary acceptance, whichever comes first. Any pre-requisite courses completed prior to the seven-year requirement will not be recognized as fulfilling that respective pre-requisite course and will not be considered in the pre-requisite GPA calculation.
- Students are permitted one retake for each required prerequisite course completed with a passing grade to earn another passing grade. Students might choose to do this to try and earn a higher grade to be used for their pre-requisite GPA calculation. In the scenario where a student has two passing grades on file for the same pre-requisite course, the higher of the two grades will be used in the pre-requisite GPA calculation. This policy only applies to initial attempts and retakes of pre-requisite courses completed with a passing grade that are within the seven-year requirement as listed in the bullet point immediately above. Any pre-requisite courses with passing grades completed prior to the seven-year requirement will not be recognized and are not subject to this policy.

Required General Education Courses	UNV-103 CWV-101 ENG-105 ENG-106 MAT-144 BIO-201/L PSY-102 MAT-274 *SOC-102
	*SOC-102 **POS-305

^{*}SOC-102 is a specific requirement for students applying to any ABSN site that is not within the state of Nevada.

^{**}POS-305 is a specific requirement only for students applying to an ABSN site that is within the state of Nevada.

	CHM-101/L
	BIO-202/L
Required	BIO-205/L
Prerequisite Courses	BIO-322
	BIO-319
	PSY-357

• The table immediately below provides special exceptions for some of the required general education (GE) courses dependent upon a student's previously completed coursework:

Courses	Transferrable Credits WITHOUT Completed Associate's Degree	Transferrable Credits WITH Completed Associate's Degree	Completed Bachelor's Degree
UNV-103	Waived	Waived	Waived
	(minimum of	(minimum of	(minimum of
	24 transfer	24 transfer	24 transfer
	credits w/ 3.0	credits w/ 3.0	credits w/ 3.0
	GPA)	GPA)	GPA)
ENG-105	No Exception	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
ENG-106	Waived (can	Waived (can	Waived (can
	fulfill by GE	fulfill by GE	fulfill by GE
	category as	category as	category as
	opposed to	opposed to	opposed to
	exact content	exact content	exact content
	match)	match)	match)
MAT-144	No Exception	Waived (can fulfill by GE category as opposed to exact content match)	Waived (can fulfill by GE category as opposed to exact content match)
PSY-102	Waived (can	Waived (can	Waived (can
	fulfill by GE	fulfill by GE	fulfill by GE
	category as	category as	category as
	opposed to	opposed to	opposed to
	exact content	exact content	exact content
	match)	match)	match)
SOC-102	Waived (can	Waived (can	Waived (can
	fulfill by GE	fulfill by GE	fulfill by GE
	category as	category as	category as
	opposed to	opposed to	opposed to
	exact content	exact content	exact content
	match)	match)	match)

- Students must meet minimum prerequisite and cumulative GPA requirements (see table below).
- Students must take the full HESI A2 entrance exam and will have a maximum of four total attempts. Students must wait a minimum of 45 days between each attempt. Attempts taken less than 45 days apart will be nullified but will still count as one of the student's four maximum attempts. Students must take all required portions in the same exam attempt in order for the test to meet standards, and students cannot use/combine the highest subtest scores from different exam attempts. CONHCP will use the attempt with the highest overall score, providing all subtest scores meet the minimum requirements (see table below). HESI A2 scores will only be considered if the exam date was within two years of the secondary application deadline for the semester in which the student is applying.
- HESI A2 policy exception:

- ABSN students with a completed HESI A2 entrance exam from another institution, which did not include all GCU required HESI A2 exam sections, may be permitted to take only the outstanding GCU required section(s) that were not offered on their previous exam attempt, on a subsequent HESI A2 exam administered at GCU as long as the below requirements are met.
- o Policy Exception Requirements and Details:
 - Student has not reached the maximum four HESI A2 exam attempts.
 - Previous attempt was completed within two years of the secondary application deadline for the semester in which the student is applying.
 - Student received passing scores on all GCU required sections offered on their previous exam attempt.
 - Only the outstanding section(s) are to be completed on the subsequent HESI A2 exam attempt.
 - Student's results from both exam attempts would then be combined and applied to their application, only if the student qualifies for this exception and earns passing scores on the outstanding section(s) on their subsequent attempt.
 - Students qualifying for this exception do not need to wait 45-days between their previous exam attempt and the subsequent exam attempt containing the remaining section(s).
 - If a student receives non-passing scores on any section(s) on their subsequent HESI A2 exam, the student will need to wait 45-days prior to testing again. The student may still be eligible for this policy exception, as long as all aforementioned exception requirements are met.

Criteria	Minimum Required GPAs and HESI A2 Scores
Pre-requisite GPA: Includes all required pre-requisite courses whether transferred in or taken at GCU	3.25
When multiple transfer courses are being utilized to meet the content requirement for one GCU pre-requisite course and/or lab, all credits and each letter grade for those respective courses will be used in the GPA calculation. All non-semester-based credits will be converted to the semester-based credit equivalent prior to calculating this GPA	

Criteria	Minimum Required GPAs and HESI A2 Scores
Cumulative GPA: This is determined by all 60 credits of coursework applied to the student's Bachelor of Science in Nursing Pre-Licensure program of study (both GCU and transfer coursework) and the grade earned in those courses from the awarding institution. In the event no letter grade is transcribed on the official transcript, there will be no impact to the GPA calculation (e.g., alternative credit with a grade of "CR"). For students applying for secondary admission to the ABSN program prior to the Spring 2024 semester, the GPA may be calculated based on the totality of the most recent 60 credits completed (whether they apply directly to their program of study, or not) if this qualifies them for secondary admission. This alternative GPA calculation includes both undergraduate and graduate coursework a student has completed. Remedial coursework, as recognized by GCU, will not be included in this calculation. If a student has taken the same course multiple times within their last 60 credits, each attempt with an earned grade will be included in this calculation. All nonsemester-based credits will be converted to the semester-based credit equivalent prior to calculating this GPA.	3.0
HESI A2: Composite Score of Reading Comprehension, Grammar, and Vocabulary	80
HESI A2: Math	80
HESI A2: Human Anatomy and Physiology	75

Fast-Track BSN (Main Campus) and Accelerated BSN (ABSN – Satellite Locations): Required Prior to Starting NSG and Clinical Coursework

Upon acceptance into the nursing program, students must complete the following prior to starting NSG coursework and the clinical phase of the program.

- Sign the Health Insurance Portability and Accountability Act (HIPAA) Confidentiality Agreement before any involvement in a clinical setting.
- 2. Attend College of Nursing and Health Care Professions training or an approved in-classroom clinical instruction on requirements relating to patient privacy.
- Complete the Substance Screening. Please refer to the Guidelines for Undergraduate Field Experience Manual for additional information.
- 4. Provide the following health information to the Office of Field Experience at least two weeks before the semester start date where the student will begin their clinical coursework. Some requirements will need to be updated after the initial

screening/immunization. Please refer to the Guidelines for Undergraduate Field Experience Manual for additional information.

- · Health history
- Physical exam
- Current health insurance coverage
- Proof of immunization and/or immunity (Please refer to the Guidelines for Undergraduate Field Experiences Manual for more information) are required:
 - o Tuberculosis (TB) screening
 - o Lab evidence (titer) of immunity
 - o MMR (measles, mumps, rubella)
 - o Varicella Zoster (VZV)
 - o Tetanus-Diphtheria-Pertussis (Tdap)
 - o Influenza
 - o COVID-19 Vaccination*
 - o Meningococcal Vaccination (recommended: not required)
 - o Hepatitis A (recommended; not required)
 - Hepatitis B (recommended; a signed waiver is required if the vaccination series is not completed or declined by the student)
- Submit a Professional Rescuer CPR course completion card.
 The certification has to remain current throughout the program.
- 5. Students must complete all "Required General Education" and "General Education Program Major Prerequisite" courses, as listed in the Academic Catalog, with a passing grade (with the exception of NSG-310, as this course is taken during the clinical portion of the program, if accepted). Failure to complete the aforementioned will result in the rescinding of secondary acceptance offer, and students will not be allowed to begin NSG coursework and progress into the clinical portion of the Pre-Licensure BSN program.

*COVID-19*Grand Canyon University does not require the covid-19 vaccine for students or staff, however, if a student is provided a placement at a clinical facility that requires this vaccine, proof of vaccine must be provided prior to clinical clearance. Healthcare agencies determine exemption criteria and if offered at the site, students will need to be approved and compliant prior to clinical deadlines.

Progression Requirements during the Pre-licensure Nursing Major and Clinical Coursework

While enrolled in the nursing major, students must adhere to the following criteria:

- Follow the clinical policies and procedures outlined in the Guidelines for Undergraduate Field Experience Manual.
- Arizona students must maintain a current Level One State of Arizona Department of Public Safety Fingerprint Clearance Card or current fingerprint clearance documentation in accordance with the fingerprint policies of the state in which the student resides.
- Maintain continuous enrollment in the nursing major courses. Fast-track students maintain enrollment for the Fall, Spring, and Summer semesters. This includes clinical rotations.
- 4. Earn a grade of a C or better in all nursing major courses.
- 5. Only failed courses within the same academic term may be repeated one time, provided the student follows the college's reapplication process and the application is approved. Failure in a didactic or clinical course also results in failure of the corequisite course; however, co-requisite failures are processed as a single non-passing occurrence. Students who fail one or more nursing core course(s) for the second time in consecutive or non-consecutive semesters will not be approved re-entry to the program.

Students that fail a term or semester will be not be allowed to register for the following term or semester given they are now out of sequence with their plan of study. These students must apply through a formal reentry application process to re-enter the program following a failure for the next term or semester the failed course(s) is offered. Re-entry is not guaranteed. A re-entry decision will be based on evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations, professional standards of behavior, and is deemed safe. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission and clinical requirements to be considered for re-entry into the program. All re-entry students will be placed on a student success plan. Students must meet with the faculty of the re-entered course during week one of the course to develop a student success plan.

Failure to achieve any of these criteria will result in nursing course failure.

Failure to pass ALL of the benchmark assignments as designated in the individual course will result in failure of the course.

Pre-licensure Nursing Major Course Completion

Failure to achieve any of these criteria will result in nursing course failure with a letter grade of a F:

- Achieve a minimum of 76% average for all exams, excluding HESI Exams.
- 2. Earn a minimum of 76% or a passing grade for each of the benchmark assignments as designated in the individual course.
- 3. Other Requirements:
 - a. Performance-Based Assessment (labs)
 - b. Presentation related to the content goals of the program
 - c. HESI 3-Day Live Attendance
 - d. HESI CAT Completion
- 4. Students must complete all HESI Standardized exams in each course, any associated remediation, and HESI retake when remediation is required. In NSG 432 Nursing Care of Childbearing and NSG 434 Nursing Care of Childrearing, only one HESI standardized exam is administered. In the remaining courses with a HESI exam, the higher of the two exam scores will be used as the grade earned. The following table explains the scoring in terms of grade percentages.

HESI Scoring Interval	Performance Level	% Score
> 900	Recommended Performance	100
900	Score indicates highest likelihood of passing NCLEX on first attempt	100
850-899	Acceptable	90
800-849	Remediation required	76
750-799	Remediation required	60
700-749	Remediation required	55
501-699	Remediation required	50

HESI Scoring Interval	Performance Level	% Score
< 500	Remediation required	0

5. Achieve a minimum of 76% or higher for the course.

Clinical:

- 1. Complete total number of clinical experience hours required for the course. In instances when the clinical site lacks sufficient clinical experiences to meet clinical objectives (i.e. low census, closed units, etc.) students are required to make-up the clinical hours associated with that clinical experience. It is up to the University to determine how students will make up those hours, but the primary method will be an additional clinical rotation. Secondarily, if alternative clinical rotations cannot be arranged, the University may choose to use lab and case studies to meet the clinical objectives. Students may not decline the make-up experience identified, and may risk failing the course for nonattendance.
- 2. Achieve a minimum of 76% as the cumulative grade for the course.
- 3. Critical competencies have been identified in each clinical course and are highlighted on the Clinical Evaluation Tool (CET). These competencies have been identified as a core performance measures in specific levels. Students who score at a 1 (Does Not Meet) on any of these competencies at final evaluation will fail the clinical course.

In the event that a student has not met one of the criteria and wants to drop course while course is still in session please refer to the Course Drop Policy.

Re-Entry to Pre-licensure Nursing Major Courses

Any student who exits the nursing program prematurely for any reason must reapply to obtain another seat in the program. In order to be approved for re-entry, there must be enough clinical availability within the term to accommodate a student for all courses in which they were previously unsuccessful. Clinical availability will differ every term.

These reasons include, but are not limited to:

- 1. Student withdrew from one or more enrolled nursing courses in same semester.
- 2. Student receives a failure in one or more enrolled nursing course within the same semester.
- 3. Student has been administratively withdrawn from a nursing major course.
- 4. Student required a medical withdrawal.
- 5. Student required a military deployment withdrawal.
- 6. Student submitted a Leave of Absence Form (LOA).

Re-entry to the nursing program is not guaranteed irrespective of whether the student was previously enrolled in the nursing program or was previously accepted. Students may apply for reentry a maximum of two times for a semester start date within one year of the end date of the last clinical semester attended. To apply for re-entry, students must complete the Application for Re-entry Consideration into the Clinical Portion of Grand Canyon University's Bachelor of Science in Nursing (Prelicensure) Program. All re-entry applications must be submitted prior to 11:59 pm (MST) of the End of Term date for the semester preceding the intended re-entry semester, as listed within the Academic Calendar. Students will receive an email informing them if they are approved or denied for re-entry.

Based on the re-entry policy criteria, students who are not reentered those two attempts will be required to choose a different program of study. If approved for re-entry, the offer is only valid for the specific site the student previously attended and also for the respective term the student requested re-entry for in their application. Re-entered students will be updated to the most current program version and are required to adhere to the current policies and requirements of the Pre-licensure program.

If, after re-entry to the program, the student subsequently fails or withdraws from any course, they are ineligible for re-entry and will have to choose another program of study if they remain at the University.

The re-entry decision will be based on stack ranking using the criteria pertaining to the level the student failed to complete as identified below.

Level One

Level One students who fail or withdraw and apply for re-entry will be considered under the secondary admissions policy with the alternates for the term the student is requesting re-entry. The students whose admission stack ranking achieve the highest overall score will be offered any remaining positions for the term, after medical or military deployment re-entries. Re-entry is not guaranteed.

Levels Two through Four

Re-entry will be considered in the following order:

- Students with approved documented medical circumstances
- Students with documented military deployment or ROTC students deployed for Active Camp
- Overall exam average earned for all course(s) within the unsuccessfully completed term
- Overall HESI best content exam scores for all courses within the unsuccessfully completed level

If re-entry is approved, the student must sign and abide by the required remediation documented in the Student Success & Growth Plan, which may include, but is not limited to:

- Repeating of failed academic courses or passed academic courses in accordance with an Academic Plan, determined by Academic Compliance.
- If a student has been out of the clinical setting for greater than six (6) months prior to the start date of the re-entered semester, re-entry the student will be required to complete and successfully pass all previous levels' nursing lab Performance Based Assessments (PBAs) and Medication Math prior to the start of clinical.. The date of the student's last clinical rotation attended will be used to determine the aforementioned 6 -month period. Student will be allowed three maximum attempts to pass each required PBA. If unsuccessful after the third attempt on any PBA or Medication Math, the student will receive a non-passing clinical grade, which will result in a second non-passing semester, therefore the student will be immediately dismissed from the Pre-licensure program since they are no longer eligible for re-entry.
- Clinical/laboratory/simulation experiences;
- · Remediation meetings and activities;
- Counseling;
- Review of Professional Practice Committee and/or Code of Conduct issues, including timeliness, professionalism, accountability, and remediation activities related to those issues.
- Required Student-Faculty Meetings

Students who do not meet the requirements within the Student Success & Growth Plan may face Academic Withdrawal and/or failure, and will no longer be eligible nor considered to be a Bachelor of Science in Nursing (Pre-licensure) student.

Pre-licensure Nursing Total Testing Exams

Students are required to complete total testing exams, as assigned at each level of nursing courses.

Pre-licensure Nursing Med-Math Policy

The purpose of this policy is to ensure students demonstrate a basic level of knowledge and skills proficiency prior to safely administering medication, under direct supervision, in a clinical environment. A medication math exam, given at all levels, and as assigned after new math content, must be passed prior to administering medications in the clinical setting.

The med-math and medication administration performance-based assessment consists of two-parts. Students will not be allowed to administer medication in the clinical setting until both Part A and Part B of the performance-based assessment has been successfully completed:

- Part A: Successfully passing the med-math exam with a
 minimum score of 90%. Students who do not achieve a
 minimum of 90% score after the third attempt at the med-math
 exam will fail the course and will be withdrawn from the
 course immediately. Medication Math is an essential function
 and not successfully passing the exam can pose a direct threat
 to the health and safety of others.
- Part B: Demonstrating safe medication administration in a clinical/simulated environment. Students who cannot demonstrate safe medication administration after three (3) clinical/simulated scenarios will fail and be withdrawn from the course. Students are not permitted to administer medications in any clinical setting, under direct supervision, until they demonstrate proficiency (Part A and Part B).
 Students are obligated to inform the clinical faculty and facility RN of their proficiency status. Failure to inform may result in immediate removal from the clinical setting and course failure.

Students will be required to complete remediation for each unsuccessful attempt. Please refer to the <u>Required Academic</u> Remediation Policy.

Pre-licensure Nursing Practice & Medication Administration Policy

Nursing practice and medication administration by students is only permitted after competency has been verified in the clinical setting and only after the successful completion of performance-based assessments (written and simulated). To verify competency in the clinical setting the student must have direct supervision by either the GCU clinical faculty or an approved agency RN who is functioning as the residency preceptor during the first medication pass for each administration route, for each clinical course.

After verification of competence with above supervision, a student may then administer medications with a staff RN as long as verification of competency has been clearly communicated. A Health Care Agency does not have the right to determine who can be designated to pass medications or perform certain procedures. In the event that the Health Care Agency has stricter guidelines than GCU policy, the student will be obligated to follow the Health Care Agency requirements.

All students will be required to follow the six (6) rights of medication administration

- Right Patient
- Right Medication

- Right Dose
- Right Time
- Right Route
- Right Documentation

Students may not do any of the following, even under direct supervision:

- Administer narcotics/controlled substances in the following clinical courses: NSG-300CC, NSG-322CC, NSG-432CC, NSG-434CC
- Administer emergency drugs or drugs used in "code" situations (ACLS)
- Obtain & administering blood and/or blood products
- Administer chemotherapy
- Administer medications that induce sedation
- Take verbal or phone orders from a doctor, nurse practitioner, or other care provider
- · Transcribe orders
- Witness consents, permits, or advanced directives

Students may administer narcotics/controlled substances based on the following guidelines:

- NSG-320CC Students may administer oral (PO) and transdermal narcotics/controlled substances
- NSG-430CC, NSG-440CC and NSG-444CD/CE Students may administer narcotics/controlled substances via all routes

In the event of any medication error or any failure to administer medications as prescribed or appropriately; including failure to properly handle/waster/dispose of narcotics/controlled substances, the student must notify the clinical faculty and complete all documentation required by the agency. The clinical faculty is obligated to report the incident to the unit or facility supervisor and the Pre-Licensure Director. The Pre-licensure Director may refer the incident to the Professional Practice Committee.

Failure to comply with this policy is a practice violation reportable to the Arizona State Board. Students found to be in violation of this policy will be immediately removed from the clinical setting and clinical rotation and may be interim suspended from the pre-licensure program pending an investigation by the Professional Practice Committee.

Mandatory Advisement for Pre-licensure Nursing Major Courses

Faculty members or College of Nursing Designee may request mandatory advisement or remediation sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the nursing program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

Required Remediation

Remediation is considered a professional and academic responsibility. All course/program requirements must be met in order for the College of Nursing & Health Care Professions to submit program completion documents to the State Board of Nursing in which a student intends to be licensed.

 Students approved through the re-entry process will be required to complete remediation in addition to retaking any failed course(s). Students will work with their faculty to complete the remediation plan. Students will fail any course in which the remediation plan was not completed, and be expelled from the program.

Lab/Clinical/Simulation/Didactic

- Students will be required to complete remediation. The following list provides examples, but is not limited
 - Medication Math
 - o Unsuccessful performance of PBA
 - o Unprofessional Conduct
 - o Unsafe or inappropriate care of a patient
 - o Unsafe or inappropriate skill in caring for a patient
 - o Exam averages below the assigned benchmark
 - o HESI exams (please see specifics below)

HESI Exams

All students will be required to take all versions of the HESI exams in the designated courses.

If two versions are assigned, all students will be required to complete HESI remediation based on their individual score. Remediation for the student's version 1 score will be required to complete by the due date, which will be scheduled prior to taking version 2.

Students in NSG-432 & NSG-434 courses are exempt for completing remediation for these two courses only.

All tasks in the required remediation must be completed to obtain the points (e.g. partial points will not be awarded for partial completion of the remediation). If remediation is not completed, the student will receive 0 points for remediation

Lab, Simulation, and Clinical Safe Practice Guidelines

Students must know and practice safe guidelines at all time while in lab, simulation, or clinical. Failure to adhere to general guidelines can result in disciplinary action.

- Students should report pregnancies, physical limitations, allergies (e.g. Latex), recent injuries, illnesses, surgeries, or communicable disease to their instructor as soon as possible so that necessary precautions may be taken that may affect your ability to meet the Essential Functions.
- Written medical clearance from a health care provider as well as permission of the Directors of Lab or Clinical and course instructor(s) is required before students with aforementioned concern will be allowed to utilize the laboratory, simulation, or clinical areas.
- Students are not permitted to be present in the lab, simulation, or clinical areas unless a nursing faculty member is present with them.
- 4. Students are not permitted to leave the clinical site for lunch.
- Standard precautions should be followed at all times when there is exposure or potential exposure to blood or body fluids
- Students are NOT to practice any invasive procedures on each other or persons outside of a GCU clinical experience that could result in blood or body fluid exposure and/or injury. Students are to practice injections or IV starts only on the mannequins provided.
- 7. No equipment or supplies are to be removed from the lab, simulation, or clinical areas.
- 8. Any supplies must be requested from lab staff before being taken out of the lab, clinical or simulation areas.
- Any damage to the equipment or supplies should be reported immediately to the Lab staff.
- 10. Unused supplies are to be left in the practice area.
- 11. Students and Lab Faculty/Instructors are responsible for placing hypodermic needles and other "sharps" equipment into the red biohazard bins and wall-mounted containers.
- 12. Students must demonstrate safety precautions while utilizing needles during practice as instructed (e.g. never recap

- needles, engage safety feature on devices, dispose of "sharps" immediately).
- 13. Students must demonstrate proper body mechanics for moving, lifting, and transferring.
- 14. If an injury or exposure occurs during lab, simulation or clinical, the student must notify the faculty/instructor immediately. The procedure for exposure or injury will be followed as outlined in the Guidelines for Undergraduate Field Experiences Manual.
- 15. It is the responsibility of all those who use the lab or simulation areas to keep the equipment and space clean, particularly during and after use.

Pre-licensure Nursing Math Requirement

A medication math exam, given at all levels, and as assigned after new math content, must be passed per the policy prior to administering medications in the clinical setting.

Student Safe Practice

The College of Nursing and Health Care Professions' priority is the education of future nurses and health care occupations in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a nursing student is engaged in behavior that is intentional, negligent, below program standards, inconsistent with nursing professional standards, or potentially or actually harmful to a patient, the Dean will report the incident to the Arizona Board of Nursing as soon as the incident is substantiated. Reporting is mandatory under the Nurse Practice Act for all states.

Examples of conduct or practice violations reportable to the Arizona Board of Nursing include:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct involving practicing beyond the scope of practice
 of the license or certificate. Examples include knowingly
 giving a medication not authorized by a treating provider,
 obtaining laboratory or other tests not authorized by a
 treating provider, unauthorized adjusting of dosage
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient
- Practicing nursing without a valid nursing license
- Violation of a disciplinary sanction imposed on the nurse's license by the board
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed

- Felony conviction(s) must be reported within ten days of the conviction
- Failing to take action in a health care setting to protect a
 patient whose safety or welfare is at risk from incompetent
 health care practice, or to report such practice to
 employment or licensing authorities.
- Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Clinical Agency Requirements

GCU's first priority is to use the health care providers that participate in clinical placements. However, when additional clinical experiences are needed, GCU may contract with health care providers external to the resolution process. In these cases:

Clinical agencies must:

- Meet the clinical outcomes of the course
- Serve the patient population that coincides with the intended population of the clinical experience
- Have population census that supports the assigned students to the clinical rotation
- Sign an affiliation agreement between GCU and the healthcare organization

Students participating in clinical rotations will be required to submit appropriate documentation to meet the clinical agency requirements which may include:

- Physical Health
- Mental Health
- Criminal Background Checks
- Substance Use Screens
- Functional Abilities
- Supervision of Clinical Activities

Essential Functions to Meet Clinical Requirements

The athletic training and nursing professions require significant physical, mental, and behavioral skills. The essential functions listed below describe what students must be able to do to meet the requirements of being an athletic trainer or nurse to ensure protection of patient safety (Reference Arizona Board of Nursing R4-19-201.)).

Individuals are required to navigate their assigned responsibilities independently.

Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services.

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Mobility	Ambulatory capability to sufficiently maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a patient/client. Ability to bend, squat, kneel, and twist.	The ability to propel wheelchairs, stretchers, etc. alone or with assistance as available

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Motor Skills	Gross and fine motor abilities to provide safe and effective care and documentation.	Position clients Reach, manipulate and operate equipment, instruments and supplies Electronic documentation/ke yboarding Lift, carry, push and pull (50 lbs. minimum without assistance) Perform CPR
Hearing	Auditory ability to monitor and assess, or document health needs.	Hears monitor alarms, emergency signals, ausculatory sounds, cries for help.
Visual	Visual ability sufficient for observations and assessment necessary in client care, accurate color discrimination.	Observes client responses Discriminate color changes Accurately reads measurements on client related equipment
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture.	Perform palpation Performs functions of physical examination and/or those related to therapeutic intervention
Math	Accurately calculate medication/solution dosages and any needed information specific to client care in a timely manner or under distress.	Determines correct dosage amounts for all routes of medication administration Calculates intake and output Able to convert measurements

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/In terpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	Nonjudgmental behavior Respond to a variety of behaviors (anger, fear, hostility) in a calm manner Demonstrate a high level of patience and respect Establish rapport with clients and members of the healthcare team Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Communicati on & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	Read, understand, write and speak English competently Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods Explain treatment procedures Initiate health teaching Document patient/client responses Validate responses/message s with others Use appropriate nonverbal communication Ability to perform a variety of technological skills

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Problem Solving/Critic al Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	 Identify cause-effect relationships in clinical situations Develop plans of care as required Identifies changes in client health status Handles multiple priorities in stressful situations
General Health/ Emotional Stability	Ability to tolerate lengthy periods of physical activity as well as environmental stressors	Move quickly and/or continuously Tolerate long periods of standing and/or sitting as required Adapt to rotating shifts Work with chemicals and detergents Tolerate exposure to fumes and odors Work in areas that are closed and crowded Work in areas of potential physical violence Work with clients with communicable diseases or conditions Maintain focus and appropriate behavior Flexibility and ability to adjust to changing situation and uncertainty in clinical situations Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Further, using student and site supervisor feedback, GCU evaluates the effectiveness of all clinical agencies to offer direct care experiences that align to course learning objectives. Facilities are assessed on their ability to provide:

- A safe environment for clinical learning
 Appropriate experience for level skill knowledge of students

- Appropriate interactions-communications between students and clients
- Direct access to medical records necessary to provide for learning experiences
- Opportunities for pre and post conferences

Students are assigned to clinical rotations based on their schedules and may not refuse the assignment. Please see Clinical & Lab Attendance and Participation Policy.

Nursing Licensure Examination

In order to be eligible to take the National Council of State Boards of Nursing Examination for Professional Licensure after graduation, students must have graduated from the Bachelor of Science in Nursing program. No exceptions are made to this policy. Students are responsible for applying to take the National Council License Examination – Registered Nurse (NCLEX-RN) exam for professional licensure through the State Board of Nursing.

The registered nurse licensing requirements are the exclusive responsibility of the State Board of Nursing (Arizona: Nurse Practice Act, A.R.S. Sections 36-1601 et. seq) and must be satisfied independently of any requirements for graduation from the University. Historically, the College of Nursing and Health Care Professionals graduates have been successful on the licensure examination. Satisfactory performance on the licensure examination is the responsibility of the graduate and not guaranteed by the College of Nursing and Health Care Professionals.

Professional Nurse Qualifications for Licensure

It is the student's responsibility to monitor and review state board of nursing requirements in the state they desire to obtain licensure in.

General requirements consist of, but are not limited to:

- Satisfactory completion an approved/accredited nursing program.
- Felony convictions-Please review the state board of nursing in the state you are applying for licensure.

Nursing students are expected to be clear of any felony convictions at the time of admission into the College of Nursing & Health Care Professions and to remain free of felony convictions for the duration of the program. If the prospective student or student is charged with a felony, or undesignated offense either before admission or during the program, he/she must speak with the Dean immediately.

Student Input and Feedback

The College of Nursing and Health Care Professions provides students with both public and anonymous methods to offer input and feedback used to develop policies and procedures as well as evaluate faculty, nursing courses, clinical experiences, resources and the overall program.

Throughout each semester, College Administrators and staff are available to answer any questions related to the program using the following methods:

- Open Meetings with Deans and Administrators
- Classroom visits
- Emails
- Student Nurses' Association Advocacy
- College Administrator appointments
- Exit Interviews

If students wish for a confidential opportunity to participate and provide feedback, students can submit responses through:

End-of-Course Surveys (EOCS)

- End-of-Program Survey (EOPS)
- Alumni Survey
- Simulation and Lab Evaluation Form
- Clinical Instructor Survey
- Clinical Site/Facility Survey

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Testing Policy

Students are allowed 1.5 min per multiple choice question and 3 min per short answer and Med Math questions on exams.

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

"On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work."

Guidelines for Administration of Exams in The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty.

- Students may only have #2 lead pencils (no mechanical pencils), eraser, and a highlighter on their desk. Calculators and scratch paper will be provided by proctor, if needed for exam.
- Everything brought into the room (backpacks, purses, cell phones, hats, snacks, water, etc.) must be placed at the front of the room at the student's own risk.
- Only head adornments of a medical or religious nature are permitted during examinations. Hats, hoodies, beanies, and/or other ornamental head coverings must be removed and left with other non-essential paraphernalia in the instructor-/proctor-designated locations
- 4. All cell phones must be turned off and placed in backpack (no cell phones on desk or in students' pockets).
- 5. All watch devices with internet capability must be placed in the front of the room with the student's belongings.
- 6. Faculty will be present during entire exam and actively monitoring student behaviors.
- 7. Students may not talk during the exams.
- 8. Students must keep their eyes on their own exam at all times.
- 9. Once the exam has begun students may not approach the instructor to ask questions or seek clarification.
- 10. Students may not leave the room and return once the exam has begun. Students must use restrooms prior to exam. In the event of a medical emergency, students may leave, but the allotted time will not change.
- 11. Students who arrive late will still be allowed to take the exam, but the stop time will remain the same.
- 12. Exams will be timed and collected when time is up.
- 13. Students may only access the HESI test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
- 14. After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
- 15. Students are required to be present and well prepared to take all examinations. Only students with excused absences will

be given the opportunity to take a make-up exam. An excused missed scheduled exam are considered when extreme circumstance have occurred. Extreme circumstances are considered, but not limited to:

- a. A communicable disease which can be transmitted to others.
- b. A car accident requiring immediate medical attention.
- c. Hospitalization
- d. Extended illness or injury

Students with unexcused absences will receive a zero. A determination of approving a make-up exam will be made after review of appropriate documentation and absence verification is completed through Student Disability Services. Make-up exam requests are reviewed on a case by case basis.

In order for the University to determine if a make-up exam will be granted, the student will be required to submit substantiating medical documentation that states specifically that the student is free to return to class/lab/clinical with no restrictions and have the ability to perform the essential functions as outlined in the UPH. The provider's medical license number, appropriate official signature with facility contact information will be required for verification purposes This must be typed on an official letterhead. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the State Boards of Nursing. Students will be notified of the approval or denial of the exam make-up via email to their gcu.edu email address.

Students may make up no more than one exam per course. A make-up exam administered may be a different version of the exam. Students will be required to complete the make-up exam within 2 weeks from the date of return. A student who misses an exam anytime during the last two weeks of the semester, the college will determine the date when the exam must be taken

Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, students will have access to and will be expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following details student responsibilities in this area:

- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- If evaluation and treatment is required by the facility where students are completing clinical experiences, the student is responsible for all costs and associated follow up.
- In the event that students are injured or exposed to blood and body fluids, students will:
 - Immediately notify your clinical instructor or site supervisor
 - Wash the area immediately and thoroughly with soap and water
 - Within 24 hours, follow-up with the students' Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
 - o Assume full responsibility for disease sequelae.

- o Follow the policies of the agency (if any).
- Complete a student incident report with the supervising faculty or instructor who was present during incident. A copy of this report will be given to the College Administrator and placed in the student's file.

Refer to Guidelines for Undergraduate Field Experience Manual for procedural precautions post exposure.

Communicable Disease Policy

Students will be exposed to communicable diseases during field experiences. It is important for students to adhere to the required immunizations, safe clinical practice standards, and the Guidelines for Undergraduate Field Experience Manual.

Students may not participate in field experiences during the time they are affected by or suspect they have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If students suspect they may have a communicable disease, an immediate visit to the student health center or healthcare provider for evaluation is required. If the evaluation shows possible communicable disease, students must remain out of contact with patients for the duration suggested by the healthcare provider. Students may not return to participation in field experiences until they have been reevaluated by a healthcare provider and released with written verification of full release. You Students must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Examples of communicable diseases include, but are not limited to the following:

- AIDS
- Shingles (Herpes Zoster)
- Chickenpox
- Strep pharyngitis
- Measles
- Cholera
- Conjunctivitis
- Diphtheria
- Diarrhea- infectious
- Influenza
- Tetanus
- Impetigo
- Yellow Fever
- Hepatitis A, B or C
- · Herpes Simplex
- Meningitis (bacterial)
- Mumps
- Pertussis (whooping cough
- Rubella
- Shigellosis
- Streptococcal pneumonia
- Scabies
- Hand, foot, mouth syndrome
- Viral and acute hepatitis
- Herpes
- Lice (pediculosis)
- Lyme disease
- Escherichia coli (E coli)
- Tuberculosis
- Group A Strep
- Pinworms
- Ringworm
- COVID-19

Refer to Clinical Absence and Participation Policy.

Clinical & Lab Attendance and Participation Policy

Clinical, simulation and lab attendance is mandatory.

Clinical, simulation and lab make ups will only be considered once per semester in each clinical course or scheduled lab, under extreme circumstances, and approved by the Director of Pre-Licensure (or designee). Examples of extreme circumstances that could warrant a clinical or lab make up may include, but not limited to:

- a communicable disease which can be transmitted to patients, staff or other students
- a car accident requiring immediate medical attention
- hospitalization
- · extended illness or injury

If a student is unable to attend clinical, simulation or a scheduled lab, the student will contact the following at least one (1) hour prior to the scheduled start of the event:

- Director of Pre-Licensure for clinical (or designee) and clinical faculty for a missed clinical experience
- Lab director and lab faculty for missed lab experience
- Director of Pre-Licensure for clinical (or designee) immersive simulation faculty for a missed immersive simulation experience

Please refer to the CONHCP Undergraduate Field Experience Manual for contact information for directors.

A determination of approving a make-up for the event will be made after review of appropriate documentation and absence verification is completed through Student Disability Services. Make-up request are reviewed on a case by case basis.

In order for the University to consider a Pre-licensure Clinical. Simulation or Lab Make-Up Request in cases of medical absence, the student will be required to submit substantiating medical documentation that states specifically that the student is free to return to the lab/clinical/simulation setting with no restrictions, and have the ability to perform the essential functions as outlined in the UPH. The provider's medical number, appropriate official signature with associate facility contact information will be required for verification purposes (an official letterhead is preferred). This will be required whether the student misses 1 clinical day, simulation, lab or consecutive days. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the State Boards of Nursing. Students will be notified of the approval or denial of the clinical, simulation, or lab make-up via email to their gcu.edu email address.

It is up to the University to determine how students will make up missed clinical hours or lab events if approved, but the primary method will be an additional clinical rotation or lab/simulation event. Secondarily, if alternative clinical rotations cannot be arranged, the University may choose to use case studies to meet the clinical objectives.

Students must make-up missed lab, simulation, and clinical experiences and may not decline the make-up experience identified. Students may risk failing the course for nonattendance. Students must submit any associated assignments with the make-up to the Learning Management System classroom within the designated time frame given for completing the make-up work.

If a student absence does not meet the above criteria it is considered unexcused and could result in failing the course and referral to the Professional Practices Committee. Students will have to complete the clinical, lab, or simulation make-up

assignments in order to progress in their course and in the program.

Clinical, Lab, and Simulation Tardy Policy

Tardiness is defined as being greater than 5 minutes (>5 minutes) from the start of the clinical shift, simulation, or lab event.

Any anticipated tardiness within the 5 minutes timeframe must be reported to the faculty who will then notify the appropriate director.

If a student fails to "call-in" or notify the appropriate faculty and/or director, this will be considered as an "unexcused absence" which will result in failure of the course as per the Clinical & Lab and Participation policy.

Dependent on the clinical site, simulation, or lab event, a student who is tardy and/or has missed report may be requested to leave. In this situation, the student will not be able to complete the scheduled clinical, lab, or simulation day. As a result, this day will be considered an unexcused absence. The student may be required to complete a make-up. Refer to Clinical & Lab and Participation policy.

Consequences of being tardy three times within the same course or within the semester will be as follows:

Lab events:

First Tardy: Student will receive a warning.

Second Tardy: Student will be sent to Professional Practice Committee for the second late.

Third Tardy: Student will fail the lab or simulation on the third late.

Immersive Simulation events:

First Tardy: Student will be sent to Professional Practice Committee

A clinical course that meets more than three times:

First Tardy: Student will receive a clinical warning.

Second Tardy: Student will be sent to Professional Practice Committee for the second late.

Third Tardy: Student will fail clinical on the third late.

A clinical course that meets three times or less:

First Tardy: Student will be sent to Professional Practice Committee for the first late.

Second Tardy: Student will fail clinical on the second late.

Clinical Competency Requirement

In each clinical course, critical competencies have been identified and highlighted on the Clinical Evaluation Tool (CET). These competencies have been identified as a core performance measures in specific levels. Students who score at a 1 (Does Not Meet) on any of these competencies at final evaluation will fail the clinical course. Please refer to you Clinical Evaluation Tool to review over critical competencies in each clinical course. This will be in effect for those student in the new curriculum version that rolled out January 2018.

Immersive Simulation Rules

The objective of Immersive Simulation is to allow students the opportunity to practice transferring knowledge into the right actions at the right time for the right reasons. Consequently, scenario experiences are designed to provide challenges in patient care and coordination to help students and faculty identify performance gaps for proactive mitigation.

It is critical to ensure the student's sense of safety when they are purposefully put into stressful situations designed to demonstrate transfer of knowledge into actions, where errors may occur.

Observers may only be present under the following conditions:

- No more than two (2) per session with ten (10) students
- Introduced to students prior to start of simulation experience with role and expectations
- If as part of a tour, may only observe for a brief time from the control room, and not participate in debriefing segment with students.

Confidentiality:

Failure to maintain confidentiality may impair the effectiveness of Immersive Simulation-based training. Consequently the following levels of confidentiality are strictly observed and enforced for all educators, students, staff and observers:

- Must sign a Participation, Recording, and Confidentiality Agreement Form prior to participation in any Immersive Simulation session.
- Must retain strict confidentiality regarding any specific scenario details, performance of others, debriefing discussions, and/or experiences in real time or on media.
- May discuss only in very general term the personal technical and behavioral skills acquired during simulation training.

Video Recording:

 Scenario participation will be videotaped for use during the facilitated debriefing session immediately after the experience. Recordings of the scenario will be erased one month after the experience, unless, as per policy it will be used for specific education training, research, or viewing purpose.

Remediation:

If there is concern that the student may pose a hazard to self, patients, personnel, or organizational safety the faculty and student would participate in Required Remediation.

Psychological Safety:

To ensure psychological safety for students the faculty/facilitators will adhere to the following guidelines:

- Provide a prebrief prior to all simulation events. The prebrief will serve as an orientation session prior to the start of the simulation-based learning experience.
- The faculty/facilitator will be involved in the debriefing to manage any potential disruptive behaviors.
- If a student has an obvious or expressed emotional distress because of an event that occurred during simulation, the faculty/facilitator will have a one on one discussion with the student.

Universal Precautions, Personal Safety and Security:

Please refer to the Lab, Simulation, and Clinical Safe Practice Guidelines policy.

Participation Rules:

- Required orientation for each simulation event
- No cell phones, pagers, blue tooth or texting
- Professional dress code
- Maintain a clean, organized environment
- Treat the simulator as you would a real patient
- Treat the simulation environment as real
- Participate in "hands on" orientation
- Maintain strict confidentiality agreement
- Maintain professionalism

- Laugh and enjoy but not at the expense of others
- Leave all personal items at the door
- Role model positive attitude and behaviors
- Be open to peer review
- Be open to new experiences
- Be open to role flexibility
- Expect to make mistakes and learn thru them
- Engage and participate or you will be asked to leave
- Refer to Clinical & Lab Attendance and Participation Policy
- Accountable for all previous knowledge, skills, behaviors

Any participant who refuses to sign the confidentiality agreement will be dismissed prior to any simulation. Report of such dismissal will be forwarded to the Director of Pre-Licensure (or designee).

Students in violation shall be subject to student policies up to and including dismissal from the nursing program.

All participants will be held accountable to the ground rules. Violation of the ground rules is cause for dismissal from the experience. Report of such dismissal will be forwarded to the Director of Pre-Licensure (or designee).

Policy for Student Substance Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo screening for substances. A substance is identified as nicotine, alcohol, and any drug that impair judgment. Students must be free from impairing substances. Health care agencies and the CONHCP require substance screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in nursing courses for a minimum period of one year. Determinations will be made by the Professional Practice Committee. The College is required to report any positive screens, suspicion of substance impairment and/or refusal to the appropriate board.

This policy is designed to identify the procedures to be followed for testing.

Initial Urine Substance Screening

- 1. Students entering their first clinical course and new transfer students will receive a substance screen authorization form in order to complete a random urine screen. Students will have 24 hours to complete the random screen at one of the laboratory options provided. Students receiving an authorization form on a Friday will be required to complete the screen by the end-ofbusiness hours on Monday.
- Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
- 3. The cost for all screening and medical review (if deemed necessary) is the students' responsibility.
- 4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
- 5. A negative report is necessary to continue in the program of study in the CONHCP.
- 6. This screen need not be repeated as long as the student maintains continuous enrollment. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.

7. Students may be re-tested for cause or reasonable suspicion.

Substances Included in Urine Substance Screen

Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine, Fentanyl, Meperidine, Methadone, Opiates, Oxycodone, Oxymorphone, Phencyclidine, Propoxyphene, Ethanol, Methaqualone

Screening For Cause or Reasonable Suspicion of Substance

The CONHCP may ask a student to submit to a substance screening at any time a faculty member or preceptor believes that the student may be under the influence of substances. This includes but is not limited to the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

- Students will be asked to submit to an immediate substance screening test conducted at one of the laboratory options provided.
- Students may also be given a substance screen authorization form and asked to immediately complete a urine substance screen at one of the laboratory options provided.
- Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
- 4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
- 5. A screen with questionable results will be sent by the lab for a medical review by the company completing the substance screen. Costs for review and retest will be the responsibility of the student.
- A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Substance Screen)

- Positive drug screens (including those medically prescribed) will be directed to the Professional Practice Committee for determination of sanctions.
- 2. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its by product, cotinine.

Follow-up Action For-Cause Negative Screen

- Students whose substance screens are negative will meet with A Director of the program to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.
- A review by the Medical Review Officer (MRO) by the company collecting the substance screen for documentation of any medical condition or treatment may be requested.
- Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
- 4. A reasonable suspicion/cause substance screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
 - a. The student will meet with the Director of the program.
 - b. The student may be required to undergo, at the student's expense, an evaluation for substance use/prescription drug

- use/impairment by a psychiatrist recommended by the State Board of Nursing.
- c. The student will follow other recommendations deemed necessary by the Director of the program.
- d. The student will be required to provide a negative substance screen prior to returning to clinical and be subject to periodic substance screens at the student's expense.
- e. More than one incident of a reasonable suspicion/cause substance screen that is positive; however, deemed negative by a medical review officer will be directed to the Professional Practice Committee. In this case the student will follow the positive substance screening guidelines.

Follow-up Action: Invalid Results

- 1. If substance screens have results that are "invalid", students will be required to complete hair follicle testing.
- 2. The cost of hair follicle screening (if deemed necessary) will be the students' responsibility.

Students Who Refuse Substance Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Director of the program. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the Professional Practice Committee. Students who refuse screening may be subject to dismissal from the CONHCP.

Bachelor of Science in Nursing (Pre-Licensure) Bachelor of Science in Athletic Training

Clinical Restriction Policy

Clinical restriction is the official means of restricting the student from any field experience when students have missing, expired, or insufficient immunizations or documentation requirements on file with the Office of Field Experience (OFE). You will be notified by the OFE 4 weeks before documentation is set to expire. Once documentation has expired, the OFE will notify your course faculty of your restriction status. At all times it is your responsibility to ensure that your health and safety documentation is up to date and current, and that all other program requirements have been met. Health and safety requirements are mandatory for all students where indicated in this manual.

Failure/Program Expulsion

If you fail to meet the course objectives, policies, and procedures outlined in the classroom and this manual, you may face failure or program expulsion. You must repeat any failed courses before moving on to the next course outlined in your program of study. A Code of Conduct form will be filed by the course faculty for any action that results in clinical failure. Field Experience/Clinical course failure may result in a failure of the co-requisite theory course at the judgment of the Course Faculty and Professional Standards Committee.

Examples of clinical failure, program expulsion, or Code of Conduct violation actions:

- Compromising GCU's relationship with any site
- Compromising safety in any form
- Plagiarism and ethical conduct resulting in Code of Conduct Violations

The student has the remainder of the course to earn a passing grade, which removes the student from clinical probation.

Bachelor of Science in Nursing (RN to BSN)

Students in the Bachelor of Science in Nursing (RN to BSN) program who want to transition into Grand Canyon University's Master of Science in Nursing (MSN) program may complete up to two graduate level courses as part of their upper division elective credits for the BSN degree completion. Eligible MSN programs are included on the Bachelor of Science in Nursing (RN to BSN) to Master of Science in Nursing (MSN) Fast-Track Request Form. To be eligible, students must:

- 1. Possess a 3.5 enrollment cumulative GPA at the time 33 of 36 RN to BSN program major credits are completed.
- Complete the Bachelor of Science in Nursing (RN to BSN) to Master of Science in Nursing (MSN) Fast-Track Request Form.

Once approved, students must complete the Master of Science in Nursing (MSN) courses with a C or better. Grades earned will be calculated into the graduate GPA. Tuition for the MSN courses taken as electives will be charged at the graduate tuition rate and will be charged the Canyon Connect Fee at the graduate rate. It is recommended that students enroll into the MSN program within 180 days of completing their Bachelor of Science in Nursing (RN to BSN) program to guarantee transferability of credit hours earned toward the MSN program. After 180 days, students will be required to advance into the graduate program of study deemed current at that time

Bridge to Master of Science in Nursing

CPR Requirements

Students must be certified in CPR for Health Care Providers through the American Heart Association or American Red Cross and are required to maintain certification throughout the program. Graduate students may also obtain CPR certification for the Professional Rescuer from American Red Cross. Information as to the availability of courses may be obtained by calling either the American Heart Association, or American Red Cross. CPR for Bystanders or the community will not fulfill this requirement. CPR instruction teaches skill of airway management and external cardiac compression for the adult and pediatric victim.

Students who do not have a current CPR certification card will not be permitted to participate in clinical experiences. In addition, Graduate students need to meet the certification requirements of the respective agency in which they perform clinical.

College of Theology

The College of Theology's mission is to educate and equip students to communicate the gospel effectively, serve the church faithfully, and minister with integrity at home and abroad. Therefore, within the context of the College, significant attention is given to spiritual and professional formation so that students are biblically qualified for ministry upon graduation. The Bible teaches that ministers must be "above reproach" in private and in public because ministers lead God's people as they grow up into the fullness of Christ through the careful study and application of God's word. Simply stated, one whose life has not been transformed profoundly by the power of the gospel is hardly in a position to lead others in this way of life. Thus, preparation for ministry requires attention to the spiritual, and professional aspects of each student's training in addition to academic study.

Doctrinal, ethical, and covenantal alignment are vital to the health of the institution as the faculty and administration strive to fulfill the mission of developing godly leaders, ministers, and scholars. Evangelical unity with respect to doctrine and morality

represents a crucial basis for ministerial preparation just as it represents a crucial basis for gospel ministry. For these reasons, students in the College are asked to affirm the University's Doctrinal and Ethical Positions Statement, the COT Covenant, and standards for conduct that agree with those beliefs. In this way students affirm the basic tenets of the Christian faith and commitment to a lifestyle worthy of the Lord Jesus and worthy of the gospel ministry to which they have been called.

The University's foundational documents, the Covenant, and the dispositional and behavioral standards have not been created for purposes of legalistic compulsion or in a coercive spirit. Rather, they represent commitments and guidelines that have been developed for the purpose of living freely together in a community marked by faith, hope, and love. All students who enter into COT's covenantal community do so freely and they do so with full understanding that the community strives to cultivate the character of Christ daily. Indeed, in light of the unique call God has placed on their lives, the vast majority of ministerial students are motivated to conform to established standards and are grateful for the structure and accountability the community provides.

In most cases when students' dispositions or behaviors fail to align with the College's standards, COT's faculty and staff are able to correct gently and provide all necessary counsel. Indeed, gracious conversation and pastoral guidance should normally characterize the initial steps taken by faculty and staff to address impropriety. The College is committed to forming students in a loving and merciful way that is redemptive rather than punitive. Thus, in cases where minor dispositional or behavioral issues arise, direct student engagement by a member of the faculty or a representative of the College will be most appropriate. Further action will only be necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Faculty and staff should refer cases that involve major dispositional and behavioral issues in accord with established processes.

Dispositional and Behavioral Standards

As ministers of the gospel, theology students are expected to conform to dispositional and behavioral standards that are consistent with biblical teaching, sound doctrine, and the commitments they make at the start of their program. "Dispositions" refers to one's attitudinal inclinations, mental and emotional outlook, integrity, and character. Sincerely held dispositions lead to actions and patterns of conduct, which is to suggest that dispositions, at some level, contribute to behaviors.

COT has adopted the following dispositional and behavioral standards that align with the College's Covenant. Although these standards are not exhaustive, they represent the essential values and qualities that should characterize gospel ministers. Students are encouraged to acknowledge their struggles and shortcomings without fear and for the sake of working through challenges with the support and encouragement of the community. Students who disregard the standards or fail to demonstrate these dispositions and behaviors, however, may be subject to disciplinary action.

- EMBRACE TRUTH: Ministers of the gospel embrace the truth
 of Christ, and speak and act truthfully. This includes integrity
 with respect to the commitment to uphold doctrinal and ethical
 positions and behaviors consistent with those of the University
 within their academic work, within the GCU community, and
 in any internship or supervised ministry/field experience
 setting.
- DISPLAY A HEART FOR GROWTH, TRANSFORMATION, AND LEARNING: Ministers of the gospel have a heart for growth and transformation. They demonstrate humility and

- pursue Christlikeness by taking correction, having a charitable spirit, and not thinking of themselves more highly than they ought. They do not hide sin but, rather, acknowledge it and learn from mistakes as they progress through their program of study. They demonstrate eagerness to learn and engage faithfully with their coursework, classmates, Scripture, scholarly research, faculty, and ministry supervisors.
- AFFIRM THE VALUE OF PEOPLE: Recognizing that all
 people are created in the image of God, ministers of the gospel
 treat people in ways that demonstrate their intrinsic value and
 dignity. Accordingly, ministers of the gospel reject
 discrimination and show the value of others in the way they
 interact with people of all races, nationalities, ages, genders,
 socio-economic levels, abilities, and faith traditions. These
 principles extend to all forms of communication.
- DEMONSTRATE GRACE AND RESPECT: Ministers of the gospel demonstrate grace and respect in their attitudes, actions, and words. They embody the fruit of the Spirit, speaking with kindness and patience, communicating respectfully in all situations. They avoid actions and speech that could show disrespect, a sharp tongue, harassment, prejudice, racism, sexism, vulgarity, foul language, or bullying. Students extend grace and charity at all points including discussions with others who differ with them on matters of doctrine and ethics. They strive for unity, which requires careful thought about doctrinal dialogue, genuine love for one another, and a resolve to be "quick to hear, slow to speak, [and] slow to anger" (James 1:19).
- PROMOTE PEACE: Ministers of the gospel seek to be peacemakers, approaching conflict with the goal of restoration and reconciliation. They follow biblical practices for conflict resolution, glorifying God by taking responsibility for their own contribution to a conflict and asking and offering forgiveness when needed. They bring peace and joy to their classrooms and congregations, avoiding words and actions that might bring discord, dissension, or destruction.
- MAINTAIN SEXUAL PURITY: Following the teaching of the Bible, ministers of the gospel maintain personal sexual purity, reserving sexual expression for a marriage relationship between one man and one woman. They refrain from the use of all pornographic materials and any explicit content that would grieve the Holy Spirit while demonstrating an openness to accountability, counsel, and prayer in areas of struggle and perceived powerlessness. They refrain from sexually charged language and behavior inside or outside the classroom.
- AVOID EXCESS: Ministers of the gospel avoid excess and abuse of any substances that could move them from a place of health to harm. Students embrace moderation in all things for the sake of safeguarding against idolatry and protecting their gospel witness.
- SEEK FIRST GOD'S KINGDOM: Ministers of the gospel pursue God's purposes for the world even when this requires abandoning the pursuit of their own selfish interests. They cultivate love, justice, beauty, grace, wisdom, and wholeness in their relationships and eschew worldly desires that result in consumerism, materialism, and the pursuit of fame and prestige.

Corrective Action Plan for Unacceptable Dispositions and Unprofessional Behavior

As a Christian community, the College of Theology and Grand Canyon Theological Seminary strive to be affirming and redemptive to students who are struggling and failing to exhibit these dispositions in their behaviors. The conduct that is unbecoming for a Christian leader or minister, however, may be referred through one of the following processes:

- Dispositional alert from a faculty member, a ministry supervisor, or another GCU employee which is processed through the College of Theology's Covenantal Standards Committee (CSC). This committee will determine the disciplinary action to be taken on a case by case basis.
- Code of conduct violation charge which is reported through the "Classroom Incident Report" and is handled through the Code of Conduct process of the University.

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Unbecoming dispositions and behavior, within the classroom or outside the classroom may result in an array of corrective actions taken by the CSC or recommendations for disciplinary actions made by the CSC to the Code of Conduct Committee including, but not limited to the following potential outcomes

- 1. A corrective dialog with the CSC or designee
- 2. A letter of reprimand
- A required number of professional and/or pastoral counseling sessions
- 4. A series of coaching sessions
- 5. Recommendations to the Code of Conduct committee such as:
 - a. Removal from the class
 - b. Removal from the supervised ministry/field experience site
 - c. Failure of the course
 - d. Suspension
 - e. Expulsion from the program. In the case of expulsion, students will have the option of reapplying to the program after a two year hiatus at which time the student will make a case for his or her change in behavior and disposition such that the CSC would possibly allow them to return to the program

Any question of interpretation or application of the Dispositional and Behavioral Standards Policy will be referred to the Dean of the College of Theology or a designee for final determination.

These standards should not be applied in ways that foster discrimination and harassment. Students who experience gender or disability-based discrimination or harassment should seek the assistance of the Title IX or Section 504 Coordinator for investigation under the applicable grievance procedures.

Process Guidelines for COT Dispositional and Behavioral Standards

The following guidelines are intended to assist with the evaluation of and appropriate response to dispositional and behavioral issues. These guidelines should enable faculty and College representatives to accurately assess and prudently address situations in ways that are redemptive, fair, and commensurate with the type of misalignment in question.

Doctrinal and Ethical Alignment

COT faculty are encouraged to make key distinctions in their teaching and classroom interaction between doctrine that is absolutely essential to the Christian faith and other teachings that, although important, are not fundamental to Christianity.

Essential doctrines are those core teachings that distinguish Christians from non-Christians and must be believed in order for one to be a genuine follower of the Lord Jesus. Denial of essential doctrine represents a grave matter.

Nonessential teachings are significant because they safeguard the integrity and health of essential doctrines and because they derive either directly or indirectly from the teaching of Scripture. Examples include the form and meaning of baptism, the organization and governance of the church, qualifications for ministers, styles of worship music, and the timing of Christ's return in relation to other events of the last days. Christians frequently disagree about various nonessential teachings but disagreement about these doctrines does not amount to a denial of the faith.

Dispositional and Behavioral Alignment

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Minor Misalignment

Instances of minor misalignment should be dealt with redemptively rather than punitively to the extent possible. Such cases typically require forbearance and patience instead of formal discipline.

Major Misalignment

Instances of major misalignment should be dealt with redemptively, but disciplinary action may be necessary if the situation cannot be redeemed apart from formal action. Certain egregious situations may represent exceptions and may require immediate disciplinary action.

Essential Elements for COT & GCTS Students

- Behave in an appropriate and professional manner that fits the setting
- Act as a professional regarding:
 - o Timeliness
 - Preparedness
- Maintain appropriate and professional relationships in all ministry environments
- Maintain appropriate hygiene and appropriate/professional dress for the setting or as fits the ministry occasion
- Communicate clearly and appropriately in the classroom setting as well as with peers, faculty, staff, and college administration
- Effectively communicate within the context of supervised ministry, internships, and practicum
- Complete all required components of supervised ministry, internships, and practicum
- Individuals are responsible for their own transportation to and from internship/supervised ministry/practicum

Essential Functions for COT & GCTS Students

A COT or GCTS student must:

 Possess the ability to effectively carry out service and teaching in diverse ministry contexts

- Provide appropriate leadership and service within a ministry context
- Develop professional and effective relationships with individuals, families, and diverse communities
- Comprehend content effectively and accurately when reading and studying.
- Effectively preach or teach within the context of a classroom or local church setting.

In addition to the aforementioned essential functions, a Bachelor of Arts in Worship Arts student must:

- Have the ability to meet all programmatic requirements
- Demonstrate musical ability during a required audition for the Worship Leadership emphasis. A student cannot enter this emphasis without the completion of this process.

*If a student requires an accommodation to meet the essential elements of any COT & GCTS programs they are required to go through the Accommodations process with the Student Disability Services office. Each request will be reviewed on case-by-case basis

Bachelor of Arts in Worship Arts

Upon completion of 80 credit hours in the Bachelor of Arts in Worship Arts program, students should begin the internship application process. The Worship Arts Internship (WSA-429) should be completed during the final year of the program or the summer prior to the final year, but not prior to the completion of 80 credit hours in the program. No credit will be given for internships completed outside of the formal BAWA internship process which is guided by the Office of Field Experience. Direct all questions regarding this application process to the Office of Field Experience at COT.OFE@GCU.EDU.

Master Programmatic Progression Requirements

Colangelo College of Business

Master of Science in Accounting

Guidelines for Live Proctored Online Testing Within the Master of Science in Accounting program

Proctored Examinations will be scheduled and administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. The following courses will include proctored exams: ACC-690 and ACC-691. If a student Fails to register with ProctorU and the assigned exam is accessed without live proctoring, this will result in a zero grade for the applicable exam

- 1. Once registration of the exams have been submitted from the faculty, students will be responsible for scheduling the day and time of the assigned exam with the proctoring agency. The designated testing window will follow the assigned timeframe listed in the course syllabus.
- 2. The proctoring agency needs greater than 72 hours to schedule an exam to prevent an additional fee. If a student needs to reschedule within 72 hours, charges will apply to the student; rescheduled exams outside of 72 hours may not involve additional charges to the student. Exams must be scheduled within the assigned calendar week of the course.
- 3. Students who must reschedule their exam must notify the instructor no less than 4 hours prior to the start of their scheduled exam time to be considered excused and allow for exam reassignment. The reassignment date and time must still be scheduled within the calendar week of the course.
- 4. Rescheduling is limited to once per course.

- 5. The technology required will include downloading applicable ProctorU software. A Web Cam and speakers will need to be purchased if not included with computer. The software will require a browser extension that the student must install from the Chrome Web Store or the Firefox Add-ons site. ProctorU also requires the student to run (not install) an applet prior to each session. Specific directions will be provided by ProctorU.
- 6. Authentication will be verified by government issued photo ID.
- 7. The student needs to plan to take the exam in a quiet, private setting. The door to the testing room must remain closed at all times while testing is in process to ensure academic integrity.
- If accommodations are needed, please contact GCU's Student Disability Services office or follow steps for accommodations outlined in the University Policy Handbook.
- 9. The only device permitted in the testing area/room is the computer. Items not permitted include: a. Bluetooth enabled devices b. Phones c. Watches d. Backpacks e. Purses f. Hats with the exception of head adornments of a medical or religious nature are permitted g. Jackets/Sweaters/Hooded Sweatshirts h. Snacks
- 10. Students will be asked to pan their camera and show the entire workspace and surroundings to the proctor. Students will be required to close down any other software prior to proceeding with the exam. Pockets must be turned out and demonstrated that they are empty.
- 11. Once authentication and securing of the environment has been completed, students will log into Gleim. The proctor will verify the account and the correct exam.
- 12. Students must keep their eyes on the exam at all times.
- 13. We encourage students to go to the restroom before the scheduled test to help ensure test security.
- 14. Students may not leave the room once the exam has begun. In the event that the student must leave, the exam will end and student will receive grade earned.
- 15. If IT issues occur and are unable to be resolved by the proctoring agency or GCU Tech Support during the designated test time, a working ticket needs to be obtained and submitted to the classroom. Faculty can then work with the student in reassigning the exam. If student is unable to access Gleim the student will need to contact Gleim at 800.874.5346 ext. 212. If student is unable to access ProctorU they will need to login to their ProctorU account and select Chat Now. If student has a technical issue during exam, student is to work with the Proctor via the Chat Now button.
- 16. Once the exam is complete, the student will notify the proctor that the exam has been completed. The student can then log
- 17. Students who are observed violating any of the above criteria may be asked to stop the exam, given no credit for the exam, and will be reported to the course faculty. The college will review provided video from ProctorU to determine if a violation has occurred and will determine course of action, which may include referral to the Code of Conduct

Master of Science in Organizational Leadership and Entrepreneurship

Master of Science in Organizational Growth and Sales

The Master of Science in Organizational Leadership and Entrepreneurship and Master of Science in Organizational Growth and Sales programs have been retired:

Student wishing to return to the University will be unable to continue in this degree program and will need to submit a University appeal in order to determine the appropriate degree program. The students completed coursework will be reviewed Summer 2023 University Policy Handbook

for possible course substitutions into our Master of Science in Leadership degree program. If the student does not wish to pursue the Master of Science in Leadership, they may pursue a different program of study, but will not be considered for course substitutions.

College of Education

All College of Education Graduate Programs COE Graduate Certificates

Candidate Fingerprint Clearance

- * Candidates beginning a new program of study on or after January 1, 2022 will follow the Fingerprint Clearance policy as outlined below. Also, please note that the following policy is subject to change as state requirements and policies change frequently. Therefore, please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance(s) for practicum/field experience, student teaching, internships, and certification requirements. Failure to maintain current and valid fingerprint clearance may lead to immediate expulsion from the program.
- **As such, candidates may need to complete additional clearances for practicum/field experience, student teaching, and/or internship placements and/or for certification purposes based on their state's requirements. In addition, while candidates with charges on record may be enrolled in a GCU program, candidates will be responsible to check with their state's department of education regarding the charges and ability to obtain licensure in that state.

The College of Education's mission is driven by helping our candidates find their purpose and calling within education. Our conceptual framework supports candidates as they learn, lead and serve in their various schools and communities. In addition, we value the strong collaboration with our local districts and schools. The learning and safety of all learners, both college and PK-12 students, is priority for all field experiences in the College of Education. Therefore, the college must provide candidates who are background cleared and classroom ready in all aspects. To achieve this, each candidate is required to have and maintain current and valid fingerprint clearance for the duration of their program.

Prior to participation in any course that requires fingerprint clearance, candidates must provide their Field Experience Counselor with copies of current and valid fingerprint clearance(s) as outlined below. It is the candidate's responsibility to meet the state's requirements necessary for certification and employment.

Current fingerprint clearance: Fingerprint clearance documents submitted to the Field Experience Counselor that include an expiration date may only be approved if the date is still current and will need to be renewed at the time of expiration. If the fingerprint clearance document does not include an expiration date, the obtainment date of fingerprint clearance must be less than one year old at the time of submission and less than four years old throughout the duration of the program.

- If a candidate is out of attendance greater than 180 days and the expiration date on the fingerprint clearance on file has passed, the candidate will need to supply a new fingerprint clearance with an obtainment date that is less than one year old at the time of reentry.
- Valid fingerprint clearance: Fingerprint clearance documents submitted to the Field Experience Counselor must be in alignment with the required documentation listed in the policy below. This includes, but is not limited to, submitting required

fingerprint clearance documentation that is free of any charges. If a candidate submits a fingerprint clearance showing charges (with the exception of a misdemeanor driving under the influence charge), the candidate's background may be subject to further review. While under review, the candidate may be denied admission or progression into courses requiring fingerprint clearance (ex. Courses containing practicum/field experience, student teaching, internships, etc.).

Required Fingerprint Clearance Documentation – Advanced Programs (Non-Licensure):

For those candidates that are enrolled into an advanced nonlicensure program one of the following must be on file:

- Arizona Department of Public Safety Identify Verified Prints (IVP) Fingerprint Clearance Card or state-specific clearance
- · Federal Background Check
- Current and valid teaching certificate

Required Fingerprint Clearance Documentation – Initial Teacher Licensure Programs and Bachelor of Science in Educational Studies

(Please check with your state's Department of Education and Field Experience Counselor to ensure you obtain the appropriate clearance and certification requirements):

For those candidates that are enrolled into an initial teacher licensure program one of the following must be on file:

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card will be required for:

- Candidates located in Arizona, completing practicum/field experiences, student teaching, and/or internships or seeking certification in Arizona are required to obtain and submit AZ IVP FPC.
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.
- Candidates who have provided state mandated fingerprint clearance showing any types of charges (with the exception of a misdemeanor driving under the influence charge) see Explanation of Charges section below.

An Arizona Department of Public Safety Identity Verified Prints (IVP) Fingerprint Clearance Card and a state-specific fingerprint clearance will be required for:

• Candidates located in states that require a state-mandated clearance and require certification through Arizona

State-Specific Clearance will be required for:

• Candidates located in states that require a state-mandated clearance

If none of the above applies, an FBI check will be required for:

- Candidates located in states where the state's mandated fingerprint clearance is not shareable with the University
- Candidates located in states that do not certify in Arizona and do not have a state-specific fingerprint clearance
- Out of state candidates seeking to certify in Arizona prior to certifying in another state are required to obtain and submit an AZ IVP FPC prior to student teaching but may submit an FBI or state-specific background check prior to practicum/field experience.

College of Education Practicum/Field Experience Expectations

Practicum/field experiences are field-based learning opportunities that focus on observation, application, and reflection.

Practicum/field experiences require the candidate to spend a prescribed amount of time in real-life classroom settings to demonstrate competency with predetermined activities that are aligned to professional standards in the field of education.

Approved Practicum/Field Experience Settings

Candidates must complete practicum/field experiences in the approved settings with a certified and/or qualified teacher as referenced in program coursework and Clinical Field Experience Handbook. Settings must align to programmatic grade levels and content areas. with the exception of an accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed. Practicum/field experiences must be completed in traditional in-person or approved virtual school site settings. Candidates are expected to mirror mentor teachers' instructional modality. Virtual setting options are not guaranteed. Utilizing recorded video in lieu of completing hours in the approved settings is not permitted with the exception of a temporaryn accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed and would not be acceptable for the full duration of a candidate's program.

Course Expectations for Practicum/Field Experiences

- Candidates engaging in practicum/field experience must also be active in a practicum/field experience course/block or in a documented college-approved plan to complete practicum/field experience hours in the field. Candidates must have current/valid fingerprint clearance(s) on file with their Field Experience Counselor prior to starting any fingerprint clearance required course. Please see Candidate Fingerprint Clearance policy.
- Candidates must complete all required practicum/field experience hours within the program of study. Failure to complete all practicum/field experience hours required within the program of study may result in ineligibility for the student teaching portion of the program, delays in program progression and/or delays or ineligibility for Institutional Recommendation (IR). Please see Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only) policy.
- Practicum/field experience hours are mutually exclusive.
 Candidates must complete all required hours for each course or block "double-dipping" or reusing practicum/field experience hours will not be allowed.
- Candidates that receive a non-passing grade in a practicum/field experience course must redo their practicum/field experience hours and documentation of the hours on the verification form in the retake of the course.
- Verification forms for practicum/field experiences are to be completed by site mentors. Candidates who falsify hours will be referred to the Office of Academic Compliance for further review.
- If referred to the Office of Academic Compliance, candidates are required to adhere to University and College determinations related to practicum/field experience including, but not limited to, redoing the completion of practicum/field experience hours and appropriate documentation, acknowledging that site placement is not guaranteed, acknowledging that any penalty received in a course or program of study will stand as issued by the course instructor or by the Code of Conduct Committee.

Program Specific Expectations for Practicum/Field Experience

Candidates are encouraged to be proactive regarding the selection of appropriate practicum/field experience placement settings. Each course/block outlines appropriate practicum/field experience settings. Candidates are responsible for completing hours in the settings that align with the grade levels and /content areas associated with their program of study and intended certification. Candidates in all programs may refer to the appropriate Field Experience Handbook and additional resources in the Student Success Center.

The programs below include additional specifications, requirements, and settings regarding practicum/field experience.

- Early Childhood Education
 Teacher Candidates enrolled in the Master of Education in
 Early Childhood Education or the Master of Education in Early
 Childhood Education and Early Childhood Special Education
 program, who are completing practicum/field experiences in
 Arizona, are required to submit a completed Student
 Information Release Form (SIRF) and proof of immunization
 and/or immunity from Tuberculosis (TB).
 Teacher Candidates are required to complete an early
 childhood practicum application 8 weeks prior to the start date
 and will receive placement assistance from their assigned Field
 Experience Counselor.
- Early Childhood Education and Early Childhood Special Education
 Candidates enrolled in the Master of Education in Early Childhood Education or the Master of Education in Early Childhood Education and Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB).

In addition to the practicum/field experience hours throughout their regular coursework, Teacher Candidates enrolled in the Master of Education in Early Childhood Education and Early Childhood Special Education have two practicum courses that require University placement. Candidates must refer to their program of study and Field Experience Counselor for more information.

Candidates are required to complete an early childhood/early childhood special education practicum application 8 weeks prior to the start date and will receive placement assistance from their assigned Field Experience Counselor. Candidates are not permitted to take Practicum I and Practicum II concurrently.

Master of Arts in Higher Education Student Affairs
 Candidates must have access to an institute of higher education
 to complete program assignments. GCU is unable to
 offer/guarantee practicum/field experience access to
 institutions of higher education

Placement Expectations for Practicum/Field Experience, Student Teaching, and Internships

The following section seeks to address responsibilities and expectations for candidates in the College of Education who are in school districts, schools and placement settings during a practicum/field experience, student teaching, or internship experience. The statements are designed to be reflective of the fundamental principles and values that are desired of a candidate and his/her professional and personal conduct in field settings. In addition to all University conduct policies, the conduct expectations clarify conduct unbecoming of an education candidate, and thus are subject to disciplinary action.

Candidates in the College of Education represent GCU's missional, Christ-centered values and are expected to abide by ethical, professional, and academic standards for professional educators. These expectations include, but are not limited to the expectation that the candidate:

- Gives appropriate attention to college programmatic and site placement work requirements
- Attends class and engagements as required by the college and site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Follows all dress code requirements site for by placement site Follows all dress code requirements set by placement site(s)
- Supports and exhibits ethical behavior with students, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with students, faculty, staff, site placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Represents themselves solely in all matters related to performance, evaluation, assessments, disciplinary action, etc.
- Adheres to college dispositional expectations, essential elements and functions for educations, policies, and standards of academic honesty

Essential Elements for Teachers

- Safely navigate the classroom /placement site and follow all safety protocols as outlined by the placement site.
- Effectively communicate with students, parents, and peers
- Complete all tasks in the designated time
- Make effective crisis management decisions based on placement site policies and procedures
- Ability to handle a full classroom of students as assigned
 Awareness of student needs
- Lead a classroom for the full contracted teacher workday. This includes:
 - o Student Contact time
 - o Teacher Contract time
- Act as a professional regarding:
 - o Timeliness
 - o Preparedness
 - Hygiene and professional dress
 - o Transportation to and from the school site
- Communicate in appropriate standard language for the setting (written and verbal)
- Maintain collegial relationships in the work/classroom environment

Essential Functions Motor/Physical/Cognitive Strengths for Teachers

 A teacher candidate must be able to: Possess the physical strength and mobility to safely carry out teaching procedures and provide routine direction to students of all ages in all assigned school settings.

- A teacher candidate must be able to: Use professional awareness to make accurate student assessments and judgments.
- A teacher candidate must be able to: Accurately assess student progress and any needed information specific to student development.
- A teacher candidate must be able to: Develop mature, sensitive, and effective relationships with individuals, families and groups of various social, emotional, cultural and intellectual backgrounds; adhere to GCU policies, procedures and requirements as described in the Student Teaching Manual/Clinical Practice, Faculty/Employee Handbook, University Policy Handbook and demonstrate ethical behavior, including adherence to professional and university honor codes.
- A teacher candidate must be able to: Communicate effectively and accurately in standard language using speech, reading, writing, language skills, and computer literacy. The use of appropriate nonverbal communication is also essential
- A teacher candidate must be able to: Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound judgments and decisions to promote positive student outcomes.
- A teacher candidate must be able to: Adhere to classroom and placement schedules, submit all course and placement expectations in a timely manner.
- A teacher candidate must be able to: meet all health and safety requirements to perform duties in assigned school settings.
 School/placement sites may have health and safety requirements in addition to required GCU screenings.

Dispositional Expectations

- High Expectations- Educators should believe that all Teacher Candidates can learn and should set and support realistic expectations for student success.
- Respect for the Diversity of Others- Educators should be sensitive to individual learning and social needs of Teacher Candidates and embrace the cultural diversity of the community.
- Fairness- Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- Professional Conduct- Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- Reflection- Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- Curiosity- Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- Honesty- Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- Compassion- Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- Advocacy- Teachers understand the impact of community involvement and servant leadership as it applies to the welfare of others in the educational setting.

 Dedication- Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners and seek opportunities for professional development

Clinical Practice Expectation Violations

The following violations clarify conduct unbecoming of candidates in the College of Education. Candidates are expected not to engage in such action while in school districts, schools, and/or placement settings.

The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which candidates are subjected to disciplinary action up to and including expulsion from the University.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - Admission or eligibility to practicum/field experience, student teaching and/or internships
 - Information regarding the site placement school, the district and/or personnel
 - o Information regarding students
 - o Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher/Mentor, GCU Faculty Supervisor, faculty, or staff
 - Threatening to harm or endangering the safety of any individual in the practicum/field experience, student teaching, and/or internship setting
 - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience, student teaching, and/or internship setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher/Mentor, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the students or the school community members

If candidates violate any of the above or any other university or placement site policy, they are subject to review by the College and/or the Office of Academic Compliance. If candidates are found eligible to continue with the program of study, candidates are expected to complete all required actions deemed necessary by the University or College. Please note, if candidates are enrolled in an initial teacher licensure program, student teaching may only be repeated once.

Basic Skills and Content Area Exams

Teacher Candidates enrolled in an initial teacher licensure program must pass all required educator exams. This may include, but is not limited to, all programmatically required exams, state-mandated basic skills exams and/or content area exams aligned to their chosen program of study and area of teacher certification as approved by the state's department of education. Required exams must be completed and passed prior

to applying for the student teaching experience. Inability to meet the certification and/or programmatic exam requirements may result in ineligibility and/or delays with the student teaching experience, programmatic progression, and/or the Institutional Recommendation (IR).

- It is the Teacher Candidate's responsibility to identify and pass all exams required for Institutional Recommendation (IR) and/or state certification. Teacher Candidates failing to submit required passing exam scores may not receive the IR from the University. State licensure requirements are subject to change, so it is the candidate's responsibility to familiarize and understand state licensure requirements. Please see the Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only) policy.
- Exam score reports will be accepted only if the official score report documents a passing score ('pass' or 'passed').
- Teacher Candidates are required to complete and pass exam(s) that align with their chosen program of study and area of teacher certification as approved by the state's department of education. If there is no content knowledge exam for the content area in which the Teacher Candidate is seeking certification, the Teacher Candidate will be required to submit an appeal to the College of Education demonstrating the content proficiency as guided by the state department of education in which they are seeking certification.
- Some states will require candidates to first certify in Arizona
 prior to certifying in their state. Teacher Candidates that certify
 through Arizona will be required to submit passing scores on
 the National Evaluation Series (NES), Arizona Educator
 Proficiency Assessment (AEPA) or equivalent exam as
 determined by the Arizona Department of Education's out of
 state exam reciprocity requirements prior to applying for the
 student teaching experience.
- Teacher Candidates residing in states that do not have statespecific mandated basic skills and/or content exams for initial licensure and do not certify through Arizona may be able to defer exams. Teacher Candidates should contact their assigned Field Experience Counselor (FEC) if they believe they qualify.
- Some states where students are seeking licensure will not permit student teaching to commence until passing content exam scores are on file with the University and/or the state in which the student is seeking licensure. There may be instances in which a Teacher Candidate may be eligible to utilize scores from a GCU specified content exam(s) in lieu of providing passing state exam scores for progression into student teaching. This is allowable on an appeal basis only and will be approved provided a series of conditions are met, and this option may not be available for all COE programs and only applies to programmatic progression. Additionally, GCU specified exams cannot be utilized for state certification or Institutional Recommendation (IR) requirements. Candidates must still adhere to state certification requirements regardless of programmatic exceptions. Teacher Candidates must refer to their Field Experience Counselor (FEC) for more information.

Performance-Based Assessments (Initial Program/Teacher Licensure Only)

Some states may require additional Teacher Performance Assessments (TPA) such as edTPA. These performance-based assessments are student-centered and are used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills including, but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data.

If a performance-based assessment is required for certification in a candidate's state of residence, GCU expects the completion of portfolio items specified in the assessment during the candidate's completion of student teaching. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

College of Education Professional Practice Committee (PPC) and Personal Improvement Plan (PIP)

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Candidates are guests at placement sites and must follow all site policies and

The expectations. In the case a candidate has an unsuccessful attempt at student teaching or educational administration internships the candidate may be reviewed by the College of Education's Professional Practices Committee (PPC). The COE's PPC reviews unsuccessful attempts (i.e., cancellation of confirmed placements, terminations, self-terminations and/or course failures) at student teaching and the educational administration internship determines all college-level remediation or sanctions, and/or recommendation for further university-level review. The College of Education's PPC reviews all documentation, including the candidate's response to the attempt, and will make a determination on the next steps regarding program progression.

Possible outcomes for candidates referred to the College of Education's PPC may include but are not limited to:

- Removal from the student teaching or educational administration internship course(s).
- Awarding a failing grade for the student teaching or educational administration internship course(s).
- Awarding the grade earned in the student teaching or educational administration internship course(s).
- Awarding a "W" (withdraw) grade in the student teaching or educational administration internship course(s).
- Successful completion of required college-level coaching.
- Successful completion of a Personal Improvement Plan (PIP).
- Replacement in a new student teaching placement site.*
- Replacement in a new student teaching placement site after the completion of a PIP.
- Referral to the University's Code of Conduct Committee Office of Academic Compliance for further review.

An unsuccessful attempt at student teaching or the educational administration internship may have financial implications. It is the candidate's responsibility to contact their assigned Student Services Counselor to discuss any financial matters as a result of an unsuccessful student teaching or educational administration internship attempt and/or future course repeat(s).

*Replacement at a new student teaching placement site is contingent upon several factors (e.g., placement site availability/approval, required remediation, etc.) and is not guaranteed

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. The PIP is personalized one-on-one support to assist teacher candidates in their second attempt in the student teaching experience. Throughout the PIP, the Teacher Candidate will work with a College of Education faculty/staff member to reflect on and remediate any areas of opportunity and growth. Please refer

to the College of Education Student Teaching Manual for additional information.

Eligibility for Student Teaching (Initial Program/Teacher Licensure Only)

- Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
- Pass the state-specified basic skills and content area exams or GCU specific content exam, if applicable for academic program, prior to applying for the clinical practice/student teaching experience.
- 3. Maintain a minimum GPA of a 2.8 (undergrad) or 3.0 (graduate) as required for clinical practice/student teaching.
- 4. Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
- Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
- Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card.

Clinical practice/student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

If a Teacher Candidate has an unsuccessful clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Application for Student Teaching (Initial Program/Teacher Licensure Only)

In order to apply for clinical practice/student teaching, the Teacher Candidate must be meeting all clinical practice/student teaching eligibility requirements.

The <u>Student Teaching Application</u> is provided by the Teacher Candidate's assigned Field Experience Counselor (FEC).

The Student Teaching Application deadlines are as follows:

Traditional (Ground) Students

- November 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- May 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

Non-Traditional (Online) Students

- February 1st is the deadline for the Fall Clinical Practice (Student Teaching) experience
- August 1st is the deadline for the Spring Clinical Practice (Student Teaching) experience

No exceptions will be made to these deadlines.

Student Teaching (Initial Program/Teacher Licensure Only)
Student teaching is the capstone experience at the end of the initial teacher licensure program that provides candidates with the opportunity to demonstrate mastery of knowledge and skills in a classroom setting.

Teacher Candidates must meet all eligibility requirements prior to progressing into student teaching. Taken at the conclusion of all coursework, student teaching requires 15-16 consecutive weeks (dependent on Teacher Candidate's program of study) of full day (Monday-Friday) placement with a COE approved Cooperating Teacher/Mentor. A Cooperating Teacher/Mentor must hold a

current/valid certification in the area which aligns with the Teacher Candidate's program of study, a Master degree or exceptional experience, have a minimum of three years teaching experience, full recommendation of the building principal/administrator and desire and ability to work cooperatively with the Teacher Candidate.

Student teaching full days consists of the following:

- Student Contact time: any instructional classroom time spent directly with students.
- Teacher Contract time: any function at the cooperating school site(s) that the contracted teacher is required to attend. This includes prep time and professional development.
- District holidays/inclement weather days are not to be counted.

Student teaching requires a full takeover for a minimum of 50% of the experience (i.e. 4 weeks of full take over for an 8-week course and 8 weeks for a 15/16-week course). During this time, Teacher Candidates will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom and ensuring student learning. Refer to the College of Education Student Teaching Manual for additional information.

Student teaching is completed in the Fall or Spring semesters; and is required for an Institutional Recommendation (IR). Teacher Candidates looking to complete student teaching in the summer may contact their assigned FEC to discuss eligibility. Student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

Student Teaching Placement Requirements (Initial Program/Teacher Licensure Only)

Student teaching must be completed in a brick-and-mortar school (Candidates requesting to complete student teaching in a virtual school setting must refer to their Teacher Placement Counselor. Requests to complete student teaching in a virtual setting are reviewed on a case-by-case basis and not guaranteed.). Student teaching must be completed in a public-school setting or a licensed/accredited nonpublic school setting. Teacher Candidate's site placement must align with the Teacher Candidate's program of study. Placement preferences will be honored, if possible and/or feasible. However, the University reserves the right to make assignments or adjustments deemed to be in the Teacher Candidate's best interest and the interest of other involved parties. Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

GCU's College of Education does not employ districts and therefore does not have any jurisdiction of districts' placement discretion or termination of placement. Teacher Candidates are guests at placement sites and must follow all site policies and expectations, including but not limited to FERPA, digital privacy/communication, social media, fingerprint clearance, etc. Refer to the College of Education Student Teaching Manual for additional information.

Paid Student Teaching (Initial Program/Teacher Licensure Only)

Student teaching is traditionally an unpaid experience. The College of Education does not solicit, source, or guarantee paid student teaching opportunities. It is the Teacher Candidate's responsibility to secure employment. Teacher Candidates may have the opportunity to student teach in the classroom(s) in which they are employed as the full-time teacher of record, paraprofessionals/teacher aides/substitutes if:

- the setting aligns with the setting required in the Teacher Candidate's program of study
- the Teacher Candidate has an appropriately certified mentor available at the school site
- the Teacher Candidate is able to fulfill all student teaching expectations, including the ability to have full take over for the minimum required time.

Teacher Candidates requesting to student teach in a paid position must complete additional documentation that requires written approval from the placement site administrator. Requests to student teach in a paid position are reviewed by the College on a case-by-case basis and are not guaranteed. Teacher Candidates should reach out to their assigned Field Experience Counselor or Teacher Placement Counselor for more information.

Requirements for an Institutional Recommendation (Initial Program/Teacher Licensure Only)

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. (Other states may refer to this as a program verification form, college verification form, etc.) The IR confirms that a candidate has met all requirements, including successful clinical practice/student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the candidate's responsibility to determine the specific requirements needed (i.e. professional knowledge exams, content knowledge exams, fingerprint clearance, etc.) to obtain a certificate in their intended state of certification. An Arizona IR is valid for one year from the date it is signed. Arizona IRs can be issued only within 45 days of a candidate's last course end date; otherwise, the candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license in their intended state of licensure are responsible for determining state specific deadlines and requirements, and must complete the programmatic and state licensure requirements. These requirements may include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams, and successful completion of student teaching in an approved setting.

Certification through Non-Degree Courses (Initial Program/Non-Teacher Licensure Only)

Graduates from an Initial Program – Does Not Lead to Teacher Licensure (IP/Non-TL) programs who wish to return to GCU to complete certification coursework will enroll in student teaching courses through the non-degree division. As these learners do not qualify for an Institutional Recommendation they must be certified in Arizona through a course-by-course evaluation conducted by the certification division of the Arizona Department of Education. Learners will need to meet all Arizona certification requirements, including verification of fingerprint clearance, successful completion of student teaching, verification of passing scores on the AEPA or an equivalent exam as determined by the Arizona Department of Education's out of state exam reciprocity requirements, and successful completion of Arizona SEI requirements.

Master of Education in Educational Administration (Advanced Program for Principal Licensure (AP/PL)

Prior to the first internship course, students must submit a copy of one of their Valid Arizona Fingerprint Clearance Card or official results of Federal Background Clearance from their state Department of Public Safety agency to their Field Experience Counselor.

Eligibility for the Educational Administration (EAD) Internship

- 1. Learners must complete the following courses prior to starting their internship courses.
 - EAD-501, EAD-505, and EAD-510 must be successfully completed in order to enter into the first internship, EAD-519.
 - EAD-519, EAD-513, EAD-520, and EAD-523 must be successfully completed in order to enter into the second internship, EAD-529.
 - EAD-529, EAD-530, EAD-533, and EAD-536. Must be successfully completed in order to enter into the third and final internship, EAD-539.
- Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor is able to complete the required registration process.
- View program evaluations with assigned Student Services Counselor and/or Field Experience Counselor to discuss program progression and academic eligibility.
- Principal candidates not meeting the graduate GPA requirement of a 3.0 at the time of the final internship, EAD-539, must submit an appeal which will be reviewed by the College of Education.
- Possess a current Fingerprint Clearance Card or background check. Arizona residents must have an Arizona Department of Public Safety Fingerprint Clearance Card.
- 6. The Internship may only be repeated once. Students unable to meet the eligibility requirements may transfer enrollment to the Master of Educational Leadership program of study.

Internship and Field Work Hours

Learners in the educational administration program will accumulate 270 internship and 90 field work hours, totaling 360 hours. Field work hours are accrued throughout the program and internship hours are accrued at the culmination of each of the three blocks in 90-hour increments. Internship hours are unpaid, require partial-time placement with an approved COE mentor administrator, and are required for an Institutional Recommendation (IR).

Institutional Recommendation

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a student has met all requirements, including successful student teaching or internship, for the program of study that has been approved by the Arizona State Board of Education. It is the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within one year of a student's graduation date; otherwise, the student will need to apply for a transcript analysis to determine if certification criteria have been met.

All College of Education principal candidates seeking an Institutional recommendation for principal license must complete the program requirements for their degree program, which include verification of the fingerprint clearance and successful completion of an internship component.

 Arizona residents will be required to successfully pass the Arizona Educator Proficiency Assessment (AEPA) principal licensure test. Principal candidates requiring Arizona principal certification in application for their local state licensure will need to successfully pass the principal AEPA licensure test.

Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Early Childhood Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Early Childhood Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (8 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- · Completion of ARL Bootcamp modules
- Completion of the ARL Application Packet
 - o Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp modules) are completed]
 - o Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Early Childhood Education and the Education of Young Children exams
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study)

Master of Education in Elementary Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Elementary Education (Nevada ARL) must submit to the Nevada Department of Education documentation of 18 credit hours of coursework (6 in each area) in Mathematics, English Language Arts and History, along with an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Completion of the ARL Application Packet
 - o Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp are completed]

- o Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Elementary Education: Multiple Subjects exam(s)
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study)

Master of Education in Secondary Humanities Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Secondary Humanities Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Submit evidence of passing scores on the Praxis Secondary Education Content Area exam in either Language Arts, Art, Social Studies, or Music.
- Completion of the ARL Application Packet
 - o Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp modules are completed]
 - o Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Principles of Learning and Teaching (PLT): Grades 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Secondary STEM Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Secondary STEM Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- · Completion of ARL Bootcamp modules

- Submit evidence of passing scores on the Praxis Secondary Education Content Area exam in either Biology, Physical Science, or Mathematics.
- Completion of the ARL Application Packet
 - o Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp modules are completed]
 - o Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Principles of Learning and Teaching (PLT): Grades 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

Master of Education in Special Education Nevada ARL

In order to apply for conditional licensure with the state of Nevada, students in the Master of Education in Special Education (Nevada ARL) must receive an ARL Recommendation letter from GCU's College of Education. This letter can be obtained once the following requirements are met:

- Successful completion of the first three courses in the approved program (9 credit hours)
- Submit evidence of passing scores on the Praxis CORE Academic Skills for Educators exam
- Completion of ARL Bootcamp modules
- Completion of the ARL Application Packet
 - o Job Verification (To be completed by the hiring principal)
 - Mentor Verification (To be completed by the hiring principal)
 - Candidate Acknowledgment (To be completed by the ARL candidate)
 - Certificate of ARL Bootcamp Completion [Received when ARL Bootcamp moduels are completed]
 - o Signed copy of official job offer/teaching contract
- Valid FBI fingerprint clearance (required prior to beginning any course that requires FPC for practicum)

Any time between successful completion of the third program course and prior to student teaching, students must complete the following:

- Meet all above progression and licensure requirements and currently hold a conditional license
- Submit evidence of passing scores on the Praxis Special Education: Core Knowledge and Applications exam
- Submit evidence of passing scores on the Praxis Principles of Learning and Teaching (PLT): Grades K-6 exam OR the Principles of Learning and Teaching (PLT): 7-12 exam
- Meet all other prerequisites for student teaching (3.0 GPA, GCU-approved placement, successful completion of courses in program of study).

College of Humanities and Social Sciences

Master of Education in School Counseling

School counseling students are required to purchase a copy of "The ASCA National Model: A Framework for School Counseling Programs" at the beginning of the program, to inform them about data-informed comprehensive school counseling programs. School counseling students will be introduced to the resource in the first course (SCN-501).

At a designated time in the program of study, school counseling students will be required to download MApp, a free application, to access related American School Counseling Association (ASCA) resources.

Counseling Academic Unit

The academic unit consists of the Clinical Mental Health Counseling and School Counseling programs and articulates its purpose through mission statements, program objectives, and goals that focuses on best practices to equip counselors in training as change agents in a global society.

Counseling Academic Unit Mission Statement

The mission of the counseling academic unit is to prepare counselors-in-training with the knowledge, skills, and dispositional values to become competent global counselors and leaders.

Mission Statement

The mission of the Master of Education in School Counseling Program is to equip school counselors to implement data-driven comprehensive school counseling services informed by the American School Counselor Association (ASCA) National Model to support growth in academic achievement, career, and social-emotional development. GCU's School Counseling Program integrates faith and learning while fostering the development of school counselors as change agents advocating for models of school-based collaboration with school stakeholders. Future school counselors gain the knowledge and skills to promote equity and access for P-12 students to become contributing global citizens.

Program Objectives

SC Program objectives are designed so that learners will:

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.
- Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.
- Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.
- Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.
- Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.

- Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.
- Career Development: Facilitate college and career readiness standards to support the development of students in P-12 settings.
- Testing and Assessment: Utilize assessment methods, research, and program evaluation to appraise effectiveness of comprehensive school counseling programs using outcome data to inform future practice.
- Specialty Area for SC: Develop an educator and counselor identity that integrates the GCU Professional Dispositions of Learners and upholds ASCA professional and ethical standards as licensed/certified school counselors by acquiring the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs based on research and national standards

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of school counselors in training (SCITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- High Expectations: SCITs maintain the belief that all P-12 students can learn and succeed in their personal and academic endeavors. SCITs set and support realistic expectations for student success.
- Respect for the Diversity of Others: SCITs support individual learning and social needs of P-12 students while demonstrating appreciation for cultural diversity within the school environment and wider community.
- Fairness: SCITs promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including counseling, instruction, and assessment.
- Professional Conduct: SCITs demonstrate professionalism through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements.
 SCITs exercise sound judgment, ethical behavior, and maintain professional boundaries with others. SCITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- Reflection: SCITs recognize that intentional self-awareness and constructive feedback, combined with experience leads to professional growth. SCITs engage in critical examination of their professional practices, and seek continual improvement through supervision, collaboration, and professional development.
- Curiosity: SCITs are able to think innovatively and creatively, using critical thinking as a problem-solving approach. SCITs engage in ongoing professional development and learning while maintaining an open and inquiring mind.
- Honesty: SCITs model sound moral character by their words and actions. SCITs are forthright with others and uphold high standards of trust, stewardship, and integrity.
- Compassion: SCITs demonstrate professional unconditional positive regard and genuineness in their relationships with others while providing academic, career, social, and emotional support.

- Advocacy: SCITs aim to promote equity and access for all P-12 students. SCITs understand the impact of community involvement contributes to welfare and social justice for all school stakeholders.
- Dedication: SCITs are committed to the profession of counseling and education. SCITs maintain the role of lifelong learners who engage in ongoing professional development..
- * School counselors in training (SCITs) refers to students in the school counseling program.

Practicum and Internship Requirements

- · A valid fingerprint clearance card
- Maintain professional counseling liability insurance that covers 1 million per occurrence and 3 million aggregate in order to progress to the practicum and internship courses.

Practicum

The practicum courses have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum practicum hours required in their program of study. The practicum courses require that the students complete 100 practicum hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure/certification guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Internship I, II, III

Internships have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the student complete 200 internship hours for a total of 600 hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure/certification guidelines, including additional internship hours, are applicable to and necessary for their individual state boards

Written Endorsement/Institutional Recommendation

Institutional Recommendations (IRs) are issued for teaching, principal, and school counseling programs that lead to initial licensure in Arizona. The IR confirms that a student has met all requirements, including successful completion of practicum and internships, for the program of study that has been approved by the Arizona State Board of Education. It is the student's responsibility to check with his or her local state licensure/certification agency for program applicability and certification/endorsement requirements. It's also the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within one year of a student's graduation date; otherwise, the student will need to apply for a

transcript analysis to determine if certification criteria have been met

Refer to the Graduate Counseling Field Experience Manual for more information.

Master of Science in Addiction Counseling

Master of Science in Christian Counseling

Master of Science in Christian Counseling of Substance Use and Addictive Disorders

Master of Science in Professional Counseling

Pre-Practicum Hours Requirement

Students are required to complete the minimum of 100 prepracticum hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program practicum hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Practicum Hours Requirement

Students are required to complete the minimum practicum hours required for each course in their program of study. Each practicum course requires that the student complete 150 practicum hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Counseling Student Professional Standards and Dismissal Policy Student success is a priority for Grand Canyon University and the Counseling Program(s)*. Students are encouraged and required to follow the Grand Canyon University's academic progression policy and the adopted Ten Counseling Dispositions, the American Counseling Association's (ACA) ethical code and/or the National Association of Addictions Professionals (NAADAC) ethical code. Failure to meet course objectives, policies, counseling dispositions, procedures outlined in the courses, the University Policy Handbook, and/or practicum/internship manual may result in failure, Professional Standards, or removal from program. Failure to meet the American Counseling Association Code of Ethics and/or the National Association for Addiction Professional's Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that students maintain continuous growth and continuous clinical or counseling skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the American Counseling Association.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. Students who fail to adhere to or

demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- Psychological Fitness: CITs strive to maintain holistic wellness across multiple domains of their mental, relational, and professional lives while focusing on interpersonal values that promote positive growth. CITs engage in activities that promote openness, self-awareness, and self-acceptance. CITs proactively practice self-care and are committed to mental health support to maintain psychological fitness.
- Self-Awareness: CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.
- Cultural Diversity: CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.
- Acceptance: CITs work to foster a nonjudgmental professional environment while embracing change and others as they are.
 CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.
- Empathy: CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.
- Genuineness: CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.
- Flexibility: CITs embrace ambiguity with an open-mind and have the courage to form innovative solutions when facing challenges. CITs are able to work with others in a way that is open and inviting to multiple points of view and diverse cultural situations. CITs are open to shifting their perspective and embracing change.
- Patience: CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect, flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.
- Amiability: CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.
- Professional Identity: CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.

* Counselors in training (CITs) refers to students in licensure track counseling programs at the graduate level.

Professional Practices Committee

Students may be referred to the counseling program(s) Professional Practices Committee when students have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics, American School Counselor Association (ASCA) Ethical Standards for School Counselors, and/or the NAADAC Code of Ethics, in the classroom setting, field experience, or professional academic interactions.

Practicum/Internship evaluations are completed by both the instructor and site supervisor during the student's field experience. If a student receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a student receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC.

Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- Warning and Mentoring: If the Professional Practices Committee issues a recommendation for mentoring, the student will be notified within 72 hours with information about the assigned mentor and directions for contact. Mentoring will be provided by program faculty for up to four weeks. mentoring. These activities are to enhance or strengthen the student's understanding of their profession and the ACA Code of Ethics or ASCA Ethical Standards for School Counselors and to safeguard the counseling field as prescribed.
- Failure of Assignment Grades and/or Courses: The Professional Practices Committee may issue zeros to assignments, which in turn may change the final course grade(s). Failing grades may be assigned by the college in field experience classes and in response to problems with practice hours accumulated, not adhering to ethical codes, or removal from the field practice site.
- Suspension from Clinical Practice: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics, ASCA Ethical Standards for School Counselors and/or the NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a. If students are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
- b. Students may not participate in developmental action plans more than two times. Students who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
- c. The Professional Practices Committee may recommend students to attend therapeutic services at their own cost. As prescribed by the ACA, ASCA, and/or NAADAC standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.
- *Counseling Programs includes all graduate counseling programs and associated emphasis.
- **The term counselor is used to refer to counselors in training at the graduate level.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics,, ASCA Ethical Standards for School Counselors and/or NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from practicum courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum course, the practicum hours completed during this time will not be counted for that course.
- To resume practicum experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period.
 Students will not earn credits or practicum hours for completing developmental action plans.
- If students are administratively withdrawn from a practicum course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser (SSA).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the student's remediation. If a

student receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a student receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision

 Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree.

Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Clinical Requirements for Counseling Programs

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities SErvices

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/In terpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	Nonjudgmental behavior Respond to a variety of behaviors (anger, fear, hostility) in a calm manner Demonstrate a high level of patience and respect Establish rapport with clients and members of the healthcare team Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	 Timeliness Preparedness Hygiene and professional dress

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Communicato n & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	Read, understand, write and speak the primary language of the site Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods Explain treatment procedures Initiate mental health teaching Document patient/client responses Validate responses/message s with others Use appropriate nonverbal communication Ability to perform a variety of technological skills
Problem Solving/Critic al Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	Identify cause-effect relationships in clinical situations Develop plans of care as required Identifies changes in client mental health status Handles multiple priorities in stressful situations
General Health/Emoti onal Stability	Ability to tolerate environmental stressors	Tolerate long periods of standing and/or sitting as required Maintain focus and appropriate behavior Flexibility and ability to adjust to changing situation and uncertainty in clinical situations Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Further, using student and site supervisor feedback, GCU evaluates the effectiveness of all clinical agencies to offer direct care experiences that align to course learning objectives.

Facilities are assessed on their ability to provide:

- A safe environment for clinical learning
- Appropriate experience for level skill knowledge of students
- Appropriate interactions-communications between students and clients
- Direct access to medical records necessary to provide for learning experiences
- Opportunities for pre and post conferences

Master of Science in Clinical Mental Health Counseling

Counseling Academic Unit

The academic unit consists of the Clinical Mental Health Counseling and School Counseling programs and articulates its purpose through mission statements, program objectives, and goals that focuses on best practices to equip counselors in training as change agents in a global society.

Counseling Academic Unit Mission Statement

The mission of the counseling academic unit is to prepare counselors-in-training with the knowledge, skills, and dispositional values to become competent global counselors and leaders.

Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling Program is to cultivate ethical, professional counselors to effectively assess, diagnose, treat, and empower culturally diverse populations. This program fosters faith and learning throughout the curriculum to integrate models of human growth and development and evidence-based practices. Graduate students gain comprehensive knowledge and insight to become competent global professional counselors and leaders.

Program Objectives

CMHC Program objectives are designed so that learners will:

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values.
- Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews.
- Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development.
- Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships.
- Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills, and facilitate the therapeutic group process for diverse clients.
- Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling.
- Career Development: Attain the knowledge that prepares them to demonstrate skills in vocational counseling and the

- relationship between roles in career, life, school, and mental health.
- Assessment & Testing: Demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes.
- Specialty Area for CMHC: Demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management, contextual factors, and competence in clinical mental health fieldwork.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct of counselors in training (CITs). The Grand Canyon University Counseling Program's dispositions adhere to the University's mission statement, as well as to the established counseling profession codes of ethics. Students who fail to adhere to or demonstrate such dispositions may be subject to referral to the Professional Practices Committee for developmental support or Code of Conduct for disciplinary action.

- Psychological Fitness: CITs strive to maintain holistic wellness
 across multiple domains of their mental, relational, and
 professional lives while focusing on interpersonal values that
 promote positive growth. CITs engage in activities that
 promote openness, self-awareness, and self-acceptance. CITs
 proactively practice self-care and are committed to mental
 health support to maintain psychological fitness.
- Self-Awareness: CITs intentionally reflect on how their value systems influence their personal and professional relationships. CITs demonstrate authenticity in relation to themselves and others. CITs bracket personal beliefs and values when faced with ideas different from their own to avoid inflicting harm on others.
- Cultural Diversity: CITs demonstrate respect for and engage in honoring and embracing diversity and multiculturalism while supporting the dignity and worth of clients within their unique contexts. CITs do not support or engage in any act of discrimination against others while simultaneously acknowledging how their cultural identity impacts their relationships with others.
- Acceptance: CITs work to foster a nonjudgmental professional environment while embracing change and others as they are. CITs avoid value imposition, uphold ethical standards, and remain conscious of their own attitudes, beliefs, and behaviors while being sensitive, receptive, and considerate to those of their clients.
- Empathy: CITs demonstrate compassion, understanding, and clemency towards all persons while simultaneously avoiding infliction of harm. CITs honor the uniqueness of all individuals while promoting dignity and respect in an ongoing therapeutic effort. CITs reflect on their experiences while mindfully working to understand an individual's personal experience.
- Genuineness: CITs exhibit qualities of being honest in their interactions with others and in the behaviors they display. CITs have a sincere desire to better themselves when they experience incongruence between their beliefs, actions, and professional standards.
- Flexibility: CITs embrace ambiguity with an open-mind and have the courage to form innovative solutions when facing challenges. CITs are able to work with others in a way that is open and inviting to multiple points of view and diverse

- cultural situations. CITs are open to shifting their perspective and embracing change.
- Patience: CITs respect autonomy of self and others while fostering growth. CITs encourage a relational environment that promotes respect, flexibility, and self-exploration. CITs model calmness within various contexts in a steadfast, fluid, and enduring manner.
- Amiability: CITs display humility, compassion, and kindness in their interactions with others. CITs portray unconditional positive regard even when they have differing views. CITs remain cordial and calm in multiple contexts and when presented with frustrating situations.
- Professional Identity: CITs demonstrate professional conduct through mandatory attendance, promptness, and active participation to meet and exceed programmatic requirements. CITs maintain professional membership in counseling organizations and develop their understanding of self both personally and professionally while engaging in mentorship, supervision, and continuing education. CITs stay informed of current trends, research, and practices.
- * Counselors in training (CITs) refers to students in licensure track counseling programs at the graduate level.

Practicum and Internship Requirements

Maintain professional counseling liability insurance that covers 1 million per occurrence and 3 million aggregate in order to progress to the practicum and internship courses. Refer to the Graduate Counseling Field Experience Manual for more information.

Practicum Requirements

The practicum courses have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum practicum hours required in their program of study. The practicum courses require that the students complete 100 practicum hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure guidelines, including additional practicum hours, are applicable to and necessary for their individual state boards.

Internship Requirements

Internships have a weekly synchronous and classroom component in addition to gaining field experience service hours. Students are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the student complete 300 internship hours for a total of 600 hours. Students who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Doubling up on practicum/internship courses is not permitted. Students are responsible for determining which licensure guidelines, including additional internship hours, are applicable to and necessary for their individual state boards.

Written Endorsement

Written endorsements are issued for counseling programs that lead to initial licensure in Arizona. The written endorsement confirms that a student has met all requirements, including

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successful completion of practicum and internships, for the program of study that has been approved by the Arizona State Board of Education. It's the student's responsibility to check with his or her local state licensure/certification agency for program applicability and certification/endorsement requirements. Also, it's the student's responsibility to determine the professional knowledge and subject knowledge exams that must be taken to obtain a license.

Professional Practices Committee

Students may be referred to the counseling program(s) Professional Practices Committee when students have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics, American School Counselor Association (ASCA) Ethical Standards for School Counselors, and/or the NAADAC Code of Ethics, in the classroom setting, field experience, or professional academic interactions. Practicum/Internship evaluations are completed by both the instructor and site supervisor during the student's field experience. If a student receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a student receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC. Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision. Possible Outcomes of the Professional Standards Meeting.

- Warning and Mentoring: If the Professional Practices
 Committee issues a recommendation for mentoring, the student
 will be notified within 72 hours with information about the
 assigned mentor and directions for contact. Mentoring will be
 provided by program faculty for up to four weeks. mentoring.
 These activities are to enhance or strengthen the student's
 understanding of their profession and the ACA Code of Ethics
 or ASCA Ethical Standards for School Counselors and to
 safeguard the counseling field as prescribed.
- Failure of Assignment Grades and/or Courses: The
 Professional Practices Committee may issue zeros to
 assignments, which in turn may change the final course
 grade(s). Failing grades may be assigned by the college in field
 experience classes and in response to problems with practice
 hours accumulated, not adhering to ethical codes, or removal
 from the field practice site.
- Suspension from Clinical Practice: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics, ASCA Ethical Standards for School Counselors and/or the NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information on different types of

- violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a) If students are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
- b) Students may not participate in developmental action plans more than two times. Students who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
- c) The Professional Practices Committee may recommend students to attend therapeutic services at their own cost. As prescribed by the ACA, ASCA, and/or NAADAC standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.
 - *Counseling Programs includes all graduate counseling programs and associated emphasis.
 - **The term counselor is used to refer to counselors in training at the graduate level.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics,, ASCA Ethical Standards for School Counselors and/or NAADAC counseling Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from practicum courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum course, the practicum hours completed during this time will not be counted for that course.
- To resume practicum experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period.
 Students will not earn credits or practicum hours for completing developmental action plans.
- If students are administratively withdrawn from a practicum course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser Counselor (SSASSC).

- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the student's remediation. If a student receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a student receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision.
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree. Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Clinical Requirements for Counseling Programs

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services.

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/In terpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	Nonjudgmental behavior Respond to a variety of behaviors (anger, fear, hostility) in a calm manner Demonstrate a high level of patience and respect Establish rapport with clients and members of the healthcare team Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	Timeliness Preparedness Hygiene and professional dress

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Communicato n & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	Read, understand, write and speak the primary language of the site Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods Explain treatment procedures Initiate mental health teaching Document patient/client responses Validate responses/message s with others Use appropriate nonverbal communication Ability to perform a variety of technological skills
Problem Solving/Critic al Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	Identify cause-effect relationships in clinical situations Develop plans of care as required Identifies changes in client mental health status Handles multiple priorities in stressful situations
General Health/Emoti onal Stability	Ability to tolerate environmental stressors	Tolerate long periods of standing and/or sitting as required Maintain focus and appropriate behavior Flexibility and ability to adjust to changing situation and uncertainty in clinical situations Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Master of Social Work

Field Education Hours Requirement

Students are required to complete the minimum field education hours required for each Field Experience course in their program of study. Each course requires that the student complete 240 internship hours. Students who fail to meet the minimum amount of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Students may not complete additional hours to use in a future course. Students are responsible for determining licensing guidelines applicable to their individual state licensing boards.

Social Work Student Professional Standards and Dismissal Policy

Student success is a priority for Grand Canyon University and the Social Work Program. Students are encouraged and required to follow Grand Canyon University's academic progression policy, the adopted Social Work Dispositions and the National Association of Social Workers (NASW) ethical code. Failure to meet course objectives, policies, social work dispositions, procedures outlined in the courses, the University Policy Handbook, and/or field experience manual may result in failure, Professional Standards, or removal from program. Failure to meet the National Association of Social Workers Code of Ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that students maintain continuous growth and continuous social work skill acquisition as they progress through the program of study. This policy and the dispositions are designed to meet the standards of the National Association of Social Workers.

Dispositional Expectations

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The Grand Canyon University Social Work Program's dispositions adhere to the university's mission statement, as well as to the established social work profession code of ethics. The Grand Canyon University Social Work Program has adopted the following dispositions for its students derived from the National Association of Social Workers (NASW) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by social work students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

12 Social Work Dispositions based on the NASW Ethical Values, Principles, and Standards of Social Work Practice

- 1. Value: Service Ethical Princip
 - Ethical Principle: Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).
- 2. Value: Social Justice
- Ethical Principle: Social workers' challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to

promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

3. Value: Dignity and Worth of a Person

- Ethical Principle: Social workers respect the inherent dignity and worth of a person.

 Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.
- 4. Value: Importance of Human Relationships Ethical Principle: Social workers recognize the central importance of human relationships. Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.
- 5. Value: Integrity Ethical Principle: Social workers behave in a trustworthy manner. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
- 6. Value: Competence Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of
- 7. Standard: Social Workers' Ethical Responsibilities to Clients Commitment to clients, self-determination, informed consent, competence, cultural awareness and social diversity, conflicts of interest, privacy and confidentiality, access to records, sexual relationships, physical contact, sexual harassment, derogatory language, payment for services, clients who lack decision making capacity, interruption of services, referral services, termination of services.

the profession.

- Standard: Social Workers' Ethical Responsibilities to Colleagues Respect, confidentiality, interdisciplinary collaboration, disputes involving colleagues, consultation, sexual relationships, sexual harassment, impairment of colleagues, incompetence of colleagues, unethical conduct of colleagues.
 Standard: Social Workers' Ethical Responsibilities to Practice
- Settings
 Supervision and consultation, education and training,
 performance evaluation, client records, billing, client transfer,
 administration, continuing education and staff developments,
 commitments to employers, labor management disputes.

- 10. Standard: Social Workers' Ethical Responsibilities as Professionals
- Competence, discrimination, private conduct, dishonesty, fraud and deception, impairment, misrepresentation, solicitations, acknowledging credit.
- Standard: Social Workers' Ethical Responsibilities to the Social Work Profession
 Integrity of the profession, evaluation and research.
- 12. Standard: Social Workers' Ethical Responsibilities to the Broader Society
- Social welfare, public participation, public emergencies, social and political action.

Professional Practices Committee

Students may be referred to the Social Work program Professional Practices Committee when students have failed to adhere to dispositional values or professional or ethical standards guided by the NASW Code of Ethics, in the classroom setting, field experience, or professional academic interactions. Students may also be referred to the committee when students fail to adhere to the university standards or display social work skills deficits. Classroom instructors (FTF, OFTF and/or Adjunct), Field Liaisons, Office of Field Experience staff, and program administrators may file referrals to the committee for review. Referrals are sent to College of Humanities and Social Sciences for processing.

Referred students will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that students provide a written statement within the allowed timeframe.. If the student does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal committee meetings. Students are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the student about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- Warning and Mentoring: If the Professional Practices
 Committee issues a recommendation for mentoring, the student
 will be notified within 72 hours with information about the
 assigned mentor and directions for contact. Mentoring will be
 provided by program faculty for up to four weeks. These
 activities are to enhance or strengthen the student's
 understanding of their profession and the NASW Code of
 Ethics and to safeguard the social work field as prescribed
- Failure of Assignment Grades and/or Courses: The
 Professional Practices Committee may issue zeros to
 assignments, which in turn may change the final course
 grade(s). Failing grades may be assigned by the college in field
 experience classes and in response to problems with field
 experience hours accumulated, not adhering to ethical codes,
 or removal from the field experience site.
- Suspension from Field Placement: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the NASW Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.
 Note: Ethical violations may result in the student being reported to the applicable state licensing board (for information

- on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the student's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a. If students are removed from a didactic or field experience course, as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Students may also be assigned a failing grade for the assignment(s), which may result in course failure. Students may be assigned a failing grade for the course despite actual end of course grade.
- b. Students may not participate in developmental action plans more than two times. Students who do not complete the correctiondevelomental action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.
- c. The Professional Practices Committee may recommend students to attend therapeutic services at their own expense. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level actions. Students may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

Developmental Action Plan for Unprofessional Behavior Unprofessional conduct, as defined by the NASW Code of Ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

Depending on the determination made by the Professional Practices Committee, students may be administratively withdrawn from Field Instruction courses and asked to participate in mandatory four-week mentoring sessions. If administratively withdrawn, students will be issued an "F" as a final grade. If students are terminated from their field instruction site due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual field experience course, the field hours completed during this time will not be counted for that course.

- To resume field experiences, students must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period.
 Students will not earn credits or field hours for completing developmental action plans.
- If students are administratively withdrawn from a field experience course as part of a developmental action plan, they may need to retake the course at their own expense. Students are encouraged to discuss any financial or other concerns with a Student Services Adviser (SSA).
- Students may not participate in developmental action plans more than twice. Students who do not successfully complete their developmental action plan will not be able to graduate with a social work degree.

Ethical violations may result in the student being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the Field Experience Manual).

Essential Functions to Meet Field Experience Requirements for Social Work Programs:

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/In terpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	Nonjudgmental behavior Respond to a variety of behaviors (anger, fear, hostility) in a calm manner Demonstrate a high level of patience and respect Establish rapport with clients and members of the healthcare team Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	Timeliness Preparedness Hygiene and professional dress

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Communicati on & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	Read, understand, write and speak the primary language of the site Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods Explain treatment procedures Initiate mental health teaching Document patient/client responses Validate responses/message s with others Use appropriate nonverbal communication Ability to perform a variety of technological skills
Problem Solving/Critic al Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	Identify cause-effect relationships in clinical situations Develop plans of care as required Identifies changes in client mental health status Handles multiple priorities in stressful situations
General Health/Emoto nal Stability	Ability to tolerate environmental stressors	Tolerate long periods of standing and/or sitting as required Maintain focus and appropriate behavior Flexibility and ability to adjust to changing situation and uncertainty in clinical situations Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Further, using student and Field Instructor's feedback, GCU evaluates the effectiveness of all clinicalfield experience placement agencies to offer direct carepractice experiences that align to course learning objectives.

Facilities are assessed on their ability to provide:

- A safe environment for field experience learning
- Appropriate experience for level of skill and knowledge of students
- Appropriate interactions-communications between students and clients
- Direct access to resources and records necessary to provide for learning experiences
- Effective and adequate supervision time provided by the Field Instructor

Changing Program of Study to Master of Science in Clinical Mental Health Counseling:

The College of Humanities and Social Sciences (CHSS) offers multiple degree programs that share coursework and course content within the Counseling discipline. Because of this, the below language outlines the University policy on program changes into the Master of Science in Clinical Mental Health Counseling (and all emphases) and Master of Education in School Counseling degree programs from the other Counseling programs offered by CHSS.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling from current Programs:

Student in the Master of Science in Addiction Counseling or the Master of Science in Christian Counseling of Substance Use and Addictive Disorders will be permitted to transfer to the above listed programs unless they have completed PCN-509 or PCN-527 within their program of study. The following courses from the Master of Science in Addiction Counseling or the Master of Science in Christian Counseling of Substance Use and Addictive Disorders may apply to the new program of study as applicable to the new program: PCN-501, PCN-505, PCN-500, PCN-520*.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling from retired Programs:

Students in the Master of Science in Professional Counseling (all emphases) or the Master of Science in Christian Counseling (no Emphasis) will be permitted to transfer to the above listed programs at any point during their program, but only the following courses will apply to the program they transfer into: PCN-501, PCN-505, PCN-500, PCN-520*. Students will be required to take all additional coursework within their new program of study.

*Please be advised that PCN-520 will only apply to the new program of study if it was completed with Grand Canyon University after November 1, 2016.

Changing Program of Study to Master of Science in Clinical Mental Health Counseling (all emphases) or Master of Education in School Counseling after completion of Grand Canyon University Counseling Programs:

Students who have academically completed a Graduate level Counseling program at Grand Canyon University are not permitted to enter the Master of Science in Clinical Mental Health Counseling or the Master of Education in School Counseling degree program at Grand Canyon University.

College of Nursing and Health Care Professions

All CONHCP Nursing Graduate Programs

Professional Standards

The American Nursing Association (ANA) Code of Ethics statement serves as the guiding principle for the nursing profession. The Associate Dean of Graduate Programs in the College of Nursing and Healthcare Professions, together with the respective APRN program director and faculty, will determine the consequences for graduate nursing students who violate these standards. Graduate nursing students must adhere to the Code of Conduct and Academic Standards section of the University Policy Handbook.

The University carries Medical Professional Liability Insurance on all students. The coverage is \$2,000,000 each incident or occurrence and \$4,000,000 in the aggregate through the following company:

Parker Smith & Feek, Inc. Bellevue (425-709-3600) 2233 112th Avenue NE Bellevue, WA 98004

Certificate number: MFL019309

If candidates are charged with a felony or misdemeanor while in the program, even if charges are not verified, they are obligated to report this to their Field Experience Counselor. Failure to do so may lead to immediate termination from the program.

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If after this process is exhausted, the student can pursue the University Appeals Procedures.

Professional Practices Committee

The College of Nursing & Health Care Professions Professional Practices Committee serves as the central sanctioning body for the application of College-level penalties in all cases involving student violations of the CONHCP clinical and lab policies, the Student Professional Dispositions, as well as the Nursing Professional Standards.

Student Professional Dispositions

One important aspect of the student experience is the fulfillment of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. In order to support student development and have clear expectations in these areas CONHCP lists the following key dispositions. Failure to demonstrate these dispositions through behaviors at any point in the program may jeopardize students' continuation in the program. Students are expected to monitor their development of these professional dispositions, beginning now and continuing throughout their

career. The ability to reflect on personal growth, strengths, and challenges is a central characteristic of effective people working in health care. These disposition statements do not replace the University Code of Conduct.

Communication Skills

- 1. Demonstrate appropriate, professional, respectful verbal communication
- 2. Demonstrate appropriate, professional, respectful written communication
- 3. Demonstrate a disposition toward inquiry and problem solving
- 4. Work collaboratively with students, faculty, and professionals
- Demonstrate consistently positive attitudes toward learning and/or teaching
- 6. Accept responsibility for decisions and actions
- 7. Establish and maintain mutually respectful interactions
- 8. Demonstrate understanding of university/program organizational chart by communicating "need to know information" to individuals according to the chain of command

Work Ethic

- 1. Demonstrate regular attendance
- 2. Demonstrate punctuality
- 3. Complete work in a timely manner
- 4. Demonstrate organizational skills
- 5. Know and observe all pertinent policies and procedures
- 6. Demonstrate a disposition toward personal ownership of learning and professional development

Professionalism

- Demonstrate a commitment to work with clients, their families, students, faculty, and staff in appropriate, professional, and respectful ways
- Demonstrate an awareness of community, state, national, and world contexts that have an impact on the profession and the learning process
- 3. Treat everyone fairly, equitably, and respectfully
- 4. Accept constructive criticism and adjusts performance accordingly
- 5. Express and demonstrate interest in and enthusiasm for teaching/learning
- 6. Adapt to new and diverse teaching/learning situations
- Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
- Maintain confidentiality about all student, client, faculty, and staff records unless disclosure serves a professionally compelling purpose or is required by law
- Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information
- 10. Respect the points of view of others
- 11. Contribute meaningfully, appropriately, professionally, and respectfully to discussions by asking questions, giving opinions, and listening to others
- 12. Project an appropriate professional appearance in professional settings
- 13. Project an appropriate professional and respectful demeanor
- 14. Be open to leadership and opportunities for growth
- 15. Understand and practice professional ethical standards
- 16. Recognize personal at risk behavior: Behavioral choice that increases risk where risk is not recognized, or is mistakenly believed to be justified
- 17. Recognize personal reckless behavior: Behavioral choice to consciously disregard a substantial and unjustifiable risk
- 18. Acts overall in a manner that furthers the interests of others (enlightened self-interest): Enlightened self-interest refers to the understanding and trust that what a person does to

- enhance another's quality of life enhances one's own quality of life to a similar degree. More simply put, it is the idea that "what goes around comes around"
- 19. Utilize social media responsibly, avoiding issues regarding privacy and confidentiality by not communicating information regarding your clinical experiences or documents contained in a client record.

Procedure for Processing Alleged Violations of the CONHCP Professional Dispositions

The College of Nursing and Health Care Professions may take disciplinary action against a student who violates the Professional Dispositions. Violations will be reported by GCU instructors, GCU staff, or third parties affiliated with GCU. GCU faculty and staff are required to notify students that an incident report will be submitted to the Professional Practice Committee. Reports are forwarded to the Professional Practices Committee Administrator upon discovery of the incident.

The Administrator then reviews the report, as well as any history of prior offenses. The Administrator then notifies the student if the College of Nursing and Health Care Professions intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Professional Practices Committee will determine whether the alleged violation has been substantiated and which College-level penalty to apply.

Students who are charged with a violation of the Professional Practices are afforded an opportunity to be heard before a College-level penalty is applied. Students at risk for College-level sanctions will be:

- Contacted by the Professional Practice Committee Administrator
- Offered the opportunity to present documentation and speak on their own behalf to the Professional Practice Committee.
- Present information by submitting a written statement and/or participating via teleconference.

Students are not required to participate or submit information.

Students who wish to participate or present information must adhere to the following:

- Submit all documentation within the timeframe specified in the notification.
- If the student does not respond within seven days of being contacted by the Professional Practice Committee Administrator, the student forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee.
- All information, including the initial report and supporting documentation, and any statement and documentation submitted by the student, will be reviewed by the Professional Practices Committee during their formal Committee meetings.
- Students are not entitled to representation by any third party, personal representative, or attorney in the College disciplinary process.

College-level Penalties

The Professional Practice Committee has the ability to issue College-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history within the College of Nursing and Health Care Professions.

Program Warning

Some clinical violations may require students to complete a Student Success Plan, to outline required changes in behavior or practice. Students will be assigned an appropriate college administrator or faculty to complete mandatory meetings during the semester to update the student's progress toward achieving the required goals. Students who fail to meet these requirements will be referred back to the Professional Practice Committee for potential additional sanctions.

Sanctions requiring a student success plan include:

- Dress Code Violation
- Failure to Follow Directives by Faculty, Clinician, Preceptor, Office of Field Experience, or Staff Unprepared For Clinical
- Unprofessional Communication or Behavior
- Greater than 1:1 Preceptor to Student Ratio without notifying CONHCP.

Program Probation

Program Probation is a sanction imposed by the Professional Practice Committee. Clinical Program Probation is assigned to a student that commits infractions determined to be high risk where additional monitoring is needed. Clinical Program Probation may be removed within a semester, or may cross over multiple semesters based on the severity. An automatic 10% clinical grade reduction applies for any course in which an undergraduate student was sanctioned with Clinical Program Probation. A graduate student placed on clinical probation will result in a 10% reduction of professionalism points in the classroom. Faculty and Clinicians, in current and future terms, overseeing students on clinical probation will be notified of the infraction and remediation requirements. These infractions include but are not limited to

- Unsafe clinical practice
- Failing to complete the Student Success Plan Requirements
- Repeat Clinical Lab, Simulation Tardy
- Unexcused Clinical, Lab, Simulation Absence
- HIPAA Violation
- Performing skills or interventions before successfully completing a Performance Based Assessment
- Displaying hostility or using confrontational words or body language
- Clinical, Lab, or Simulation abandonment (without permission)
- Acting Independently Within the Scope of a Nurse

Program Probation Procedure

The following steps will occur if the student is being placed on program probation.

- 5. The student will receive the sanction of Clinical Program Probation from the Professional Practices Committee through email and postal mail. This letter will outline the requirements the student must complete during their probation.
- 6. A copy of the letter will be placed in the student's file.
- 7. The student's progress will be reassessed at the end of the term to determine if the student will be removed from clinical probation. Students that do not complete the requirements will be referred to the University Code of Conduct Committee for potential suspension or expulsion from the program and/or the University.
- 8. The student must be removed from probation in order to meet program and graduation requirements.

University Code of Conduct Referral

Some behaviors are so egregious that significant sanctions will apply. These infractions will be submitted to the Code of Conduct Committee for potential University sanctions such as suspension and/or expulsion. Please see the Code of Conduct and Academic Standards policy for more information.

Infractions that require Code of Conduct reporting include:

- Academic Plagiarism
- Clinical Practice Fraud or Forgery
- Academic Cheating
- Jeopardizing a Clinical Partnership
- Failure to Report a Felony or Misdemeanor

In addition to the sanctions a student may face from the Code of Conduct Committee of the University, the most significant infractions require the University to report the incident or behavior to the State Boards of Nursing by statute.

The priority of the College of Nursing and Health Care Professions is the education of future health care professionals in a safe environment for students, faculty, staff, and patients. Patient safety is of the utmost importance. In certain cases where a student is engaged in behavior that is intentionally harmful, negligent, below program standards, or inconsistent with nursing or athletic training professional standards, whether potentially or actually harmful to a patient, the Dean or designee will report the incident to the respective regulatory board as soon as the incident is substantiated. Reporting is mandatory under State Nurse Practice Acts and the Athletic Training Practice Act (ARS 32-4158). The following documents guide the professional practice of athletic training and define the skills appropriate for students at the baccalaureate level.

- Arizona State Law (<u>Chapter 41 Athletic Trainers</u>)
- The Board of Certification's (BOC's) <u>Standard of Professional</u> Practice
- NATA Educational Competencies (5th Edition)
- NATA Code of Ethics

All students enrolled in a clinical program are required to participate in formal instruction on skills related to their respective discipline (nursing / athletic training) before practicing any skill on patients. All skills must be done under the direct supervision of a clinical preceptor / instructor.

Students may be placed on clinical suspension, per the Dean or designee, during the investigation.

Infractions that require State Boards of Nursing notification by licensed or unlicensed students include, but not limited to:

- Information that a nurse or certificate holder may be mentally or physically unable to safely practice nursing or perform nursing related duties
- Conduct which leads to the dismissal for unsafe nursing practice or conduct or other unprofessional conduct
- Conduct that appears to be a contributing factor to high risk/harm to a patient and required medical intervention
- Conduct that appears to be a contributing factor to the death of a patient
- Conduct involving the misuse of alcohol or other chemical substances to the extent that nursing practice may be impaired or may be detrimentally impacted
- Actual or suspected drug diversion
- Pattern of failure to account for medications; failing to account for wastage of control drugs
- Falsification of medical or treatment records
- Pattern of inappropriate judgment or nursing skill
- Failing to assess or intervene on behalf of patient(s)
- Conduct involving sexual contact with a patient, patient family member or other dual relationships
- Conduct involving physical/verbal patient abuse
- Conduct involving misappropriation, theft or exploitation of a patient

- Practicing nursing without a valid nursing license
- Conduct that deceives, defrauds or harms the public
- Criminal charges, felony and misdemeanor, which may affect public safety within ten days from when the charge(s) are filed
- Failing to take action in a health care setting to protect a patient whose safety or welfare is at risk from incompetent health care practice, or to report such practice to employment or licensing authorities.

Infractions that require State Boards of Nursing notification by licensed students only include:

- Conduct involving practicing beyond the scope of practice of the license or certificate. Examples include knowingly giving a medication not authorized by a treating provider, obtaining laboratory or other tests not authorized by a treating provider, unauthorized adjusting of dosage
- Violation of a disciplinary sanction imposed on the nurse's license by the board
- Felony conviction(s) must be reported within ten days of the conviction

Failing to report to the Board a licensed nurse whose work history includes conduct, or pattern of conduct, that leads to or may lead to an adverse patient outcome.

Master of Science in Athletic Training

Athletic Training students are required to provide their own transportation to clinical rotation sites. Travel time may not be logged for clinical contact hours. Providing or obtaining transportation to and from the clinical sites and paying for all associated costs (i.e. fuel, parking, permits, etc.) is the responsibility of the student. Please see the student driver waiver in the University Policy Handbook for more information.

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

Students who have been accepted into the nursing program may remain in the program if they adhere to the following criteria:

- 1. Maintain continuous enrollment for the duration of their program.
- 2. Advanced Practice students must take and successfully complete Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment. The content of these courses is assessed in the 3P examination. The 3 P exam is given in the Advanced Health Assessment course. Students must earn a minimum of 67% on the 3P exam to progress in their respective programs. (Advanced Practice Education Associates [APEA] research suggests a correlation between clinical readiness and scores above 67%.) If a passing score is not achieved on the first attempt, students will be given one additional attempt to remediate and successfully pass the 3P exam. The second attempt occurs in the next course of the APRN program (ANP-635, Health Promotion and Maintenance and On-Campus Experience I or FNP-630, Health Promotion and On-Campus Experience I).
- 2. Students who earn one non-passing (W, F) grade will be administratively withdrawn from the program. Students who are administratively withdrawn or take a leave of absence have the option to complete a Request for Reinstatement, which is

- discussed within the University Appeal Procedures section of the University Policy Handbook.
- Students need to follow the requirements listed in the Guidelines for Graduate Field Experience Manual. If not followed, students may have a registration hold place on their student accounts.
- 4. Students must possess self-coverage Professional Nursing Liability Insurance. The coverage is a minimum of \$1 million per event/\$3 million total coverage. Proof of insurance must be submitted upon request by the Office of Field Experience.

Re-Entry to all APRN programs:

Any student who exits the APRN program prematurely and/or earns one non-passing (W/F) grade for any reason must reapply to obtain another seat in the program. Re-entry will be based on the number of seats available each term. The number of available seats may differ every term.

Reasons for withdraw may include, but are not limited to:

- 1. Student withdrew from one or more enrolled nursing courses.
- 2. Student receives a failure in one or more enrolled nursing courses.
- 3. Student has been administratively withdrawn from a nursing course.
- 4. Student required a medical withdrawal.
- 5. Student required a military deployment withdrawal.
- 6. Student submitted a Leave of Absence Form (LOA).
- 7. Student took a break in attendance without an approved Leave of Absence Form (LOA)

Students must maintain GPA of 3.0 or above to be considered for re-entry.

Re-entry to the APRN programs is not guaranteed. Students must contact their Student Service Counselor to submit a request for re-entry. Students are eligible for one re-entry throughout the duration of the program. Re-entry is only valid 1 year from date of approval. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Subsequent break in attendance, failure or withdrawal from any course after initial reinstatement makes a student ineligible for additional re-entry opportunities. Students will have to choose anot 1)

Any Advanced Practice Registered Nurse (APRN) student who exits the program prematurely must reapply for re-entry into the program. If the withdraw or LOA took place greater than 12 months and the student completed advanced pathophysiology, advanced pharmacology and advanced assessment, reentry will be considered upon the completion and successful passing of the APEA 3P predictor exam, which according to their scale indicates clinical readiness at a score of >67%. Students must also successfully pass the advanced head to toe health assessment with a score of >85%. Students will be allowed two attempts to pass each assessment. Students who do not successfully pass the required 3P predictor exam and health assessment after two attempts will no longer be allowed to progress in any APRN program. Students can transfer to a non-APRN program. All students will be responsible for all testing and assessment fees.

Guidelines for Live Proctored Online Testing Within the APRN Programs

Proctored Examinations will be scheduled and administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty. The following courses will include proctored exams: NUR-631, NUR-635, NUR-634, FNP-630, FNP-652, FNP-654, FNP-690, ANP-635, ANP-650, ANP-652, and ANP-654.

If a student Fails to register with ProctorU and the assigned exam is accessed without live proctoring, this will result in failure of the course.

- Once registration of the exams have been submitted from the faculty, students will be responsible for scheduling the day and time of the assigned exam with the proctoring agency. The designated testing window will follow the assigned timeframe listed in the course syllabus.
- 2. The proctoring agency needs greater than 72 hours to reschedule an exam to prevent an additional fee. If a student needs to reschedule within 72 hours, charges will apply to the student; rescheduled exams outside of 72 hours may not involve additional charges to the student. Exams must be scheduled within the assigned calendar week of the course.
- 3. Students who must reschedule their exam must notify the instructor no less than 4 hours prior to the start of their scheduled exam time to be considered excused and allow for exam reassignment. The reassignment date and time must still be scheduled within the calendar week of the course.
- 4. Rescheduling is limited to no more than 2 times per exam.
- 5. The technology required will include downloading ProctorU
 Auto and ProctorU Live+ software. A Web Cam and speakers
 will need to be purchased if not included with computer. The
 software will require a browser extension that the student must
 install from the Chrome Web Store or the Firefox Add-ons
 site. ProctorU also requires the student to run (not install) a
 Log Me In Rescue applet prior to each session. Specific
 directions will be available in the course syllabus.
- 6. Authentication will be verified by government issued photo ID and a Knowledge Base Verification (KBV) quiz. If student cannot answer the questions or a KBV quiz cannot be generated, a second form of photo ID will be required.
- 7. The student needs to plan to take the exam in a quiet, private setting. The door to the testing room must remain closed at all times while testing is in process to ensure academic integrity.
- If accommodations are needed, please contact GCU's Student Disability Services office or follow steps for accommodations outlined in the University Policy Handbook.
- 9. The only device permitted in the testing area/room is the computer. Items not permitted include:
 - a. Pencils, pens
 - b. Paper
 - c. Bluetooth enabled devices
 - d. Phones
 - e. Watches
 - f. Backpacks
 - g. Purses
 - h. Hats with the exception of head adornments of a medical or religious nature are permitted
 - i. Jackets/Sweaters/Hooded Sweatshirts
 - j. Snacks
 - k. Water
- 10. Students will be asked to pan their camera and show the entire workspace and surroundings to the proctor. Students will be required to close down any other software prior to proceeding with the exam. Pockets must be turned out and demonstrated that they are empty.
- 11. Once authentication and securing of the environment has been completed, students will log into the LMS. The proctor will verify the account and the correct exam.
- 12. Students must keep their eyes on the exam at all times.
- 13. We encourage students to go to the restroom before the scheduled test to help ensure test security.
- 14. Students may not leave the room once the exam has begun. In the event that the student must leave, the exam will end and student will receive grade earned. Video of exam will be
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- sent to the college for review to determine best course of action. If able to reschedule the exam, the student will only be allowed the remaining time of what was originally scheduled.
- 15. If IT issues occur and are unable to be resolved by the proctoring agency or GCU Tech Support during the designated test time, a working ticket needs to be obtained and submitted to the classroom. Faculty can then work with the student in reassigning the exam.
 - If student is unable to access the LMS student will need to contact GCU Tech Support at 602-639-7200
 - If student is unable to access ProctorU they will need to login to their ProctorU account and select Chat Now.
 - If student has a technical issue during exam, student is to work with the Proctor via the Chat Now button.
- 16. Once the exam is complete, the student will notify the proctor that the exam has been completed. The student can then log out
- 17. Students who are observed violating any of the above criteria may be asked to stop the exam, given no credit for the exam, and will be reported to the course faculty. The college will review provided video from ProctorU to determine if a violation has occurred and will determine course of action, which may include referral to the Code of Conduct.

Graduate Simulation Rules

The objective of Graduate Simulation is to allow students the opportunity to practice transferring knowledge into the right actions at the right time for the right reasons. Consequently, scenario experiences are designed to provide challenges in patient care and coordination to help students and faculty identify performance gaps for proactive mitigation. It is critical to ensure the student's sense of safety when they are purposefully put into stressful situations designed to demonstrate transfer of knowledge into actions, where errors may occur.

- Observers may only be present under the following conditions:
 No more than two (2) per session with ten (10) students
 Introduced to students prior to start of simulation experience with role and expectations
 If as part of a tour, may only observe for a brief time from the control room, and not participate in debriefing segment with students.
- Confidentiality: Failure to maintain confidentiality may impair
 the effectiveness of Simulation-based training. Consequently
 the following levels of confidentiality are strictly observed and
 enforced for all educators, students, staff and observers:
 Must sign a confidentiality agreement form prior to
 participation in any simulation session. Must retain strict
 confidentiality regarding any specific scenario details and/or
 experiences in real time or on media.
 May discuss only in very general term the personal technical
 and behavioral skills acquired during simulation training.
- Remediation: If there is concern that the student may pose a
 hazard to self, patients, personnel, or organizational safety the
 faculty and student would participate in Required Remediation.
- Participation Rules:

Cellphones only to be used as a reference for medical apps as needed

Professional dress code

Maintain a clean, organized environment

Treat the simulation environment as real

Participate in "hands on" orientation

Maintain strict confidentiality agreement

Maintain professionalism

Laugh and enjoy but not at the expense of others

Leave all personal items at the door
Role model positive attitude and behaviors
Be open to peer review • Be open to new experiences
Be open to role flexibility • Expect to make mistakes and learn thru them

Engage and participate or you will be asked to leave • Accountable for all previous knowledge, skills, behaviors

Any participant who refuses to sign the confidentiality agreement will be dismissed prior to any simulation. Report of such dismissal will be forwarded to the Assistant Dean and Professional Standards Committee. Students in violation shall be subject to student policies up to and including dismissal from the graduate nursing program. All participants will be held accountable to the ground rules. Violation of the ground rules is cause for dismissal from the experience. Report of such dismissal will be forwarded to the Assistant Dean and Professional Practice Committee.

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Graduate Clinical Requirements

Prior to registration for clinical courses, the student must meet the following requirements:

- Submit a Student Clinical Placement Application prior to the start of each clinical course to the Office of Field Experience. The Office of Field Experience will give priority to assigning clinical placements to those students who have submitted the application and all required documentation by the appropriate deadline.
- 2. Submit the following documents to the Office of Field Experience. Students are required to maintain these documents in order to continue in the clinical setting each semester.
 - Evidence of Professional Nursing Liability Insurance \$1 million per event and \$3 million total coverage
 - Evidence of Health Insurance
 - Health/Safety Requirements as described in the Guidelines for Graduate Field Experience Manual
 - It is the responsibility of the student to identify clinical
 placements and preceptors. Should a student have difficulty
 securing a site, the Office of Field Experience will provide
 assistance to secure a placement on the student's behalf.
 Priority will be given to those students who have submitted
 the application and all required documentation by the
 appropriate deadline.
 - o Submit a Student Clinical Placement Application: Students must submit a minimum of three qualified preceptors with valid contact information and who have committed to being a preceptor 6 months prior to the start of each clinical course. GCU follows the definition of a qualified preceptor in the Arizona Rules of the State Board of Nursing (R4-19-502). Students will not be permitted to begin clinical courses and will be unregistered until the site and the preceptor is fully approved by the Office of Field Experience within the College of Nursing and Health Care Professions. The Office of Field Experience will make every attempt to use a student preferred preceptor/site. If that is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be repeated the following term Students will be responsible for all costs associated with any repeat courses. Out of respect for those providers that have agreed to precept students at their clinical site, students that have

accepted a clinical placement provided by the Office of Field Experience must complete all hours associated with that placement. Failure to do so will result in referral to the Professional Practice Committee and may impact future placement opportunities being extended.

Students may deny placements provided by the Office of Field Experience should they desire to self-place for a rotation. If an offered placement was declined or not accepted within 24 hours, students must provide their own placement for that clinical rotation by deadline

- o Health and Safety Documentation: Students are expected to have current health and safety documents, including immunization records, on file with the Office of Field Experience (OFE) 8 weeks prior to any clinical course. Insufficient, expired or missing documentation may result in clinical restriction. It is the student's responsibility to ensure that health and safety documents are up to date and current, and that all other program requirements have been met. Health and safety requirements are mandated by the clinical sites in which a student may be placed. Therefore, GCU cannot make exceptions to waive any health and safety requirement for any reason including religious, medical, personal, etc. Students that refuse to provide appropriate health and safety documentation will be responsible to find and secure their own clinical placement experiences that meet the appropriate standards. Students must communicate with the OFE prior to reaching out to any clinical site, as there may be preestablished procedures to be followed for that facility. Students must provide documentation from the clinical site (owner, director, CEO) stating that they approve the student to do clinical hours within their facility without documentation of these health and safety requirements. Documentation will be verified by the OFE prior to each rotation. In addition, application requirements could include additional background checks, special forms or immunizations and on-line module training as described in the Graduate Field Experience Manual. Expired documents must be re-submitted in order to continue in the clinical.
- Students must be able to start clinical hours within the first
 two weeks of each clinical course. When students do not
 fulfill the above requirements and are unable to start clinical
 hours, students will be required to withdraw, apply for reentry, and retake the course. Students will be responsible for
 all costs associated with any withdrawn/repeat courses.
- In a case where a preceptor is unable to fulfill their requirements, the Office of Field Experience will make every attempt to assist the student in finding alternative placement to complete the hours. If this is not possible, the student may need to withdraw, retake the course, and all associated clinical hours will be lost and need to be repeated the following term. Students will be responsible for all costs associated with any repeat courses.
- Every attempt will be made to arrange this in the student's geographical area. Students must be willing to travel to any site in their state at their own expense to complete the clinical requirements.
- Students must notify the Office of Field Experience of a change of address immediately as this may impact clinical placement. A student who moves to a state in which the program is not offered will not be able to complete the program.

In addition to the student requirements above, GCU must receive all components of the preceptor requirements prior to the start of the clinical course. Students may be requested by the Office of Field Experience to reach out to the preceptor to facilitate receipt of these documents.

Out of respect for those providers that have agreed to precept students at their clinical site, students that have accepted a clinical placement provided by the Office of Field Experience must complete all hours associated with that placement. Failure to do so will result in referral to the Professional Practice Committee and may impact future placement opportunities being extended.

Students may deny placements provided by the Office of Field Experience should they desire to self-place for a rotation. If an offered placement was declined or not accepted within 24 hours, students must provide their own placement for that clinical rotation by deadline

On-Campus Experience Attendance Policy

Advanced Practice Registered Nurse (APRN) students are required to attend both scheduled On-Campus Experiences and successfully complete all requirements including, but not limited to, skills practice, skills check-off and lecture.

Required attendance:

- Must be physically present each day.
- Must participate each day from scheduled start to finish time.

Failure to attend any portion of the On-Campus Experience will result in an automatic course failure. Students will be required to repeat the course and the On-Campus Experience associated with the course to progress in their program of study.

All On-Campus Experiences must be fulfilled as a graduation requirement.

Master of Public Health

Master of Science in Nursing

Post-Master of Science in Nursing Certificate

No Rounding Policy

The GCU College of Nursing & Health Care Professions has adopted a No Rounding policy for all courses within the program. This policy states that all grades will be entered to the hundredth at their face value and not rounded (i.e., a final grade of 89.99 will be entered as B and not a B+).

Testing Policy

Students are allowed 1.3 min per question and 3 min per short answer and math questions on exams.

Honor Code

All students will sign the following Honor Code Statement each time they take a test, either electronically or by paper and pencil.

"On my honor, as a Grand Canyon University Student, I have neither given nor received unauthorized aid on this academic work."

The Ground Testing Environment

Examinations will be administered in an environment that is conducive to success and minimizes the opportunity for academic dishonesty.

- Students may only have a pencil and piece of blank scratch paper issued by the proctor at their desk or computer.
- 2. Everything brought into the room (backpacks, purses, phones, PDAs, hats, snacks, water, etc.) must be placed at the front of the room at the student's own risk.
- 3. All phones must be turned off.

- Students may only use calculators and paper provided by GCU
- Faculty will actively monitor all students during examinations.
- Students will be issued a piece of colored cardstock to use as a cover sheet while taking paper exams.
- 7. Talking is not allowed during the exam.
- 8. Each student's eyes must be on their own exam at all times.
- 9. Once the exam has begun students cannot approach faculty to ask questions or seek clarification about the exam.
- Students cannot leave the room and return once the exam has begun.
- 11. Students may only access the test site on the computer while taking an electronic exam. Students may not minimize the site, exit the site, or use chat during the exam.
- After completing the examination, students will leave the classroom and not return until instructed by faculty once all students have finished the exam.
- 13. Students are encouraged to be present and well prepared to take all examinations. Consequences for being absent may include being given a different version of the exam. Only students with excused absences will be given the opportunity to take a make-up exam. Students must notify the instructor no less than 30 minutes prior to the start of the exam for the absence to be considered excused. Students may make up no more than one exam per course.
- 14. Students who are observed violating the above criteria will be asked to leave the exam, given no credit for the exam, and reported to the University Code of Conduct Committee.

Policy for Student Substance Screening

The practice of professionalism demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring students who work directly with patients to undergo screening for substances. A substance is identified as nicotine, alcohol, and any drug that impair judgment. Students must be free from impairing substances. Health care agencies and the CONHCP require substance screening of all students prior to their first clinical experience. In addition, students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive will not be able to enroll or continue in nursing courses for a minimum period of one year. Determinations will be made by the Professional Practice Committee. The College is required to report any positive screens, suspicion of substance impairment and/or refusal to the appropriate board.

This policy is designed to identify the procedures to be followed for testing.

Initial Urine Substance Screening

- 1. Students entering their first clinical course and new transfer students will receive a substance screen authorization form in order to complete a random urine screen. Students will have 24 hours to complete the random screen at one of the laboratory options provided. Students receiving an authorization form on a Friday will be required to complete the screen by the end-ofbusiness hours on Monday.
- Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
- The cost for all screening and medical review (if deemed necessary) is the students' responsibility.

- 4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
- 5. A negative report is necessary to continue in the program of study in the CONHCP.
- 6. This screen need not be repeated as long as the student maintains continuous enrollment. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.
- 7. Students may be re-tested for cause or reasonable suspicion.

Substances Included in Urine Substance Screen

Amphetamines, Barbiturates, Benzodiazepines, Cannabinoids, Cocaine metabolite, Cotinine (tobacco/nicotine), Fentanyl, Meperidine, Methadone, Opiates, Oxycodone, Phencyclidine, Propoxyphene

*Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its byproduct, cotinine.

Screening For Cause or Reasonable Suspicion of Substance

The CONHCP may ask a student to submit to a substance screening at any time a faculty member or preceptor believes that the student may be under the influence of substances. This includes but is not limited to the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's possession, unusual conduct on the student's part that suggests possible use or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

- Students will be asked to submit to an immediate substance screening test conducted at one of the laboratory options provided.
- Students may also be given a substance screen authorization form and asked to immediately complete a urine substance screen at one of the laboratory options provided.
- Students will be required to show picture identification upon arrival. A driver's license or passport are acceptable forms of identification.
- 4. The costs for all screening and medical review (if deemed necessary) are the students' responsibility.
- 5. A screen with questionable results will be sent by the lab for a medical review by the company completing the substance screen. Costs for review and retest will be the responsibility of the student.
- A negative report, excluding a positive nicotine result, is necessary to continue in the program of study in the CONHCP.

Follow-up Action: Positive Screen (For Cause or Initial Substance Screen)

- Positive drug screens (including those medically prescribed) will be directed to the Professional Practice Committee for determination of sanctions.
- 2. A report will be filed with the State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.
- *Please note certain clinical facilities include nicotine as part of their screening and will not allow students to rotate at their facility who test positive from nicotine or its by product, cotinine.

Follow-up Action For-Cause Negative Screen

 Students whose substance screens are negative will meet with A Director of the program to discuss the perceptions of impaired behavior and the implications and steps to avoid similar situations in the future.

- A review by the Medical Review Officer (MRO) by the company collecting the substance screen for documentation of any medical condition or treatment may be requested.
- Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
- 4. A reasonable suspicion/cause substance screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
 - a. The student will meet with the Director of the program.
 - b. The student may be required to undergo, at the student's expense, an evaluation for substance use/prescription drug use/impairment by a psychiatrist recommended by the State Board of Nursing.
 - c. The student will follow other recommendations deemed necessary by the Director of the program.
 - d. The student will be required to provide a negative substance screen prior to returning to clinical and be subject to periodic substance screens at the student's expense.
 - e. More than one incident of a reasonable suspicion/cause substance screen that is positive; however, deemed negative by a medical review officer will be directed to the Professional Practice Committee. In this case the student will follow the positive substance screening guidelines.

Students Who Refuse Substance Screening

Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Director of the program. The student will remain out of the clinical area until an investigation has been done and a recommendation has been made by the Professional Practice Committee. Students who refuse screening may be subject to dismissal from the CONHCP.

Bodily Fluids Exposure and/or Injury During Field Experiences

Grand Canyon University acknowledges the inherent risks associated with working around or with patients and health care organizations, including a potential exposure to blood and body fluids. Once in a patient care setting, you will have access to and are expected to utilize appropriate blood-borne pathogen barriers, proper sanitary precautions, and appropriate biohazard disposal equipment and procedures at each clinical site.

The following policy outlines your responsibilities in this area:

- Follow the policies of the agency (if any)
- You must have and maintain current health insurance and show verification of coverage each year while matriculated in the program.
- GCU and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
- Complete a Nursing Program Incident Report (available from CONHCP) to be filled out by the student and the preceptor. A copy of this report will be given to the program lead, Assistant/Associate Dean and then placed in the student's file.
- Financial responsibility for testing and recommended care following an exposure rests solely with the student. This could include testing, evaluation, treatment, and counseling.
 - Report the incident to the clinical preceptor/clinical faculty/supervisor.

Refer to Guidelines for Graduate Field Experience Manual for procedural precautions post exposure.

Communicable Disease Policy

You may not participate in field experiences during the time you are affected by or suspect you have a communicable disease. A communicable disease is a health disorder that can be passed from one person to another. If suspected of communicable disease, you must immediately visit the student health center or personal physician for evaluation. If the evaluation shows possible communicable disease, you must remain out of contact with patients for the duration suggested by the physician. You may not return to participation in field experiences until you have been re-evaluated by a physician, nurse practitioner, or physician assistant and released with written verification from the medical provider. You must contact the clinical preceptor and faculty upon suspicion and verification of the disease.

Clinical & Lab Attendance and Participation Policy Effective Fall 2017

Clinical and lab attendance is mandatory.

Clinical and lab make ups will only be considered once per semester in each clinical course or scheduled lab, under extreme circumstances, and approved by the Director of Pre-Licensure (or designee). Examples of extreme circumstances that could warrant a clinical or lab make up may include:

- a communicable disease which can be transmitted to patients, staff or other students
- · a car accident requiring immediate medical attention
- hospitalization

If a student is unable to attend clinical or a scheduled lab, the student will contact the following:

- Director of Pre-Licensure, clinical faculty, and didactic faculty for a missed clinical experience
- Lab director and didactic faculty for missed lab / instructional simulation experience
- Director of Pre-Licensure and didactic faculty for a missed immersive simulation experience

The student must notify the above faculty and/or staff at least one (1) hour prior to the scheduled start of the event. Students must then complete the Pre-licensure Clinical/Lab Make-Up Request Form within 24 hours from the time of notification to determine if a make-up clinical experience or lab will be approved. Students can access the Pre-licensure Clinical/Lab Make-Up Request Form at http://www.gcumedia.com/lms-resources/student-success-center/v2.1/#/resource/college/CoNHCP.

In order for the University to consider a Pre-licensure Clinical or Lab Make-Up Request in cases of medical absence, the student will be required to submit substantiating medical documentation that states: "the student may return to class, lab, and clinical with no health or safety restrictions" from a medical provider and written on a prescription, or letterhead, that clearly reflects the provider's medical number. This will be required whether the student misses 1 clinical day or lab or consecutive clinical days or labs. GCU may verify the information contained in the documentation with the provider. Falsification of medical documentation is reportable to the Board. Students will be notified of the approval or denial of the clinical or lab make-up via mail and email to their gcu.edu email address.

It is up to the University to determine how students will make up missed clinical hours or lab events if approved, but the primary method will be an additional clinical rotation or lab event. Secondarily, if alternative clinical rotations cannot be arranged, the University may choose to use lab and case studies to meet the clinical objectives.

Students must make-up missed lab and clinical experiences and may not decline the make-up experience identified. Students may risk failing the course for nonattendance. Students must submit any associated assignments with the make-up to the Learning Management System classroom within 48 hours of completing the make-up for grading.

If a student absence does not meet the above criteria it is considered unexcused. Students will lose all points for the associated lab but will have to complete the lab in order to progress in their course and in the program.

Students who must miss clinical or lab due to extended illness are encouraged to contact the Student Disability Office.

Students who must miss clinical due to extended illness are encouraged to contact the Student Disability Office.

1:1 Student/Preceptor Ratio

All APRN students are required to maintain a 1:1 ratio in the clinical setting with their preceptor.

Policy Violation:

- Student will be notified by the program lead and referred to the Professional Practice Committee.
- All clinical hours completed on the day of the violation will be lost, which will require the student to complete additional clinical hours within 30 days, to meet the minimum course requirement.

Clinical Absence Policy

Failure to complete the minimum clinical requirements will result in failure of that clinical course.

All absences are to be reported to the preceptor in a timely manner via email, text, or phone.

If a student is unable to attend clinical, the student must:

- 1. Contact, by phone or in person, the course faculty, at least one (1) hour prior to the scheduled clinical time.
- 2. Notify by phone the designated client or clinical agency, at least one (1) hour prior to the scheduled clinical time.
- 3. At the discretion of the faculty member, submit a release signed by a health care provider to return to clinical.

Clinical Tardy Policy

Clinical tardiness is defined as being late at the beginning of a clinical. Any anticipated tardiness is to be reported to the appropriate course faculty and preceptor.

Consequences of being tardy three times within the same course are:

First Occurrence: Student will receive a clinical warning.

Second Occurrence: Student will be placed on clinical probation for the second late.

Third Occurrence: Student will fail clinical on the third late.

Clinical Restriction Policy

Clinical restriction is the official means of restricting the student from any field experience when students have missing, expired, or insufficient immunizations or documentation requirements on file with the Office of Field Experience (OFE). You will be notified by the OFE 4 weeks before documentation is set to expire. Once documentation has expired, the OFE will notify your course faculty of your restriction status. At all times it is your responsibility to ensure that your health and safety documentation is up to date and current, and that all other program requirements have been met. Health and safety

requirements are mandatory for all students where indicated in this manual.

Failure/Program Expulsion

If you fail to meet the course objectives, policies, and procedures outlined in the classroom and this manual, you may face failure or program expulsion. You must repeat any failed courses before moving on to the next course outlined in your program of study. A Code of Conduct form will be filed by the course faculty for any action that results in clinical failure. Field Experience/Clinical course failure may result in a failure of the co-requisite theory course at the judgment of the Course Faculty and Professional Standards Committee.

Examples of clinical failure, program expulsion, or Code of Conduct violation actions:

- Compromising GCU's relationship with any site
- · Compromising safety in any form
- Plagiarism and ethical conduct resulting in Code of Conduct Violations

College of Theology

The College of Theology's mission is to educate and equip students to communicate the gospel effectively, serve the church faithfully, and minister with integrity at home and abroad. Therefore, within the context of the College, significant attention is given to spiritual and professional formation so that students are biblically qualified for ministry upon graduation. The Bible teaches that ministers must be "above reproach" in private and in public because ministers lead God's people as they grow up into the fullness of Christ through the careful study and application of God's word. Simply stated, one whose life has not been transformed profoundly by the power of the gospel is hardly in a position to lead others in this way of life. Thus, preparation for ministry requires attention to the spiritual, and professional aspects of each student's training in addition to academic study.

Doctrinal, ethical, and covenantal alignment are vital to the health of the institution as the faculty and administration strive to fulfill the mission of developing godly leaders, ministers, and scholars. Evangelical unity with respect to doctrine and morality represents a crucial basis for ministerial preparation just as it represents a crucial basis for gospel ministry. For these reasons, students in the College are asked to affirm the University's Doctrinal and Ethical Positions Statement, the COT Covenant, and standards for conduct that agree with those beliefs. In this way students affirm the basic tenets of the Christian faith and commitment to a lifestyle worthy of the Lord Jesus and worthy of the gospel ministry to which they have been called.

The University's foundational documents, the Covenant, and the dispositional and behavioral standards have not been created for purposes of legalistic compulsion or in a coercive spirit. Rather, they represent commitments and guidelines that have been developed for the purpose of living freely together in a community marked by faith, hope, and love. All students who enter into COT's covenantal community do so freely and they do so with full understanding that the community strives to cultivate the character of Christ daily. Indeed, in light of the unique call God has placed on their lives, the vast majority of ministerial students are motivated to conform to established standards and are grateful for the structure and accountability the community provides.

In most cases when students' dispositions or behaviors fail to align with the College's standards, COT's faculty and staff are able to correct gently and provide all necessary counsel. Indeed, gracious conversation and pastoral guidance should normally characterize the initial steps taken by faculty and staff to address impropriety. The College is committed to forming students in a loving and merciful way that is redemptive rather than punitive. Thus, in cases where minor dispositional or behavioral issues arise, direct student engagement by a member of the faculty or a representative of the College will be most appropriate. Further action will only be necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Faculty and staff should refer cases that involve major dispositional and behavioral issues in accord with established processes.

Dispositional and Behavioral Standards

As ministers of the gospel, theology students are expected to conform to dispositional and behavioral standards that are consistent with biblical teaching, sound doctrine, and the commitments they make at the start of their program. "Dispositions" refers to one's attitudinal inclinations, mental and emotional outlook, integrity, and character. Sincerely held dispositions lead to actions and patterns of conduct, which is to suggest that dispositions, at some level, contribute to behaviors.

COT has adopted the following dispositional and behavioral standards that align with the College's Covenant. Although these standards are not exhaustive, they represent the essential values and qualities that should characterize gospel ministers. Students are encouraged to acknowledge their struggles and shortcomings without fear and for the sake of working through challenges with the support and encouragement of the community. Students who disregard the standards or fail to demonstrate these dispositions and behaviors, however, may be subject to disciplinary action.

- EMBRACE TRUTH: Ministers of the gospel embrace the truth
 of Christ, and speak and act truthfully. This includes integrity
 with respect to the commitment to uphold doctrinal and ethical
 positions and behaviors consistent with those of the University
 within their academic work, within the GCU community, and
 in any internship or supervised ministry/field experience
 setting.
- DISPLAY A HEART FOR GROWTH, TRANSFORMATION, AND LEARNING: Ministers of the gospel have a heart for growth and transformation. They demonstrate humility and pursue Christlikeness by taking correction, having a charitable spirit, and not thinking of themselves more highly than they ought. They do not hide sin but, rather, acknowledge it and learn from mistakes as they progress through their program of study. They demonstrate eagerness to learn and engage faithfully with their coursework, classmates, Scripture, scholarly research, faculty, and ministry supervisors.
- AFFIRM THE VALUE OF PEOPLE: Recognizing that all
 people are created in the image of God, ministers of the gospel
 treat people in ways that demonstrate their intrinsic value and
 dignity. Accordingly, ministers of the gospel reject
 discrimination and show the value of others in the way they
 interact with people of all races, nationalities, ages, genders,
 socio-economic levels, abilities, and faith traditions. These
 principles extend to all forms of communication.
- DEMONSTRATE GRACE AND RESPECT: Ministers of the gospel demonstrate grace and respect in their attitudes, actions, and words. They embody the fruit of the Spirit, speaking with kindness and patience, communicating respectfully in all situations. They avoid actions and speech that could show disrespect, a sharp tongue, harassment, prejudice, racism, sexism, vulgarity, foul language, or bullying. Students extend grace and charity at all points including discussions with others who differ with them on matters of doctrine and ethics. They strive for unity, which requires careful thought about doctrinal dialogue, genuine love for one another, and a resolve to be

- "quick to hear, slow to speak, [and] slow to anger" (James 1:19).
- PROMOTE PEACE: Ministers of the gospel seek to be peacemakers, approaching conflict with the goal of restoration and reconciliation. They follow biblical practices for conflict resolution, glorifying God by taking responsibility for their own contribution to a conflict, and asking and offering forgiveness when needed. They bring peace and joy to their classrooms and congregations, avoiding words and actions that might bring discord, dissension, or destruction.
- MAINTAIN SEXUAL PURITY: Following the teaching of the Bible, ministers of the gospel maintain personal sexual purity, reserving sexual expression for a marriage relationship between one man and one woman. They refrain from the use of all pornographic materials and any explicit content that would grieve the Holy Spirit while demonstrating an openness to accountability, counsel, and prayer in areas of struggle and perceived powerlessness. They refrain from sexually charged language and behavior inside or outside the classroom.
- AVOID EXCESS: Ministers of the gospel avoid excess and abuse of any substances that could move them from a place of health to harm. Students embrace moderation in all things for the sake of safeguarding against idolatry and protecting their gospel witness.
- SEEK FIRST GOD'S KINGDOM: Ministers of the gospel pursue God's purposes for the world even when this requires abandoning the pursuit of their own selfish interests. They cultivate love, justice, beauty, grace, wisdom, and wholeness in their relationships and eschew worldly desires that result in consumerism, materialism, and the pursuit of fame and prestige.

Corrective Action Plan for Unacceptable Dispositions and Unprofessional Behavior

As a Christian community, the College of Theology and Grand Canyon Theological Seminary strive to be affirming and redemptive to students who are struggling and failing to exhibit these dispositions in their behaviors. The conduct that is unbecoming for a Christian leader or minister, however, may be referred through one of the following processes:

- Dispositional alert from a faculty member, a ministry supervisor, or another GCU employee which is processed through the College of Theology's Covenantal Standards Committee (CSC). This committee will determine the disciplinary action to be taken on a case by case basis.
- Code of conduct violation charge which is reported through the "Classroom Incident Report" and is handled through the Code of Conduct process of the University.

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Unbecoming dispositions and behavior, within the classroom or outside the classroom may result in an array of corrective actions taken by the CSC or recommendations for disciplinary actions made by the CSC to the Code of Conduct Committee including, but not limited to the following potential outcomes

1. A corrective dialog with the CSC or designee

- 2. A letter of reprimand
- A required number of professional and/or pastoral counseling sessions
- 4. A series of coaching sessions
- 5. Recommendations to the Code of Conduct committee such as:
 - a. Removal from the class
 - b. Removal from the supervised ministry/field experience site
 - c. Failure of the course
 - d. Suspension
 - e. Expulsion from the program. In the case of expulsion, students will have the option of reapplying to the program after a two year hiatus at which time the student will make a case for his or her change in behavior and disposition such that the CSC would possibly allow them to return to the program

Any question of interpretation or application of the Dispositional and Behavioral Standards Policy will be referred to the Dean of the College of Theology or a designee for final determination.

These standards should not be applied in ways that foster discrimination and harassment. Students who experience gender or disability-based discrimination or harassment should seek the assistance of the Title IX or Section 504 Coordinator for investigation under the applicable grievance procedures.

Process Guidelines for COT Dispositional and Behavioral Standards

The following guidelines are intended to assist with the evaluation of and appropriate response to dispositional and behavioral issues. These guidelines should enable faculty and College representatives to accurately assess and prudently address situations in ways that are redemptive, fair, and commensurate with the type of misalignment in question.

Doctrinal and Ethical Alignment

COT faculty are encouraged to make key distinctions in their teaching and classroom interaction between doctrine that is absolutely essential to the Christian faith and other teachings that, although important, are not fundamental to Christianity.

Essential doctrines are those core teachings that distinguish Christians from non-Christians and must be believed in order for one to be a genuine follower of the Lord Jesus. Denial of essential doctrine represents a grave matter.

Nonessential teachings are significant because they safeguard the integrity and health of essential doctrines and because they derive either directly or indirectly from the teaching of Scripture. Examples include the form and meaning of baptism, the organization and governance of the church, qualifications for ministers, styles of worship music, and the timing of Christ's return in relation to other events of the last days. Christians frequently disagree about various nonessential teachings but disagreement about these doctrines does not amount to a denial of the faith.

Dispositional and Behavioral Alignment

In cases of minor misalignment, direct engagement by a member of the faculty or a representative of the College for the purpose of education, formation, and/or correction will be most appropriate. Further action is only necessary when a student is unresponsive to direct engagement or when a student persists in conduct that is unbecoming. Students who disregard COT's Dispositional and Behavioral standards or fail to demonstrate these dispositions and behaviors may be subject to disciplinary action. In certain

egregious situations, disciplinary action may be immediate and will be recommended to the University Code of Conduct Committee.

Minor Misalignment

Instances of minor misalignment should be dealt with redemptively rather than punitively to the extent possible. Such cases typically require forbearance and patience instead of formal discipline.

Major Misalignment

Instances of major misalignment should be dealt with redemptively, but disciplinary action may be necessary if the situation cannot be redeemed apart from formal action. Certain egregious situations may represent exceptions and may require immediate disciplinary action.

Essential Elements for COT & GCTS Students

- Behave in an appropriate and professional manner that fits the setting
- · Act as a professional regarding:
 - o Timeliness
 - o Preparedness
- Maintain appropriate and professional relationships in all ministry environments
- Maintain appropriate hygiene and appropriate/professional dress for the setting or as fits the ministry occasion
- Communicate clearly and appropriately in the classroom setting as well as with peers, faculty, staff, and college administration
- Effectively communicate within the context of supervised ministry, internships, and practicum
- Complete all required components of supervised ministry, internships, and practicum
- Individuals are responsible for their own transportation to and from internship/supervised ministry/practicum

Essential Functions for COT & GCTS Students

A COT or GCTS student must:

- Possess the ability to effectively carry out service and teaching in diverse ministry contexts
- Provide appropriate leadership and service within a ministry context
- Develop professional and effective relationships with individuals, families, and diverse communities
- Comprehend content effectively and accurately when reading and studying.
- Effectively preach or teach within the context of a classroom or local church setting.

In addition to the aforementioned essential functions, a Bachelor of Arts in Worship Arts student must:

- Have the ability to meet all programmatic requirements
- Demonstrate musical ability during a required audition for the Worship Leadership emphasis. A student cannot enter this emphasis without the completion of this process.

*If a student requires an accommodation to meet the essential elements of any COT & GCTS programs they are required to go through the Accommodations process with the Student Disability Services office. Each request will be reviewed on case-by-case basis

Doctoral Programmatic Progression Requirements

College of Doctoral Studies

Doctoral learners who have completed a minimum of one dissertation course, but who are struggling with completion of the dissertation requirement for graduation, may choose to transfer to a corresponding alternate degree program, as follows:

- Move to the Education Specialist Degree:
 - EdD in Organizational Leadership with an Emphasis in K-12 Leadership
 - EdD in Organizational Leadership with an Emphasis in Instructional Leadership
 - EdD in Organizational Leadership with an Emphasis in Effective Schools
- Move to the Master of Science in Leadership degree:
 - o EdD in Organizational Leadership
 - EdD in Organizational Leadership with an Emphasis in Organizational Development
 - EdD in Organizational Leadership with an Emphasis in Healthcare Administration
 - EdD in Organizational Leadership with an Emphasis in Christian Ministry
 - EdD in Organizational Leadership with an Emphasis in Special Education
 - EdD in Organizational Leadership with an Emphasis in Higher Education Leadership
- Move to the Master of Business Administration
 - Doctor of Business Administration with an Emphasis in Management
- Move to the Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology
 - PhD in General Psychology with an Emphasis in Industrial and Organizational Psychology
- Move to the Master of Science in Psychology with an Emphasis in General Psychology
 - o PhD in General Psychology with an Emphasis in Cognition and Instruction
 - o PhD in General Psychology with an Emphasis in Performance Psychology
 - o PhD in General Psychology with an Emphasis in Integrating Technology, Learning, and Psychology

Learners who transfer should consult with their SSAs to see which courses carry over to the new degree and which courses do not. Learners are responsible for meeting all graduation requirements of the new degree after approved course equivalencies and substitutions are applied. Once the learner completes the alternate degree, then they are unable to return to that doctoral program for completion.

Doctoral Dispositions:

It is important for the doctoral learner and dissertation chair to establish a clear understanding of the expectations of working together, how each will communicate with the other, and how they will establish a timeline for completion of dissertation milestone steps (see below). Additionally, it is important that the learner model the doctoral dispositions that exemplify a practicing scholar and researcher. As an independent scholar, a doctoral learner should be modeling the dispositions in their interactions with their committee, the college, and support staff. The Doctoral Dispositions state that doctoral learners at GCU:

 Are dedicated Scholar-Practitioners, passionate about their field, who become leaders in the disciplines and communities they serve

- Commit to producing scholarly research, which is ethical and academically honest
- Are self-directed, able to self-motivate toward their continued pursuit of knowledge and are responsible for their own learning
- Engage in reflective scholarly practice, asking questions of both self and others
- Communicate effectively and professionally, both verbally and in writing, with peers, faculty, and college staff.
- Assume accountability for the quality and academic integrity of their own scholarship and research agenda.
- Are receptive to the feedback, analysis, and constructive critique offered during coursework and the iterative research process from faculty committee members and academic quality reviewers.
- Understand that as part of the iterative review process, revisions can be requested on any dissertation product at all phases of the dissertation journey.
- Demonstrate how to design, execute, and present independent, academically rigorous research, that adds to the body of knowledge within their discipline

Continuous Enrollment

Learners need to remain continuously enrolled in order to access guidance from their chairs and University resources throughout the dissertation process. There are three academic reasons for a Leave of Absence (LOA):

- After the learner has completed External AQR Review for the Proposal and is planning on submitting for a full IRB review or requires a site authorization/external IRB that is taking longer than thirty (30) days, he/she can take an LOA until the review is completed.
- Learners who are using a longitudinal design for data collection that will require more than two months may take an LOA for a specified amount of time based on their approved methodology.
- After the learners have completed the Form and Format review
 of their dissertation, they do not need to maintain active
 enrollment as they complete the final steps of the process.
 Learners should reference the Leave of Absence Nontraditional
 policy for additional information.

All standard policies regarding LOAs apply. Learners looking to take a Leave of Absence for academic or other reasons should work closely with their SSA. Chairs and committee members are under no obligation to work with a learner who is on an LOA. Once a learner is reenrolled, the chair and committee members will return to following the Committee Roles and Expectations document. If Learners are Inactive longer than three months for reasons other than the exceptions listed above, the University may need to assign them a different chair when they return.

Doctoral Program Time Limit

Students in the Doctor of Business Administration, Doctor of Education in Organizational Leadership, and Doctor of Philosophy in General Psychology programs have a limit of seven calendar years to successfully complete the course of study and dissertation as determined by their original enrollment date in the degree program. Changing emphases does not change this date, but changing programs (i.e. from Ph.D. to Ed.D) does. This limit is in effect regardless of whether the learner is active or inactive. Learners approaching the limit may submit a formal appeal through a Student Services Counselor requesting a one year extension; however, the extension is not guaranteed. Including any extensions, the time required to complete the

doctorate may not exceed a maximum of nine calendar years from the start of program.

Residency Attendance Policy

Doctoral Learners that are required to attend residencies as part of their program of study for their degree programs and who do not attend residency during the first 24 credit hours of their program will be not be allowed to register for further coursework until the first residency requirement is fulfilled.

Additionally, any learner who has not fulfilled their second residency requirement by completion of 42 credit hours will not be allowed to register for further coursework until the second residency requirement is fulfilled.

All residency requirements must be fulfilled as a graduation requirement.

The only exceptions to this attendance policy will be for medical or other unforeseen extenuating circumstances and then only at the recommendation of the appeals process. Any learner who is granted an appeal to postpone residency will be expected to attend the next available residency to fulfill this attendance requirement.

Essential Elements

The Residency experience within the Doctoral programs is set up as an intensive and immersive conference style interaction. Learners are in the midst of the most difficult educational process in academia. The dynamic nature of the Residency experience creates an environment of support and guidance as well as the advantage of scholarly dialogue. It connects Learners directly with resources to help them establish the essential scaffolding of research content. In the week-long conferences, Learners have access to faculty/program chairs, college leadership, Peer Reviewers, Research Librarians, Residency Coordinators, Peers and Alumni of the Doctoral Programs. Learners will have the opportunity to get immediate feedback from experts in this process, while presenting ideas and working collaboratively with others on the same journey. This critical milestone on the path to the dissertation and overall completion of the program is considered an essential element making attendance mandatory.

In order to help ensure Learner progression and to provide them with the tools to complete critical components of each program, Residency is required two times within the Doctoral programs.

The desired outcome of Residency I is to articulate and develop the 10 Strategic Points, which is the corner stone of the research process.

The primary goal of Residency II is to focus the prospectus and move forward to the Dissertation itself.

Learners may be required to participate in an additional residency experience if they have not met specific milestones.

Policy on Clinical Research Studies

The programs in the College of Doctoral Studies at Grand Canyon University do not lead, in and of themselves, to clinical licensure and therefore do not support dissertation research that is clinically oriented. Clinical research typically involves interactions with research participants who are classified as former or current patients diagnosed with either a physical condition and/or who have previously been diagnosed with a mental disorder per the Diagnostic and Statistical Manual of Mental Disorders, (DSM-V). Clinical research also includes use of diagnostic clinical materials and instruments, and/or acquisition of personal health information or data. As such, clinically oriented research studies by doctoral students in Ed.D,

DBA, DHA, and Ph.D programs is restricted with the following possible exceptions:

- 1. Research involving archival data which is publicly available;
- Research by licensed or credentialed professionals that directly deal with diagnosed individuals;
- Research by licensed or credentialed professionals working with federally protected classes of research participants per Health and Human Services, Office of Human Subjects Research Protections.

If a doctoral learner is proposing a clinically oriented research study that falls under these exceptions, s/he must obtain written approval prior to prospectus acceptance in dissertation course xxx-955. The final authority for authorizing research that may be considered clinical is the chair of the degree program in which the learner is enrolled

Dissertation Process and Progression

Learners in the DIS process beginning with the program appropriate dissertation start course are taking ownership of their dissertation journey and setting their own schedule and goals. Learners need to follow the dissertation process and policy set in the Grand Canyon University Dissertation Milestone Guide and the Learner Expectations Checklist, accessible by all learners via the DC Network. Supporting this process are the various University resources that are available to them.

The table in Appendix A shows the eight review levels required for dissertation approval. Each review level is iterative and the documents must meet the standards set for that document based on GCU criteria and generally accepted standards of scholarly work for doctoral research across disciplines. Learners should use this table to set target completion dates for the major milestones and levels of review. Then track and adjust their plan (if necessary) according to the actual completion dates.

The Peer Review process for Level 2 proposal review emulates the peer-review process used to review and approve academic papers for publication. There are a total of three review cycles in the Proposal Peer Review Process. At the onset of the Level 2 review process, the Academic Quality Reviewer may return the document to the learner as not ready to review if the document is missing essential elements or improperly prepared. The learner must receive proposal approval within the three subsequent full review attempts.

Failure to obtain approval or conditional approval on the third and final AQR will prevent the learner from progressing further in the doctoral program. Learners then have two options available to them. The first is to transfer to a different program as described above. The second is to work on the proposal, attempting one final time to address all outstanding items, and use the Doctoral Academic Appeal option under University Appeal Procedures later in this handbook to appeal for one final review

Doctor of Nursing Practice (DNP)

Learners in the Direct Practice Improvement (DPI) Project process beginning with DNP-955, DPI Project: Part I, are taking ownership of their direct practice improvement project journey and setting their own schedule and goals. Learners need to follow the DPI Project process and policy set in the Grand Canyon University DPI Project Milestone Guide and the Learner Expectations Checklist, accessible by all learners via the DC Network. Supporting this process are the various University resources that are available to them. Learners need to remain continuously enrolled in order to access guidance from their chairs and University resources throughout the DPI Project process.

Any learner who exits the DNP program during a DPI project course, longer than 180 days, for any reason, must complete a Request for Re-Entry prior to gaining re-entry into the program. Mentor/content expert, site and project concept will need to accompany the Request for Re-Entry for College review. Additional site clearance and mentor approval may be required through the Office of Field Experience prior to re-entry.

Learners looking to take a Leave of Absence (LOA) for academic or other reasons should work closely with their Student Services Counselor (SSC). Chairpersons and committee members are under no obligation to work with a learner who is on a LOA. Once a learner returns, the chairperson and committee members will resume following the Committee Roles and Expectations. The learner might also be assigned a new chairperson and/or committee members if the previously assigned chairperson or committee members are unavailable once the learner returns.

Learners in the Doctor of Nursing Practice programs have a limit of seven calendar years to successfully complete the course of study and DPI Project as determined by their original enrollment date in the degree program. This limit is in effect regardless of whether the learner is active or inactive. Learners approaching the limit may submit a formal appeal through a Student Services Counselor requesting a one year extension; however, the extension is not guaranteed. Including any extensions, the time required to complete the doctorate may not exceed a maximum of nine calendar years from the start of program.

Practice Immersion Requirements

Prior to progression for practice immersion courses, the learner must meet the requirements set forth in the Program Handbook. All DNP learners will need to secure a mentor and clinical site through the Office of Field Experience to complete their practice immersion hours prior to starting DNP-815A. Learners will not progress to DNP-815A until all mentor and project/clinical site documents have been approved by the Office of Field Experience and the college. A letter grade is only awarded upon successful completion of all required deliverables, including those submissions designed to facilitate, evaluate, and document the project-related practice experiences and prescribed practice immersion hours outlined in the program. Learners who fail to complete and submit all deliverables regardless of point allocation may receive a failing grade.

Immersion hours are prescribed and must be followed to ensure learners' success and timely graduation.

Course	Minimum Indirect Immersion Hours	Minimum Direct Immersion Hours	Maximum Inderect Immersion Hours	Maximum Direct Immersion Hours
DNP- 815A	25	25	50	50
DNP- 840A	25	25	50	50
DNP- 830A	25	25	50	50
DNP- 955A	50	75	100	125
DNP- 960A	50	75	100	125
DNP- 965A	50	50	100	125

Should a learner inappropriately log hours and/or not achieve the minimum immersion hours to pass a course, the learner will be required to repeat the course.

It is the learner's responsibility to ensure they have planned for and achieved the required 1,000 post-baccalaureate hours required to graduate. For students who do not have an advanced practice degree, please see Appendix C for how hours must be achieved.

DPI Project Process and Progression

In DNP-955 (DNP-955A) Learners are required to submit their DPI Proposal in the designated format to Academic Quality Review 1 (AQR-1) by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

In DNP-960 (DNP-960A) a complete IRB package submission is required by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit a complete IRB package on time according to the syllabus will result in zero points for the assignment and subsequent course failure.

In DNP-965 (DNP-965A), Learners are required to submit their final manuscript in the designated format to Academic Quality Review 2 (AQR-2) AQR through the classroom drop box by 1159 pm Arizona time in the designated dropbox according to the syllabus. Failure to submit on time will result in zero points for the assignment and subsequent course failure.

In DNP-965 (DNP-965A) Learners will submit the full manuscript by 1159 pm Arizona time in the designated dropbox according to the syllabus for department review by the DNP program reviewer or designee. Failure to complete 100% of any iterative process during the DNP project courses may result in failure of that course. Failure to obtain an approval or conditional approval by the second submission to the department will prevent the learner from progressing to Dean Review. Learners then have two options available to them. The first is to enroll in an extension course to continue working with a chair. The second is to work on the proposal, attempting one final time to address all outstanding items, and use the DNP Doctoral Academic Appeal option under University Appeal Procedures later in this handbook to appeal for one final review.

If a learner is required to take an extension course for any reason, the learner will be required to email DNPLSP@gcu.edu to schedule a meeting with the DNP Team so a Learner Success Plan (LSP) can be created. Once the LSP is created and agreed upon, it will be sent to the learner, the Chair, the Program Manager, and the SSC and the student may then be registered for the extension course. Learners may not be permitted into an extension course without completing the LSP process.

Re-Entry

If a DNP Learner is out of attendance for more than 180 days in DNP-815 or DNP-815A the learner must ensure clearance is still standing for their site and that there is no change with the approved mentor with the Office of Field Experience.

If the DNP learner goes out of attendance for more than 180 days after attempting or completing DNP-840, DNP-840A, DNP-955, DNP-955A, DNP-960, DNP-960A, DNP-965, DNP-965A, or any DNP extension course a hold will be placed on the schedule and the learner will need to seek re-entry into their DNP program of study.

Re-entry to the DNP programs is not guaranteed. Students must contact their Student Service Counselor to submit a request for re-entry. Re-entry is only approved for the term documented in the re-entry notification. Students are also subject to the Program of Study, Course Availability, and Cancellation Policy.

Students who have been dismissed from the University due to a lack of academic progress or Code of Code of Conduct violations will follow the appeals process and submit a Request for Reinstatement.

Online Classroom Participation

Introduction

Online classroom discussion is a vital learning activity that enhances writing, critical thinking, and scholarly development. These skills establish the foundation for self-reflection and unbiased consideration of other perspectives that enhances the long-term development of the doctoral learner.

The successful doctoral learner engages faculty and colleagues in substantive conversations by reflecting on others' perspectives while articulating their own views. More importantly, doctoral learners demonstrate the disposition to critically and reflectively consider new information, facts, and perspectives in the enhancement of their own knowledge and development. Online classroom conversations offer the learner an opportunity to dig deep into new subjects, read from a variety of new sources, and form scholarly arguments for evidence-based practice.

To emulate a real-world scholarly, doctoral conversation, the doctoral learner will participate in the classroom discussion forum. The classroom discussion has two components: the learner's original response to the discussion question/prompt and the learner's ongoing participation and contribution to the discussion. Each component is graded separately.

Initial Post to Discussion Questions/Prompts

The doctoral learner is required to post an initial substantive response to Discussion Question/Prompt 1 by day 3 of the topic and Discussion Question/Prompt 2 by day 5 of the topic. To be considered substantive, an initial post should average 350-400 words in length and include a minimum of two current (within 5 years) scholarly, peer-reviewed references from the course materials or other scholarly materials published in the last 5 years. The initial post should be in the author's own words and exclude direct quotations from source materials. All posts should represent evidence-based practice.

Ongoing Contribution to Class Discussion

In addition to the initial responses posted by days 3 and day 5 of the topic, the doctoral learner must also contribute to the discussion by posting one substantive participation post on 3 different days of the week. A total of five posts are required each week (two initial and three ongoing contributions).

Substantive Participation Posts

Full participation in the discussion is a key component of the learning experience. It enriches group interaction and enhances the doctoral learning environment.

To be considered substantive, a participation post should average 150+ words in length and include scholarly, peer-reviewed references from the course materials or other scholarly materials published in the last 5 years. The participation post should be in the author's own words and exclude direct quotations from source materials. All posts should represent evidence-based practice.

Ensure that the post is more than just restating or reporting what someone else has stated. The doctoral learner should demonstrate the application, synthesis, and/or reflection of knowledge such that the learner enhances the meaning of the material. Contributing to the discussion should promote an exciting,

vibrant, shared learning community that accomplishes two or more of the following:

- Expands on a classmate's comments in a value-adding, topicrelated way
- Promotes a collaborative, supportive doctoral community
- Advances the dialogue through follow-up questions

"One-liners," off-topic posts, vague statements, unsupported opinions, and inadequate explanations or posts do not meet the substantive participation requirements listed above.

Repeating Courses and Discussion Questions

While a learner is allowed to re-submit an assignment from a previously withdrawn or failed course, discussions post are not to be repeated. Discussion posts cannot be repeated from one course to another. They must be re-written.

Summary

Participation in the class discussion provides the doctoral learner an unparalleled opportunity to collaborate scholarly with your peers in an insightful, forward-thinking manner. Upon graduation, stating opinions without basis or foundation will be challenged, as it is expected that doctorally prepared individuals offer broad perspectives and insight based on the thoughtful and reflective understanding of their discipline rather than mere personal opinions.

Chain of Command

In the healthcare field, it is the expectation that healthcare workers will use the chain of command to bring issues to the appropriate leader's attention. For example: This is especially important when CONHCP nursing students question things like medication type and dosage. In order to prepare students for the requirements of health care employers, the College leadership expect students to use the Chain of Command for raising similar issues in all healthcare programs.

Therefore, students with concerns regarding the classroom should appropriately and professionally address their faculty. If intervention is needed beyond the faculty, students should address to their SSC. Finally, if the issue needs further attention, the SSC will notify the Director or Program Lead. Further concerns should be taken to the Assistant/Associate Dean over the student's program.

If the student's concern is regarding something unrelated to CONHCP courses, the student should consult with their counselor, and if needed the Student Services Manager.

If after this process is exhausted, the student can pursue the <u>University Appeals Procedures</u>.

Failure to follow this process will result in the loss of points in the learner's Professionalism Assignment week 8 of the course of occurrence.

DNP Project Seminar Requirement

The DNP Project Seminar (DPS) is set up as an immersive webinar-style interaction. Learners are preparing to enter the DNP project courses which is the most difficult educational part of the program. The dynamic nature of the DPS experience creates an environment of support and guidance as well as the advantage of scholarly dialogue with their fellow cohort and faculty. It connects learners directly with resources to help them ensure they have the required documents and meet the requirements to enter into the project courses. The DPS takes up to seven hours depending on the number of learners registered, including lunch and breaks. Learners will have the opportunity to get immediate feedback from experts in this process while presenting ideas and working collaboratively with others on the

same journey. The DPS is essential to learner success in project courses. The desired outcome is to ensure learners are prepared when arriving at the project courses. Progression into the project courses is dependent upon the successful completion of the DPS.

Doctor of Philosophy in Counselor Education and Supervision

Mission Statement

The mission of the Counselor Education and Supervision Doctor of Philosophy (PhD) program aims to prepare current counselors to become counselor educators, advanced practitioners, and counseling supervisors. Grand Canyon University's program offers learners a rigorous curriculum designed to strengthen their counseling knowledge and skills through didactic and experiential training in research, scholarship, leadership and advocacy in and out of the classroom. To facilitate these outcomes, faculty and learners engage in learning experiences that support them in developing:

- Collaborative relationships with faculty and other professionals in the field of counseling that will enhance their expertise in an area or areas of professional identity and functioning
- Knowledge and skills in designing, conducting and reporting on research and scholarship that makes a significant impact on the field and the lives of others
- Leadership skills in counselor education, supervision, advanced clinical practice, research and scholarship, and social justice action

Practicum Hours Requirement

Learners are required to complete the minimum of 100 practicum hours. Learners who fail to meet the minimum number of hours required per course will receive a failing grade and will have to retake the course. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program practicum hour requirement. Learners may not complete additional hours to use in a future course.

Internship Hours Requirement

Learners are required to complete the minimum internship hours required for each course in their program of study. Each internship course requires that the learners complete 200 hours. Learners who fail to meet the minimum number of hours required per course will receive a failing grade and either will have to retake the course or enroll in an extension course depending upon the number of remaining hours. Hours accumulated during a course that receives a non-passing grade will not be counted towards the program hour requirement. Learners may not complete additional hours to use in a future course.

Counseling Learner Professional Standards and Dismissal Policy

Learner success is a priority for Grand Canyon University and the Counselor Education and Supervision Program. Learners are encouraged and required to follow the Grand Canyon University's academic progression policy and the adopted six Counseling Dispositions, the American Counseling Association's (ACA) ethical code and/or applicable specialized code of ethics. Failure to meet course objectives, policies, counseling dispositions, procedures outlined in the courses, the University Policy Handbook, and/or practicum/internship manual may result in failure, Professional Standards, or removal from program. Failure to meet the American Counseling Association Code of Ethics and/or applicable specialized code of ethics may result in a warning, coaching, probation, suspension, or removal from the program. It is important that learners maintain continuous growth and continuous skill acquisition as they progress through the

program of study. This policy and the dispositions are designed to meet the standards of the American Counseling Association.

Dispositional Expectations

Learners enrolled in the Ph.D. in Counselor Education and Supervision Program at Grand Canyon University are preparing for a leadership career that requires the highest standards of practice, research, scholarship and community advocacy. Therefore, appropriate behavior should be evident in all communications (e.g., verbal, written in discussion forums, emails) with other learners, GCU staff and faculty, site Practicum and Internship Personnel, and of course clients. Failure to demonstrate professionally sound behavior could jeopardize the learner's status in the program.

Specifically, the Counselor Education and Supervision program faculty expects learners enrolled in the Ph.D. in Counselor Education and Supervision Program to demonstrate the following professional and scholarly dispositions:

- Professionalism As evidenced in behavior and comportment that reflect the values and attitudes of the Counseling Profession
 - a) Professional Identity Counselors adhere to regulatory state boards and nationally recognized codes of ethics.
 Counselors practice only within their scope and competencies. They seek to utilize best practices and empirically supported treatments. Counselors stay current with the counseling profession through seeking continuing education and by supporting counseling associations.
 - b) Ethics Application of ethical concepts and awareness of legal issues regarding professional and academic activities with individuals, groups, organizations and research.
 Commit to producing scholarly research, which is ethical and academically honest
 - Accountability For the quality and academic integrity of their own scholarship and research agenda
- 2. Individual and Cultural Diversity Counseling is an interpersonal profession in which counselor leaders are provided with a level of influence upon their domains of practice. Therefore, it is essential that they are not impaired by intrapersonal or interpersonal liabilities. Counselors respect, engage, honor and embrace diversity and awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics. One that supports the worth, dignity, potential and uniqueness of people within their social and cultural context. It remains the primary responsibility of the faculty to protect the public, the student body, and the profession.
 - a) Self-Awareness Counselors are aware of their personal moral, ethical and value systems and provide counseling services with objectivity, justice, fidelity, veracity and benevolence. Counselors are acutely aware of their personal limitations in providing services and are willing to refer clients to another provider when necessary.
 - b) Psychological Fitness, Emotional Stability and Self-Control

 Demonstrates appropriate self-monitoring and control of
 emotions and behavior, displays maturity and independence
 by following appropriate protocol when seeking solutions to
 problems
 - c) Motivated to Learn and Grow/Initiative Demonstrates engagement in learning and development of his or her

- counseling, pedagogical, supervisory, advocacy and research competencies
- 3. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.
 - a) Empowerment Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision
 - b) Systems Change Promotes change to enhance the functioning of individuals, families, groups, communities and society at-large.
- 4. Scholar Practitioners: Passionate about their field, who become leaders in the discipline and the communities they serve
 - a) Self-directed Are able to self-motivate toward their continued pursuit of knowledge and are responsible for their own learning.
 - b) Receptive Are receptive to feedback, analysis, and constructive critique from peers and faculty with their scholarly community. Learners who convey the attitude that they are not teachable are not suited for doctoral education.
 - c) Scholarly Practice Engagement and asking questions of both self and others as well as being able to community effectively and professionally with peers, faculty, and college staff.
- Experiential Application: The notion of practicing, in a real world context, skills emanating from knowledge acquired.
 - a) Aware of evidence-based practice Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications integrated with clinical expertise, and client preferences
 - b) Knowledge of Measurement and Psychometrics Selects assessment measures with attention to issues of reliability and validity. Demonstrates knowledge of measurement across domains of functioning and practice settings
- 6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
 - a) Scientific Foundation of Professional Counseling -Demonstrates understanding of counseling as an applied behavioral science
 - b) Scientific Foundation of Professional Practice Understands the development of evidence-based practice in counseling. Cites scientific literature to support an argument when appropriate. Evaluates scholarly literature on a practice-related topic as needed
 - c) Demonstration Design, execute and present independent, academically rigorous research that adds to the body of knowledge within their discipline.

Professional Practices Committee

Learners may be referred to the CDS Professional Practices Committee when learners have failed to adhere to dispositional values, professional or ethical standards guided by the American Counseling Association (ACA) Code of Ethics and/or applicable specialized code of ethics, in the classroom setting, field experience, or professional academic interactions.

Practicum/Internship evaluations are completed by both the instructor and site supervisor during the learner's field experience. If a learner receives a score of '1' on the formative or summative evaluation, they will automatically be referred to the PPC. Additionally, if a learner receives a score of '2' or less in three or more categories on the formative or summative evaluation, they will be referred to the PPC.

Referred learners will be contacted by a representative of the Professional Practices Committee and offered the opportunity to provide a written statement and documentation on their own behalf to the Professional Practices Committee. It is recommended that learners provide a written statement within the allowed timeframe. If the learner does not respond within seven days of being contacted by the Professional Practices Committee Administrator, the learner forfeits his/her right to participate in the process and a determination will be made by the Professional Practices Committee. All information, including the initial report and supporting documentation, and any statement and documentation submitted by the learner, will be reviewed by the Professional Practices Committee during their formal committee meetings. Learners are not entitled to representation by any third party, personal representative, or attorney in the college disciplinary process. A notice will be sent within 72 hours to the learner about the committee's decision.

Possible Outcomes of the Professional Standards Meeting:

- Warning and Mentoring: If the Professional Practices
 Committee issues a recommendation for mentoring, the learner
 will be notified within 72 hours with information about the
 assigned mentor and directions for contact. Mentoring will be
 provided by program faculty for up to four weeks of
 mentoring. These activities are to enhance or strengthen the
 learner's understanding of their profession and the ACA Code
 of Ethics and to safeguard the counseling field as prescribed.
- Failure of Assignment Grades and/or Courses: The
 Professional Practices Committee may issue zeros to
 assignments, which in turn may change the final course
 grade(s). Failing grades may be assigned by the college in field
 experience classes and in response to problems with practice
 hours accumulated, not adhering to ethical codes, or removal
 from the field practice site.
- Suspension from Clinical Practice: Developmental Action Plan (DAP) for unprofessional behavior and conduct, as defined by the ACA Code of Ethics and/or applicable specialized code of ethics, may be the subject of a code of conduct violation charge and/or developmental action plan. Note: Ethical violations may result in the learner being reported to the applicable state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).
- Program Removal: The recommendation for administrative withdrawal must be approved by the Assistant/Associate Dean (or designee) over the learner's program, and referred to the University's Code of Conduct Committee for final review and determination/processing. Please see the Procedures for Processing Alleged Violations of the Student Code of Conduct for additional information.

Additional Notes:

- a. If learners are removed from a didactic or practicum course, as part of a developmental action plan, they may need to retake the course at their own expense. Learners are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC). Learners may also be assigned a failing grade for the assignment(s), which may result in course failure. Learners may be assigned a failing grade for the course despite actual end of course grade.
- b. Learners may not participate in developmental action plans more than two times. Learners who do not complete the correction action plan successfully will be referred by the Professional Practices Committee to the Code of Conduct committee for removal from the program.

c. The Professional Practices Committee may recommend learners to attend therapeutic services at their own cost. As prescribed by the ACA and/or applicable specialized standards of gatekeeping. The Professional Practices Committee may determine a referral to the University Code of Conduct Committee is appropriate, in addition to or in place of, any College-level penalties. Learners may appeal a determination made by the Professional Practices Committee by utilizing the University Appeal Procedures and submitting a formal appeal through a Student Services Counselor.

Developmental Plan for Unprofessional Behavior

Unprofessional conduct, as defined by the ACA Code of Ethics and/or applicable specialized code of ethics, may be the subject of a code of conduct violation charge and/or developmental action plan.

- Depending on the determination made by the Professional Practices Committee, learners may be administratively withdrawn from practicum or internship courses, placed on a hold and asked to participate in a mandatory four-week mentoring session. If administratively withdrawn, learners will be issued an "F" as a final grade. If learners are terminated from sites due to an unethical or illegal behavior and, consequently, administratively withdrawn from an individual practicum or internship course, the practicum hours completed during this time will not be counted for that course.
- To resume practicum experiences, learners must successfully complete the terms of their developmental action plans, which includes mentoring within the allotted four-week period.
 Learners will not earn credits or practicum hours for completing developmental action plans.
- If learners are administratively withdrawn from a practicum or internship course as part of a developmental action plan, they may need to retake the course at their own expense. Learners are encouraged to discuss any financial or other concerns with a Learner Services Adviser (SSA).
- The Developmental Action Plan (DAP) rubric serves as the evaluative component related to the learner's remediation. If a learner receives a score of '1' on the DAP rubric, they will automatically be referred back to the PPC for further decision. Additionally, if a learner receives a score of '2' or less in two or more categories from the DAP rubric, they will also be referred back to the PPC for further decision.
- Learners may not participate in developmental action plans more than twice. Learners who do not successfully complete their developmental action plan will not be able to graduate with a counseling degree.
- Ethical violations may result in the learner being reported to the state licensing board (for information on different types of violations, and potential consequences refer to the "Unprofessional Conduct Acknowledgement Form" located in the practicum manuals).

Essential Functions to Meet Requirements for Counselor Education and Supervision Program

- Individuals are required to navigate their assigned responsibilities independently
- Applicants who are unable to meet the Essential Functions are responsible for discussing the possibility of reasonable accommodations with Student Disabilities Services

Categories Essential Functions Standard		Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Behavioral/In terpersonal (relationships)	Develop mature, sensitive, and effective therapeutic relationships with individuals, families and groups of various social, emotional, cultural, and intellectual backgrounds. Demonstrate ethical behaviors.	 Nonjudgmental behavior Respond to a variety of behaviors (anger, fear, hostility) in a calm manner Demonstrate a high level of patience and respect Establish rapport with clients and members of the healthcare team Adhere to GCU policies, procedures and requirements as described in the University Policies Handbook (UPH), Guidelines for Undergraduate and/or Graduate Field Experience Manual, and course syllabi.
Professional Behavior	Report to sites as scheduled and acts in a professional manner with supervisors, peers and clients.	 Timeliness Preparedness Hygiene and professional dress
Communicati on & Technology Literacy	Utilizes technology skills and communication strategies in English to communicate health information accurately and with legal and regulatory guidelines, upholding the strictest standards of confidentiality.	 Read, understand, write and speak the primary language of the site Communicate thoughts, ideas and action plans with clarity, using written, verbal and/or visual methods Explain treatment procedures Initiate mental health teaching Document patient/client responses Validate responses/message s with others Use appropriate nonverbal communication Ability to perform a variety of technological skills

Categories	Essential Functions Standard	Some Examples of Necessary Activities (NOT ALL INCLUSIVE)
Problem Solving/Critic al Thinking	Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound clinical judgments and decisions to promote positive client outcomes	Identify cause-effect relationships in clinical situations Develop plans of care as required Identifies changes in client mental health status Handles multiple priorities in stressful situations
General Health/Emoto nal Stability	Ability to tolerate environmental stressors	Tolerate long periods of standing and/or sitting as required Maintain focus and appropriate behavior Flexibility and ability to adjust to changing situation and uncertainty in clinical situations Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Professional Development

To successfully complete the Ph.D. in Counselor Education and Supervision program at Grand Canyon University and be eligible for graduation, a student must be able demonstrate proficiency in five areas:

- Attainment of scholastic competency in all coursework as evaluated through the assessment of CES standards, presentation and acceptance of the Candidacy e-Portfolio, the Dissertation defense, and by maintaining an overall GPA of 3.0.
- 2. Acquisition of, and ability to apply advanced counseling, teaching, supervision and leadership skills with a diverse population and to a standard acceptable by CES Core faculty and the learner's doctoral committee. These skills are evaluated throughout the Ph.D. Program and ultimately by successful defense of the Candidacy e-Portfolio.
- 3. Demonstration of emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others, and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and other learners; including both verbal and written communications.
- Adherence to the Professional Identity and Standards as outlined by the American Counseling Association's Code of Ethics, Association of Counselor Educators and Supervisor

- standards and the CES Doctoral Dispositions. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students; including both verbal and written communications.
- 5. Demonstration of the ability to work within the worldview of diverse clients and integrate faith and spirituality into counseling where appropriate in an ethically competent and culturally sensitive manner.

Candidacy e-Portfolio

From the start of their program, doctoral learners work on their Candidacy e-Portfolio and plan to have it completed after the following program milestones: Core Courses, Practicum, and Internship. This capstone activity requires students to present an overview of their professional development, as counselor educators to their Doctoral Committee and CES Core Faculty. CES learners will not be able to enroll in PCE-955 until their e-Portfolio has been accepted. The Candidacy e-Portfolio reflects the student's proficiency in the Ph.D. in Counselor Education and Supervision Program Learning Objectives, readiness for the rigors of Dissertation Research, and solidity as a counselor-leader.

Doctor of Philosophy in General Psychology (Ph.D.)

This degree is not intended for those seeking licensure in clinical practice. Those interested in licensure or certification should identify the applicable requirements by inquiring directly with their state or province.

Doctor of Health Administration: Operational Leadership

In addition to standard GCU admission and dissertation requirements stated in the University Handbook, there are two paths to enroll in the the Doctor of Health Administration program.

Option 1: Master's degree in health care administration or an allied health care profession that includes clinical or practicum experience;

Option 2: Master's degree with demonstrated experience (min. 2 years) in a health care profession

Non-Degree Programmatic Progression Requirements

HS Dual Enrollment

Each fall, continuing high school students must maintain a 3.0 GCU enrollment cumulative GPA, as well as the required high school GPA, in order to continue in the HS Dual Enrollment program. Students who fail to meet the 3.0 GCU enrollment cumulative GPA in the fall semester will not be able to participate in the spring semester of the same academic year. Students may enroll in no more than two online courses at a time.

Blind Review Process for Previous Arrests or Criminal Records

Previous arrests or a criminal record may prevent students from being placed at training sites, obtaining licensure, registration, certifications, or employment in the field, or otherwise compromise the ability to complete admission or programmatic requirements. In the academic context, Grand Canyon University convenes a blind review panel to review a student's criminal history when there is reasonable concern that the student may not meet such requirements. In these cases, all demographic

identifiers related to the criminal record are removed and the review panel evaluates the criminal conduct as it relates to potential licensure, field placement, or other programmatic requirements. If the panel determines that the student should not be cleared for continuation in the program, the student will have the option to enroll in a non-clinical or non-licensure program. This includes the College of Theology, for which admission may be denied based on criminal history that does not align with the College's Covenantal Standards. Admission denial through the blind review process cannot be appealed.

Additionally, approval to continue does not guarantee the student's placement, as sites may conduct their own background checks and determine that a student's criminal history disallows placement in their setting. Similarly, Grand Canyon University cannot determine whether an individual's criminal history will prevent future licensure. Licensing authorities may conduct their own criminal background checks and ultimately deny a student's professional licensure based on past criminal conduct

Code of Conduct and Academic Standards

Student Code of Conduct

Grand Canyon University endeavors to create an atmosphere of value-based liberal arts education. All students who enroll in the University are expected to accept the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic and academic community. Students are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to, the expectations that the student

- Gives appropriate attention to college level work
- · Attends class, exercises, and engagements as required
- Acknowledges and accepts the responsibility of honorable adherence to the University's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with fellow students, faculty, and staff
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with fellow students, faculty, and staff
- Upholds confidentiality and respect for personal or professional information communicated in the classroom
- Adheres to University policies and standards of academic honesty

Conduct Violations

The following is a non-exhaustive list of actions that are considered student conduct violations, for which students are subjected to disciplinary action up to and including expulsion from the University:

 Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the University, or other official University documents.

- Communicating or behaving in any form that disrupts or interferes with the educational process or any institutional function
- Behaving in any manner that creates a disruption, or a hostile or offensive educational environment for a student, faculty member, or staff member
- Failing to adhere to college dispositional expectations, policies and standards, as referred to the Code of Conduct Committee by college Professional Practices Committees.
- Failing to adhere to the Community Standards for Ground Campus, as referred to the Code of Conduct Committee by the Student Affairs Student Conduct Committee.
- Failing to comply promptly with any reasonable directive from a faculty member or University official
- Failing to cooperate with officials in a University investigation
- Possessing, using, distributing, or being under the influence of alcohol or illegal drugs while on University property or as part of any University activity
- Permitting anyone, with the exception of authorized persons, access to one's classroom, to attend class in one's stead, or to attend class for another
- Sharing one's password or using someone else's password for any University system or network
- Using, possessing, or removing property that does not belong
 to the student without consent from the owner of the property
 or other legally responsible party. This includes, but is not
 limited to, theft of property or services, unauthorized
 alteration, misuse, or tampering with safety and security
 equipment, unauthorized access or use of University resources,
 and knowing possession of stolen property or materials
- Using any University system, network, or other IT resources to upload, download, or otherwise share and/or distribute any copyrighted music, video, software, written works, or other materials without the written consent of the copyrighted owner.
- Recording of any kind in the classroom (or wherever academic instruction occurs), including the use of any audio or video technology, unless provided with prior written permission from the faculty member or an approved accommodation by Student Disability Services.
- Recording of any meetings on campus, including the use of audio or video technology, between or amongst faculty, staff, students, community members, or authorized visitors, without the prior knowledge and consent of all meeting participants or where the audio or video recordings is likely to cause injury or distress.
- No student or person, individually or on behalf of such individual, business, or organization of any kind, whether forprofit or not-for-profit, is permitted to solicit, market, offer goods or services, or operate on behalf of such organization in any way on the University's campus without the prior written consent of the University's President or Provost. In addition, no student or person, individually or on behalf of any business or organization of any kind, whether for-profit or not-forprofit, may use the University's name, marks, seal, logos or other identifying symbols, or its resources, without the prior written consent of the University's President or Provost.

Campus Violence and Substance Abuse Prevention

Grand Canyon University is committed to creating a safe educational atmosphere and providing an appropriate learning environment for the University community. Therefore, the University prohibits and will take immediate action, up to and including expulsion, against the following:

- Threatening statements, behaviors, or acts of violence against students, faculty, and staff
- Acting in a manner which can be interpreted as physical assault or abuse
- Threatening to harm or endanger the safety of others.
- Behaving or acting in a manner which carries the potential for violence or acts of aggression, as interpreted by a reasonable person

Possessing a weapon on campus:

Weapons, as defined by GCU's Weapons-Free Campus Policy, and hazardous materials are not allowed on campus. Students possessing weapons on campus are in violation of GCU's Weapons-Free Campus Policy.

Students possessing a firearm on campus are subject to immediate expulsion from the University, and the expulsion is not subject to appeal. Law Enforcement Officers, on or off duty, are exempt from this provision.

Selling/Distribution of Illegal and Unprescribed Drugs:

In addition to legal consequences which may result from the involvement of law enforcement, this policy applies to students found to be selling, distributing, or possessing an amount determined to be for more than personal use of illegal or prohibited substances, or paraphernalia indicative of selling/distribution. This includes but is not limited to the intent or ability to distribute.

Illegal drugs are defined as any controlled substance banned by the State of Arizona and/or the United States Federal Government. In addition to these banned controlled substances, GCU also prohibits the possession and distribution of synthetic marijuana products/ substitutes such as "Spice", "K2" or "Potpourri"; "Bath Salts"; prescription medication not prescribed to the possessor and synthetic substances categorized as a drug by law enforcement. Drug paraphernalia is described as any equipment, product or material that is modified or used for making, consuming, using or concealing drugs. This includes but it is not limited to the use or possession of a Hookah pipe, glass smoking pipe or items altered to assist in the making, using or concealing drugs including the scent of drugs.

Academic Integrity Violations

As indicated in the Code of Conduct, all students are expected to possess a high standard of conduct and personal integrity in the classroom. Academic dishonesty is defined as any act of deception in an academic setting. The following examples include, but are not limited to, academic integrity violations for which students may be subjected to disciplinary action:

- Cheating, attempting to cheat, or assisting others to cheat, including dishonest activity or unauthorized use of any resource, technology or materials in any academic exercise.
- Fabricating, falsifying, forging, altering, or inventing information that applies, but is not limited to, academic coursework, any academic exercise or academic activity
- Plagiarizing, intentionally or unintentionally, the words, works, or ideas of others without proper citation or acknowledgement and representing them as one's own in any academic exercise. Paraphrasing sources which do not represent the student's original words or ideas without proper citation or acknowledgement
- Presenting work that has been prepared by someone or something other than the student, including the purchase and sharing of work.

- Submitting work that has been prepared and used for a different course, wholly or in part, and without appropriate citation of the original work and prior approval of faculty
- Using materials or technology not authorized by the faculty member to complete an assignment, or the unauthorized completion of an assignment by someone other than the student, including, but not limited to, providing/receiving exam answers, using faculty materials, answer keys, or solution manuals, generative AI technologies or machine learning technologies.
- Collaborating in an unsanctioned manner Students must work individually on homework, assignments, and other assigned coursework, unless collaboration has been expressly permitted by the instructor. Students who do collaborate without express permission of their instructor must inform the instructor of the nature of their collaboration
- Violating copyright laws and regulations.
- Violating the University's policies and regulations pertaining to the use and propriety nature of the Grand Canyon University curriculum, network, networking facilities, computer use, or platform access
- Selling or providing papers, essays, discussion questions, assignments, or any part of the University curriculum, to other students, online term paper clearinghouses, or other commercial websites.

Procedure for Processing Alleged Violations of the Student Code of Conduct

The University may take disciplinary action against a student who violates the University's Code of Conduct. Depending on where the incident occurs, violations will be reported on the Classroom Incident Report (classroom-related incidents), the Residence Life Incident Report form (for campus housing issues), or the Security Incident Report (for general campus incidents) (collectively the "Reports"). Reports submitted for specific actions, as recommended by college Professional Practices Committees, are forwarded for processing only and are not subject to the procedures outlined in this section.

Reports are forwarded to the Office of Academic Compliance upon discovery of the incident. Additionally, faculty are required to notify students that an incident report will be submitted to the Office of Academic Compliance. The Office of Academic Compliance then reviews the report, as well as any history of prior offenses. This office then notifies the student if the University intends to take further action as a result of the particular report or as a result of the history of offenses. If further action is recommended, the Code of Conduct Committee will determine whether the alleged violation has been substantiated and which University-level penalty to apply.

Students who are charged with a violation of the Student Code of Conduct are afforded an opportunity to be heard before a University-level penalty is applied. Students at risk for University-level sanctions will be contacted by the Office of Academic Compliance and offered the opportunity to present documentation and speak on their own behalf to the Code of Conduct Committee, which includes the Dean (or designee) of the appropriate College. Those at risk for University-level sanctions are offered three ways in which they may present refutation information to the Code of Conduct Committee: 1) Written statement; 2) Phone conference, and 3) In-person meeting (may be conducted virtually.) A camera is required for virtual participation. Students are responsible for any expenses incurred).

Students are not required to present information to the Code of Conduct Committee. If the student does not respond within seven days of being contacted by the Office of Academic Compliance, the student forfeits his/her right to participate in the process and a determination will be made by the Code of Conduct Committee. In order to preserve the safety of the University community, the University reserves the right to expedite the seven-day notification period in order to address egregious or emergency issues. In cases where the notification period is expedited, a student still maintains full opportunity to respond and participate in the process.

Students are not entitled to representation by any third party, personal representative, or attorney in the University disciplinary process.

In-Course Penalties

The instructor determines the penalty for academic dishonesty that occurs during the course, as it relates to the outcome of the course for the student. An in-class penalty may include, but is not limited to:

- Requiring a rewrite of the assignment or paper, with or without point deductions
- · Awarding limited credit for a specific assignment or paper
- Awarding no credit for a specific assignment or paper
- An instructor may not prevent a student from attending or completing a course, as this would be a University-level decision. However, the professor can recommend such action to the Code of Conduct Committee in the Classroom Incident Report.

University Penalties

The Code of Conduct Committee determines all University-level penalties. In making its determination, the Committee considers the severity of the offense, as well as the student's history at the University. A University-level penalty may include, but is not limited to:

- Applying an official disciplinary warning to the student record (which may result in further penalties for additional occurrences)
- Assigning a failing grade for the assignment(s)
- Assigning a failing grade for the course
- Removing a student from class
- Stipulating suspension for 15-weeks
- Stipulating expulsion for two years
- Revoking academic credit or degree

The recommendation for academic suspension, academic expulsion, and the revocation of academic credit or degree must be approved by the Assistant Vice President of Academic Compliance or a designee. Upon conclusion of a required separation period, students who are suspended or expelled from the University for a code of conduct violation may apply for reinstatement by submitting a formal appeal through a Student Services Counselor; however, re-admittance is not guaranteed.

The preceding sections notwithstanding, the University President, Provost, Registrar, or their designee, have the authority and sole discretion to carry out an immediate administrative action on behalf of the University, up through and including expulsion, when a student's continued enrollment constitutes a significant risk to members of the University community, or to the orderly functioning of the University. Removals from the University under this provision are not subject to appeal.

Grand Canyon University requires the use of plagiarism detection software, by which student work is monitored for plagiarism. The Summer 2023 University Policy Handbook

University retains all student work submitted to the plagiarism detection database.

The University reserves the right to review all courses for any purpose at any time. If unreported / undiscovered academic dishonesty is found through course examination, the University may engage in a thorough investigation of all coursework the student completed at GCU. Upon completion of the investigation, if the University believes academic dishonesty has occurred, a report will be submitted to the Office of Academic Compliance for disciplinary action by the Code of Conduct Committee.

Internal Review Policy

We expect our students, prospective and current, to be ethical and honest members of the University community and beyond. Fraudulent behavior, or attempting to commit fraud, will not be tolerated. Such fraudulent activity includes, but is not limited to:

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the University, document used to apply for financial aid, or other official University documents, including the misuse of documents, records, accounts, identification, or financial instruments.
- The inability or unwillingness of a student or prospective student to demonstrate academic intent or verify eligibility or identity.
- Acting on behalf of another student and/or allowing someone to act on one's behalf without approved documentation on file. GCU complies with the recommendation of the Department of Education, Office of Inspector General (OIG) to have a system in place for detecting and monitoring for fraud. Therefore, individuals or groups suspected of violating these provisions will be selected for Internal Review, required to comply, and complete the review process. Such students may be placed on hold and unregistered from future courses, which may prevent any type of funding to be disbursed until cleared through the Internal Review process. Those deemed ineligible for admission may be permanently denied admittance, or dismissed from the University, by the Registrar or designee. Students administratively withdrawn through these provisions are processed separately from the Code of Conduct procedures. Students may be responsible for any balances or charges

If Grand Canyon University suspects fraud has occurred in connection with a student's application for federal student financial assistance, the individual will be referred to the Office of Inspector General of the US Department of education.

Title IX and Non-Discrimination Policy

Definitions

- Complainant means an individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity.
- Day means a business day when the University is in normal operation.
- Education program or activity means locations, events, or circumstances where Grand Canyon University exercises substantial control over both the Respondent and the context in which the sexual harassment or discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the University.

- Formal Grievance Process means either the Title IX Hearing Process or the Discriminatory Harassment Administrative Resolution Process.
- Hearing Board/Decision-Maker(s) refers to those who have decision-making and sanctioning authority within the University's Formal Grievance process.
- *Notice* means that an employee, student, or third-party informs the Title IX Coordinator of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct.
- *Parties* include the Complainant(s) and Respondent(s), collectively.
- Remedies are post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to the University's educational program.
- Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class; or retaliation for engaging in a protected activity.
- Resolution means the result of an informal or Formal Grievance Process.
- Sanction means a consequence imposed by the University on a Respondent who is found to have violated this policy.
- Sexual Harassment is the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence.
- Title IX Coordinator is the official designated by Grand
 Canyon University to ensure compliance with Title IX and the
 University's Title IX program. References to the Coordinator
 throughout this policy may also encompass a designee of the
 Coordinator for specific tasks.
- Title IX Pool refers to the Title IX Coordinator, any Deputy or Assistant Deputy Coordinators, investigators, hearing board chairs, and any member of the Hearing Board Pool.

Notice of Non-Discrimination

Grand Canyon University, while reserving its lawful rights where appropriate to take actions designed to ensure and promote the Christian principles that sustain its mission and heritage, prohibits unlawful discrimination, including any form of harassment and/or retaliation, on the basis of age, disability, national origin, race, color, religion, sex, pregnancy, veteran status, or any other classification protected by applicable law, in its employment, admissions policies, educational programs, or activities. It is the purpose of the University to pursue the very highest and academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith. This policy also complies with the Title IX requirements related to non-discrimination.

Applicable Scope

Grand Canyon University adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. This policy covers nondiscrimination in both employment and access to educational opportunities. Sometimes, discrimination involves exclusion from activities, such as admission, athletics, or employment. Other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, can encompass not accommodating pregnancy and pregnancy-related conditions, sexual harassment, sexual assault, stalking, sexual exploitation, dating violence or domestic violence.

Therefore, any member of the University community whose acts deny, deprive, or limit the educational or employment or

residential and/or social access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the University Title IX and Non-Discrimination Policy. When brought to the attention of the University, any such discrimination will be promptly and fairly addressed and remedied according to the appropriate grievance process described below.

The Title IX Hearing Process procedures apply <u>only</u> to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrator, or faculty members. Complaints of other protected class harassment or discrimination are resolved through the Discriminatory Harassment Administrative Resolution Process. The Discriminatory Harassment Administrative Resolution Process can also apply to sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) when jurisdiction does not fall within the Title IX Hearing Process, as determined by the Title IX Coordinator.

Title IX Coordinator

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Shanna Milonas, MBA Title IX and 504 Coordinator Assistant Vice President of Academic Compliance 3300 W. Camelback Rd. Phoenix, AZ 85017 (602) 639-5900

Email: <u>TitleIX@gcu.edu</u>
Web: <u>www.gcu.edu/titleix</u>

The Title IX and 504 Coordinator oversees implementation of the University's policy on equal opportunity, harassment, and nondiscrimination. The Title IX Coordinator has the primary responsibility for coordinating University's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. The Title IX Coordinator oversees all resolutions under this policy and these procedures. The Title IX Coordinator manages the Title IX Pool and acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Pool are vetted and trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents, generally. Concerns of bias or a potential conflict of interest by any other Title IX Pool member should be raised with the Title IX Coordinator.

Deputy Title IX Coordinator

Kelsey Cross, MBA 3300 W. Camelback Road Phoenix, AZ 85017 602-639-5900 TitleIX@gcu.edu

The Deputy Title IX Coordinator reports to the Title IX Coordinator to assist with day-to-day leadership, coordination and oversight of the University Title IX program and assists with assuring institutional compliance with Title IX. The Deputy Title IX Coordinator assists the Title IX Coordinator by playing a lead role in monitoring and implementing Title IX compliance measures in accordance with applicable laws, regulations, and University policies.

Assistant Deputy Title IX Coordinators

The University has also designated Assistant Deputy Title IX Coordinators who may assist the Title IX/Deputy Coordinator with implementing and monitoring appropriate policies, procedures, training programs, best practices, and other items related to compliance with Title IX. Assistant Deputy Title IX Coordinators ensure potential Title IX issues are immediately reported to the Title IX/Deputy Title IX Coordinator.

For Students: Tim Griffin, Ed.D Dean of Students 3300 W. Camelback Road Phoenix, AZ 85017 602-639-6647 Tim.Griffin@gcu.edu

For Athletics: Jamie Boggs Deputy Director of Athletics Senior Women's Administrator 3300 W. Camelback Road Phoenix, AZ 85017 602-639-6611 Jamie.Boggs@gcu.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481

Facsimile: (202) 453-6012 TDD#: (877) 521-2172

Email: OCR@ed.gov Web: http://www.ed.gov/ocr

For complaints involving employees: Equal Employment

Opportunity Commission (EEOC)

Forms of Prohibited Discrimination and Harassment

The sections below describe specific forms harassment that are prohibited under this policy. All offense definitions encompass actual and/or attempted offenses.

Disability Discrimination and Accomodation

GCU fully complies with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws and regulations pertaining to individuals with disabilities. Shanna Milonas has been designated as the 504 Coordinator responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Any participants, beneficiaries, applicants, or employees, including students, staff, faculty, and visitors who believes they have been subjected to discrimination on the basis of disability (or is unsatisfied with accommodations provided by the University) may file a grievance. The University has mechanisms in place to resolve concerns about disability discrimination, denial of access to services, accommodations required by law, or

an auxiliary aid they believe they should have received ("disability-related issues"), such as:

- Disagreements regarding a requested service, accommodation, modification of a University practice or requirement, or denial of a request
- Inaccessibility of a program or activity
- · Violation of privacy in the context of a disability

GCU encourages students and campus visitors with concerns about a disability-related issue to first discuss the matter with the Student Disability Services (SDS) Office, who will attempt to facilitate a resolution. The SDS Office can be reached at disabilityoffice@gcu.edu or 602-639-6342. In order to receive accommodations, students must complete the Steps to Accommodations, as outlined in the University Policy Handbook.

Employees and applicants for employment should first contact the HR Service Center regarding disability-related issues at hr@gcu.edu or 602-639-6549. In order to receive accommodations, an employee must complete the process outlined in the Employee Handbook.

Grievances related to disability status and/or accommodations will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

Discriminatory Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. When discriminatory harassment rises to the level of creating a hostile environment, complaints will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities. This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe or pervasive and objectively offensive. If harassment creates a hostile environment, GCU will take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Discriminatory harassment, based on a protected class, creates a hostile environment when the behavior is sufficiently serious to deny or limit one's ability to participate in or benefit from the recipient's education programs and activities or interferes with an employee's ability to perform their job. Racial and national origin is a specific form of discriminatory harassment which can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially-motivated physical threats, attacks, or other hateful conduct.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature and not based on a protected status, by referring the complaint to an alternatively appropriate process.

Sexual Harassment

Sexual Harassment is a specific form of discriminatory harassment and an unlawful discriminatory practice. Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex of those involved. Sexual Harassment, as an umbrella category, includes the offenses of

sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1. Quid Pro Quo:

An employee of the University conditions the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct; and/or

2. Sexual Harassment:

Unwelcome conduct, determined by a reasonable person, to be so severe, and pervasive, and, objectively offensive, that it effectively denies a person equal access to the University's education program or activity. Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is below the age of consent). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances.

3. Sexual assault, defined as:

- a. Sex Offenses, Forcible: Any sexual act directed against another person, without the consent of the Complainant, including instances in which the Complainant is incapable of giving consent.
- b. Forcible Rape: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the Complainant.
- c. Forcible Sodomy: Oral or anal sexual intercourse with another person that is forcibly committed, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- d. Sexual Assault with an Object: The use of an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- e. Forcible Fondling: The touching of the private body parts of another person (buttocks, groin, breasts), for the purpose of sexual gratification, forcibly, and/or against that person's will (non-consensually), or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

f. Sex Offenses, Non-forcible:

- Incest: Non-forcible sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by Arizona law.
- Statutory Rape: Non-forcible sexual intercourse, with a person who is under the statutory age of consent of Arizona.
- 4. Dating Violence, defined as: Violence, on the basis of sex, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
 - a. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

- For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.
- 5. Domestic Violence, defined as: Violence, on the basis of sex, committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Arizona, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Arizona.
 To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.
- 6. Stalking, defined as: Engaging in a course of conduct, on the basis of sex, directed at a specific person, that would cause a reasonable person to fear for the person's safety, or the safety of others; or suffer substantial emotional distress. For the purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Consensual Relationships

Consensual sexual conduct between GCU employees and students or prospective students is strictly prohibited due to the unequal power inherent in their interactions. Certain exceptions to this prohibition may apply to unique situations, including employees and students who are spouses; employees and students who may have already been involved in a sexual relationship prior to the time they were hired or became a student.

The University reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation

As used in the offenses outlined in this policy, the following definitions and understandings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

- Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced.
 Silence or the absence of resistance alone is not consent.
 Consent is not demonstrated by the absence of resistance.
 While resistance is not required or necessary, it is a clear demonstration of non-consent.
- Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do

not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent: Knowing, voluntary, clear permission, either by affirmative words or actions, to engage in sexual activity.

- Silence does not necessarily constitute consent.
- Valid consent requires clear words or actions that the other individual consented to that specific sexual conduct.
 Reasonable reciprocation can be implied.
- Clear communication from the outset is strongly encouraged.
 If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter.
- Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity.
- Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease.
- Consent to some sexual contact (such as kissing or fondling) cannot imply consent for other sexual activity (such as intercourse). A current or previous intimate relationship does not sufficiently constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the University to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: A state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction). Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

- A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs.
- This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

The Respondent is in violation of this policy if they knew, or should have known, the Complainant to be physically or mentally incapacitated. "Should have known" is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment. The Respondent's use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.

Other Civil Rights Offenses

In addition to the forms of sexual harassment described above, which fall within the coverage of Title IX, the University additionally prohibits the following offenses as forms of discrimination outside of Title IX when the act is based upon the Complainant's actual or perceived membership in a protected class. Conduct that does not otherwise constitute Title IX sexual harassment under this policy will be addressed using the Informal Resolution Process or the Discriminatory Harassment Administrative Resolution Process.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that does not otherwise constitute sexual harassment under this policy. Examples of Sexual Exploitation include, but are not limited to:
 - o Sexual voyeurism
 - o Invasion of sexual privacy.
 - Taking pictures, video, or audio recording of another in a sexual act, or in any other
 - sexually-related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity, or exceeding the boundaries of consent, including the making or posting of revenge pornography
 - o Prostituting another person
 - Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually-transmitted disease (STD) or infection (STI), without informing the other person of the infection
 - Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
 - Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections
 - Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
 - o Knowingly soliciting a minor for sexual activity
 - o Engaging in sex trafficking
 - o Creation, possession, or dissemination or child pornography
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in
- another;
- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to
- any person within the University's community, when related to the admission, initiation, joining, or any other group-affiliation activity;
- Bullying, defined as: Repeated and/or severe, aggressive behavior, likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities, including disparate treatment.

Violation of any other University policies may constitute a Civil Rights Offense when a violation is motivated by actual or perceived membership in a protected class, and the result is a discriminatory limitation or denial of employment or educational access, benefits, or opportunities.

Sanctions for the above-listed Civil Rights Offenses range from reprimand through expulsion/termination.

Mandated Reporting

Except for those who are designated as Confidential Resources, all employees, including GCU Partner Employees, are Mandated

Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment. Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party. If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter will result in immediate referral to the Title IX Coordinator, who will take action

Failure of a Mandated Reporter, as described above in this section, to report an incident of harassment or discrimination of which they become aware is a violation of this policy and can be subject to disciplinary.

Federal Timely Warning Obligations

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, Grand Canyon University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

Confidential Resources

Confidentiality refers to confidential employees in the context of laws that protect certain relationships, including medical and clinical care providers, mental health providers, and counselors (and those who provide administrative services related to the provision of those services). If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with:

- On-campus licensed professional counselors and staff
- On-campus health service providers and staff

Privacy

Every effort is made to preserve the privacy of reports. The University will not share the identity of any individual who has made a report or complaint of harassment, discrimination, or retaliation; any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, or any witness, except as permitted or required by applicable laws. For the purposes of FERPA, the University reserves the right to determine which University officials have a legitimate educational interest about incidents that fall within this policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

Jurisdiction

All notice/complaints are evaluated to determine whether the conduct occurred in the context of GCU's employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. Jurisdiction applies to all University educational programs and activities, to conduct that takes place on campus or on property owned or controlled by the University, and at University-sponsored events. Jurisdiction may also be taken when the effects of off-campus misconduct effectively deprive someone of access to the University's educational program or activities. Off-campus and/or online conduct will be evaluated by the Title IX Coordinator to determine whether the conduct affects a substantial University interest.

The Respondent must be a member of the University community for its policies to apply. When the Respondent is not a member of the University's community, supportive measures, remedies, and resources, including barring the Respondent from University property and/or events, may be accessible to the Complainant by contacting the Title IX Coordinator.

This policy includes online and cyber manifestations of any of the prohibited behaviors, when those behaviors occur in, or have an effect on, the University's education program and activities, or use University networks, technology, or equipment. While the University may not control websites, social media, and other venues in which harassing communications are made, when such communications are reported to University, it may engage in a variety of means to address and mitigate the effects, including referral to an alternatively appropriate process when the behavior may have an effect on the University's education program and activities.

Promptness

All allegations are acted upon promptly upon receipt of notice or a formal complaint. Complaints can take 60-90 business days to resolve, typically. Exceptions and extenuating circumstances can cause a resolution to take longer, but the University will avoid all undue delays within its control. Any time the general timeframes for resolution will be delayed, the University will provide written notice to the parties of the delay, the cause of the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

Supportive Measures

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice or a complaint. Supportive measures are non-disciplinary individualized services offered as appropriate and reasonably available, to the parties to restore or preserve access to the University's education program or activity. This includes measures designed to protect the safety of all parties or the University's educational environment, and/or deter harassment, discrimination, and/or retaliation.

The Complainant will be made aware of the ability to file a formal complaint with the University either at that time or in the future. The Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account with respect to the supportive measures that are planned and implemented. The University maintains the privacy of the supportive measures, to the extent practicable. Supportive measures will be applied in a manner that ensures as minimal an academic impact on the parties as possible and in a way that does not unreasonably burden either party.

- These actions may include, but are not limited to:
- Referral to counseling, medical, and/or other healthcare services
- Referral to community-based service providers
- Education to the community or community subgroup(s)
- Altering campus housing assignment(s)
- Altering work arrangements for employees or studentemployees
- Safety planning
- Providing campus safety escorts
- Implementing contact limitations (no contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Trespass, Persona Non Grata (PNG), or Be-On-the-Lookout (BOLO) orders

- Timely warnings
- Class schedule modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to the University Code of Conduct process for students, or the Corrective Action Process for employees.

Disabilities Accomodations in the Resolution Process

Grand Canyon University will provide reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the resolution process. Accommodations can be requested by students contacting Student Disability Services Office, or employees contacting Human Resources, who will review the request with the Title IX Coordinator to determine which accommodations are appropriate and necessary for full participation in the process.

Emergency Removal

The University can act to remove a Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student, individual, or the community justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the Threat Assessment Team.

When an emergency removal is imposed, the Respondent will be given notice of the action and the opportunity to be heard by meeting with the Title IX Coordinator and Threat Assessment Team prior to the removal being imposed, or as soon thereafter as reasonably possible, to demonstrate why the removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the allegation(s), but rather is intended to determine whether the emergency removal is appropriate. The meeting must be requested within three days of notice or objections to the emergency removal will be deemed waived. A Respondent may be accompanied by an Advisor of their choice for the meeting. A Complainant will be permitted to submit a written statement outlining any concerns with the Respondent's request to amend or overturn the emergency removal.

The Title IX Coordinator and Threat Assessment Team have sole discretion to implement or overturn an emergency removal and determine the conditions and duration. Violation of an emergency removal is grounds for discipline, up to and including expulsion or termination. The least restrictive emergency actions possible, in light of the circumstances and safety concerns, will be implemented. These actions include, but are not limited to: removing a student from campus housing, placing an employee on administrative leave, restricting access to or use of facilities, permitting alternative coursework options, allowing a student to withdraw or take grades of incomplete, and suspending a student's participation in extracurricular activities, student employment, student organizational leadership, or intercollegiate/intramural athletics.

There is no appeal process for emergency removal decisions.

Ensuring Impartiality

Any individual materially involved in the administration of the resolution process may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, the affected role will be reassigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with Dr. Jennifer Lech. Executive Vice President of Academic Affairs.

Grand Canyon University operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

Time Limits on Reporting

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible. Acting on notice/complaints significantly impacted by the passage of time is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

Amnesty for Involved Parties and Witnesses

The University strongly encourages students to report instances of sex-based discrimination, sexual harassment, and sexual misconduct involving students. Therefore, parties or witnesses who are students, and who provide information about sex-based discrimination, sexual harassment, sexual misconduct, dating violence, domestic violence, or stalking involving students will not be disciplined by the University for any violation of the University's drug or alcohol possession or consumption policies in which they might have engaged in connection with the reported incident. Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution.

False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately misleading an official conducting an investigation can be subject to discipline under the University's Code of Conduct policy. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy. Alleged retaliation should be reported immediately to the Title IX Coordinator/504 Coordinator for prompt investigation. Grand Canyon University will take appropriate steps to protect individuals concerned they may be subjected to retaliation.

No member of the University community may take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Notice/Complaints of Discrimination, Harassment, and/or Retaliation

Notice or complaints of discrimination, harassment, and/or retaliation may be made by filing a complaint with, or giving verbal notice to, the Title IX Coordinator. A report may be made at any time (including during non-business hours) via telephone, email, or mail. Reports may also be made to any mandatory reporter, which will ultimately be referred to the Title IX Coordinator for further processing. Upon receipt of a complaint or notice of an alleged policy violation, the Title IX Coordinator initiates a prompt initial assessment, resulting in at least one of the following responses:

- 1. Offering supportive measures because the Complainant does not want to proceed formally; and/or
- 2. An informal resolution; and/or
- 3. A Formal Grievance Process including an investigation resulting in a hearing or administrative resolution (requires a formal complaint to be filed with the Title IX Coordinator).

A Formal Complaint refers to a document filed/signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that the University investigate the allegation(s).

The investigation and grievance process will determine whether the Policy has been violated. If so, the University will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to harassment or discrimination, their potential recurrence, or their effects.

When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law. The Title IX Coordinator has ultimate discretion over whether the University proceeds when the Complainant does not wish to do so. The University may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

The Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment that demonstrates a compelling risk to health and/or safety that requires the University to pursue formal action to protect the community. A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence.

The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and the University's ability to pursue a Formal Grievance Process fairly and effectively. When the University proceeds, the Complainant may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the University to honor that request, the Title IX Coordinator will offer informal resolution options, supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action. If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint later.

Initial Assessment

Following intake, receipt of notice, or a complaint of an alleged violation of the Title IX and Non-Discrimination Policy, the Title IX Coordinator engages in an initial assessment, which is typically completed in one to five business days. The steps in an initial assessment can include, but are not limited to:

- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive response or an Administrative Resolution.
 - If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. A formal grievance process is not initiated, though the Complainant can elect to initiate it later, if desired.
 - If an Informal Resolution option is preferred, the Title IX
 Coordinator assesses whether the complaint is suitable for informal resolution and may seek to determine if the Respondent is also willing to engage in Informal Resolution.
 - If a formal grievance process is preferred, the Title IX
 Coordinator first determines if the misconduct alleged falls within the scope of Title IX:
 - If the alleged misconduct falls within the scope of Title IX, the Title IX Coordinator will initiate a formal investigation and the Title IX Hearing Process.
 - If the alleged misconduct does not fall within the scope of Title IX, the Title IX Coordinator will "dismiss" that aspect of the complaint, if any, and refer the matter to a formal investigation and the Discriminatory Harassment Administrative Resolution Process.
 - For both formal resolution processes, the Title IX
 Coordinator will direct the investigation to address an
 incident, and/or a pattern of alleged misconduct, and/or a
 culture/climate issue, based on the nature of the
 complaint.
- In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment should be conducted by the Threat Assessment Team as part of the initial assessment.

Dismissal (Mandatory and Discretionary)

The University must dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University, and/or the University does not have control of the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or

 At the time of filing a formal complaint, a Complainant is not participating in or attempting to participate in the education program or activity of the University.

The University may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. This dismissal decision is appealable by any party under the procedures for appeal below. A Complainant who decides to withdraw a complaint may later request to reinstate it.

Steps in the Investigation Process

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary. All parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence, and to fully review and respond to all evidence on the record.

During an investigation, the Investigator(s) typically engage in the following steps (this list is not exhaustive, and the steps may not be taken in this order):

- In coordination with campus partners, initiate or assist with any necessary supportive measures.
- Commence a thorough, reliable, and impartial investigation.
 This includes interviews with all relevant parties and witnesses, and the collection of evidence.
- Allow parties to review and verify summaries from their interview(s).
- Provide parties the opportunity to present witnesses and evidence for review.
- Allow parties the opportunity to submit questions they would like asked of the other party, as well as any witnesses.
- Write a comprehensive investigation report, fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Provide status updates to the parties throughout the investigation.
- For the Title IX Hearing Process, prior to the conclusion of the investigation, provide the parties a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence. The parties may elect to waive the full ten days.
- Incorporate relevant elements of the parties' responses into the final investigation report, including any additional relevant evidence, any necessary revisions, and finalize the report.

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the investigation or resolution process. If the Respondent indicates an intent to accept responsibility for all the alleged misconduct, the process will be Summer 2023 University Policy Handbook

paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria outlined in this policy. If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of University policy and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution. When the parties cannot agree on all terms of resolution, the process will resume at the same point where it was paused.

Delays in the Investigation Process and Interactions with Law Enforcement

The University may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions. Parties will be notified in writing regarding the reasoning for any delays and the anticipated duration. The investigation and resolution process will resume as soon as feasible. University action(s) are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

Counterclaims

Upon receipt of a counterclaim, the Title IX Coordinator will assess whether the allegations in the counterclaim are made in good faith or for retaliatory purposes. Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below but may occur after resolution of the underlying initial allegation. Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

Role and Participation of Witnesses in the Investigation

All witnesses, including employees, are expected to cooperate with and participate in the investigation and resolution process. Failure to cooperate with and/or participate in the investigation or resolution process constitutes a violation of policy and may warrant discipline.

While in-person interviews for parties and all potential witnesses are ideal, circumstances may require individuals to be interviewed remotely. The University will take appropriate steps to reasonably ensure the security/privacy of remote interviews. Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator(s), though not preferred.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the

resolution process. The parties may select whomever they wish to serve as their Advisor, from inside or outside of the University community, as long as the Advisor is eligible and available.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

Advisor's Role

The parties may be accompanied by their Advisor in all meetings and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith. The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Advisors may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Sharing Information with the Advisor

The University expects that the Parties will wish to share documentation and evidence related to the allegations with their advisors. The University provides a consent form that authorizes such sharing. The Parties must complete this form before the University is able to share records with an advisor. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with 3rd Parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University will restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations. The University will not comply with requests that all communication be made through a Party's Advisor.

Expectations of an Advisor

The University generally expects an Advisor to adjust their schedule to allow them to attend investigation meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay. The University may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of any meeting or hearing (or as soon as possible if a more expeditious meeting is necessary or desired). The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured.

Advisors in Title IX Hearings/University-Appointed Advisor

Title IX regulations require cross-examination during a hearing to be conducted by the parties' Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an Advisor for a hearing, the University will appoint a trained Advisor for the limited purpose of conducting any cross-examination. The University cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney.

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A party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the party's Advisor will not conduct cross-examination, the University will appoint an Advisor who will do so, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker(s) during the hearing.

An Advisor may not be called as a witness at a hearing to testify to what their advisee has told them during their role as an Advisor unless the party being advised consents to that information being shared. It is otherwise considered off-limits, and an Advisor who is an institutional employee is temporarily alleviated from mandated reporter responsibilities related to their interaction with their advisee during the resolution process.

Advisor Violations of University Policy

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

All Advisors are subject to the same University policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-maker(s) except during cross-examination in a Title IX hearing proceeding

Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved parties will be made aware of audio and/or video recording.

Informal Resolution Process

If either party wishes to initiate an Informal Resolution, they must notify the Title IX Coordinator. If the alleged misconduct falls within the scope of Title IX, a Complainant will be required to submit a formal complaint prior to proceeding with an Informal Resolution. Informal Resolution can include three different approaches:

- When the parties agree to resolve the matter informally, in a manner agreeable to all parties;
- When the Respondent accepts responsibility for violating policy, and desires to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter informally by providing supportive measures to remedy the situation.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process. The University will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

The Title IX Coordinator may look to the following factors to assess whether Informal Resolution is appropriate:

- The parties' amenability to Informal Resolution;
- Likelihood of potential resolution, taking into account any power dynamics between the parties;
- The parties' motivation to participate;
- Civility of the parties;
- Cleared violence risk assessment/ongoing risk analysis;
- Disciplinary history;
- Whether an emergency removal is needed;
- Complaint complexity;
- Rationality of the parties;

The ultimate determination of whether Informal Resolution is available or successful is to be made by the Title IX Coordinator. The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in an appropriate response, including disciplinary actions. Results of complaints resolved by Informal Resolution are not appealable.

Formal Resolution Process

Resolution process Pool

The resolution process relies on a pool of administrators ("the Pool") to carry out the process. The Pool members receive annual training; the materials used to train members of the Pool are publicly posted here: www.gcu.edu/titleix.

Pool Member Roles

Members of the Pool can serve in the following roles, at the direction of the Title IX Coordinator:

- To act as an Advisor to the parties
- To serve in a facilitation role in informal resolution
- To serve as a hearing Chair or facilitator (process administrator, no decision-making role)
- To serve as a Decision-maker regarding the complaint
- To serve as an Appeal Decision-maker

Pool Member Appointment

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality. While members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, the University can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

Withdrawal or Resignation While Charges are Pending

Should a Respondent (student or employee) withdraw/resign during the resolution process, the University will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or discrimination, and/or retaliation. The following stipulations will also apply:

Students: Should a student decide to not participate in the resolution process, the process proceeds to a reasonable resolution absent their participation. Should a student Respondent permanently withdraw from the University, the resolution process ends, as there is no disciplinary jurisdiction over the withdrawn student.

If a student Respondent permanently withdraws while the process is pending, they are ineligible to return to the University, and the Offices of Academic Records and Academic Compliance will be Summer 2023 University Policy Handbook

notified that they cannot be readmitted. They may also be barred from University property and/or events. If the student Respondent takes a leave of absence for a specified period of time, the resolution process may continue remotely, and that student is not permitted to return active enrollment unless the investigation is concluded and all sanctions have been satisfied.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as the University no longer has disciplinary jurisdiction over the resigned employee. The employee who resigns with unresolved allegations pending is not eligible for rehire with the University.

Title IX Hearing Process

The Title IX Hearing Process, as described below, applies only to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrator, or faculty members which fall within the scope of Title IX and do not meet the criteria for dismissal. If any component of the allegation meets these criteria, the Title IX Hearing Process will be utilized in lieu of the Discriminatory Harassment Administrative Resolution Process.

Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the "NOIA") to the Respondent upon commencement of the Formal Grievance Process.

The NOIA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- Information on the ability for each party to have an Advisor of their choosing,
- Details on how the party may request disability accommodations during the interview process,
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Evidentiary Considerations

The formal resolution process does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Referral for Hearing

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing. The hearing cannot be less than ten (10) business days from the conclusion of the investigation —when the final investigation report is transmitted to the parties and the Decision-maker—unless all parties and the Decision-maker agree to an expedited timeline.

The Title IX Coordinator will select an appropriate Chair, and Decision-makers from the Pool.

Hearing Board Composition

The Title IX Coordinator designates a three-member panel from the Pool. One of the three members will be appointed as Chair by the Title IX Coordinator. The Chair serves to facilitate the hearing and decision-making process. The Hearing Board will not have had any previous involvement with the investigation.

Notice of Hearing

Notice of the hearing will be provided to the parties (at least 10 days in advance). The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
- The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
- Any technology that will be used to facilitate the hearing.
- Information about the option for the live hearing to occur with
 the parties located in separate rooms using technology that
 enables the Decision-maker(s) and parties to see and hear a
 party or witness answering questions. Such a request must be
 raised with the Title IX Coordinator at least five (5) business
 days prior to the hearing.
- A list of all those who will attend the hearing, along with an
 invitation to object to any Decision-maker based on
 demonstrated bias. This must be raised with the Title IX
 Coordinator at least two (2) business days prior to the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker(s). For compelling reasons, hearing may be rescheduled.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.
- A copy of all the materials provided to the Decision-maker(s) about the matter, unless they have been provided already.
- An invitation to each party to submit to the Chair an impact statement pre-hearing that the Decision-maker will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.

Alternative Hearing Participation Options

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator at least five (5) business days prior to the hearing.

The Title IX Coordinator can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX

know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

Pre-Hearing Preparation

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair will delay the hearing and instruct that the investigation needs to be re-opened to consider that evidence.

The parties will be given a list of the names of the Decision-maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than three days prior to the hearing. Decision-makers will only be removed if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Decision-maker(s) will receive the investigative materials at least five (5) business days in advance of the hearing. Any Decision-maker who cannot make an objective determination must recuse themselves from the proceedings. If a Decision-maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

Hearing Procedures

Participants at the hearing will include the Chair, the Board members, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf. The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker(s) and the parties and will then be excused.

Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly. However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. The Chair then conducts the hearing according to the hearing script. At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by the Title IX Coordinator.

Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-maker(s) and the parties (through their Advisors). The

Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

Testimony and Questioning

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The parties/witnesses will submit to questioning by the Decision-maker(s) and then by the parties through their Advisors ("cross-examination").

All questions are subject to a relevance determination by the Chair. The Advisor will pose the proposed question orally, electronically, or in writing, the proceeding will pause to allow the Chair to consider it, and the Chair will determine whether the question will be permitted, disallowed, or rephrased.

The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance, subject to any appeal. The Chair may ask advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the advisors on relevance once the Chair has ruled on a question.

Cross-Examination and Inferences

Any party or witness may choose not to offer evidence and/or answer questions at the hearing, either because they do not attend the hearing, or because they attend but refuse to participate in some or all questioning. The Decision-maker(s) can only rely on whatever relevant evidence is available through the investigation and hearing in making the ultimate determination of responsibility. The Decision-maker(s) may not draw any inference solely from a party's or witness's absence from the hearing or refusal to submit to cross-examination or answer other questions.

Recording Hearings

Hearings (but not deliberations) are recorded by the University for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The Decision-maker(s), the parties, their Advisors, and appropriate administrators of the University will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

Deliberation, Decision-making, and Standard of Proof

The Decision-maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. A majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used.

The parties may each submit a written impact statement prior to the hearing for the consideration of the Decision-maker(s) at the sanction stage of the process when a determination of responsibility is reached. When there is a finding of responsibility on one or more of the allegations, the Decision-maker(s) may then consider the submitted party impact statements and any pertinent conduct history in determining appropriate sanction(s).

The Chair will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions. This report must be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations.

Discriminatory Harassment Administrative Resolution Process

The Discriminatory Harassment Administrative Resolution Process, as described below, applies to all allegations of harassment or discrimination based on protected class status, involving students, staff, faculty members, or third-parties, that are not eligible for resolution under the Title IX Hearing Process. At any point during the initial assessment or formal investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Notice of Investigation

If the Administrative Resolution Process is initiated, the Title IX Coordinator will provide written notification of the investigation to the parties, as applicable, at an appropriate time during the investigation. Notification will include a meaningful summary of the allegations made in writing. The notification will include the policies allegedly violated, if known at the time. The policies allegedly violated can be modified, in writing, as the investigation progresses, and details become clearer.

Investigation and Resolution

The investigation will commence in accordance with the process described in the preceding "Steps in the Investigation Process." Upon conclusion of the investigation, the Title IX Coordinator appoints a three-member decision-maker panel from the Pool members to review the investigative materials and all responses. The appointed decision-makers will conduct a thorough review and evaluate the totality of circumstances based on the preponderance of the evidence within 10 business days.

Sanctions

Upon determination of a finding of responsibility in either the Title IX Hearing Process or Discriminatory Harassment Administrative Resolution Process, the following factors are considered when determining a sanction/responsive action, which may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need for sanctions/responsive actions to bring an end to the discrimination.
- harassment, and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of
- discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or
- · retaliation on the Complainant and the community
- The impact on the parties

 Any other information deemed relevant by the Decisionmaker(s)

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested. The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken, or sanctions imposed by external authorities.

A.Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- Required Counseling: A mandate to meet with and engage in either University-sponsored or external counseling to better comprehend the misconduct and its effects.
- Probation: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions if the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- Suspension: Termination of student status for a defined period and/or until specific criteria are met. After the suspension period is observed, a student is eligible to apply for reinstatement, although reinstatement is not guaranteed.
- Expulsion: Termination of student status and revocation of rights to be on campus for any reason or to attend University-sponsored events, for a period of two years. After the expulsion period is observed, a student is eligible to apply for reinstatement, although reinstatement is not guaranteed.
- Denial of Commencement Participation: The University may deny or restrict a student participation in commencement activities.
- Organizational Sanctions: Deactivation, loss of recognition, loss of some or all privileges for a specified period.
- Other Actions: In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

B. Employee Sanctions

Responsive actions for an employee who has engaged in harassment, discrimination, and/or retaliation include disciplinary action, up to and including termination.

Notice of Outcome

Upon conclusion of either the Title IX Hearing Process or Discriminatory Harassment Administrative Resolution Process, the Title IX Coordinator, in conjunction with the decision-making body as appropriate, will prepare the Notice of Outcome, including the finding for each alleged policy violation, the rationale supporting the essential findings, and any sanction(s). The Notice of Outcome will typically be issued within three business days; the Notice of Outcome will be delivered to the parties simultaneously. The determination may be appealed by either party, therefore, the Notice of Outcome includes the grounds on which the parties may appeal and the steps to request an appeal.

Appeals

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within 5 business days of the delivery of the Notice of Outcome. Any party may appeal the findings only under the grounds described below.

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc).
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed fall outside the range of sanctions the University has designated for this offense.

Appeals will be reviewed as follows:

Grievance Process Type	Appeal Decision-Maker
Title IX Hearing Board Process	Three-member panel chosen from the pool, who were not previously involved in the resolution process.
Discriminatory Harassment Administrative Resolution Process	Three-member panel to include the Title IX Coordinator and two pool members previously uninvolved in the resolution process.
Disability Discrimination and Accomodation	Three-member panel to include the 504 Coordinator, Director of Student Disability Services, and a pool member previously uninvolved in the resolution process.

Upon receipt of an appeal, the appropriate decision-maker(s) will review the request to determine if it meets the grounds for appeal. If the appeal does not meet the established criteria, the request will be denied and the parties will be notified in writing of the denial and the rationale. If the request does meet the established appeal criteria, the decision-maker(s) will be provided all the documentation and materials used to make the initial determination. Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of documentation or record of the investigation pertinent to the grounds for appeal.

The appeal decision-maker(s) will typically issue the determination within 5 business days of receipt of the accepted appeal. A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each ground for appeal and rationale for each decision.

Appeal Considerations

- Any sanctions imposed as a result of the hearing are postponed during the appeal process. Supportive measures may be reinstated.
- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.

- Appeal decision-makers have the authority to apply any administrative resolution necessary based on the merits of an approved appeal, up to and including overturning a decision or sanction, fully or in part.
- In cases where new evidence is presented which warrants further review, the appeal timeframe may be extended. The parties will be notified of any such delays.
- An appeal decision is the final determination of the University.

Failure to Comply with Sanctions

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in a referral to the University's Code of Conduct for students for additional sanction(s)/action(s), including expulsion. Employees will be referred to Human Resources for further corrective action up to and including termination.

Multicultural, Diversity, and Inclusion Policy

Grand Canyon University is committed to policies that promote inclusiveness, social justice, and respect for all. It is expected that all students demonstrate mutual respect and courtesy to one another, faculty, staff and administration. Grand Canyon University also affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength. Further, Grand Canyon University acknowledges its ongoing responsibility to foster fairness and respect, to create and maintain a positive working and learning environment and to promote anti-racism. The Institutional Access and Compliance Office is responsible for formally administering this policy which does not cover conduct prohibited by the University's Title IX and Non-Discrimination Policy.

Definitions

Bias - Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

Cultural Appropriation - The adoption or misuse of icons, rituals, aesthetic standards, and behavior from one culture or subculture by another. It is generally applied when the subject culture is a minority culture or somehow subordinate in social, political, economic, or military status to appropriating culture. This "appropriation" often occurs without any real understanding of why the original culture took part in these activities, often converting culturally significant artifacts, practices, and beliefs into "meaningless" pop-culture or giving them a significance that is entirely different/less nuanced than they would originally have had.

Ethnic - Of or related to a particular race, nationality, language, religion, or cultural heritage. "Ethnic" in the context of the U.S. has also come to represent concepts, characteristics, or cultural values and norms that are not typical of white/European ancestry persons.

Intolerant conduct - lack of tolerance; unwillingness or refusal to tolerate or respect opinions or beliefs contrary to oneself. unwillingness or refusal to tolerate or respect persons of a different social group, especially members of a minority group

Race - A grouping of human beings based on a shared geographic dispersion, shared history, nationality, ethnicity, or genealogical lineage. Race is also defined as a grouping of human beings determined by distinct physical characteristics genetically transmitted.

Racism - Racism can be understood as individual and institutional practices and policies based on the belief that a particular race is superior to others. This often deprives specific individuals and groups of certain civil liberties, rights, and resources, hindering social, educational, and political advancement opportunities.

Violations

The University makes every effort to address statements, actions, or behaviors reflecting bias, prejudice, or intolerance from prospective and current students, faculty, and staff. Intolerant conduct can be physical, verbal, visual, or communicated orally, in writing, or electronically. Therefore, the Institutional Access and Compliance Office will review and may act on reports of behavior or communication based on bias, prejudice, or intolerance that impacts the learning environment or causes a disruption to the University community, which do not violate the University's Title IX and Non-Discrimination Policy. Examples of conduct that may be considered intolerant include, but are not limited to:

- Bullying or intimidating behavior or words.
- Degrading a person or group based on a racial or ethnic characteristic.
- Communication that includes prejudicial words, graphics, or slurs regarding a protected class.
- Suggested or actual violence by one's self or encouraging others to commit violence against a protected class.
- Cultural misappropriation by taking, using, or showing disrespect toward another's culture by using items in an inappropriate manner or shows a lack of understanding of the culture.

This policy includes online and cyber manifestations of any of the prohibited behaviors. While the University may not control websites, social media, and other venues in which this behavior may occur, when such communications are reported to University, it may engage in a variety of means to address and mitigate the effects, including referral to an alternatively appropriate process.

Procedure for Processing Alleged Violations of the Multicultural, Diversity, and Inclusion Policy

Upon submission of a complaint alleging racial or ethnic intolerance, the University's Institutional Access and Compliance Office reviews the report to determine if the conduct creates a hostile environment based on race, color, or national origin that is sufficiently severe, persistent, or pervasive so as to interfere with or limit an individual's ability to participate in or benefit from a University program. Complaints that meet these criteria are reviewed under the University's Title IX and Non-Discrimination Policy. If the complaint is not actionable under the Title IX and Non-Discrimination Policy, the complaint will be further reviewed under the Multicultural, Diversity, and Inclusion Policy. Depending on the status of the person being reported, concerns will be addressed differently.

1. Faculty and Staff

The Employee Handbook and applicable employment law apply to issues regarding staff and faculty. Therefore, the manager and Human Resources will be included in the discussion regarding intolerant conduct by faculty or staff, including the investigation and any determination of sanction. The Institutional Access and Compliance Office will document the actions taken, and keep its own records while Human Resources and the manager also keeps the records for which they are responsible.

2. Prospective Students

Reports concerning prospective students will be reviewed by the Institutional Access and Compliance, in conjunction with the Director of Admissions, to determine whether the behavior precludes them from being a part of the GCU community. Depending on the severity of the behavior, the prospective student may be deemed ineligible for admission and notified by the Office of Academic Records. Reports concerning prospective students who are approved to continue with the admission process will be reviewed by the Institutional Access and Compliance Office to determine if further action is warranted under the Multicultural Diversity and Inclusion Policy.

3. Students

The Institutional Access and Compliance Office reviews each complaint to determine the severity and implications of the behavior demonstrated by the reported student, as well as any history of prior offenses. If the Institutional Access and Compliance Office intends to take further action, under the Multicultural, Diversity and Inclusion Policy, as a result of the report, students are notified of their opportunity to be heard, present information, and speak on their own behalf to the assigned Investigator. All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses, and obtaining available, relevant evidence, as necessary. All parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence, and to review and respond to the allegations and evidence. During the investigation, the Investigator will typically engage in the following (this list is not exhaustive).

- In coordinator with campus partners, initiate or assist with any necessary supportive measures.
- Conduct a thorough, reliable, and impartial investigation.
 This includes interviews with all relevant parties and witnesses, and the collection of evidence.
- Provide the parties the opportunity to present witnesses and evidence for review.
- Provide notice to the parties regarding the status/outcome of the investigation, as necessary

Students accused of violating the Policy are not required to participate in the process, but the process will proceed to a reasonable resolution absent their participation. Following the conclusion of the investigation, a determination will be made by the Institutional Access and Compliance Office, based on a preponderance of the evidence standard of proof. If the behavior is substantiated, the Institutional Access and Compliance Office will apply appropriate sanction(s). The resources and/or sanctions may be different dependent on the modality of the involved student(s).

4. Alumni

The University has determined that it has no jurisdiction over alumni's behavior after completing their degree. Therefore, this policy will not be applied to any complaint regarding a graduated student. A hold will be placed on the alumni's education record to have any reported incidents reviewed by the Multicultural, Diversity and Inclusion Office prior to reenrollment, should the alumni attempt to return to pursue another degree.

If either party wishes to initiate an Informal Resolution, they may notify the Institutional Access and Compliance Office. Informal Resolution can include three different approaches:

- When the parties agree to resolve the matter informally, in a manner agreeable to all parties;
- When the Respondent accepts responsibility for violating policy, and desires to accept a sanction and end the resolution process; or

 When the Institutional Access and Compliance Office can resolve the matter informally by providing supportive measures to remedy the situation

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Complaint, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Complaint process. The University will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

Students are not entitled to representation by any third party, personal representative, or attorney in the process. However, students may have an advisor or support person of their choice present with them for all meetings and interviews within the resolution process, if they so choose. Any Advisor who disrupts or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented.

Sanctions

The University first believes in restorative justice. Sanction and restorative outcomes preserve individual and institutional integrity and whenever possible and appropriate, seek to help an individual to learn from their mistakes, repair harms, and regain their standing in the community. If the case is more severe, higher level sanctions will be levied which may include termination for faculty and staff, and referral to the University's Threat Assessment Team, or Code of Conduct Committee with a recommendation for suspension or expulsion for students.

Faculty and Staff,
 For validated reports the sanctions for faculty and staff will
 follow the Grand Canyon University Employee Handbook and
 applicable employment laws.

2. Students

When determining sanction(s) the institution will consider the individual's present demeanor; past conduct record(s); the nature of the offense; the severity of any damage, disruption, injury, or harm resulting there from; impact statement; and other factors may be considered.

Possible sanctions include, but are not limited to:

- Deferred or Denied Admission
- · Non-Disciplinary Behavioral Notice
- Disciplinary Behavioral Warning
- Apology
- Mentoring
- Mediation
- · Educational Program
- · Community Services
- Restitution (fines/fees)
- University Probation
- · Campus Restriction

University Appeal Procedures

The process described herein relates only to the formal University-level procedure for student appeals, including academic and financial issues. In some cases, a student may appeal a financially or academically related University policy or decision, including tuition, fees, a Code of Conduct or an Academic Dishonesty charge when extreme extenuating circumstances merit, and where supporting documentation exists. The appeal process is designed to offer the student multiple opportunities to be heard, as illustrated in the table below. Students should be aware that appeals in which policy or process

was not followed, in which extenuating circumstances are not existent, are unlikely to be approved. Additionally, in order to provide students with as many options as possible for resolving issues, University departments may attempt to address student concerns through an informal issue resolution process which is separate from the formal University-level appeal procedure. Students may request to escalate their appeal to the University Appeal process at any time; any decision made at the University-level will supersede all previous proposed resolutions.

Students must initiate the appeal by contacting their Student Services Counselor. The appeal must be completed and submitted by the student, in accordance with FERPA guidelines. The Student Services Counselor will gather the information and route to the appropriate parties at the university. All supporting documentation should clearly and explicitly describe the appeal (including the actual policy being appealed), demonstrating he or she attempted in good faith to resolve the issues with the involved parties. Students are strongly encouraged to discuss the intended appeal with a Student Services Counselor prior to submission.

The student may escalate the appeal to the second level by submitting another request via their Student Services Counselor. Not liking the first level decision is not justification for filing a second appeal. A second appeal decision requires additional documentation to justify a re-submission of the issue. The second level of appeal decision is the final decision of the University.

The following include the different appeal definitions:

- End-of-course grades: Faculty are responsible for issuing earned grades. The University supports this assessment made by the faculty based on student performance throughout the course, and overturning a grade is unlikely and only if miscalculation occurred. A student cannot appeal final grades earned unless the student has ample evidence that the grade earned was indeed miscalculated. GCU does not condone rounding grades, and therefore that is not considered miscalculation. To file a grade appeal, students must provide ample documentation indicating where the grade was miscalculated, as well as evidence the faculty and student communicated about the alleged miscalculation of the overall course grade, or the appeal will be rejected. A final grade for a course may be disputed within five weeks of the last day of the course. Students may not file a grade appeal with the University for a grade/score on an individual assignment while the course is in progress.
- Reinstatement Admission Appeals: Students who have been dismissed from the University due to a lack of academic progress or Code of Code of Conduct violations have the option to submit a Request for Reinstatement. Students may apply for reinstatement by submitting a Request for Reinstatement, describing the circumstances that led to the dismissal, and what remediation has taken place to prevent future recurrence. For both academic and disciplinary dismissal, reinstatement is not guaranteed. Students may or may not be granted re-admittance based on a variety of factors.
 - For academic reinstatements, the University will review the student's academic record, including what progress was previously made, to determine whether satisfactory academic progress can be attained through completion of an Academic Plan. Reinstated students are required to complete the Academic Plan as specified. Failure to do so will result in expulsion.
 - For disciplinary reinstatements, the University will review factors including, but not limited to, the student's academic record, history of offenses, the egregiousness of any conduct

- violations, and compliance with any conditions imposed as part of the sanction.
- Code of Conduct: Depending on the severity and origination of a Code of Conduct violation, a student may be subject to consequences of violating the Student Code of Conduct up to, and including, expulsion. A Code of Conduct violation that is also a violation of state or federal law will be turned over to the appropriate authorities for action and is not under the jurisdiction of the University.

Because students are afforded the opportunity to participate and present documentation during the Code of Conduct process, appeals for University-level sanctions will only be accepted on the basis of the following:

- o Procedural error or omission
- New evidence that was unkown or not available during the original hearing.

To appeal a University-level sanction, students must provide ample documentation indicating how the appeal meets the criteria outlined above.

- A published policy: Students who have issues with a particular
 policy may in some cases appeal the policy. However, the
 following is a list of reasons, albeit a non-exhaustive list, for
 which a dispute of a published policy is not acceptable, and for
 which relief (tuition and fees) will not be granted:
 - Disputes arising out of a student's lack of knowledge or understanding of a stated policy
 - A student's reliance upon verbal statements which conflict with the University's written policies, regardless of the source of the verbal communication
 - A student's actions when the student failed to investigate, understand, or consider the financial ramifications of that action / decision
 - o A student's failure to regularly review University communications, whether via telephone, mail, or e-mail
 - Illness or death of a person who is not a member of the student's immediate family
 - Disputes arising because of technological issues that are not in direct control of the University

For any appeal where documentation is required but not submitted, the appeal will be returned to the Student Services Counselor as incomplete, and will not be accepted for review. Documentation includes, but is not limited to, email communication, evidence showing attempts to resolve grade appeal issues with faculty, or evidence which supports specific details relating to the claim. Additional documentation may be requested by the University at any time.

Below is a list of specific policies that are not appealable, and for which appeals will be rejected:

- Graduation Requirements including requirements for academic recognition
- Residency requirement
- Upper division credit requirement
- Non-transferrable courses
- · Course overload requirements
- Continuing Education Credits for certificates that do not meet the criteria outlined for GCU Approved Certificates
- Statuses as a result of Satisfactory Academic Progress (Warning/Probation/Suspension/Expulsion)
- GPA Progression statuses
- Dismissal for not meeting the terms of Accepted with Specifications requirements.
- Grade appeals where the student has not provided evidence that it meets the terms of the end-of-course grades policy
- Exceeding the maximum number of course repeat attempts

- Expulsions issued for possessing a firearm on campus
- Appeals for University-level Code of Conduct sanctions where the student has not provided evidence that it meets the terms of the Code of Conduct appeal definition.
- Immediate administrative actions carried out by the University President, Provost, Registrar, or designee
- Admission denial through the Blind Review Process for Previous Arrests or Criminal Records

Reason for Appeal	1st Appeal Level	2nd Appeal Level		
University Appeals				
End-of-course grades	Program chair or equivalent in the appropriate college	Dean of the appropriate college or designee		
Policies	Appeals Decision Board or appropriate department head	Executive Vice President of Academic Affairs or designee		
Admission Appeals	Dean of the appropriate college or designee	Executive Director of Office of Academic Records or designee		
A doctoral academic appeal	Dean of College of Doctoral Studies	Executive Vice President of Academic Affairs or designee		
A DNP doctoral academic appeal	Dean of College of Nursing and Healthcare Professions or designee	Executive Vice President of Academic Affairs or designee		
Athletics	Executive Senior Associate Athletic Director	Vice President of Athletics		
Parking	Parking Committee	Director of Campus Development		
	Conduct Appeals			
Conduct sanctions up to and including suspension	Dean of the appropriate college or designee	Assistant Vice President of Academic Compliance or designee		
Conduct sanction of expulsion	Assistant Vice President of Academic Compliance or designee	Executive Vice President of Academic Affairs or designee		
Title IX admission appeals	Title IX Coordinator or designee	Title IX Appeal Board or designee		
Behavioral Intervention Team	Behavioral Intervention Team or designee	Threat Assessment Team		

Reason for Appeal	1st Appeal Level	2nd Appeal Level
Threat Assessment Team	Threat Assessment Team or designee	Provost or designee

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details. The State Board address is:

1740 W. Adams Street, #3008

Phoenix, AZ 85007 Phone: 602/542-5709 Website: https://ppse.az.gov

Any Utah resident student enrolled at the location in Utah who has a complaint can file a complaint with the Utah Division of Consumer protection at any time. Utah residents enrolled in online programs should follow the appeals process outlined in University Appeal Procedures.

The Utah Division of Consumer Protection 160 East 300 South, 2nd Floor P.O. Box 146704 Salt Lake City, Utah 84114-6704 dcp.utah.gov

OR by fax to: (801) 530-6001

Students can also file a complaint with our accrediting agency, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, using their Complaint Procedures.

https://www.hlcommission.org/Student-Resources/complaints.html

SARA Grievance Process

Grand Canyon University is a SARA participating institution. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions in relation to non-instructional complaints. Instructional complaints, such as grade grievances, are not reviewed by the Council and should not be submitted for review. Distance education students who reside in SARA states (see list of SARA states at www.nc-sara.org), may file an non-instructional complaint with the Arizona SARA council. However, non-instructional complaints may only be filed with SARA after student's have first utilized GCU's appeals process and the Arizona State Board for Private Postsecondary Education's complaint process. Non-instructional complaints may be submitted to AZ-SARA via http://azsara.arizona.edu/complaint-process.

Appeal Timelines

Appeals for both academic and non-academic concerns must be filed no later than five weeks after grades are posted for the course involving the appealed issue. Appeals received after this deadline will not be considered. If the student chooses to dispute the first appeal decision, the second appeal must be filed with the University within five weeks after the notification of the first appeal decision is issued.

The University makes every effort to come to a decision and notify the student within 15 business days of receipt of the appeal. However, in some cases the investigative process may lengthen this timeframe.

Appeal Communication

Appeal decisions are communicated to the student through postal letter. Any questions regarding the appeal must be communicated to the assigned Student Services Counselor.

Textbooks

Some courses are digitally enabled where students are charged the Canyon Connect fee to access the eBook in their Learning Management System. Other courses that may require a print textbook will direct students to purchase the print copy at the campus bookstore. For questions on print textbooks, contact 1-877-866-8917.

Grading System

Grade points are assigned to specific grades according to the grading system and are used to compute a grade point average (GPA). Only those courses in which a letter grade (A through F) is earned are included in the calculation of the GPA. The semester credits of each course are multiplied by the grade points for the grade earned in each course. The sum of these products is divided by the number of semester credits in which a letter grade (A through F) is earned. The GPA that appears on the GCU transcript is based only upon coursework completed at Grand Canyon University. Certain courses earn credit toward fulfilling academic requirements but are not included in the computation of the GPA. These courses are denoted by a grade of CR or S. A grade of U earns no credit. A degree will never post prior to the final course end date.

Please note that course assignments are thoughtfully planned and allocated specific relative values to demonstrate the achievement of student learning outcomes. Consequently, the University does not permit the rounding of assignment or course grades or the issuing of extra-credit points. For example, 92.99 is an A- on the Undergraduate Grading Scale.

Undergraduate GPA

Undergraduate students must earn a minimum grade point average of 2.0 to meet the minimum GPA graduation requirement. Undergraduate students must earn a grade of C in courses in their majors and minors. To review all graduation requirements, please visit the <u>Undergraduate Graduation</u> Requirements section.

Undergraduate Grading Scale

The 100-point grading scale is the standard for all GCU undergraduate courses, although point scales may differ by college or program. Previous grading scales are presented on the University's official transcript. The grade or symbol, point equivalent (scale), the GPA value of the course letter grade, and the interpretation of the level of performance are as follows:

		Point	Scale	
Letter Grade	GPA Value	COE, COFAP, CONHCP (Non- Nursing), COT, CHSS, CSET, CCOB	CONHCP (Nursing)	Interpretation of Level of Performance
A	4.0	93-100	95-100	Superior; outstanding
A-	3.7	90-92	92-94	scholarship
B+	3.3	87-89	90-91	Above average; good work
В	3.0	83-86	87-89	Average standard
B-	2.7	80-82	84-86	performance
C+	2.3	77-79	80-83	
С	2.0	70-76	76-79	Average standard performance
D	1.0	60-69	72-75	Below standard
F	0.0	<60	<72	Failure
Ι	NA	NA	NA	Course work is Incomplete
W	NA	NA	NA	Authorized withdrawal; No Credit
MW	NA	NA	NA	Mandatory Withdrawal
AW	NA	NA	NA	Academic Withdrawal
DW	NA	NA	NA	Deployment Withdrawal
CR	NA	NA	NA	Campus Only: Credit given, but No Grade or GPA Value
S	NA	NA	NA	Campus Only: Satisfactory Completion of Non-Credit Course
U	NA	NA	NA	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
NR	NA	NA	NA	Grade status not reported by instructor

	Point Scale			
Letter Grade	GPA Value	COE, COFAP, CONHCP (Non- Nursing), COT, CHSS, CSET, CCOB	CONHCP (Nursing)	Interpretation of Level of Performance
IP	NA	NA	NA	Course currently in progress

Graduate GPA

Graduate students must maintain a GPA of 3.0 or higher to be eligible for graduation. Graduate students must earn a grade of C or better in all of their courses.

Graduate Grading Scale

The 100-point grading scale is the standard for all GCU graduate courses, although point scales may differ by college or program. In graduate courses, students will be evaluated by the grading scale shown below. Previous grading scales are presented on the University's official transcript. If a graduate student earns a grade of F, he or she will be required to repeat the course and bring up the grade in order to continue in the program. The grade or symbol, point equivalent (scale), the GPA value of the course letter grade, and the interpretation of the level of performance are as follows:

		Point Scale		
Letter Grad e	GPA Value	COE, COFAP, CONHCP (Non- Nursing), COT, CHSS, CSET, CCOB	CDS, CONHCP (Nursing)	Interpretation of Level of Performance
A	4.0	93-100	97-100	Superior;
A-	3.7	90-92	93-96	outstanding scholarship
B+	3.3	87-89	89-92	Above average; good work
В	3.0	83-86	85-88	Average standard performance
B-	2.7	80-82	81-84	
C+	2.3	77-79	78-80	Below Standard
С	2.0	70-76	76-77	
F	0.0	<70	<76	Failure
I	NA	NA	NA	Course work is incomplete

		Point	Scale	
Letter Grad e	GPA Value	COE, COFAP, CONHCP (Non- Nursing), COT, CHSS, CSET, CCOB	CDS, CONHCP (Nursing)	Interpretation of Level of Performance
W	NA	NA	NA	Authorized withdrawal; no credit
CR	NA	NA	NA	Campus Only: Credit given, but no grade or GPA value
S	NA	NA	NA	Campus Only: Satisfactory completion of non-credit course
U	NA	NA	NA	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
MW	NA	NA	NA	Mandatory Withdrawal
AW	NA	NA	NA	Academic Withdrawal
DW	NA	NA	NA	Deployment Withdrawal
NR	NA	NA	NA	Grade status not reported by instructor
IP	NA	NA	NA	Course currently in progress

Incomplete Grades

Students become eligible to request an incomplete grade if the following requirements have been met during the last week of the course:

- They are experiencing a physical and/or extreme circumstance that prevent them from completing the assignments by the scheduled end of the course;
- They are passing the course at the last week of the class;
- They have no outstanding Incompletes; and
- Their course fees and tuition are paid in full.
- Incompletes are not intended for students who have fallen behind in their studies and request an extension past the last day of class solely to submit materials.
- Even if the student is eligible for an Incomplete, the decision to grant the Incomplete contract lies solely with the instructor. If the instructor grants an incomplete, the following must happen:

- By the end of the course, the instructor and the student must complete the Incomplete Contract Form, which is created by the instructor and lists all eligible assignments to be completed by the student and the deadline date(s).
- When submitting final grades for the course, the instructor must enter a grade of "I" and send a copy of the Incomplete Contract Form to the Office of Academic Records.
- The student must submit all assignments within three weeks of the last day of the course.
- Within four weeks of the last day of the course, the instructor must submit a final grade for the student, or the grade of I will be changed to a failing grade.

Neither the incomplete nor the failing grade may be changed to a W grade. A student with more than one outstanding Incomplete may not register for any additional courses until the requirements for all outstanding Incompletes have been fulfilled.

Auditing Courses

Students are not permitted to audit Grand Canyon University courses

Repeat Policy

When a course has been repeated, the credit used in computing the grade point average is the grade and credit hours earned the last time the repeated course was taken. Students who maximize the number of attempts for repeating a required course may not be able to complete their program.

Repeating Non-Passing Courses

A grade of D or lower earned at Grand Canyon University may be replaced in an undergraduate student's GPA when the identical course or course equivalent is retaken. Undergraduate students must repeat any program-specific Prerequisite courses completed in which a grade of less than C was earned. A grade of C or lower earned at Grand Canyon University may be removed from a graduate student's GPA under the same conditions and with the same results as stated above. Students may attempt the same course up to three times. Attempts include any course with an issued grade, including withdrawn courses. All attempted courses will be documented on the official transcript, but the repeat grade will be the grade of record regardless if it is higher or lower on the grading scale.

A course in a Program of Study may not be repeated once the degree has been awarded. The student should note that graduate schools or other institutions may calculate grades in an alternate fashion. This policy does not apply to special topics and independent study courses, which may consist of varying content depending on the timeframe it was offered.

For Nursing Pre-Licensure pre-requisite retake policy, please see Baccalaureate Programmatic Progression Requirements for the Bachelor of Science in Nursing (Pre-Licensure) section of the University Policy Handbook.

Repeating Passing Courses

Undergraduate students have the option to repeat any undergraduate general education course where a non-failing grade was earned. The grade earned at Grand Canyon University may be replaced in an undergraduate student's GPA when the identical general education course or equivalent course is retaken. Students have one attempt to retake the same non-failing general education course. This option can only be used for a total of two non-failing general education courses throughout their academic career at Grand Canyon University. All attempts will need approval by submitting a formal University Appeal through an

Student Services Counselor. Students may be financially responsible for the tuition of the course. All attempted courses will be documented on the official transcript, but the repeat grade will be the grade of record regardless if it is higher or lower on the grading scale.

A course in a Program of Study may not be repeated once the degree has been awarded. The student should note that graduate schools or other institutions may calculate grades in an alternate fashion. This policy does not apply to special topics and independent study courses, which may consist of varying content depending on the timeframe it was offered.

For Nursing Pre-Licensure pre-requisite retake policy, please see Baccalaureate Programmatic Progression Requirements for the Bachelor of Science in Nursing (Pre-Licensure) section of the University Policy Handbook.

Grade Changes

A final grade may be changed by the instructor of the course within five weeks of the last day of the course for the following reasons:

- A miscalculation or error in grading has been detected by the instructor/student after final grades have been submitted.
- A University investigation of a grade dispute appeal supports a change of grade or an instructor fails to submit a final grade to replace an Incomplete grade by the deadline.

To change a student's final grade, an instructor must complete and submit a Grade Change Form to the Office of Academic Records.

Academic Honors

Dean's and President's List

GPAs for all undergraduate students' completing 12 semester credits are calculated to determine eligibility for these honors. Students whose enrollment cumulative GPA is 3.5 or above qualify for the Dean's List. Students whose enrollment cumulative GPA is 3.8 or above qualify for the President's List. Student's receiving the Dean's and President's honors will be notified by letter, at each 12-credit review.

Special Study Courses

Certain course numbers have been reserved for special study courses that departments of the University wish to approve. This fall into four categories: independent study, practicum, internship, and student teaching. To register for a special study course, students must obtain and complete appropriate forms with their Student Services Counselor. Once approved by the college, these forms are submitted to the Office of Academic Records where they are reviewed to determine student eligibility. A Special Study Request Form must be submitted no later than the last day of the regular registration period.

Independent Study

Independent Study courses may only be used when a student exhausted alternative courses, especially in the case of degree completion. Independent study courses are restricted to a case-by-case need that must be approved by the instructor, College Dean, and the Provost. A syllabus must be included.

Practicum

A practicum is a supervised practical experience in the student's major area of interest. Between 45 and 60 hours of practical

experience equates to one University credit. Arrangements must be made between the agency, organization, or individual and the College Dean/designee to design and evaluate the student's experience. Practicum is reserved for junior and senior students with at least a cumulative 2.0 GPA and approval is required from the College Dean and/or Department Chair or designee(s). Practicum courses are restricted to the lock-step programs of study in the online modality.

Guidelines for University Internship

Grand Canyon University offers two types of internship opportunities: programmatic internships and non-clinical, elective internships.

- Programmatic internships are encompassed within required courses in the students' program of study and are administered by the College that houses the specific program.
- Elective internships are administered by the College of Humanities and Social Sciences.

Some internships require a student to have a certain GPA and meet additional agency-specific requirements (eg. fingerprinting or background check, CPR certification, vaccinations, site-specific training etc.).

Students must meet with a SSC to review their eligibility to participate in an elective internship and meet the following requirements:

- Undergraduate Students may earn up to 12 elective credits and must have completed one semester at Grand Canyon University.
- Graduate students can use internships to meet credit deficiencies from transfer credit up to the total number of credits required in their program.
- International students must obtain approval from the Designated School Official.
- Elective internships cannot be clinical in nature, and the University will not sign any document that indicates such

Students may request to have their current employer evaluated for consideration as an internship assignment. If current employer is selected, the internship opportunity must show evidence of new skills outside of current position. All students, once selected, need to complete the Internship Registration packet in the student portal.

Students must be registered in an Elective Internship Course (i.e. UNV 401, UNV 410, UNV 430, UNV 601) within the add/drop period. Students are required to complete a minimum of 45 hours of documented site-based work for each academic credit earned and participate in the online classroom. In no case will academic credit be granted for work completed prior to the start date of the internship course.

Student Teaching

Student teaching provides students with the opportunity to demonstrate mastery of knowledge and skills in a live classroom setting. College of Education requires full-time placement of student teachers for 15-16 weeks, dependent upon student's program of study, in classrooms associated with their major area(s) of interest under the direct supervision of a certified educator. During this time, student teachers will assume all teaching duties and responsibilities necessary for effective

teaching of students, including assessing students, planning and teaching lessons, and evaluating students' progress. Students must complete all associated student teaching paperwork and approvals, prior to commencing student teaching activities. Students with missing approvals on forms needed may be removed from student teaching. Student teaching may only be repeated once.

Official Enrollment Status Change and Withdrawal

The implications of discontinuing course registration differ greatly during various points. The academic and financial consequences of the specific types of enrollment status changes are outlined below.

Change of Classification

Traditional Undergraduate students who want to become a Nontraditional (Online) Undergraduate student, or vice versa, need to contact their Student Services Counselor for approval. The Student Services Counselor will assign a new Student Services Counselor to the student.

Change of Start Date

Graduate and undergraduate students who have not begun their initial start date at GCU may decide to change their start date by contacting their University Counselor. Students should be aware of the University Course Tuition Refund Policy, when considering changing their start date after the commencement and attendance in their first course.

Course Drop

When students seek to remain active in school, yet reduce the number of credits for which they are registered, the option to drop a course may be available. Students must contact their Student Services Counselor to process a course drop.

Different course drop deadlines apply to courses of varying lengths. Students who drop a course prior to the allowable deadline will earn a grade of W for the course. If students discontinue their course enrollment beyond the allowable timelines, they will receive zeroes for all missing assignments, and will earn a final course grade of A through F that is commensurate with the accumulated total for all course work.

Course Length	Course Drop, W – Grade Deadline
1-2 Weeks	Not permissible after course start
3-13 Weeks	Prior to the last 2 weeks of the course
14-16 Weeks	Prior to the last 4 weeks of the course

Cohort and Residency Classrooms also have Class Presence requirements that are separate from this policy. See Class Presence: Cohort Classrooms and/or Class Presence Residency Classrooms for more information.

Before dropping a course, students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course. The Course Tuition Refund Policy in the Financial Services section of the University Policy Handbook outlines the refund schedule for dropped courses. Students who delay exercising the course-drop option until after the deadline retain financial responsibility. Students are responsible for all non-refundable charges.

Add/Drop

If students drop and add courses there may be additional tuition charges depending on the timing of the drop/add action, and the length of the instructional period of the course that is being dropped or added.

Traditional Campus Students

All students may add courses after the semester has begun, but the scheduling may differ based on the length of the instructional period.

- Students enrolled in 15-week courses may add additional 15-week courses to their schedule through the second week of the semester. Students are responsible for any additional tuition charges that may be incurred as a result of adding credits based on the change. A student who is enrolled in 15-week courses, who desires to drop a 15-week course after the second week of the semester (outside the refund period) and add another course that has not yet started will be responsible for tuition charges if the number of registered credits, including the dropped course, exceeds 18.
- Students enrolled in 7-week and 8-week may add additional courses in their current 15-week semester only if the course has not yet begun, they have been actively enrolled from the beginning of the semester, and are responsible for any additional tuition charges based on the change.
- Students who unregister from a course may be eligible for a portion of their refund based on total registered credits remaining.

Before dropping a course, students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course. The Course Tuition Refund Policy in the Financial Services section of the University Policy Handbook outlines the refund schedule for dropped courses.

Registration Discontinuance

Students who choose to drop from courses after they have already begun participation in the courses must request to discontinue by contacting their Student Services Counselor. Students will be dropped from all current and future scheduled courses and will be considered inactive for the period discussed with their Student Services Counselor.

Although the discontinuation of registration places students in an inactive status for the requested time, students retain their admitted status within the University and should remain in contact with a Student Services Counselor. If the student is out of attendance for more than 180 days, the student will have to enroll in a program in the current Academic Catalog. Students are still subject to the Course Drop Policy.

Students are strongly advised to speak with their Student Services Counselor to understand the academic and financial ramifications associated with dropping a course.

University Official Withdrawal

In the event that students choose to discontinue their enrollment at GCU, they must officially withdraw from the University. Students in this situation lose all of the rights and privileges associated with being GCU students, including maintaining enrollment in their Program of Study (POS). To officially withdraw from the University, students must submit a University Official Withdrawal Form to the Office of Academic Records via the GCU Student Portal. When submitting the University Official

Withdrawal Form, students will be asked to identify the reason for withdrawing from the University. If students notify their Student Services Counselor of their intent to withdraw from the University but do not complete the Official Withdrawal form, Student Services Counselors will notify the Office of Academic Records of the Official Withdrawal. Students may also be withdrawn from the University through the Unofficial Withdrawal policy.

Students are still subject to the Course Tuition Refund Policy and the grading policy listed above in Course Drop Policy. Before withdrawing from the University, students are strongly advised to speak with a Student Services Counselor to understand the academic and financial ramifications associated with dropping a course.

All Financial Aid students are required to complete Exit Counseling for any federal loans borrowed while in attendance at Grand Canyon University. This is in accordance with the Department of Education requirements and students should contact their Student Services Counselor for further information on how to complete the Exit Counseling.

Officially withdrawn students must reapply for admission to the University if they decide to return, and enroll in the most current POS.

Semester Official Withdrawal

Traditional Campus Students

Traditional campus students, who choose to discontinue their enrollment at GCU for the current semester enrolled, must complete a Semester Official Withdrawal Form, which can be obtained through their Student Services Counselor. Students are subject to the Course Tuition Refund Policy and the grading policy listed above in Course Drop Policy.

Military Deployment

In support of U.S. military students, the University offers special circumstance withdrawals for students who find themselves deployed without computer access or experience other circumstances that will make it impossible to complete coursework within the prescribed time frame due to temporary assignments when accompanied with official documentation. Active Duty, Reservists, and National Guard students that are currently enrolled in a degree program will be placed on a deployed status for the duration of deployment. Students will receive a tuition credit to their GCU account for the course(s) from which the University withdraws the student. A DW grade (Deployment Withdrawal) will appear on the student transcript for each class the University approves for withdraw with the expectation that students will re-take the affected courses upon re-entrance.

Students seeking this option must submit a completed GCU Deployment Form prior to deployment to be eligible, including submission of official military deployment orders to their Student Services Counselor. It is also the student's responsibility to inform the instructor of the situation. The student assumes responsibility of a course if they post into the classroom after the deployment date indicated on the soldier's Orders.

Students out of attendance for greater than 14 days may have a recalculation of financial aid completed, which may result in a balance on the student's account (if student is using Title IV). Grand Canyon University will defer collections of tuition and fees while in a deployed status.

Eligibility:

- The student must have been attending the course and completing the assignments up to the point of the deployment request.
- The student's circumstances must involve a military commitment.
- Students who determine their need for a deployment withdrawal must submit the GCU Deployment form prior to any scheduled departure date.
- Students must submit official documentation to confirm deployment and/or circumstance (official orders, letter from Commander, etc.).
- Students using Financial Aid must also complete a Deferment Form.
- Official documentation submitted by the student must confirm that the dates of the deployment and/or special circumstance coincide with the time frame of the course.

Students who are on Temporary Duty or No-Notice deployment and wish to remain in the course, must provide their instructor and their SSC with a letter from the Commander of the servicemembers unit and/or Deployment Orders if they will be absent from a scheduled course day in order to be considered for an excused absence. In the event the student withdraws from the course without presenting documentation demonstrating deployment, the student will be withdrawn with a grade of W. If the student later provides the University with the necessary deployment paperwork, the W will be changed to DW, reflecting a Deployment Withdrawal. If warranted, DW grades will be honored at any time during the course and are exempt from all other course drop deadlines.

Unofficial University Withdrawal

There are two types of unofficial university withdrawals. The first is administrative withdrawal and the second is the 14-day rule.

Administrative Withdrawal

The University reserves the right to administratively withdraw a student for the following reasons:

- Students who do not attend any of their registered classes within the first week of the course may be administratively withdrawn from all classes, current and future.
- Students who have not returned to the University in 6 months and have not provided any notification of their absence Students withdrawn through the provisions below are processed

Students withdrawn through the provisions below are processe separately from the Code of Conduct Procedures.

- Students deemed ineligible for admission as a result of the Internal Review process.
- Failing to comply with the Internal Review process

14-day Rule

An unofficial withdrawal occurs when a student has stopped attending courses for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw from the University.

Student Records

Family Educational Rights and Privacy Act (FERPA)

Grand Canyon University annually informs students of the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Questions

concerning the Family Educational Rights and Privacy Act may be referred to the Office of Academic Records.

These rights are as follows:

- The right to inspect and review educational records within 45 days of the day the University receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect to the Office of Academic Records. The University will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request an amendment of education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the Office of Academic Records and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement, personnel, and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or appeal committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave., SW Washington, DC, 20202-5920

Grand Canyon University has designated certain information in the education records as directory information for the purposes of the Family Educational Rights and Privacy Act (FERPA). Students are required to complete a Student Information Release Form (SIRF), submitted to the Office of Academic Records, to control release of such information with respect to student records. The SIRF authorizes a 3rd party to receive designated records as requested by the student, however, it does not authorize GCU to have discussions about it, or any portion of the student's education record, or for the authorized person to take action on the account. Designated 3rd parties are expected to abide by University policy; the University reserves the right to discontinue communication if the 3rd party fails to follow policy guidelines or otherwise demonstrate an inability to communicate properly with the University or its representatives. The SIRF

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information is sent out to students annually. It is the responsibility of students to notify the Office of Academic Records if they would like to make any changes to their SIRF information.

Although GCU recognizes some information as directory, GCU's practice is not to release most directory components unless the University determines a need to do so (for example, police request). Some directory information will be released when it comes to athletes, or other student activities, such as theatre productions, regardless if a student opts out. Students wishing to opt out of ALL directory information disclosure must send their request to the following email address: directoryoptout@gcu.edu.

If choosing to opt out students must provide their student ID, and or, reply from their GCU email address.

- Student name
- Address
- · Personal email address
- Phone number
- Date and place of birth
- Hometown
- · Degrees and awards received and dates
- Dates of attendance (current and past)
- Full or part-time enrollment status
- · Participation in officially recognized activities or sports
- Weight and height of members of athletic teams
- Most recently attended educational institution
- Major field of study
- Academic levels
- Photographs

European Union – General Data Protection Regulation (GDPR)

The GDPR is a privacy regulation that provides certain rights and protections to EU natural persons surrounding their personal data and how we as an organization process that personal data. These rights apply to you only if you are an EU natural person. We consider the processing of your EU Personal Data in connection with your student application process to be necessary for us to take steps with a view to creating a contractual relationship with you. GCU may use your personal data to respond to your questions, provide you specific courses, services, projects, programs and/or services you select to satisfy our contractual obligations to you. You have the right: to ask us for access to, rectification or erasure of your information; to restrict processing (pending correction or deletion); to object to communications or direct marketing; and to ask for the transfer of your information electronically to a third party (data portability). Some of these rights are not automatic, and we reserve the right to discuss with you why we might not comply with a request from you to exercise them. If you wish to exercise any of your rights regarding your EU Personal Data, please email gdpr@gcu.edu. You may also file a complaint concerning your EU Personal Data Processing with the applicable EU Supervisory Authority

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides federal protections for personal health information and gives patients an array of rights with respect to that information. At the same time, it permits the disclosure of personal health information needed for patient care and other important purposes. The rule specifies a series of administrative, physical and technical safeguards for covered entities to use to

assure the confidentiality, integrity and availability of electronic protected heath information.

Student Services Departments using health records to make decisions in regard to a student's education program will safeguard these records according to FERPA provisions.

Student Access

Mobility

Individuals who reside upon and/or visit the GCU campus are responsible for their own mobility. If assistance is needed, a golf cart ride may be available based on a disability issue; however, arrangements need to be made at least 48 hours prior to the visit and are offered as a courtesy service only. Rides are based on availability of campus resources.

For disability accommodations, please contact 602-639-6342.

Recreational Transportation

To maintain the integrity of the classroom and promote a safe environment, items used for recreational transportation will not be permitted indoors. Storage racks are available outside classroom buildings for personal use, but individuals are responsible for securing their items properly. The University is not responsible for the loss, theft or damage of a device. Recreational transportation items include, but are not limited to: skateboards, inline skates, kickstand scooters, and bicycles.

Student Disability Services

Grand Canyon University (GCU) seeks to serve all of its students equally. This plan is established in order to provide all students with equal access to GCU's programs, systems and facilities.

In order to receive accommodations through the University, students are required to complete the Accommodation Request Form and provide supporting documentation to Student Disability Services. To allow the University sufficient time for processing, requests should be submitted no later than two (2) weeks (10 working days) prior to the start of the course. All approved accommodation requests turned in after the course has begun will be in place as of the date the form and documentation was received by Student Disability Services. Accommodations will not be retroactive. Processing of accommodations begins after both the request form and the appropriate documentation information is received.

Students are required to complete a new accommodation request form annually based on their original approval date.

Documentation for permanent disabilities will remain on file with Student Disability Services. Students that are approved for Temporary services will be asked to provide additional documentation to extend services. (Please see Temporary Accommodations Policy for more information). Students are required to notify Student Disability Services of any schedule changes that may occur during their program of study, in order to ensure that their accommodations are applied or adjusted accordingly. Students that withdraw from the University or have been suspended will need to contact Student Disability Services upon their return in order to re-establish their accommodations. Please note that the University cannot provide accommodations that are not requested.

Steps to Accommodations:

- 1. Complete the Accommodation Request Form
- Supporting documentation is required for all students requesting accommodations through Student Disability Services. The documentation must be from a medical provider

(such as a doctor, psychologist, psychiatrist, etc.) or from testing services (such as Wechsler Adult Intelligence Scale and other tests). The documentation should be on letterhead from the provider or service company. The documentation is kept on file in Student Disability Services for verification purposes.

- 3. Turn in a copy of the above items via one of the options listed below:
- 4. Fax 602.589.2652 (All documents must contain the student's name and be addressed: Attn: Disabilities Coordinator)
- 5. Email disabilityoffice@gcu.edu please put the students name in the subject line of the email (last, first)
- Hand Delivery Take requests to the Kaibab building through the Ground Advisement Team and ask for Student Disability Services.

The student is required to provide documentation that demonstrates credible assurance of a disability issue. The documentation should directly support the student's request for accommodations. The documentation must be from a medical provider (such as a doctor, psychologist, psychiatrist, etc.) or from testing services (such as Wechsler Adult Intelligence Scale and other tests). The documentation must state the specific disability and show cause for why a student's disability significantly limits their ability to complete their educational goals at GCU. The documentation should include a summary of the student's functional limitations in order for the University to determine the appropriate accommodations. The documentation is kept on file in Student Disability Services for verification purposes.

The documentation should be typed with the appropriate official signature and contact information for the associated facility for verification purposes (on official letterhead is preferred). We do NOT accept documentation that is handwritten or submitted on a prescription note. These documents are scanned into a protected part of your permanent record and therefore, must be legible and clear. Documentation can be submitted to Student Disability Services either by fax to 602-589-2652, by email to disabilityoffice@gcu.edu or they can be hand delivered to Student Disability Services at the Main Campus in Phoenix, Arizona.

Once documentation is received it will be reviewed. If the documentation provided does not meet the University's requirements it will not be accepted as the official documentation. Students will receive notice and will be asked to provide alternative supporting documentation. The documentation is kept on file in Student Disability Services for verification purposes. Students requesting additional accommodations after their initial approval may be asked to provide additional documentation.

Temporary Accommodation Policy

GCU understands that circumstances out of a student's control may occur while attending classes at the University. Temporary accommodations may be granted to students who experience an unexpected or unavoidable major medical issue such as major surgery, hospitalization, or pregnancy. Temporary accommodations may be put in place until the end of a student's current course. Depending on the supporting documentation provided, an accommodation can be extended to six months.

For consideration, to receive temporary accommodations through the University, students will utilize the Steps to Accommodations process as outlined in the University Policy Handbook. The first step is to submit an Accommodation Request Form, and the second step is to provide supporting documentation. It is important to review the documentation criteria for guidance

regarding what documentation to provide. Documentation is required for all students requesting accommodations through the University. It is important to note that the University cannot provide accommodations that are not requested. Additionally, in general, accommodations cannot be applied retroactively.

Service Animals and Assistive Animals Policy

For the purpose of this policy, the term "accommodation animal" refers to "service animals," "emotional support animal", "assistive animals" and "necessary assistance animals" as defined by the Americans with Disabilities Act, Fair Housing Act, and other applicable laws.

Any resident student wanting an accommodation animal to live in Grand Canyon University Housing must complete the Steps to Accommodations process. Their request needs to include an explanation of the disability-related need for the animal, the types of tasks, if any; the animal is trained to perform, as well as a description of the animal, including type and the animal's name. Students who obtain approval to have an accommodation animal in University housing will be required to sign and abide by the Resident Responsibilities.

Grand Canyon University will accept, consider and make best efforts to fulfill the request for reasonable accommodations in University housing at any time. However, if the accommodation request is made after July 1st (for Fall semester) or after December 1st (for Spring semester), GCU cannot guarantee that they will be able to meet the individual's housing accommodation needs during the scheduled term of occupancy. All housing is based on availability.

The University limits this accommodation to one animal per dwelling unit in order to ensure the safety of the animals that reside on the GCU campus. With the exception of a trained service dog, the animal should not be in residence unless/until the request is approved. Please note that the approval of a request is animal-specific and is not transferable to another or different animal.

Service Animal:

Per the ADA 2010 Revised Requirements, service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. If the animal is a trained service dog trained to perform service tasks, then the student's Request for Accommodations must answer two questions:

- (1) Is this a service animal that is required because of a disability?
- (2) What work or tasks has the animal been trained to perform?

Therapy/Emotional Support Animals:

If the animal is not a dog, or the animal (even if a dog) is not trained to perform service tasks but is an emotional support animal, then the student needs to request a Housing Accommodation for the assistive animal through the Student Disability Services office. In this case, the student's Request must answer these two questions:

- (1) Does the student (asking to live with the animal) have a disability i.e., a physical or mental impairment that substantially limits one or more major life activities?
- (2) Does the resident making the request have a disability-related need for an assistance animal?

When the disability and/or disability-related need for the animal are not readily apparent, the student will be required to also provide supporting documentation in the form of a letter from their qualified licensed provider documenting the disability and/or disability-related need for the animal as part of their ongoing care plan. Note: As outlined in the U.S. Department of Housing and Urban Development's 2020 guidance, "Some websites sell certificates, registrations, and licensing documents for assistance animals to anyone who answers certain questions or participates in a short interview and pays a fee" and these types of documents are not acceptable as supporting documentation. This type of documentation may not provide sufficient information for approval of the student's request. The appropriate medical provider should be familiar with the individual's disability and the necessity for the accommodation as part of an individualized ongoing care plan and outlining the following:

- a. Verification of the disability the animal is supporting, and
- b. How the animal serves as an accommodation for the verified disability, and
- c. How the need for the animal relates to the ability of the student to use and enjoy the living arrangements available through the University, and
- d. The type of animal(s) for which the reasonable accommodation is sought, and
- e. The letter is subject to the Documentation Criteria as outlined in the Steps to Accommodations.

Emotional Support Animals are prescribed for a specific individual as part of their ongoing care plan. Just like any prescription this is meant for the specific induvial and cannot be shared by multiple people. Therefore, an Emotional Support animal can only be approved for one (1) student and the approval is not transferable to other individuals. Anyone seeking an Emotional Support Animal must go through the Steps to Accommodations process.

Please note that Therapy/Emotional Support animals are restricted to the residence area where the student resides only. They cannot go to class or to other communal areas of the University including the Library, the Arena, sports fields, the Rec Center, Canyon Activity Center (CAC), Campus Fitness Centers, Thunder Alley, Classroom buildings, Pool area, etc Emotional Support Animals can accompany their owner at eateries with outdoor seating, but pursuant to FDA Food Code: 6-501.115, they may not be seated inside, or go inside of eateries on campus.

It is strongly recommended that if a student needs short term care for their animal, they make off campus arrangements. The approved animal is restricted to the student's specific dwelling and assigned space. Due to building access rules and roommates' rights to the space, having someone come in to care for your animal not always feasible. GCU staff and fellow students (including roommates) shall not be required to provide care or feeding for any approved animal.

GCU Sponsored Travel

Individuals with approved Emotional Support Animals are not allowed to bring the ESA's with them on any GCU sponsored travel. GCU sponsored travel is for University related competition or business purposes. Since the ESA designation limits the animal to an individual's dwelling under HUD, the animal would be restricted from accompanying the individual while traveling and would have no access to the business/competition related event.

Service Dogs are permitted to travel with their owner as they provide a specific service as outlined in the Department of Justice guidance. If traveling without your animal is an issue, please connect with Student Disability Services to explore other alternative accommodations.

Guidelines for Approved Assistive Animals Living on the Grand Canyon University Campus

The following guidelines apply to all approved disability-related accommodation animals and their students who live in GCU Housing.

Animal Behavior

- An Exception to the Residential Pet Policy is granted for accommodation animals provided that their behavior, noise, odor and waste do not exceed reasonable standards and that these factors do not create unreasonable disruptions for students, faculty or staff.
- 2. Dangerous, poisonous, and/or illegal animals are not permitted.
- 3. The approved accommodation animal must be contained within the private residential area (room, suite, apartment, or enclosed balcony) at all times. If the Owner is going to be absent from their assigned dwelling, it is the sole responsibility of the Owner to ensure the animal is secured (crated, kenneled, or confined) and safely contained in an appropriately sized enclosure. When being transported outside the private residential area, the animal must be in a carrier or controlled by leash or harness at all times (City of Phoenix Code 8-14).
- 4. In accordance with behavior expectations, assistive animals must remain on the ground (have 4 paws on the floor) or be carried by their owner, unless completing specific tasks to aid handler.

Animal Health and Well-Being

1. Accommodation animals must be fully and completely vaccinated per Maricopa County standards for their species and have a clean bill of health to maintain the animal's health and prevent contagious diseases. Documentation of appropriate vaccinations are due at the time the Request. Grand Canyon University reserves the right to request updated vaccination verification during the animal's residency.

All animals must have a clean bill of health from a qualified veterinarian professional in order to live in GCU Housing.

- 2. Animals that live on GCU's campus fall under the licensure and health requirements for Maricopa County. Proof of compliance with those rules and regulations is part of the documentation required for approval of an assistive animal. Please visit the following link for more information: http://www.maricopa.gov/pets/
- 3. All accommodation animals that reside on the GCU campus are required to have the appropriate GCU issued identification cards. Service Dogs that accompany non-residential students to class or other GCU events are welcomed to obtain a GCU issued identification card as well, but are not required to do so.

Animal Cleanliness

Residents are responsible for properly containing and disposing of all animal waste, including but not limited to:

- Indoor animal waste, such as cat litter, must be placed in a sturdy plastic bag and tied securely before being disposed of in outside trash dumpsters. Litter boxes should be placed on mats so that feces and urine are not tracked onto carpeted surfaces.
 For example, litter boxes should be in an agreed upon spot within the student's assigned dwelling.
- Outdoor animal waste, such as dog feces, must be immediately retrieved by resident, placed in a plastic bag and securely tied before being disposed of in outside trash dumpsters.

3. With respect to common areas, the University reserves the right to designate specific sites indoors/outdoors for elimination of animal waste and to prohibit (even if there is immediate clean up afterwards) animal waste in any other common area. Animals are not permitted to use the synthetic turf (fake grass), including some living area courtyards. The event lawn in front of the arena, NCAA facilities or practice fields, or Club Sports fields are prohibited.

The University utilizes a third party vendor for identification of improperly disposed of animal waste. (Please see DNA Registry Disclosure for additional details.)

Animal Cruelty and Neglect

In accordance with AR13-2910 (Cruelty to Animals; Interference with Working or Service Animals), the University outlines the following. The Owner is required to ensure the animal is well cared for at all times. Evidence of any individual (not limited to the owner) inflicting mistreatment, neglect, abuse, or threating to harm the animal may result in University disciplinary action for the responsible individual and/or potential removal of the animal. The University will report any animal abuse or neglect to the appropriate authorities, in addition to applicable disciplinary actions under the Student Code of Conduct or the appropriate respective Human Resources process.

Removal of Assistance Animal

Grand Canyon University may require the individual to remove the animal from University Housing if:

- The animal or owner violates the standards for behavior and cleanliness as outlined in this policy and in the Resident Responsibilities.
- The animal poses a direct threat to the health or safety of others or causes substantial property damage to University property or the property of others.
- 3. The animal or its presence creates an unmanageable disturbance or interference with the University community.
- 4. The animal does not have official approval from the Student Disability Services office to be in University Housing or on the University campus.

Removal of an animal from University property will be reviewed on a case by case basis.

Denied Requests

Requests for an assistive animal as a disability-related accommodation may be denied if granting the request would constitute an undue financial or administrative burden, or would fundamentally alter the nature of the housing option. In addition, animal accommodation requests may be denied if:

- The specific assistance animal in question poses a direct threat to the health or safety of others that cannot be reduced or eliminated by another reasonable accommodation, or
- 2. The specific assistance animal in question would cause substantial physical damage to the property of others that cannot be reduced or eliminated by another reasonable accommodation. Breed, size, and weight limitations are not applicable to an assistance animal, or
- If the individual is unwilling to accept an alternative housing placement option offered based on availability or if there are not available housing options to meet the accommodation request.

Grand Canyon University will review each Emotional Support Animal request on a case by case basis. The University may also consider if the animal's presence would force another individual from individual housing (e.g. severe allergies, fear of the animal).

Unapproved Animals

Having any animal on the GCU Campus prior to official approval may result in immediate removal of the animal from Campus property, until official approval, and may be subject to:

- 1. Community Service Hours
- 2. Monetary fines
- 3. Code of Conduct referral

Resident Responsibilities

- The student is responsible for assuring that the accommodation animal does not interfere with the routine activities of their fellow resident students or cause unreasonable difficulties for student, faculty or staff. Residential community living requires respect for the needs of residents with allergies and those who may fear animals.
- 2. The student is financially responsible for all consequences caused by the actions of the accommodation animal, including bodily injury or property damage which may necessitate replacement or repair of damaged furniture, carpet, drapes, or wall covering, etc. If an accommodation animal causes substantial physical damage to the property of others that cannot be reduced or eliminated by reasonable accommodation, the animal may be excluded from living in the residence.
- The University shall have the right to bill the student's account for unmet obligations arising for damage caused by an accommodation animal.).
- 4. The student's place of residence may be inspected for fleas, ticks or other pests once per semester or as needed. If fleas, ticks or other pests are detected through inspection, the residence will be treated using approved fumigation methods by a university-approved pest control service.
- 5. The student must notify Student Disability Services in writing if the accommodation animal is no longer needed as an accommodation or is no longer in residence within 48 hours. By removing the animal from residence, the student is in-turn declining their previously approved accommodation to have the animal on campus.
- 6. Even if the student previously obtained permission for an accommodation animal, the student must file a new request for accommodations if s/he wishes to bring in a new/different accommodation animal in substitution of the previous accommodation animal.
- 7. The University has the ability to relocate resident and accommodation animal as necessary provided the new site is consistent with the terms of the current contractual agreement.
- 8. All roommates or suitemates of the student are provided a copy of the Service Animal/Assistive Animal Policy. All students assigned to any University housing unit have equal right to the space. In the event that one or more roommates or suitemates do not consent to be housed with the animal, either the student and animal, or the non-approving roommates or suitemates if they volunteer, may have housing reassigned to a more suitable location as determined by the Student Disability Services and Housing.
- Student agrees to continue to abide by all other residential
 policies. An exception to a policy that otherwise prohibits
 having an animal does not constitute an exception to any
 other policy.
- 10. Any violation of the above rules will be reviewed through the University's Code of Conduct and the resident will be afforded all rights of due process and appeal as outlined in that process.

DNA Registry Disclosure

As part of the University's efforts to ensure responsible animal ownership and community standards for all students, the University utilizes a third party vendor. The third party vendor is a company that specializes in DNA registry for waste management.

All dogs residing in University housing are required to complete the DNA registration upon their approval. In order to provide a DNA sample, the owner will be provided a DNA collection kit, which will be used to cheek swab the dog's mouth in the SDS office with SDS staff present. The SDS Office will then provide the materials collected to the dog registration company. The registry will be kept by Student Disability Services and only used for the purpose of identifying the perpetrator of animal waste on GCU property that is not appropriately disposed of. Failure to provide a swipe sample may result in a referral to Code of Conduct for failure to comply with a reasonable University directive.

The University pays for the registration, set up costs of the animal in the vendor's registration system, and testing of collected animal waste. Waste matching to any approved animals on campus will result in specific owners being subject to all clean-up costs, a referral to Code of Conduct and a \$200 fine for failure to properly dispose of waste on campus. Owners will be provided with the test result for any positive match.

The University reserves the right to request Service Dogs that accompany commuter students or staff to campus to register their dogs if a waste problem is identified in a nonresidential area of campus

Student Driver Waiver

Students are required to acknowledge the statement below within the Student Driver Waiver document in their Student Portal.

Students may participate in both mandatory and voluntary off-site events (including classes, internships, externships, clinicals, training, student teaching, volunteer work, school events, etc). Students driving in a personal motor vehicle will be personally responsible for their travel to and from off-site events. Students waive, release, and discharge any and all claims against GCU for damages for death, personal injury, or property damage to students or others that may arise as a result of operating a motor vehicle while traveling to and from any off-site events.

University Technology Requirements

Students and faculty participating in Online and Traditional Web-Enhanced courses must have access to the following minimum hardware and software. Some programs of study at Grand Canyon University require additional technology requirements, which can be found under the Programmatic Technology Requirements section.

*We are working on optimizing our online learning system for mobile devices. Until this optimization is complete, some functions may not be fully available and system navigation may appear different on your mobile device than on your computer. Some error messages may intermittently appear about your mobile browser not being supported.

**Please note that most mobile devices, including tablets, smart phones and PDA devices, as well as many eBook reader devices, do not support eBook (PDF) files with embedded digital right management (DRM) restrictions that require connecting to a live server for authentication.

	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10
Processor Speed	Intel i5 equivalent or better
CPU Memory	8 GB or more
Internet Connection	Cable Broadband or DSL
Internet Browser	Current version: Internet Explorer Mozilla Firefox Google Chrome Microsoft Edge
Internet Browser Configuration	Pop-Up Blocking DisabledJavaScript EnabledAJAX Enabled
Java Runtime Environment	1.6.0 or higher
Hard Disk Space	256 GB Free
Audio Card	24-bit or better
A/V	Built-in or external Webcam, Speakers, microphone.
Software	 Office 365 (Word, Excel, PowerPoint, and more) Adobe Acrobat Reader 11 or newer An up to date anti-virus software

	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave, or Catalina
Processor Speed	Intel i5 equivalent or better
CPU Memory	8GB or more
Internet Connection	Cable Broadband or DSL
Internet Browser	Current version: • Safari 9 • Mozilla Firefox • Google Chrome
Internet Browser Configuration	Pop-Up Blocking DisabledJavaScript EnabledAJAX Enabled
Java Runtime Environment	1.6.0 or higher
Hard Disk Space	256 GB Free
Audio Card	24-bit or better
A/V	Built-in or external Webcam, Speakers, microphone.

	Apple Macintosh Minimum
Software	 Office 365 (Word, Excel, PowerPoint, and more) Adobe Acrobat Reader 11 or newer An up to date anti-virus software

Computers and Software

The Department of Information Technology Services provides computing services at GCU. Students have free access to computers on the GCU campus. The GCU Library is outfitted with new Chromeboxes offering Internet access. Each student has an individual login that includes secured space on a server for the storage of personal files. In addition to the library Chromeboxes, wireless access is available for students with laptops.

Library Hours: https://library.gcu.edu/

Contact Information

1-800-800-9776

Location

GCU Library, Student Union

The Data Base (Computer Repair Bar)

The Data Base offers free computer repair to current GCU students and faculty. Services available: Computer clean-ups, virus removal, software installation, limited hardware repair, and password resets for student/faculty portal and email.

Hours of Operation

Monday – Friday: 8:00am - 8:00pmSaturday: 8:00am - 5:00PMSunday: 12:00pm - 6:00pm

Contact Information

(602) 639-7700

helpdesk@gcu.edu

Location

2nd floor of Student Union

GCU Accessibility Standards

Grand Canyon University is committed to providing accessible website content and functionality. "Accessible" means that regardless of any visual impairment, an individual is able to independently access and utilize GCU's websites to obtain information and services offered by the University. It is GCU's goal that all students, faculty and staff are able to use the same web services with equivalent ease of use.

In order to achieve this goal, GCU has adopted the following standards for new web development:

- GCU websites will be designed and developed to be compatible with screen reader software.
- All website functionality will be accessible through keyboard commands.
- 3. Site navigation will be arranged so that a user can progress logically from start to finish through the site content.
- 4. Web sites will be designed to permit screen readers to skip repetitive navigation menus.
- Frames will be titled with text to allow navigation and identification.
- 6. Data tables will include identified row and column headers.
- 7. Multimedia elements will have text alternatives provided.

- Descriptive text elements will be included for all non-text elements of the page that relate to the page content and functions
- 9. Alt tags will be included for pages that contain images.
- 10. All videos will be closed-captioned and a descriptive text transcript will be made available for blind users.
- 11. All audio content will include transcripts.
- 12. All form controls must be labeled.
- 13. Elements that expand / collapse must be labeled to announce change to the screen reader.
- 14. If a timed response is required, the user must be alerted and given a method to request more time.
- 15. All elements must be visible in high contrast mode (Windows).
- 16. Any information conveyed by color will also be available without the use of color.
- 17. All pages will be understandable without their associated style sheet.
- 18. All elements will be designed to avoid causing a screen flicker in the frequency range of 2Hz to 55Hz, inclusive. If a video is unable to meet these standards due to content, a warning label will be included.
- 19. GCU will use tools provided by W3C to scan new websites and attempt to resolve accessibility suggestions before the website is made available.

In addition to the above standards, GCU offers Technical Support for individuals to work in a one-on-one basis to assist with navigation of a GCU website. Individuals requiring assistance can contact Technical Support or Student Disability Services for assistance.

Programmatic Technology Requirements

Students and faculty participating in the programs below must have access to the following minimum computer hardware and software.

Colangelo College of Business

Bachelor of Science in Business Analytics, Bachelor of Science in Applied Business Analytics, Bachelor of Science in Business Information Systems, Bachelor of Science in Applied Business Information Systems, Master of Science in Business Analytics

In addition to the University Technology Requirements for general education course software requirements, students must have access to the following computer hardware and software minimum requirements:

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 or Windows 10
CPU Speed	Intel Core i7 with 4 cores, min. 2.8GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Drive Storage	512GB HD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI

Laptop	Microsoft Windows PC Minimum
Software (Free)	 Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Don Ho Notepad++ editor
Service Plan (optional)	3-4 years including accidental damage (recommended)

Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave, or Catalina
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Drive Storage	512GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	 Microsoft Windows 10 through Parallels (via Microsoft Imagine) or Bootcamp Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Bare Bones TextWrangler editor
Service Plan (optional)	3-4 years Apple Care+ (recommended)

College of Arts and Media

Bachelor of Arts in Advertising and Public Relations with an Emphasis in Advertising Design

Advertising and Public Relations with an Emphasis in Advertising Design majors must have access to the following computer hardware and software:

	All Students
Software	 Subscription to Adobe Creative cloud - Paid monthly by student Microsoft Office (free to students)
Peripherals	 Mouse Graphics Tablet (Wacom Intuos, size choice is up to the student)(optional)

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1

Laptop	Microsoft Windows PC Minimum
CPU Speed	Intel Core i7 Extreme with 6 cores 2.6 GHz
RAM memory	16GB
Hard Drive Storage	512GB SSD for back-ups
Screen	16" Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Built-in AV	Built-in AV
Service Plan (optional)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave or Catalina
CPU Speed	Intel Core i7 Quad-core 2.2 GHz
RAM memory	16GB
Hard Drive Storage	512GB for back ups
Screen	15" Retina Display
Built-in AV	Webcam, Speakers
Service Plan	3-4 years Apple Care+
(optional)	

Bachelor of Arts in Digital Film (Nontraditional Only)

Digital Film majors must have access to the following computer hardware and software:

	All Students
Software – Screenwriting Students	Final DraftCeltixFade In
Software - Production	 Subscription to the Adobe Creative Cloud, paid monthly by the student, to include Adobe Premier, After Effects, Audition. DaVinci Resolve 16 (free or paid version)
Camera & Tripod	All Digital Film Majors are required to have a camera and a tripod. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance, and ISO/Gain. Two models we recommend are listed here. Only one 18-55 lens is required. DSLR cameras that take video are recommended as well as Prosumer level video camera like (Canon C100, Sony FS100, or Blackmagic Cinema Camera).
Lighting	Lighting needs are practical lamps and foam core bounce cards.

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later

Laptop	Microsoft Windows PC Minimum
CPU Speed	Intel 7 th generation or newer or AMD equivalent
RAM memory	16GB for HD Media; 32GB or more for 4k media
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	16" Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Wireless	Wi-Fi, Bluetooth
Networking	Firewire, USB3.0, HDMI
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS v10.13 or later
CPU Speed	Intel 7 th generation or newer – Or AMD Equivalent
RAM memory	32GB or 16 GB with capability to expand later to 32GB (2Ghz speed)
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	15" Retina Display
Wireless	Wi-Fi, Bluetooth
Networking	Thunderbolt, USB 3.0, HDMI
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Digital Film (Nontraditional Only)

Digital Film majors must have access to the following computer hardware and software:

	All Students
Software – Screenwriting Students	Final DraftCeltixFade In
Software - Production	 Subscription to the Adobe Creative Cloud, paid monthly by the student, to include Adobe Premier, After Effects, Audition. DaVinci Resolve 16 (free or paid version)

	All Students
Camera & Tripod	All Digital Film Majors are required to have a camera and a tripod. The camera must be able to manually adjust the aperture, shutter speed, frame rate, white balance, and ISO/Gain. Two models we recommend are listed here. Only one 18-55 lens is required. DSLR cameras that take video are recommended as well as Prosumer level video camera like (Canon C100, Sony FS100, or Blackmagic Cinema Camera).
Lighting	Lighting needs are practical lamps and foam core bounce cards.

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later
CPU Speed	Intel 7 th generation or newer or AMD equivalent
RAM memory	16GB for HD Media; 32GB or more for 4k media
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	16" Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Wireless	Wi-Fi, Bluetooth
Networking	Firewire, USB3.0, HDMI
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS v10.13 or later
CPU Speed	Intel 7 th generation or newer – Or AMD Equivalent
RAM memory	32GB or 16 GB with capability to expand later to 32GB (2Ghz speed)
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Screen	15" Retina Display
Wireless	Wi-Fi, Bluetooth
Networking	Thunderbolt, USB 3.0, HDMI
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Digital Design Bachelor of Arts in Advertising and Graphic Design Bachelor of Arts in Social Media

All Digital Design majors with an emphasis in Web Design or Animation and Advertising and Graphic Design majors must have access to the following computer hardware and software:

	All Students	
Software – Web Emphases Advertising and Graphics	 Active subscription to cloud - Paid monthly Basecamp - Free prosoftware FIGMA - Free proto Web Domain and Hot Identified in class After Effects plug-in 	by the student eject management typing software ssting service –
Software – Animation Students	 Active subscription t cloud, paid monthly in the Basecamp – Free prosoftware Maya Student downly students for 3 years. (http://www.autodeslysoftware/maya) Additional Maya plunclass AfterEffects plug-insignation. 	by the student eject management oad – Free for Access in 3D class c.com/education/free- g-ins – Identified in
Software & Perpherals – Social Media	 3 years, it will be suf A cell-phone gimbal identified within the A variety of cell phorequired throughout 	primarily phone apps, class current smartphone chased within the past ficient will be required, but first DSM course. The apps will be the degree. The course will be the degree.
Peripherals	 3 Button Mouse Back-up drive, either Graphics tablet such are optional	
Camera & Tripod	Design students should are required if you take classes. The camera mu adjust the aperture, show white balance and ISO/that take video are reconcent of the control of the	the photography st be able to manually tter speed, frame rate, Gain. DSLR cameras

	All Students
Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 (64-bit) minimum: build:1803 recommended build:1809 or later
CPU Speed	Intel 7 th generation or newer – Or AMD equivalent
RAM memory	16GB minimum 64GB preferred
Hard Drive Storage	1TB or more
Graphics Card	NVIDIA GeForce GT or GTX
Screen	15" minimum 1920x1080 or greater
Wireless	Wi-Fi, Bluetooth
Networking	Firewire, USB3.0, HDMI
Built-in AV	Webcam, Speakers
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum	
Operating System	macOS v10.13 or later	
CPU Speed	*Most recently available – Newer modesl will have Apple M1 chips. Minimum: Intel Core i7 2.3Ghz	
RAM memory	16GB preferred	
Hard Drive Storage	1TB	
Graphics Card	Apple M1 integrated graphics	
Screen	13.3" minimum 2560x1600	
Wireless	Wi-Fi, Bluetooth	
Networking	Thunderbolt, USB 3.0, HDMI	
Built-in AV	Webcam, Speakers	
Service Plan (optional insurance available at time of purchase from computer manufacturer)	3-4 years Apple Care+	

Bachelor of Arts in Music

Bachelor of Arts in Music Education

Bachelor of Arts in Music and Bachelor of Arts in Music Education majors, all emphases, must have access to the following computer hardware and software. Please note, in order to be successful in their coursework, access to these minimums is essential. Additionally, a laptop is required, as the computer will be utilized within the classroom for completion of curriculum:

	All Students – Microsoft Windows PC
Operating System	8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended).
Processor	Intel i5 processor or equivalent/better.
CPU memory	4GB (8GB+ recommended) of RAM or more
Wireless	Wi-Fi enabled
Hard Drive Storage	256 GB+ free
Screen	• 1280x800 display
Graphics Card	• Integrated, 24-bit or better
AV	Built-in or external Webcam, speakers, microphone
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Software	 Finale Microsoft Office 365 (Word, Excel, Powerpoint) Windows Media player 12 or newer Adobe Acrobat reader 11 or newer Up to date anti-virus software Focusrite Interface Drivers (free) Auralia/Musition 6 (integrated into course fee)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer.

	All Students – Apple Macintosh
Operating System	macOS: High Sierra, Mojave, or Catalina
Processor	Intel i5 processor or better.
CPU memory	8 GB or more
Wireless	Wi-Fi enabled
Hard Drive Storage	256 GB+ free
Screen	• 1280x800 display
Graphics Card	• Integrated, 24-bit or better
AV	Built-in or external Webcam, speakers, microphone
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)

	All Students – Apple Macintosh
Software	 Finale Ableton Live Focusrite interface Drivers (Free) Auralia/Musition 6 (integrated in course fee) Microsoft Office 365 (Word, Excel, PowerPoint) Adobe Acrobat Reader 11 or newer An updated anti-virus software
Service Plan (optional)	3-4 years Apple Care +

College of Humanities and Social Sciences

Bachelor of Arts in Professional Writing for New Media Bachelor of Science in Communications with an Emphasis in Broadcasting and New Media

Professional Writing for New Media and Communications with an Emphasis in Broadcasting and New Media majors must have access to the following computer hardware and software:

	All Students
Software	 Subscription to Adobe Creative cloud - Paid monthly by student Microsoft Office (free to students)
Peripherals	 Mouse Graphics Tablet (Wacom Intuos, size choice is up to the student)(optional)

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1
CPU Speed	Intel Core i7 Extreme with 6 cores 2.6 GHz
RAM memory	16GB
Hard Drive Storage	512GB SSD for back-ups
Screen	16" Ultra HD resolution WLED, contrast 600:1 (for games 1000:1 recommended)
Built-in AV	Built-in AV
Service Plan (optional)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum
Operating System	macOS: High Sierra, Mojave or Catalina
CPU Speed	Intel Core i7 Quad-core 2.2 GHz
RAM memory	16GB
Hard Drive Storage	512GB for back ups
Screen	15" Retina Display
Built-in AV	Webcam, Speakers

Laptop	Apple Macintosh Minimum
Service Plan	3-4 years Apple Care+
(optional)	

College of Nursing and Health Care Professions

In addition to the University technology requirements, students enrolled in the APRN programs must have access to a laptop.

GCU Pre-licensure BSN program requires all students in the clinical portion of the program to own a laptop computer. Chromebooks are not recommended. The minimum hard and software requirements will follow the University Technology Requirements policy in the University Policy Handbook.

Students will be required to perform all necessary updates to their devices prior to any testing event.

	APRN Students
Software	 ProctorU Auto ProctorU Live+ Log Me In Rescue
Hardware	Laptop • Microsoft Windows 8.1 or later. Or Apple macOS High Sierra, Mojave, or Catalina
Audio Visual	Webcam, Speakers

College of Science, Engineering, and Technology

All Engineering Programs

An Engineering Programs	
Laptop	Microsoft Windows PC 15" Minimum
Operating System	Windows 10 Professional or Academic Edition (Home Edition is not supported)
CPU/Processor Speed	Intel Core i7 or i9 or AMD Ryzen 5, 7 or 9 (ARM processors are not supported)
RAM Memory	16GB with capability to expand later to 32GB
Hard Disk	Solid State Drive 512 GB or larger
Networking	Wi-Fi (802.11AC), Ethernet
Graphics Card	Discrete Graphics: Nvidia GeForce; Nvidia Quadro preferred
Peripherals	Wireless Mouse
Service Plan (recommended)	4 years including accidental damage

Laptop	Macbook Pro 15" Minimum
Operating System	Latest version of MacOS*
CPU/Processor Speed	Intel Core i7 or i9 (Apple M series not supported)
RAM memory	16GB with capability to expand later to 32GB

Laptop	Macbook Pro 15" Minimum
Hard Disk	512GB or larger
Networking	Wi-Fi (802.11AC), Ethernet Adaptor (USB-C to Gigabit Ethernet)
Graphics Card	Descrete Graphics: Radeon Pro
Peripherals	Wireless Mouse
Service Plan (recommended)	Apple Care +

Required Software

Biomedical Engineering | Mechanical Engineering | Engineering | Engineering with an Emphasis in Robotics | Engineering with an Emphasis in Project Management | Mechanical Engineering Technology

- Matlab/Simulink, SolidWorks and Labview/Multisim.

Electrical Engineering | Electrical Engineering Technology

- Matlab/Simulink, Labview/Multisim, PSPICE, OrCad and Visual Studio

Bachelor of Science in Computer Science

All Computer Science majors must have access to the following computer hardware and software:

omputer naraware and software.	
Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater (2 GHz speed)
Hard Disk Storage	512GB HD or SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	 Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Don Ho Notepad++ editor Jetbrains CLion Cygwin Larus QT-SPIM RStudio and FOAS RStudio Desktop Open Source Edition Lexxmark WinFlex-Bison (required in last semester)
Software (Additional Charge)	• None
Service Plan (recommended)	3-4 years including accidental damage

Laptop (No Tablets)	Microsoft Windows PC Minimum
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Bare Bones TextWrangler editor GNU Bison-Unix (required in last semester) Jetbrains CLion GNU Flex-Unix (required in last semester) Larus QT-SPIM RStudio and FOAS RStudio Desktop Open Source Edition Apple Xcode
Software (Additional Charge)	• None
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Cybersecurity Master of Science in Cybersecurity

All Cybersecurity majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB HD or SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software (Free)	 VMware Workstation Media Computation Jython Environment for students Kali Linux NMAP Nmap and Zenmap Cisco Packet Tracer WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	Amazon Web Service
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	 VMware Fusion Media Computation Jython Environment for students Kali Linux NMAP Nmap and Zenmap Cisco Packet Tracer WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	Amazon Web Services

Bachelor of Science in Information Technology

Bachelor of Science in Applied Technology

All Information Technology majors must have access to the following computer hardware and software:

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)

Laptop (No Tablets)	Microsoft Windows PC Minimum
Hard Disk Storage	512GB HD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB 3.0, HDMI
Software (Free)	 VMware Workstation Media Computation Jython Environment for Students Kali Linux NMAP Nmap and Zenmap Cisco Packet Tracer WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	Amazon Web Services
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	 VMware Fusion Media Computation Jython Environment for Students Kali Linux NMAP Nmap and Zenmap Cisco Packet Tracer WIRESHARK Wireshark network protocol analyzer
Software (Additional Charge)	Amazon Web Services
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Software Development

All majors in the Bachelor of Science in Software Development program must have access to the following computer hardware and software:

and software:	
Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or later
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB with capability to expand later to 32GB (2Ghz speed)
Hard Disk Storage	512GB HD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	USB3.0, HDMI
Software (Free)	 Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Don Ho Notepad++ editor
Software (Additional Charge)	 Amazon Web Services Web Hosting (e.g. Bluehost, HostGator, etc.)
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	Latest macOS
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor cables for USB 3.0 and HDMI
Software (Free)	 Microsoft Windows 10 through Parallels (via Microsoft Imagine) or Bootcamp Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Bare Bones TextWrangler Editor

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software (Additional Charge)	 Amazon Web Services Web Hosting (e.g. Bluehost, Host Gator, etc.)
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Science in Software Engineering

Dachelor of Science	e in Software Engineering
Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater (2 Ghz speed)
Hard Disk Storage	512GB SSD or higher
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth, Webcam/Mic
Peripherals	Adaptors/Cables for USB3.0, HDMI
Software (Free)	 Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Eclipse (Latest Version) Don Ho Notepad++ editor Intel Quartus Prime Software
Software (Additional Charge)	Amazon Web Services Web Hosting (e.g. Bluehost, HostGator, etc.)
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU Speed	Intel Core i7 with 4 cores, min. 2.8 GHz
RAM memory	16GB or greater, upgradable later to 32 GB (2 GHz speed)
Hard Disk Storage	512GB SSD, upgradable later to 1 TB
Screen	15" or larger
Wireless	Wi-Fi, Bluetooth
Peripherals	Adaptor/Cables for USB 3.0 and HDMI

Laptop (No Tablets)	Microsoft Windows PC Minimum
Software (Free)	 Visual Studio via Microsoft Imagine (Instructor will advise students the version required) Microsoft Office Suite 365 for students (Word, Excel, PowerPoint) Bare Bones TextWrangler Editor Antivirus+ malware protection Single-Board Computer (details will be provided in relevant courses)
Embedded Systems Hardware (Additional Charge)	 Terasic DE10-Standard Development Kit with Cyclone V SoC FPGA Edimax N150 Wi-Fi Nano USB Adapter 16GB SD card

Master of Science in Data Science

Master of Science in Data Science Laptop (No Microsoft Windows PC Minimum	
Tablets)	Wherosoft Windows I C Minimum
Operating System	Windows 10 Professional or Academic Edition (not Home Edition), with an Ubuntu Linux Partition (or dual boot or virtual machine)
CPU/Processor Speed	Intel Core i7 with 4 cores 3.3 GHz or higher
RAM memory	16GB with capability to expand later to 32GB
Hard Drive Storage	1TB SSD (preferred) or 512GB SSD
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers, built-in microphone
Software	 Linux to make computer dual boot for Windows and Linux Microsoft Word, Excel, and PowerPoint Python 3.6 or Later NumPy PyCharm R, R. Studio Scikit-Learn, Matplotlib, Pandas NLTK, Tensorflow Dplyr, Data.table, DataTables Ggplot2, Ggvis, Gbm Ploty, RandomForest, Xgboost markdown, kintr, shiny Antivirus + malware protection
Service Plan (recommended)	3-4 years including accidental damage
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU/Processor Speed	Intel Core i7 Quad-core 3.3 GHz or higher

Laptop (No Tablets)	Microsoft Windows PC Minimum
RAM memory	32GB (if available) or 16GB
Hard Drive Storage	1TB SSD (preferred) or 512GB SSD
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers
Software	 Linux to make computer dual boot for Windows and Linux Microsoft Word, Excel, and PowerPoint Python 3.6 or Later NumPy PyCharm R, R. Studio Scikit-Learn, Matplotlib, Pandas NLTK, Tensorflow Dplyr, Data.table, DataTables Ggplot2, Ggvis, Gbm Ploty, RandomForest, Xgboost markdown, kintr, shiny Antivirus + malware protection
Service Plan (recommended)	3-4 years including accidental damage

Master of Science in Computer Science

Laptop (No Tablets)	Microsoft Windows PC Minimum
Operating System	Windows 10 Professional or Academic Edition (not Home Edition), with an Ubuntu Linux Partition (or dual boot or virtual machine)
CPU/Processor Speed	Intel Core i7 with 4 cores 3.3 GHz or higher
RAM memory	32GB or 16GB with capability to expand later to 32GB
Hard Drive Storage	512GB SSD or higher
Wireless	Wi-Fi, Bluetooth
Built-in AV	Webcam, Speakers, built-in microphone
Software	 Linux to make computer dual boot for Windows and Linux Microsoft Word, Excel, and PowerPoint Microsoft Visual Studio Eclipse Oxygen (or newer) C Compiler PyCharm R, R Studio Python 3.6 or higher Frame Works: Open MP, MPI Antivirus + malware protection Single-Board Computer (details will be provided in relevant courses)
Service Plan (recommended)	3-4 years including accidental damage

Laptop (No Tablets)	Microsoft Windows PC Minimum
Laptop (MacBook Pro ≥ 2013)	Apple Macintosh Minimum
Operating System	macOS High Sierra, Mojave, Catalina
CPU/Processor Speed	Intel Core i7 Quad-core 3.3 GHz or higher
RAM memory	16GB or higher
Hard Drive Storage	1TB SSD or 512GB SSD upgradable later to 1TB
Wireless	Wi-Fi_33, Bluetooth
Built-in AV	Webcam, Speakers
Software	 Choose 1 of 2 Options: Install Windows to make computer dual-boot MAC OS/Windows (FREE via BootCAmp) Install virtualization software (VMware, Parallels, VirtualBox, etc.) and install Windows 10 OS on top Microsoft Word, Excel, and PowerPoint Microsoft Visual Studio (on Windows) Eclipse Oxygen (or newer) C Compiler PyCharm R, R Studio Python Frame Works: Open MP, MPI, CUDA Antivirus + malware protection Single-Board Computer (details will be provided in relevant courses)
Service Plan (recommended)	3-4 years Apple Care+

College of Theology

Bachelor of Arts in Worship Arts with an Emphasis in Digital Media

All majors in the Bachelor of Worship Arts with an emphasis in Digital Design program are required to have a PC or Mac laptop computer and the appropriate software. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Production	 Finale or any DAW (Digital Audio Workstation) Vectorworks Subscription to Adobe Creative cloud Will be required by instructor for purchase in semester-long increments during particular courses
Peripherals	 Mouse External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 10 or better
CPU Speed	Intel Core 2 Duo 2.0GHz processor or better
RAM memory	4 GB minimum, 8 GB (or more) recommended
Hard Drive Storage	8 GB - 16 GB hard drive space recommended
Software	 Finale or any DAW (Digital Audio Workstation) Vectorworks Adobe Creative Cloud Will be required by instructor for purchase in semester-long increments during particular courses
Ports	2 available USB port
Service Plan (recommended)	3-4 years including accidental damage

Laptop	Apple Macintosh Minimum	
Operating System	Latest macOS	
CPU Speed	Intel Core 2 Duo 2.0 GHz processor or better	
RAM memory	8 GB RAM Required	
Hard Drive Storage	8GB - 16 GB hard drive space	
Software	 Finale, Garageband, or any DAW (Digital Audio Workstation) Vectorworks Adobe Creative Cloud Will be required by instructor for purchase in semester-long increments during particular courses 	
Ports	2 available USB port	
Service Plan (recommended)	3-4 years Apple Care+	

Bachelor of Arts in Worship Arts with an Emphasis in Worship Ministry

All majors in the Bachelor of Worship Arts with an emphasis in Worship Ministry program are required to have PC or Mac laptop computer and the appropriate software. Please note that in order to be successful within this program, meeting these technological requirements will be vital. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Worship Ministry	 Finale Auralia and Musition Cloud Software – (Paid Subscription – Specified courses only) Noteflight Learn Software – (Paid Subscription – Specified courses only) Focusrite Interface Drivers – (Free)
Peripherals	Mouse External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended)
Processor	Intel i5 processor, or equivalent/better.
CPU memory (RAM)	4GB (8GB+ recommended)
Hard Drive Storage	256GB+
Screen	1280x800 display
Graphics Card	Integrated
Sound Card	Integrated
Wireless	Wi-Fi enabled
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer

Laptop	Apple Macintosh Minimum	
Operating System	Latest macOS	
Processor	Intel i5 processor, or equivalent/better	
CPU memory (RAM)	4GB (8GB+ recommended)	
Hard Drive Storage	256GB+	
Screen	• 1280x800 display	
Graphics Card	Integrated	
Sound Card	Integrated	
Wireless	Wi-Fi enabled	
Connectivity	USB 2.0+, VGA, and HDMI (adapters OK)	

Laptop	Apple Macintosh Minimum
Service Plan (recommended)	3-4 years Apple Care+

Bachelor of Arts in Worship Arts with an Emphasis in Media and Production

All majors in the Bachelor of Worship Arts with an emphasis in Media and Production program are required to have a PC or Mac laptop computer and the appropriate software. Please note that in order to be successful within this program, meeting these technological requirements will be vital. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students
Software – Worship Arts Media Production	 Finale SketchUp – (Free) iLok Smart Key DaVinci Resolve – (Free) Planning Center Online – (Free) SongSelect – (Free) Focusrite Interface Drivers – (Free)
Peripherals	 Mouse External storage – 16 GB USB drive

Laptop	Microsoft Windows PC Minimum
Operating System	Windows 8.1 (64 bit), or Windows 10 (64 bit). (Windows 10 is recommended)
Processor	Intel i5 processor, or equivalent/better.
CPU memory (RAM)	8GB (16GB+ recommended)
Hard Drive Storage	500GB+
Screen	1280x800 display (1920x1080 or larger recommended)
Graphics Card	NVIDIA GeForce® GTX 970 / AMD Radeon™ R9 290 / Intel® HD Graphics 5000 equivalent or greater; Current public GPU driver—a recent driver is required
Sound Card	Sound card compatible with ASIO protocol or Microsoft Windows Driver Model
Wireless	Wi-Fi, Bluetooth
Connectivity	Firewire, USB3.0, VGA, and HDMI (adapters OK)
Service Plan (optional)	3-4 years including accidental damage. Available at time of purchase from computer manufacturer

Bachelor of Arts in Worship Arts with an Emphasis in Worship Production

All majors in the Bachelor of Worship Arts with an emphasis in Worship Production program are required to have a PC or Mac laptop computer and the appropriate software. When selecting a laptop, students may choose from a variety of makes and models provided that the laptop meets the following technical specifications:

	All Students	
Software – Worship Arts Production	Subscription to Adobe Creative cloudFinale	
Peripherals	 Mouse External storage – 16 GB USB drive 	

Laptop	Microsoft Windows PC Minimum	
Operating System	Windows 8.1 or Windows 10 (recommended)	
CPU Speed	Intel Core 2 Duo 2.0GHz processor or better	
RAM memory	4 GB minimum, 8 GB (or more) recommended	
Hard Drive Storage	8 GB - 16 GB hard drive space recommended	
Software	 Finale or any DAW (Digital Audio Workstation) Vectorworks Adobe Creative Cloud Will be required by instructor for purchase in semester long increments during particular courses 	
Ports	2 available USB port	
Service Plan (recommended)	3-4 years including accidental damage	

Laptop	Apple Macintosh Minimum	
Operating System	Latest macOS	
CPU Speed	Intel Core 2 Duo 2.0 GHz processor or better	
RAM memory	8 GB RAM Required	
Hard Drive Storage	8GB - 16 GB hard drive space	
Software	 Finale, Garageband or any DAW (Digital Audio Workstation) Vectorworks Adobe Creative Cloud Will be required by instructor for purchase in semester long increments during particular courses 	
Ports	2 available USB port	
Service Plan (recommended)	3-4 years Apple Care+	

All Graduate Programs

All Undergraduate Christian Studies Programs

All graduate and undergraduate Christian Studies students in the College of Theology are required to have a PC or Mac computer, a viable internet connection, and the appropriate hardware and software for required use of BONGO at various points within each program of study. When selecting a computer, students may choose from a variety of makes, models, and accessories provided that the computer meets the following technical specifications:

	All Students
BONGO	https://bongolearn.zendesk.com/hc/en- us/articles/360003760493-Basic-System- Requirements-
Software	Computers must have a current version of Adobe Flash. Students should visit http://get.adobe.com/flashplayer/ to check their Flash version and update if needed. If a student is using a Mac, check Flash settings to ensure Flash is allowed to work. All new Mac computers are defaulted to restrict Flash so one must change the settings before BONGO will work. Follow the steps on the Flash Tutorial for Mac article for help with Mac settings. If video editing is necessary to reduce the size or trim the starting or ending point, students may elect to use a standard program like Microsoft Movie Maker or iMovie. These programs should be on most computers or can be added easily.
Other Hardware	Students must have a webcam and microphone available with their computers. Most computers have 'built in' webcams and mics, and if not they can be purchased at minimal cost and added to a computer. Review current computer documentation to find the system settings for mic level and control of the webcam. Students may also use an external video camera or smart phone to record video for some assignment types. If using an external video camera, students need to be familiar with its record function and process for moving the video files from the camera to the computer for upload. Recording in medium to low quality settings is preferred. High definition video is not required and will only increase the size of the file and require further editing.

Intellectual Property Rights

The Digital Millennium Copyright Act (DMCA) amends federal copyright law to provide certain liability protections for online service providers, when their computer systems or networks carry materials that violate (infringe) copyright law. To qualify for liability protection, the University is required to have a policy under which the computer accounts of users will be terminated if they repeatedly infringe the copyrighted works of others.

The objectives of this policy are to minimize liability while also providing support for the activities of students, faculty, and staff. In the context of copyright and other intellectual property, this means that the Chief Information Officer should be advised as soon as possible of any suspected infringement. The Chief Information Officer will work with the University content provider to establish any defenses. However, if there is inadequate information to provide a defense, or it appears that no defense exists, the best route to minimize University damages will be prompt removal of the allegedly infringing material.

Policy Statement

Compliance with federal copyright law is expected of all students, faculty, and staff at Grand Canyon University.

"Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including e-mail and Web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

Students may "use" all or part of a copyrighted work only if (a) they have the copyright owner's permission (in writing—either email or letter), or (b) they qualify for a legal defense (the most common defense is called "fair use"). "Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the University's networks or other computer resources may create liability for the University as well as the computer user. Accordingly, repeat infringers are subject to the appropriate disciplinary review procedures as set forth in the disciplinary policies for students, faculty or staff. Violations of law may also be referred for criminal or civil prosecution.

The University has a legal duty to ensure that official Web sites, official e-mail, and other official communications and expressions do not violate the intellectual property rights of third parties. The most common intellectual property rights found on the Internet involve copyright and trademark/service marks.

"Official" Web sites and communications include those that are funded or otherwise sponsored by the University for a University purpose, or which are created by an employee or agent of the University who is acting within the authorized scope of employment or agency on behalf of the University (e.g., posting Canyon Connect on the web for educational use of enrolled students).

Removal of official University content, especially Canyon Connect, can be harmful to academic freedom, to teaching effectiveness, and to the University's educational mission. Therefore, faculty and staff are encouraged to secure copyright permission, a license, or a legal basis for use of someone else's intellectual property, before using the material.

Procedures

A Notice and Counter Notice for material that may infringe on Intellectual Property Rights:

Notice: A copyright owner, or person acting for the owner, must provide the University's designated agent, the Chief General Council, with written notice that information residing on the University's computer systems or networks is an infringement of the copyright. The notice requirement also applies to information in system cache and to information location tools (e.g., hypertext links) that infringe copyright.

If a person working for the University has independent knowledge of a copyright violation on a University computer system or network, the University may have a duty to remove the infringing material. This is true even if there is no "notice" from the copyright owner and this person should report the violation to the General Council as soon as possible.

The University has "notice" of possible infringement when a third party advises a University official that there is an infringement, or when it appears to a University official that material is likely to be infringing based on the circumstances (e.g., copies of nationally syndicated cartoons appear on a University Web site without any statement of copyright permission).

When the University has notice of a possible intellectual property infringement in official University-provided content, it will in good faith:

- Attempt to establish who truly owns the copyright (or other intellectual property) through consultation with the author of the University content and the party claiming ownership.
- Attempt to determine if any legal defense (e.g., "fair use") exists to allow the material to be used by the University.
- Attempt to negotiate a permission or settlement if it appears
 that the content is infringing or if it appears that settlement is
 preferable to litigating an unclear claim. If permission or
 settlement is not feasible and it appears that the material is
 infringing, the University will promptly remove the material
 and the designated agent will notify the computer user and the
 person who complained of infringement.
- When copyright ownership is clear and sharing of the copyrighted material on the University's network appears to violate the law, the University will take appropriate, interim actions to discontinue sharing of the copyrighted materials on the University's network.
- Determine if any disciplinary action is appropriate against the
 person who posted infringing content. In the case of repeated
 infringement or bad faith infringement, disciplinary action may
 include suspension or termination of computing privileges,
 disciplinary review, termination of employment, and/or legal
 action.

Network Use

To assure reliable operation of the Grand Canyon University computer network in a manner compliant with all applicable federal, state, and local laws and regulations, the Information Technology Services department enforces each of the policies listed below. All network users must agree to abide by these policies. Use of the network or any portion thereof for any purpose implies such consent.

Network Goals and Priorities

The Grand Canyon University Information Technology Services department operates and maintains the computer network for the purpose of facilitating the timely transfer of digital information relevant to and essential for the research and educational activities of Grand Canyon University. In particular, the network is intended to enable information transfer among students, faculty, staff and administrators as necessary to observe the following goals:

• To facilitate student and faculty research;

- To enable access to published literature relevant to teaching and research efforts at Grand Canyon University;
- To allow the receipt and transmission of electronic mail both within the campus and between the campus and off-campus institutions and individuals; and
- To provide access to Internet-based information resources of value to teaching and research efforts at Grand Canyon University.

For all students, faculty, and administrators of Grand Canyon University Information Technology Services, all networking activities not directly related to one of the above goals are considered to be of secondary importance and should not impede or interfere with activities which serve the stated goals of the network.

Media Licensing and Compliance with Copyright Protection Legislation

It is strictly forbidden for any student of Grand Canyon University to engage in any illegal activity while on Grand Canyon University property or during performance of coursework or any other duties related to their involvement with the University. Because unauthorized copying of software is a form of theft and theft is illegal, the illegal copying or "pirating" of software, music, videos, or other media is forbidden by Grand Canyon University policy.

Software Purchase and Installation

To fully comply with Grand Canyon University policy governing software copyright protection, each registered network user must agree that (s)he will not install or use any software that is not legally purchased and registered.

Copyrighted Materials and Usage of Peer-to-Peer and Other File Sharing Systems

Grand Canyon University strictly forbids the sharing and distribution of copyrighted digital materials, including music, movies, photos, etc. Peer-to-Peer File-sharing software including, but not limited to LimeWire, BitTorrent, and Kazaa shall not be activated on any computer that is attached to any GCU network without express written permission from the Information Security. The University shall monitor its networks for indications of such file sharing systems and refer all violations for disciplinary action.

Discipline and Consequences of Policy Violation

If there is discovery of illegally installed software or inappropriate possession, use, or sharing of copyrighted materials, the user may be subject to disciplinary action which may include but is not limited to the loss of network access privileges, suspension, dismissal, and/or criminal prosecution. The individual involved shall be held responsible to fully reimburse the Grand Canyon University for all losses resulting from such discovery.

Installation and Detachment of Network Devices

No device may be connected to the network without authorization of the network manager for the Information Technology Services department. This includes hardware or software, routers, printers, modems, servers, wireless access points and new computers. Violation of this policy that results in network crashes, or other downtime, may result in loss of network privileges.

Computer Virus Protection

All computers connected to the Grand Canyon University Network will be required to have anti-virus software installed and providing active protection. The software must be configured to check for updates on a daily basis. Upon request, the Information Technology Services department will provide students legal sources for free and/or low cost anti-virus software that meets these requirements.

User-Caused Network Service Interruptions

Any user who repeatedly causes service interruptions in any network segment, either through knowingly or unknowingly performing disruptive procedures, introducing viruses, or by attempting procedures for which the user is unqualified, can lose the privilege of access to the network. It is incumbent upon the individual user to use reasonable care to make sure that his/her computer is free of computer viruses that may infect other network computers before each attachment to the network. In cases of malicious vandalism of the network and/or tampering with other user files, the perpetrator may be financially liable for all damages, subject to disciplinary action, and can be subject to criminal prosecution.

Hacking

It is expressly forbidden to make any attempt to defeat any security system in operation on the network. It is also forbidden to reconfigure any common use machine without the express authorization of the network manager responsible for supporting that machine. No computer attached to the network may be used for any illegal activities, including attempts to penetrate the security of other networks. Any user who knowingly or negligently attempts to defeat security may be subject to disciplinary action including but not limited to loss of network access.

Desktop Support

Desktop support is defined as the support required to keep a desktop personal computer up and running. This includes the installation, set-up and trouble-shooting of desktop hardware including hard drives, computer cards, monitors, modems, printers, memory upgrades, etc.

University Information Technology Services does not provide desktop support to students.

Software Support

Students will not receive software support from the Grand Canyon University Information Technology Services department.

Network Access and Support

The Grand Canyon University Information Technology Services department will provide support for student computers to connect to the University network and access the Internet.

The Grand Canyon University Information Technology Services department assumes no responsibility for the loss of any data that resides on student owned computers.

Student computers must have a network interface card (NIC) or wireless network adapter in order to connect to the GCU network.

Students are required to be present when a representative from the Information Technology Services department is working on a student owned computer.

Warranties

It is a recommendation that students maintain manufacturer warranties for the computer and any software installed.

Intellectual Property Policy and Student Works

As a creative community of teachers, artists, scientists, and scholars, Grand Canyon University ("Grand Canyon University" or "GCU" or "Institution") is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Intellectual Property Policy ("Policy") is provided to protect the interests of those who create as well as the interests of Grand Canyon University itself, which supports this creative and scholarly work.

The objective of Grand Canyon University's Intellectual Property Policy is to promote creative enterprise and to commercialize innovations that contribute to social prosperity. GCU recognizes that fostering a culture of innovation and entrepreneurship — building collaborations with industry — will provide greater opportunities for our students and faculty. These policies are designed to make GCU a preferred partner for collaborative research and development. They also recognize that clear ownership and protection of Intellectual Property is imperative for its optimal utilization. GCU will endeavor to lower the barrier to agreements with industry through commercialization-friendly Intellectual Property terms.

Aligning with GCU's overall mission to provide an academically challenging, values-based curriculum for its students as future leaders, GCU's policy on Sponsored Work is aimed at encouraging collaboration with industry experts to afford the greatest educational opportunities for our students while mutually benefitting the Sponsor. GCU's top priority is our students and their success and not deriving a revenue stream from Intellectual Property generated at the University or as a result of Sponsored Work. In short, GCU's principle is to create mutually beneficial collaborations for the development of an improved workforce. Accordingly, GCU's policy on ownership of Intellectual Property developed as a result of Sponsored Research is not only progressive but also distinct from that of other universities.

This Policy expresses Grand Canyon University's policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of Grand Canyon University – faculty, staff, students, visiting artists, visiting scholars, industry partners or other participants enrolled, employed, or affiliated with Grand Canyon University. This Policy governs the ownership and usage of and rights in Intellectual Property in all circumstances, unless Grand Canyon University has modified it through a separate written agreement. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between Grand Canyon University and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit "fair use" as defined by U.S. laws.

Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

a. Copyright - Copyright means the intangible property rights granted for a limited period of time for an original work of authorship fixed in any tangible form of expression or medium. Copyright provides the owner with a bundle of exclusive rights, including the exclusive right to reproduce

- the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly, and to perform the work publicly (if relevant).
- b. Commissioned Work Commissioned Work means any Work (as defined in paragraph II.L.) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph II.D.) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract, in Institutional Employees' free time and without the use of Institutional Resources (as defined in paragraph II. E.).
- c. Independent Academic Effort or Creative Activity Independent Academic Effort or Creative Activity means
 the inquiry, investigation, research, or creative activity that
 is carried out by faculty, staff, Institutional Employees, and
 Students (as defined in paragraph II.J.) working without any
 use of Institutional Resources (as defined in paragraph
 II.E.), that advances knowledge or the development of the
 arts, sciences, humanities, or technology where the specific
 direction, methodology, and content of the pursuit is
 determined by the faculty, staff, Institutional Employees, or
 Students without the direct assignment, supervision, or
 involvement of the Institution or any person acting in their
 capacity as an Institutional Employee.
- d. Institutional Employee Institutional Employee means any full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, fellow, full-time or part-time staff member, or Student who is employed by the Institution or who is working under an Institution contract, either express or implied.
- e. Institutional Resources Institutional Resources means any use of Institution equipment, facilities, property, working time, personnel, materials, funding, or other financial support including, without limitation, resources commonly provided to Institutional Employees, such as offices, library facilities, artistic facilities, laboratory facilities, and everyday telephone, computer, computer network support, and monetary expenditures.
- f. Intellectual Property Intellectual Property means any intellectual and industrial property and other similar proprietary rights arising anywhere in the world, including all of the following and similar intangible property and related proprietary rights, interests and protections, however arising, pursuant to the laws of any jurisdiction: (i) trademarks, service marks, trade names, brand names, logos, trade dress, and other proprietary indicia of goods and services, whether registered or unregistered, and all registrations and applications for registration of such trademarks, including intent-to-use applications, all issuances, extensions and renewals of such registrations and applications, and the goodwill connected with the use of, and symbolized by, any of the foregoing; (ii) internet domain names, whether or not trademarks, registered in any top-level domain by any authorized private registrar or Governmental Authority, and any brand names, user names or other identifiers for social media or networking websites; (iii) original works of authorship fixed in any tangible form of expression or medium, whether or not published. including all educational training materials, books, musical and other recordings, compositions, lyrics, software, audio/video content, illustrations and photographs, advertising and promotional content, website content, and

- all other copyrights (whether registered or unregistered), all registrations and applications for registration of such copyrights, and all issuances, extensions, and renewals of such registrations and applications for any of the foregoing; (iv) any rights of publicity including rights in a name, image, and/or likeness; (v) confidential information, designs, devices, technology, know-how, source code, research and development, inventions, methods, processes, compositions, and other trade secrets, whether or not copyrightable or patentable; (vi) patented and patentable designs and inventions, all design, plant, and utility patents, letters patent, utility models, pending patent applications and provisional applications, and all issuances, divisions, continuations, continuations-in-part, reissues, extensions, reexaminations, and renewals of such patents and applications; and (vii) all rights to sue, recover, and retain damages, costs, and attorneys' fees for past, present, and future infringement and any other rights relating to any of the foregoing.
- g. Patent Patent means the grant which gives the owner of the Patent a right to exclude others from making, using, or selling the claimed invention for a set period of time.
- h. Sponsored Work Sponsored Work means any Work (as defined in paragraph II.L.) that is produced or created under an agreement between the Institution and a sponsor which provides the sponsor (or in certain instances, the Institution) with ownership and/or usage rights, whether wholly or jointly, to the Work and Intellectual Property produced under the agreement. Sponsored Works do not include Works created through Independent Academic Effort or Creative Activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.
- Sponsor Sponsor means those industry partners that have entered into an agreement with the Institution to collaborate, oversee, and/or develop a Sponsored Work.
- j. Student Student means any regularly registered, full- or part-time, undergraduate or graduate student at the Institution, including students attending the Institution in exchange programs or through special grants, fellowships, or programs.
- k. Trademark and Service Mark Trademark and Service Mark means any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.
- Work Work means any of the items identified in Sections (i), (iii), (v) and (vi) of the definition of Intellectual Property in paragraph II.F.
- m. Work Made for Hire Work Made for Hire means any Work prepared by an Institutional Employee within the scope of his or her employment or any Work specially ordered or commissioned by Grand Canyon University for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the Work shall be considered a work made for hire.

Student Works

As a general rule, all Intellectual Property created or developed by a Student whether through Independent Academic Effort or Creative Activity or by use of Institutional Resources, will be owned by the Student ("Student Intellectual Property").

- This general rule is subject to the following exceptions, and the following shall not constitute Student Intellectual Property:
 - a. Intellectual Property developed as a Sponsored Work.
 - b. Intellectual Property developed under a grant which imposes rules or restrictions requiring that Grand Canyon University, the government, and/or a third party hold ownership rights, in whole or in part, to the Intellectual Property.
 - c. Intellectual Property developed by Students who are hired by GCU to carry out specific tasks from which such Intellectual Property results; such Intellectual Property constitutes Work Made for Hire, and therefore, Students retain no rights of ownership in whole or in part to such Intellectual Property or to the Student's contribution to such Work Made for Hire.
- 2. All Students grant to GCU a royalty-free, worldwide, perpetual, irrevocable, sublicensable and transferable license to use, record, reproduce, distribute, modify, create derivative works of, publish, display, broadcast, perform, and otherwise duplicate Student Intellectual Property (excluding any such Student Intellectual Property created or developed by a Student through Independent Academic Effort or Creative Act) for use by GCU in connection with educational, research, clinical, promotional, commercial, noncommercial, public relations, and marketing campaigns, and any other use that GCU deems necessary. Students will receive no compensation at any time for use by GCU of the Intellectual Property.
- All Students agree to participate in any promotional, commercial, public relations or other marketing campaigns of any nature related to Student's Intellectual Property when requested by GCU.

Sponsored Works

As a general rule, Intellectual Property developed as a Sponsored Work shall be owned by the Sponsor; provided, however that the Sponsor will be responsible for the patent process, and GCU shall be afforded reasonable windfall and license rights as set forth herein.

- 1. Patent Filing. The Sponsor shall be responsible for filing patent applications for such Intellectual Property at Sponsor's expense. Patent expenses include the cost of patent filing, prosecution, and maintenance in the United States and any foreign country in which the patent application is filed, or any patent is issued. If Sponsor decides to abandon the patent application or any issued patent, it shall inform GCU at least thirty (30) days prior to any office action deadline such that GCU might complete the patent process or maintain the patent at its own expense, if it so desires. If GCU elects to complete the patent process or maintain the patent, GCU shall receive, and Sponsor shall take all steps necessary to transfer to GCU, full ownership of such patent application, issued patent and any resulting Intellectual Property.
- 2. Windfall Rights. Any separate written agreement between the Institution and a Sponsor for the development or commercialization of a Sponsored Work shall include a reasonable windfall provision whereby, in the event of commercialization of the Intellectual Property by a Sponsor, GCU may receive a royalty. The terms of such a provision, such as the windfall threshold, royalty amount, and payment terms, will be determined on a case-by-case basis. All royalties received by GCU will be divided equally between GCU and GCU's Scholarship Foundation. GCU reserves

- the right to revoke or otherwise withdraw such allocated royalties from GCU's Scholarship Foundation at any time at its discretion.
- 3. <u>License Rights</u>. Any separate written agreement between the Institution and a Sponsor for the development or commercialization of a Sponsored Work shall include a license or licenses granting to GCU the royalty-free, worldwide, perpetual, irrevocable, and transferrable rights to: (i) publish such Intellectual Property, its role in the development of such Intellectual Property, and the relationship between GCU and the Sponsor for educational, promotional, commercial, noncommercial, public relations, and marketing campaigns; (ii) use such Intellectual Property for research, clinical and education purposes; and (iii) use such Intellectual Property in subsequent sponsored research projects at GCU.
- 4. For Sponsored Work of Students only, any separate written agreement between GCU and a Sponsor shall include a provision whereby Sponsor agrees to make a reasonable effort in conjunction with GCU to employ Student(s) upon graduation at Sponsor's institution whenever feasible.
- 5. <u>Grant-Funded Work</u>. As an exception to this general rule, Intellectual Property developed as a Sponsored Work under a grant is subject to the rules or restrictions imposed by the granting organization which may require Grand Canyon University, the government and/or a third party to hold ownership rights, in whole or in part, to the Intellectual Property.

Grants

Intellectual Property developed under a grant may impose rules or restrictions requiring that Grand Canyon University, the government and/or a third party hold ownership rights, in whole or in part, to the Intellectual Property. Sponsor and/or Student will retain ownership rights in the Intellectual Property to the extent permitted under the applicable grant rules and the terms of this Policy. The distribution of grant funding shall be subject to grant requirements and will be disbursed accordingly.

Revenue Sharing

As a general rule, absent a written agreement, GCU does not share revenue derived from GCU owned Intellectual Property with the creator of such Intellectual Property. GCU is, however, committed to recognizing the special efforts of GCU students and/or employees participating in certain research and design activities and in those circumstances, GCU will share revenue with the creator(s) (and all other contributing individual(s), if applicable) per the terms of a separate, written agreement.

Additional Policy Provisions

- 1. The rights of Grand Canyon University to a royalty-free, perpetual, irrevocable, sublicensable, transferable, worldwide license (exclusive or non-exclusive, as Grand Canyon University deems necessary), to use and reproduce copyrighted materials for educational, research, clinical, non-commercial and promotional purposes shall be included in any agreement with a non-Institution sponsor.
- 2. If any Intellectual Property is developed jointly by Grand Canyon University and a non-Institution party, the parties' respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a separate written agreement.
- 3. Students working on a project governed by an existing written agreement to which Grand Canyon University is a party are bound by all terms of that agreement.

Institution's Marks

Intellectual Property comprised of, or associated with, Grand Canyon University's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "GCU Marks") belongs exclusively to Grand Canyon University and/or its affiliates. This Policy is designed to protect the reputation of Grand Canyon University and its affiliates, and to prevent the illegal or unapproved use of the GCU Marks.

The GCU Marks shall not be used without the prior, written authorization of the appropriate authorities of Grand Canyon University. No products or services may be marked, offered, sold, promoted, or distributed with or under the GCU Marks without Grand Canyon University's prior written permission and compliance with the licensing policies of Grand Canyon University. All requests for use of the GCU Marks must be submitted in writing to an officer designated by the Institution.

Notwithstanding the foregoing, faculty, staff, Institutional Employees, and Students may identify their status or professional affiliation with Grand Canyon University as appropriate. However, any use of the GCU Marks in this regard must avoid any confusing, misleading, or false impression of affiliation with, or sponsorship or endorsement by, Grand Canyon University.

Reservation of Rights

Grand Canyon University reserves the right at any time in its sole discretion to modify and/or make changes to this Policy. Grand Canyon University agrees, however, that it will endeavor to notify the Grand Canyon University community of its intention to make modifications and/or changes to the Policy prior to their enactment.

Effective Date

This Policy supersedes any preexisting Institution policy on intellectual property and will remain in effect until modified or revoked by Grand Canyon University. This Policy will be binding on all parties who create Intellectual Property before or after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with Grand Canyon University changes or terminates. By continuing one's relationship with Grand Canyon University, one agrees to these changes.

To review GCU's Intellectual Property Policy in its entirety, students may contact their Student Services Counselor.

Responsible Conduct of Research for Sponsored Research

Overview

Grand Canyon University (University) is committed to providing its faculty, staff, and students with the training needed to ensure a safe and productive research environment. This Responsible Conduct of Research (RCR) Policy (the "Policy") is intended to comply with the requirements of the National Science Foundation's (NSF) implementation of the requirements of Section 7009 of the American Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (42 U.S.C. 1862o-1), the National Institutes of Health (NIH) requirements found in NOT-OD-10-019, and the U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA) program's RCR training

requirements. This training must be completed prior to receiving the research funding. This Policy may be applicable to others conducting research at the University.

Scope

This Policy applies to all investigators, staff, and students (undergraduates and graduates) involved in projects funded by the NSF, the NIH, and the USDA. While this Policy applies specifically to individuals involved in projects funded by the agencies named above, all University individuals (faculty, research staff, students, and research administrators) conducting or proposing to conduct research, scholarly, or creative activities through the University are expected to complete training relevant to the research activity. When conducting research involving Humans or Animals, guidelines for submitting protocols to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC), respectively, must be followed.

Definitions

- a. Collaborative Institutional Training Initiative (CITI) is a webbased online training program used by the University to provide basic training in the responsible conduct of research.
- b. Investigator includes the principal investigator (PI), project director (PD), co-principal investigators (co-PIs), and any other person who is responsible for the design, conduct, or reporting of research or educational activities funded or proposed for funding by an external agency.
- c. Institutional Animal Care and Use Committee oversees the University's animal care and use program and is responsible for reviewing and approving all activities utilizing vertebrate animals for research, teaching, and testing, ensuring compliance with federal animal welfare regulations, inspecting animal facilities and investigator laboratories, investigating animal concerns, and overseeing training and educational programs.
- d. Institutional Review Board is responsible for the protection the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the University. The IRB is charged with the responsibility of reviewing, prior to its initiation, all research (whether funded or not) involving human participants.
- e. Research is the careful study of a given subject, field, or problem, undertaken to discover facts or principles.
- f. Responsible Conduct of Research (RCR), as defined by the NIH, is "the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research".
- g. Sponsored Project/Sponsored Research is an activity that is sponsored, or funded, by an external organization, such as a federal, state, or private organization or agency.

Policy

All members of the University research community are expected to adhere to the highest ethical and professional standards as they pursue scholarship and research activities. It is the policy of the University that all investigators, staff, graduate, and undergraduate students who receive support from the NSF, NIH, or USDA, whether through wages or a stipend, are required to complete training in the Responsible Conduct of Research (RCR). External consultants and subcontractors participating on a sponsored project funded by these agencies are also required to complete the training.

Investigators involved in the University's research enterprise must complete RCR training for all grant-funded research, regardless of how their research is funded. RCR training is required for staff with pre-and post-award functions of sponsored projects in the Office for Research and Innovation. The training must be completed prior to receipt of the research funding.

The University encourages all students, faculty, and researchrelated staff that are involved in research projects to complete RCR training.

Students and trainees engaged in sponsored research at the undergraduate or graduate level will receive instruction in ethical considerations and decision making in the responsible conduct of research that is appropriate for their disciplines and stage of research education and curricula. It is the responsibility of the Investigator to ensure that all students and trainees are informed of this requirement and that it has been met.

Basic RCR training is offered by the University through the Collaborative Institutional Training Initiative CITI. To meet NIH, NSF, and USDA requirements, Investigators are required to include substantial face-to-face instruction in the responsible conduct of research to their students/trainees.

The Office for Research and Innovation (ORI) is responsible for ensuring the implementation of RCR training for principal investigators, co-investigators, research and assistants involved in sponsored projects. ORI will maintain records of completed RCR training for investigators with funded projects.

Procedure

Office for Research and Innovation

The ORI is responsible for overseeing the University's overall compliance to this Policy. ORI will maintain documentation of completion of RCR by University Investigators, to include faculty, research staff, and undergraduate/graduate students involved in sponsored projects. ORI will provide information about RCR training to faculty, staff, and students who are involved in scientific and empirical research, and guidance with regard to RCR requirements/issues.

The Office for Contracts and Grants (OCG) will ensure that an up-to-date record of RCR training for each Investigator (PI) or co-PI of a research grant application is on file before a grant application is submitted to the NSF, NIH, or USDA, or other sponsor, as required.

Investigator

All University investigators involved in sponsored research must complete required online training modules provided by the CITI program prior to the distribution of the research funds. When conducting research involving Humans or Animals, guidelines for submitting protocols to the Institutional Review Board (IRB) or Institutional Animal Care and Use Committee (IACUC) must be followed.

Investigators funded by an NSF project in which undergraduate or graduate receive support are responsible to the sponsor and the University for ensuring that students/trainees are aware of and fulfill the NSF RCR training requirement.

Staff

University staff who are involved in the administration and/or conduct must complete the online training modules defined by their job responsibilities or research role, required by the ORI provided by the CITI program. This includes training related to the acquisition and/or reporting of data. This online training should be completed within six (6) weeks of beginning the research or research-related activities.

Students

- 1. All students/trainees receiving NSF, NIH, or USDA support at the University shall complete RCR training as follows:
 - a. Completion of University approved CITI RCR Modules.
 Contact the ORI for modules that meet the appropriate agency requirements.
 - b. Formal and/or informal instruction guided by the Investigator, as documented in a submitted training plan.
 The training plan must include the activities to be completed, the dates of expected completion, and be signed by the Investigator and the student.
 - c. For research involving human or animal subjects, any training activities required by the University IRB or IACUC, respectively.
- When the required training activities are complete, the required documentation should be submitted to ORI by the Investigator.
- 3. The completed RCR Modules and Training Plan should be submitted to the ORI prior to any payment/stipend support being provided to the student

Forms

Agreement to Provide and Monitor Responsible Conduct of Research (RCR) Training for NIH

Agreement to Provide and Monitor Responsible Conduct of Research (RCR) Training for NSF

Student/Trainee Responsible Conduct of Research Training Plan

References

US Department of Health and Human Services, Office of Research Integrity (https://ori.hhs.gov/ori-introduction-responsible-conduct-research)

Update on the Requirement for Instruction in the Responsible Conduct of Research (https://grants.nih.gov/grants/guide/notice-files/NOT-OD-10-019.html)

US Department of Agriculture, National Institute of Food and Agriculture, Responsible and Ethical Conduct of Research (https://nifa.usda.gov/responsible-and-ethical-conduct-research)

National Science Foundation America COMPETES Act RECR Training Requirements

(https://www.nsf.gov/bfa/dias/policy/rcr.jsp)

Financial Services

The financial information presented in this Handbook was current when published. Many of the policies, interest rates, limitations, etc., are set by organizations (private or governmental), which may change after this Handbook is published. We strongly urge students to confirm all such information with the student's Student Services Counselor before making financial decisions or commitments.

Payment Policy

Method of Payment

The University offers students the option of one or more of the following methods of payment:

- Cash Payment Options
- Direct Bill
- · Financial Aid

Students choose primary and secondary methods of payment upon completing the application for admission. Students are expected to clear their account balances using the specified methods of payment, unless other arrangements are approved. Upon clearing their account, students may contact their Student Services Counselor to arrange different methods of payment for future courses.

Cash Payment Options

Cash

For the protection of Grand Canyon University students and employees, cash payments are only accepted in the Advisement Center with a Student Services Counselor. Students should not send cash through the mail.

Check

The University accepts personal checks, traveler's checks, bank money orders, and cashier's checks. When paying by check, students must include their full name and GCU Student ID on the face of the check. Remit payments to the Accounting Department at P.O. Box 11590, Phoenix, AZ 85061-1590. A service fee of \$25.00 is charged for each check returned by a bank for any reason. The University may refuse future payments by check for individuals whose payment is returned by a bank.

Charge

The University accepts Visa, MasterCard, Discover and American Express. All credit card payments are subject to authorization by the issuing bank. If authorization is denied, payments cannot be processed. Credit card payments can be made online via the Student Portal at http://gcuportal.gcu.edu/ The Portal displays student balances by payment period. Enter payment information and submit. An e-mail will be sent to the GCU e-mail address with confirmation of payment received.

Monthly Installment Plan

The Tuition Payment Plan enables students to spread tuition payments across an agreed upon timeframe. Participation requires a non-refundable \$25.00 enrollment fee and advanced approval by their Student Services Counselor. Students who fail to meet the requirements of the payment plan may be prohibited from participating in future payment plans. For additional information, students may contact their Student Services Counselor.

Direct Bill Payment Options

Corporate

Students may have employers that pay school tuition directly to GCU which is different from Deferred Payment. In this situation,

the Employer will create an account with GCU, and the GCU Accounting Office will send a billing statement directly to the Employer. This payment relationship bypasses the students; however, students must have their employer complete a Direct Bill Voucher, and submit with their application. Students should contact their assigned Student Services Counselor with questions. In addition, students must pay any balance that Employers do not cover or on which Employers default by selecting an alternative payment option before the end of each payment period.

Military and Veteran

In order to support those who are currently serving and their spouses or those who have served in the United States military, Grand Canyon University offers a special military and veteran scholarships for some programs and modalities. Consideration is given to students who can provide the following supporting documentation which must be presented in advance of the term to receive the scholarship:

- Military Transcripts;
- Copy of DD-214 (Release or Discharge from Active Duty);
- · Letter from Commanding Officer;
- VA Letter Certifying Military Service;
- Benefit Documentation (TA form, COE, VA form 1905);
- · Copy of Military Orders;
- · Leave and Earnings Statement (LES); and
- · Copy of Military Personal Record.

There are numerous education benefits from the Veterans Administration and the Department of Defense based upon military status at the time of separation from the service, as well as, for active duty military personnel. Students may utilize Veterans' Administration educational benefits at GCU such as Post-911 GI Bill® (Chapter 33) Montgomery GI Bill® (Chapter

30), Montgomery GI Bill® Select Reserve (Chapter 1606), Survivors and Dependents' Educational Assistance DEA (Chapter 35), Tuition Assistance (Top-Up), and Vocational Readiness and Employment (Chapter 31). In addition, Active Duty Military may qualify for Military Tuition Assistance.

GCU is approved for the education and training of Veterans under the provisions of title 10 and 38, United States Code including the Post 9/11 GI Bill®. Due to the delay in processing

of VA benefit applications and claims for benefits, upon Registration, any person who is eligible for and has provided proof of application for Veterans Administration education benefits (Chapter 33) or VRE benefits (Chapter 31) will receive a deferment of payment of covered tuition and fees, with no interest charge or other penalties until the claim has been processed by the Veterans Administration and payment has been received by the University. Online and Cohort students must enter into a signed Tuition Deferral Agreement. Traditional students must provide a current Certificate of Eligibility (COE) in order to be considered for Tuition Deferral.

Grand Canyon University will continue to seek payment for noncovered expenses which include but are not limited to::

- Housing and Meal Plans
- Application Fees
- Parking Fees

- Schedule Change Fees
- Other Fees not eligible under VA Benefits

In addition, if the VA determines the student is not eligible for federal VA education or employment benefits or it is determined that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition and fees charged by the University. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

A student using VA Chapter 33 or Chapter 31, simultaneously with other forms of financial aid, can either request the excess financial aid less the difference between the cost of the course and the expected VA payment. While GCU awaits the payment from the VA, the student's account will appear as a balance owed. GCU will credit the student's account with the VA funds upon arrival. Any difference will either be refunded to the student or become due. Students have the option to utilize their financial aid to pay the balance and receive a stipend once the VA funds are received, if they so choose to do so. In order to request a stipend, students must submit a Certificate of Eligibility (COE) dated within 90 days. All stipend requests should be made through Student Services Counselors in order to start processing.

International Student Payment

Students attending GCU as F-1 visa holders are required to make payment of school tuition, fees and housing in full 30 days prior to the start date of each semester. Delays in satisfying payment may prevent students from attending classes and jeopardize their F-1 status. If international students anticipate payment issues for the following semester, they must consult with the International Students Office immediately.

As noted under the admission policy, Grand Canyon University reserves the right to require a \$6,000 refundable deposit from applicants before an I-20 will be issued. A refund will be granted only if the visa is denied and evidence of denial is provided to the International Students Office.

Financial Payment Options

Students may use financial aid to fund their education. Refer to the <u>Financial Aid</u> section for information on applying for aid and the types of aid available.

Payment Deadlines

Tuition and fees are assessed to students as follows: Online (Nontraditional) students are assessed at the time of attendance and Ground (Traditional Campus) students are assessed on the start date of the term. All cash payment options must be paid in full by the start date of the course or term, unless other payment arrangements have been agreed to. Students are able to view their outstanding balance and account activity as well as initiate a credit card payment by logging on to their student portal. Any financial related questions should be directed to the student's assigned Student Services Counselor.

All direct-bill payment options must be paid in full within 30 days of invoicing unless other terms are agreed to with the vendor. Balance notices will be generated and sent to the responsible third party on Day 10 of the course after all rosters have been confirmed.

Accounts that remain delinquent past 30 days are subject to collection efforts that may include credit reporting and placement of the account with a third party collection agency. Accounts that are placed with a third party collection agency will be assessed

the associated collection fees. It is the sole responsibility of the students to adhere to payment deadlines of their tuition and fees, regardless of the method of payment or contract with their employer.

Late Payment Fee

Traditional Campus Students

Traditional campus students are required to establish payment arrangements prior to the first day of the semester and to fulfill those payment arrangements, as scheduled, on a monthly basis. Students who do not fulfill the established terms of payment, by failing to submit required financial documents or making full payment as scheduled, will be assessed a monthly fee of \$25.00 until the account is current.

Additionally, students who do not pay their balance in full prior to the term's completion may be removed from future university classes, residential housing, and/or have their Meal Plan access restricted, depending on the reason for the balance.

Schedule Change Fee

Traditional Campus Students

Traditional campus students are permitted to change their schedule up to 14 calendar days prior to the semester's start date without financial penalty. Students who make schedule changes within two weeks of the course start are subject to a \$25 Schedule Change Fee. Once the term has started the Schedule Change Fee increases to \$50. Schedule changes include exchanging courses, adding or dropping courses, or transferring to another section of the same course.

The schedule change fee will be waived for students adjusting schedules based on institutional initiated changes. Schedule changes stemming from participating in a GCU club or activity will be evaluated and verified with the Club/Activity Owner.

Failure to Pay

Failure to pay the balance does not cancel registration or responsibility for tuition and fee charges or related taxes. Non-attendance does not cancel registration or responsibility for tuition and fee charges or related taxes. All cash and direct-bill payment options must be received in full by their due date or a Finance hold will be placed on the student's account on day 30 of the payment period.

** The only exception to this rule includes CASH-paying students who are making regular and consistent payments through Tuition Payment Plans or students with a Deferred Payment Voucher. These students will not incur holds on their accounts.

A Finance Hold will prohibit any future class registration as well as prohibit the purchase and distribution of any official Grand Canyon University transcripts or diploma. Any students who have a hold placed on their account will be subject to Grand Canyon University's Collection Policy.

Failure to comply with the stated policies of the University may result in an administrative withdrawal from classes and/or submission to an outside collection agency, with the student assuming all additional costs.

Student Bankruptcies

Upon notification that a student has filed a bankruptcy petition, the University will immediately cease any collection efforts on the student's account, including removing any Collection Hold that had been issued.

In addition, the University will immediately place a Bankruptcy Hold on the student's account. The purpose of a Bankruptcy Hold

is to identify a student with a pending bankruptcy petition. A Bankruptcy Hold allows the University to:

- Release the student's transcript upon receipt of an Official Transcript Request Form and Fee, if applicable.
- Allow the student continued enrollment and attendance in current course(s).

Students that file a bankruptcy petition will have their files referred to the University's legal department for processing. Students in this situation may continue to attend their current classes without interruption, but must prepay for future enrollment.

Course Tuition Refund

The University will refund tuition according to the following policy. Refer to the <u>Official Enrollment Status Change</u> section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Nontraditional Students

Nontraditional students include students who are enrolled in a degree seeking program of study, taking single course(s) and/or students enrolled in Continuing Education (CTE) coursework.

Students who drop/withdraw from a course/all courses are eligible for the following refund:

Before Week 1	
During Week 1	75% tuition refund
During or after Week 2	No refund

Traditional Campus Students

Students who drop/withdraw from a course/all courses within the 15-week semester at the ground campus in Phoenix, Arizona, are eligible for the following refund. The refund policy is based on the start date of the semester regardless of where the course falls within the semester.

Before Week 1	100% tuition refund
During Week 1	90% tuition refund
During Week 2	75% tuition refund
During Week 3	50% tuition refund
During or after Week 4	No refund

Course Fee Refunds

Nontraditional Students

All fees, including materials fees, are non-refundable after the start of a course.

Traditional Campus Students

With the exception of course-related fees and student insurance, which are non-refundable after the start of class, all instructional and ground campus-related fees are refundable during Week 1. After Week 1, all fees are non-refundable.

Military Refund Policy

The Department of Defense has specific regulations that require the University to apply a proportional refund policy on tuition for students that receive Tuition Assistance (TA) benefits. Benefits are earned proportionally during an enrollment period up to 60 percent complete. Upon earning 60 percent of the benefit, no refund will be applied. Unearned TA benefits will be returned to the military department not to the student. If the returned portion creates a balance the student will be required to remit payment. Proportional amounts will be determined by days up to the following amounts. See Appendix B

State Refund Policies

Many states have regulations that require the University to apply a specific refund policy to students taking courses in these states. State refunds will be processed in two steps. The General Refund Policy will be recorded first on the account, and then the state's policy will be recorded second as a separate credit. Note that each transaction may be recorded on a separate day. The specific state refund policies are listed below.

3-Day Cancellation Notice

An applicant who provides notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid no later than 15 days of the notification. Students may contact the Office of Academic Records in writing to Grand Canyon University, Office of Academic Records, P.O. Box 11097, Phoenix, AZ 85061-1097 within three (3) business days after the date of original signature. Students may also contact their University Counselor (UC) or Student Services Counselor (SSC) via email, or in writing. The UC or SSC will then notify the Office of Academic Records to expunge the record and the school shall provide the 100% refund.

7-Day Cancellation Notice for Alaska Residents

The following information replaces the 3-Day Cancellation Policy exclusively for Alaska residents. An Alaska resident who provides notice of cancellation within seven (7) days of signing an enrollment agreement is entitled to a refund of all monies paid no later than 30 days of the notification. Students may contact in writing Grand Canyon University, Office of Academic Records, P.O. Box 11097, Phoenix, AZ 85061-1097 within seven (7) days after the date of original signature. Students may also contact their enrollment representative or student services counselor via email or in writing. The enrollment representative or student services counselor will then notify the Office of Academic Records to expunge the record and the school shall provide the 100% refund.

7-Day Cancellation Notice for Ohio Residents

The following information replaces the 3-Day Cancellation Policy exclusively for Ohio residents. An Ohio resident who provides notice of cancellation within seven (7) days of signing an enrollment agreement is entitled to a refund of all monies paid no later than 30 days of the notification. Students are advised to contact their University Counselor or Student Services Counselor to facilitate a complete withdrawal.

Non-Traditional Course Tuition Refund

The University will refund tuition according to the following policy unless a student attending courses online is a resident of a state that requires the University to follow different guidelines. These state policies are listed in the State Refund Policies section of the University Policy Handbook. Refer to the Official Enrollment Status Change section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Nontraditional Students who drop/withdraw from a course/all courses are eligible for the following refund:

Before Week 1	100% tuition refund
During Week 1	75% tuition refund
During or after Week 2	No refund

Traditional Course Tuition Refund

The University will refund tuition according to the following policy unless a student attending courses online is a resident of a state that requires the University to follow different guidelines.

These state policies are listed in the State Refund Policies section of The University Policy Handbook. Refer to the Enrollment Status Change section of the University Policy Handbook for a complete explanation of the University's Withdrawal Policy.

Traditional Students who drop/withdraw from 16-week courses at the ground campus in Phoenix, Arizona, are eligible for the following refund:

Before Week 1	100% tuition refund
During Week 1	90% tuition refund
During Week 2	75% tuition refund
During Week 3	50% tuition refund
During or after Week 4	No refund

With the exception of materials fees, which are non-refundable after the start of class, all instructional and ground campus-related fees (such as insurance and facilities fees) are refundable during Week 1. After Week 1, all fees are non-refundable.

Course Tuition Refund for Students Enrolled in the Nevada aBSN Program

Students in the Nevada-based ABSN program who cancel their enrollment any time before the start of the first class session will receive a full refund of all monies paid, less 10% of the tuition agreed upon in the enrollment agreement or \$150, whichever is less. A student who withdraws, who doesn't return from a leave of absence, or is suspended/expelled by the University after the start of the course and before the completion of more than 60% of the course will be refunded a pro rate amount of the tuition agreed upon in the enrollment agreement, minus 10% of the tuition agreed upon in the enrollment agreement of \$150, whichever is less. The completion percentage is based on the total number of calendar days in a course and the total number of calendar days completed. All refunds are made in full to the student within 15 days of the date of official withdrawal.

If the University must change a program, the University will attempt to find the most favorable resolution for the student including transferring to a comparable alternative program for the same tuition, or teaching out the program. Please refer to Program of Study, Course Availability, and Cancellation policy in the University Policy Handbook. If the University fails to substantially furnish the training program as agreed to in the Enrollment Agreement, in situations according to Nevada law NRS 394.449, the University shall refund to a student all the money the student has paid.

Sales/Use/Excise/Gross Receipts Taxes

It is the policy of the University to collect and remit sales, use, excise, and/or gross receipts taxes in compliance with state and local taxing jurisdiction regulations which require the University to remit tax where applicable. These regulations vary by student location. Please note: It is also the policy of the University to require payment of sales, use excise, and/or gross receipts tax. Payment of tax is ultimately the student's financial responsibility to the University regardless of the financing arrangements.

Per Hawaii requirements: It is hereby stated that students residing in the State of Hawaii will be charged Hawaii General Excise Tax on all transactions. Students living in the District of Oahu will be charged 4.712%. Students residing in other Hawaii districts will be charged 4.1666%.

Institutional Aid (GCU Scholarships and GCU Grants)

Traditional Campus Students

Grand Canyon University institutional aid reduces the cost of tuition, room and board, materials, and lab fees.

Institutional aid is not available for the summer semester except in certain circumstances.

Eligibility

Applicants may be required to:

- 1. Complete and submit a GCU Admissions Application.
- 2. Secondary (high school) transcript, documenting no less than 75% of the coursework needed for degree completion, with an unweighted grade point average (GPA) of 3.00 or above. Degree-bearing transcript must be submitted when conferred. If final transcript negatively impacts admissibility, acceptance status may be rescinded or modified to include specifications
- 3. Submit final transcripts noting high school graduation date and unweighted GPA to allow final institutional aid to be awarded by the University due date. Scholarships are locked in on the due date and cannot be increased for any transcripts or test scores received after the University due date. The due date is the end of the third week of the term for each term start.
- 4. Submit post-secondary (college) transcripts, if applicable
- Submit math and reading SAT and ACT scores (writing does not need to be included. If using test scores for scholarship eligibility, a minimum 2.5 un-weighted HS GPA is required.
- 6. Students must be fully accepted into the University for most institutional aid programs. Students who are Accepted with Specifications ("AS") may not be eligible for institutional scholarships and will remain ineligible even if they meet full acceptance criteria after their first semester. Students who are approved for AS and have a weighted GPA that is eligible for an academic scholarship may receive the academic scholarship only and all other scholarships requiring admissibility are not eligible for this exception.
 - a. Students already receiving an employer tuition discount are not eligible for institutional aid including scholarships offered for RA positions or for participation in spiritual life groups. If an employee or dependent chooses to rescind their employee tuition discount, their scholarship(s) may then be applied. Requests to rescind employee discount must be in writing
 - b. If an employee or dependent becomes ineligible for the employee tuition discount and they still have remaining eligibility for a previously forfeited scholarship, the employee or dependent may have their scholarships reinstated.
- 7. Students attending the traditional campus and eligible for scholarship aid are required to sign their scholarship memorandum of understanding (MOU) to secure their scholarship award. Students who have not signed their MOU will have their scholarship award cancelled

Institutional Aid Limits

Institutional aid can be combined up to an annual limit (commonly referred to as caps). Institutional aid limits vary by enrollment period and set as a maximum amount a student can receive in institutional scholarships per academic year. Institutional aid limits vary based on academic scholarship award type and vary based on housing selection per semester. Institutional aid programs, not including those designated for housing, are applied towards tuition and fees only.

Institutional Aid Renewal Eligibility

The following University institutional aid renewal criteria do not supersede requirements that may be specifically outlined within other GCU scholarship programs.

- 1. Students must maintain full-time continuous enrollment which is defined by program (typically 12 credits per semester) and meet minimum GPA requirements. Students who are not enrolled full-time will forfeit their scholarship award for that semester unless they are in their final year with GCU (less than 24 credits remaining). If students are in their final year and unable to take a full-time semester course load, their scholarship(s) will be pro-rated based on the number of credits attempted.
 - Students are typically re-evaluated at the end of the University's academic year.
- If students become ineligible to participate in the institutional aid program, they may lose eligibility for any future institutional aid.
- GPA for the Fall semester will be evaluated using either the previous Spring or Summer semester, whichever is later.
 Therefore, students may use the Summer semester to increase their GPA, if needed.
- 4. Institutional aid is renewable up to eight semesters for freshman students and up to six semesters for transfer students.
- 5. Many forms of institutional aid vary based on housing selection and are adjusted on a semester basis.
- 6. Students enrolled in a double major or double degree may extend their institutional aid for additional semesters if needed, but only if they were enrolled in the double major or double degree prior to their first semester
- 7. As of Fall 2020, when students are accepted into the clinical portion of the BS in Nursing program will no longer be eligible for institutional aid. Institutional Aid that is considered performance-based aid may be allowed, but is subject to GCU approval.

Scholarship Revocation

Students who are unable to fulfill the requirements of their institutional aid will have their award immediately revoked in the full amount for the current semester, regardless of the calendar date or amount of time spent in their program of study.

Students transitioning from Online, Evening-Satellite or Evening-Campus to the Traditional Campus may qualify for an Indirect Academic Scholarship if they have completed a minimum of 12 GCU credits and have a GCU GPA that meets the academic scholarship eligibility.

GCU reserves the right to decline institutional aid at any time. Typically, students will be re-evaluated at the end of the University's academic year.

Common Institutional Aid Awards

Following is a list of commonly awarded forms of Institutional Aid for new students who enrolled for the first time during the 2022-2023 Academic Year*. This is not a comprehensive list and excludes the Institutional Aid program requirements for prior years. For more information about the specific requirements for any Institutional Aid program not listed, please contact your Student Services Counselor.

Direct Academic Scholarships (0-23 credits)

This program is only available for freshman students attending GCU and coming directly from High School:

- Students who have fewer than 24 transfer credits.
- Students who completed college coursework while enrolled in high school are exempt from the 24 transfer credit limit. These

- students may choose to use their transfer GPA, if preferred. If the student chooses to use their transfer GPA, the transfer GPA will be used for In-Direct Academic Scholarship eligibility. Transfer GPA's cannot be used to determine Direct Academic Scholarship eligibility.
- This award is evaluated annually and can be renewed by maintaining satisfactory academic progress.
- Once enrolled, Maintain continuous and full-time enrollment at GCU.

Scholarship Options	Award Amount for new Freshman students	
Chancellor's Scholarship	\$9,300 per year (\$4,650 per Semester)Minimum incoming 4.0 GPA (un-weighted)	
President's Scholarship	 \$7,300 per year (\$3,650 per Semester) Minimum incoming 3.9 GPA or SAT: 1410 / ACT: 31 	
Provost's Scholarship	 \$6,300 per year (\$3,150 per Semester) Minimum incoming 3.6 GPA or SAT: 1295 / ACT: 27 	
Dean's Scholarship	 \$5,300 per year (\$2,650 per Semester) Minimum incoming 3.5 GPA or SAT: 1170 / ACT: 24 	
Faculty Scholarship	 \$4,300 per year (\$2,150 per Semester) Minimum incoming 3.2 GPA (un-weighted) or SAT: 1130/ ACT: 22 	
Antelope's Scholarship	 \$2,800 per year (\$1,400 per Semester) Minimum incoming 3.0 GPA (un-weighted) or SAT 1000/ACT 20 	

^{*}Freshman students who started prior to Fall 2022 need to contact their Student Services Counselor for award amounts and requirements.

Transfer Academic Scholarships (24 or more transfer credits) – Non- Nursing

This program is only available for transfer students who must:

- Submit transcripts showing cumulative GPA for 24 or more college credits.
- Submit official transcripts for all previously completed coursework by day 21 of the semester.
- Coursework submitted that was not previously included at the time a scholarship award was given and was completed prior to attending GCU may alter the scholarship amount.
- Maintain continuous and full-time enrollment at GCU once enrolled
- This award is evaluated annually and can be renewed by maintaining satisfactory academic progress.

Scholarship Options	Award Amount
Transfer President's Scholarship	\$6,400 per year (\$3,200 per Semester)Minimum incoming 3.75 GPA
Transfer Provost's Scholarship	\$5,400 per year (\$2,700 per Semester)Minimum incoming 3.5 GPA
Transfer Dean's Scholarship	\$3,400 per year (\$1,700 per Semester)Minimum incoming 3.25 GPA

Scholarship Options	Award Amount	
Transfer Faculty Scholarship	\$2,400 per year (\$1,200 per Semester)Minimum incoming 3.0 GPA	
Transfer Antelope Scholarship	 \$1,400 per year (\$700 per Semester) Minimum incoming 2.25 GPA with 24+ credits; 2.75 GPA with 6-23 credits 	

^{*}Transfer students who started prior to Fall 2022, need to contact their Student Services Counselor for award amounts and requirements.

Priority Registration Grant

This scholarship/grant is for new students only. Award amounts are limited to select number of student per year. The award amount per Priority Registration Grant may vary depending on when the student completes the requirements for the scholarship and their housing status, and the student must be admissible to GCU. There is no wait list for these funds.

Once awarded, student must maintain successful satisfactory academic progress and maintain continuous full-time enrollment to retain this scholarship/grant.

Tuition and Fees

Effective Fall 2022 for Traditional Campus and 7/1/22 for Non-Traditional Campus

Traditional Campus Programs		
Undergraduate Tuition		
Credits 1-11	\$687.50/credit	
Block Tuition (12-18 credits)	\$8,250.00	
Credits 19+ (Block +)	\$8,250.00+\$687.50/ per credit above 18 credits	
Summer Traditional Undergraduate rate (except pre- licensure nursing cohorts) (Effective 8/29/16)	\$310/credit	
Accelerated BSN Program (Tucson and Sun City)	\$850/credit	
Traditional Campus Programs		
Graduate Tuition		
Credits 1-11	\$687.50/credit	
Block Tuition (12-18 credits)	\$8,250.00	
Credits 19+ (Block +)	\$8,250.00+\$687.50/ per credit above 18 credits	
Credits 19+ (Block+)	\$8,250.00+\$687.50/ per credit above 18 credits	

^{*}No In-State/Out-State rates

^{*}Traditional campus students taking courses in the online format will be charged the regular traditional tuition rates.

Non-Traditional Campus		
Undergraduate Tui	tion	
Education and Science Programs \$455/credit		
Theology Programs	\$410/credit	
RN-BSN Program	\$340/credit	
Online and Professional Studies (all programs other than those listed above)	\$485/credit	
Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$250/credit	
Pre-Requisites for Accelerated BSN Program	\$425/credit	
Graduate Tuition	n	
Education Programs	\$580/credit	
MDIV Program	\$400/credit	
Business Programs	\$630/credit	
Advanced Practice Nursing Programs	\$715/credit	
Online and Professional Studies (all programs other than those listed above)	\$565/credit	
Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$400/credit	
Doctoral Programs – (includes dissertation courses 966-974)	\$715/credit	
Doctoral Programs: Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$617.50/credit	
Continuing Education (CT	E) Tuition	
Online \$160/credit		
Fees		
Canyon Connect-Undergraduate	\$110	
Canyon Connect-Graduate	\$120	
Canyon Connect-Doctoral	\$130	
Canyon Connect for RN to BSN Program, courses with an NRS-prefix and HLT-362V	\$120/course	
Canyon Connect for Advanced Practice Nursing Programs	\$450-\$500/Course	
Learning Management Service Fee (New Online & Professional Studies students)	\$550	
Doctoral Residencies	\$1,315/residency	
Additional Doctoral Residency (Optional)	\$1,450/Residency	
MDiv Residencies	\$1070/residency	
Doctoral Programs –Dissertation Continuation (Optional zero credit course)	\$500	
Accordance Bible Software	\$285 (one-time)	

^{*}Traditional campus undergraduate students are required to take a minimum of 9 credits in the Traditional Campus format during the Fall and Spring semester

Non-Traditional Campus	
Gleim Accounting Software (Master of Science in Accounting)	\$1,150 (one-time)
Teacher Preparation Exam Testing Fee	\$50 (one-time)
Credential Evaluation (International) Basic Evaluation	\$175
Credential Evaluation (International) Course-by-Course Evaluation	\$250
Returned Check Fee-All returned checks	\$25
Transcript Fee	\$8
Graduation Fee	\$150

Traditional Campus Programs	
Fees	
Canyon Connect-Undergraduate	\$110/course
Canyon Connect for Pre-licensure Nursing Program	\$160/course
Student Activity Fee (Traditional campus students excluding students accepted into Pre-Licensure nursing program)	\$300/ semester
Technology Fee	\$75/semester
Computer Science, Computer Programming, Cybersecurity, Engineering, and Information Technology, & Software Engineering Program Premiums	\$1,000/ semester
Athletic Training Premium	\$500/semester
Worship Arts Premium (includes minors)	\$250/ semester
Teacher Preparation Exam Testing Fee	\$50 (one-time)
Student Parking Fee	\$300
Health Insurance	\$2,480 per Academic Year
Housing Application Fee	\$250
Registration Deposit (non-refundable)	\$50
Housing Pre-Payment (Returning residents only, non-refundable)	\$200
Health Fee	\$100/semester
Health Center Visit Fee (With Insurance)	\$25
Health Center Visit Fee (Without Insurance)	\$50
Graduation Fee	\$150
Global Studies Portfolio Fee	\$90
Schedule Change Fee (2 Weeks Prior to Semester Start)	\$25
Schedule Change Fee (After Semester Start-all students)	\$50
Late Payment Fee	\$25

Traditional Campus Programs		
Residence Hall Rates: (Students are required to carry at least Canyon 1450 Meal Plan)		
Triple Occupancy: Acacia / Camelback Hall / Ironwood / Sedona Hall / Saguaro Hall / Chaparral Hall / Prescott Hall / Juniper / Ocotillo Hall / Willow	\$2,100	
Double Occupancy: Canyon Hall, Cypress Hall	\$2,650	
Double Occupancy: Acacia, Prescott, Camelback, Sedona, Chaparral, Ironwood, Juniper, Saguaro, Ocotillo, Willow	\$3,000	
Apartments Rates (Students are required to carry at least Canyon 825 Meal Plan)		
Double Occupancy: North Rim	\$3,250	
Single Occupancy: North Rim	\$3,500	
Single Occupancy: Papago Studio	\$3,500	
Single Occupancy: Agave, Agua Fria, Antelope, Cactus, Copper, Diamondback, Encanto, Jerome, Palo Verde, Ponderosa, Roadrunner, Salt River, Santa Cruz, Sonora, Verde River	\$4,000	
Summer Housing Rates		
Triple Occupancy	\$990/ semester	
Double Occupancy	\$1,300/ semester	
Apartment	\$1,650/ semester	

To view specific costs related to a program please review the associated enrollment agreement for the desired program. Additional cost of attendance estimates are available at Cost of Attendance | Tuition & Finance | GCU.

The cost of attendance (COA) budget is an estimate of educational expenses for a full-time student attending an academic year. These estimates include direct costs (charged directly to the student) of tuition, fees, books and room and board (if using campus housing), and indirect costs (potential costs incurred by the student) for off-campus housing, books, supplies and personal expenses (travel, loan fees, personal items).

Costs are estimated expenses and are used in the Financial Aid Office to determine the maximum amount of aid that can be awarded for the academic year.

Dining Dollars

All resident students are required to purchase a meal plan. New students residing in on-campus apartments are required to purchase at minimum the \$1,000 meal plan and students returning to the on-campus apartments are required to purchase at minimum the \$750 meal plan. All students residing in a residence hall are required to purchase at minimum the \$1,350 meal plan. Students residing on campus cannot purchase the Commuter Student meal plans. Commuter students may purchase any of the available meal plans.

Meal Plan (Dining Dollars) changes may be made through Week 2 of the semester. Dining Dollars may not be transferred from the purchasing student to any other individual. Dining Dollar refunds will be calculated less the actual usage and based on the applicable refund percentage at the time of the dining option

cancellation. (Week 1-90%, Week 2-75%, Week 3-50%). After the first three weeks of the term, there will be no Dining Dollar refunds.

Starting in Fall 2018, unused dining dollars will not expire as long as the student remains enrolled at the university. These unused dining dollars will be classified as Rollover Dining Dollars. Students continuing from spring, must be registered for the upcoming summer or fall semester no later than May 31st in order for the unused Dining Dollars to remain eligible for use. Rollover Dining Dollars are not eligible for a refund and are forfeited at the time of graduation or when the student is no longer attending the university. Rollover dining dollars that were forfeited are not available to be reinstated at any time.

Effective 2022-2023

Dining Options	Details	Price
Canyon 250 Dining Dollars (Commuter Only)		\$250/semester
Canyon 825 Dining Dollars	Exclusive to only apartment and remote housing residents. Minimum requirement for Papago and North Rim Residents.	\$825/semester
Canyon 1100	Minimum requirement for Freshmen living in apartments	\$1,100/semester
Canyon 1450 Dining Dollars	Residence Hall Minimum	\$1,450/semester
Canyon 1950 Dining Dollars		\$1,900/semester
Canyon 2250 Dining Dollars		\$2,150/semester
Canyon 2850 Dining Dollars		\$2,700/semester

Students who have special dietary needs should contact Dining Services in person or at (602) 639-6924.

Effective Fall 2023 for Traditional Campus and 5/1/23 for Non-Traditional Campus

Traditional Campus Programs		
Undergraduate Tuition		
Credits 1-11	\$687.50/credit	
Block Tuition (12-18 credits)	\$8,250.00	
Credits 19+ (Block +)	\$8,250.00+\$687.50/ per credit above 18 credits	
Summer Traditional Undergraduate rate (except pre- licensure nursing cohorts) (Effective 8/29/16)	\$310/credit	
Accelerated BSN Program (Tucson and Sun City)	\$850/credit	
Traditional Campus Programs		
Graduate Tuition		
Credits 1-11	\$687.50/credit	
Block Tuition (12-18 credits)	\$8,250.00	

Traditional Campus Programs	
Credits 19+ (Block +)	\$8,250.00+\$687.50/ per credit above 18 credits
Credits 19+ (Block+)	\$8,250.00+\$687.50/ per credit above 18 credits

^{*}No In-State/Out-State rates

^{*}Traditional campus students taking courses in the online format will be charged the regular traditional tuition rates.

Non-Traditional Campus		
Undergraduate Tui	tion	
Education and Science Programs	\$455/credit	
Theology Programs	\$410/credit	
RN-BSN Program	\$340/credit	
Online and Professional Studies (all programs other than those listed above)	\$485/credit	
Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$250/credit	
Pre-Requisites for Accelerated BSN Program	\$425/credit	
Graduate Tuition	n	
Education Programs	\$590/credit	
MDIV Program	\$410/credit	
Business Programs	\$640/credit	
Advanced Practice Nursing Programs	\$725/credit	
Online and Professional Studies (all programs other than those listed above)	\$575/credit	
Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$400/credit	
Doctoral Programs – (includes dissertation courses 966-974)	\$725/credit	
Doctoral Programs: Armed Forces - Active Duty, Active Reserve, National Guard and Spouses (Online and Professional Studies)	\$617.50/credit	
Continuing Education (CT	E) Tuition	
Online	\$165/credit	
Fees		
Canyon Connect-Undergraduate	\$115	
Canyon Connect-Graduate	\$125	
Canyon Connect-Doctoral	\$135	
Canyon Connect for RN to BSN Program, courses with an NRS-prefix and HLT-362V	\$120/course	
Canyon Connect for Advanced Practice Nursing Programs	\$450-\$500/Course	

^{*}Traditional campus undergraduate students are required to take a minimum of 9 credits in the Traditional Campus format during the Fall and Spring semester

Non-Traditional Campus	
Learning Management Service Fee (New Online & Professional Studies students)	\$550
Doctoral Residencies	\$1,315/residency
Additional Doctoral Residency (Optional)	\$1,450/Residency
MDiv Residencies	\$1070/residency
Doctoral Programs –Dissertation Continuation (Optional zero credit course)	\$500
Accordance Bible Software	\$285 (one-time)
Gleim Accounting Software (Master of Science in Accounting)	\$1,150 (one-time)
Teacher Preparation Exam Testing Fee	\$50 (one-time)
Credential Evaluation (International) Basic Evaluation	\$175
Credential Evaluation (International) Course-by-Course Evaluation	\$250
Returned Check Fee-All returned checks	\$25
Transcript Fee	\$8
Graduation Fee	\$150
Expedited Fee	\$35
Diploma Replacement Fee	\$50

Traditional Campus Programs	
Fees	
Canyon Connect-Undergraduate	\$115/course
Canyon Connect for Pre-licensure Nursing Program	\$160/course
Student Activity Fee (Traditional campus students excluding students accepted into Pre-Licensure nursing program)	\$300/ semester
Technology Fee	\$75/semester
Computer Science, Computer Programming, Cybersecurity, Engineering, and Information Technology, & Software Engineering Program Premiums	\$1,000/ semester
Athletic Training Premium	\$500/semester
Worship Arts Premium (includes minors)	\$250/ semester
Teacher Preparation Exam Testing Fee	\$50 (one-time)
Student Parking Fee	\$300
Health Insurance	\$2,480 per Academic Year
Housing Application Fee	\$250
Registration Deposit (non-refundable)	\$50
Housing Pre-Payment (Returning residents only, non-refundable)	\$200
Health Fee	\$100/semester

Traditional Campus Programs		
Health Center Visit Fee (With Insurance)	\$25	
Health Center Visit Fee (Without Insurance)	\$50	
Graduation Fee	\$150	
Global Studies Portfolio Fee	\$90	
Schedule Change Fee (2 Weeks Prior to Semester Start)	\$25	
Schedule Change Fee (After Semester Start-all students)	\$50	
Late Payment Fee	\$25	
Expedited Fee	\$35	
Diploma Replacement Fee	\$50	
Residence Hall Rates: (Students are required to carry at least Canyon 1450 Meal Plan)		
Triple Occupancy: Acacia / Camelback Hall / Ironwood / Sedona Hall / Saguaro Hall / Chaparral Hall / Prescott Hall / Juniper / Ocotillo Hall / Willow	\$2,100	
Double Occupancy: Canyon Hall, Cypress Hall	\$2,650	
Double Occupancy: Acacia, Prescott, Camelback, Sedona, Chaparral, Ironwood, Juniper, Saguaro, Ocotillo, Willow	\$3,000	
Apartments Rates (Students are required to carry at least Canyon 825 Meal Plan)		
Double Occupancy: North Rim	\$3,250	
Single Occupancy: North Rim	\$3,500	
Single Occupancy: Papago Studio	\$3,500	
Single Occupancy: Agave, Agua Fria, Antelope, Cactus, Copper, Diamondback, Encanto, Jerome, Palo Verde, Ponderosa, Roadrunner, Salt River, Santa Cruz, Sonora, Verde River	\$4,000	
Summer Housing Rates		
Triple Occupancy	\$990/ semester	
Double Occupancy	\$1,300/ semester	
Apartment	\$1,650/ semester	

To view specific costs related to a program please review the associated enrollment agreement for the desired program. Additional cost of attendance estimates are available at Cost of Attendance | Tuition & Finance | GCU.

Cost of Attendance

The cost of attendance (COA) budget is an estimate of educational expenses for a full-time student attending an academic year. These estimates include direct costs (charged directly to the student) of tuition, fees, books and room and board (if using campus housing), and indirect costs (potential costs incurred by the student) for off-campus housing, books, supplies and personal expenses (travel, loan fees, personal items).

Costs are estimated expenses and are used in the Financial Aid Office to determine the maximum amount of aid that can be awarded for the academic year.

Cost of Attendance | Tuition & Finance | GCU

Dining Dollars

All resident students are required to purchase a meal plan. New students residing in on-campus apartments are required to purchase at minimum the \$1,000 meal plan and students returning to the on-campus apartments are required to purchase at minimum the \$750 meal plan. All students residing in a residence hall are required to purchase at minimum the \$1,350 meal plan. Students residing on campus cannot purchase the Commuter Student meal plans. Commuter students may purchase any of the available meal plans.

Meal Plan (Dining Dollars) changes may be made through Week 2 of the semester. Dining Dollars may not be transferred from the purchasing student to any other individual. Dining Dollar refunds will be calculated less the actual usage and based on the applicable refund percentage at the time of the dining option cancellation. (Week 1-90%, Week 2-75%, Week 3-50%). After the first three weeks of the term, there will be no Dining Dollar refunds.

Starting in Fall 2018, unused dining dollars will not expire as long as the student remains enrolled at the university. These unused dining dollars will be classified as Rollover Dining Dollars. Students continuing from spring, must be registered for the upcoming summer or fall semester no later than May 31st in order for the unused Dining Dollars to remain eligible for use. Rollover Dining Dollars are not eligible for a refund and are forfeited at the time of graduation or when the student is no longer attending the university. Rollover dining dollars that were forfeited are not available to be reinstated at any time.

Effective 2022-2023

Dining Options	Details	Price
Canyon 250 Dining Dollars (Commuter Only)		\$250/semester
Canyon 825 Dining Dollars	Exclusive to only apartment and remote housing residents. Minimum requirement for Papago and North Rim Residents.	\$825/semester
Canyon 1100	Minimum requirement for Freshmen living in apartments	\$1,100/semester
Canyon 1450 Dining Dollars	Residence Hall Minimum	\$1,450/semester
Canyon 1950 Dining Dollars		\$1,900/semester
Canyon 2250 Dining Dollars		\$2,150/semester
Canyon 2850 Dining Dollars		\$2,700/semester

Students who have special dietary needs should contact Dining Services in person or at (602) 639-6924.

Lopes Cash

Lopes Cash is a form of payment separate from Dining Dollars. Funds can be loaded to a student's campus ID card by their Student Services Counselor. Lopes Cash can be used at all dining locations, to check out resources and books from the GCU Library, and to print from computers.

At the end of the academic year, a student no longer attending the University has 30 days to request a refund of any unused Lopes Cash with their Student Services Counselor. If a request is not made by the student to the University, the Lopes Cash will be forfeited. For both attending and non-attending students, unused Lopes Cash may be used to cover any other outstanding balance the student has with University prior to a refund being issued.

Campus ID Cards

Campus ID cards are issued for accessing GCU services as well as for security on campus. Campus ID cards can be used for Dining Dollars access, to check out resources and books from the GCU Library, or discounts on, certain GCU-sponsored events (sporting events, etc.). Students may obtain a campus ID card by visiting the Enrollment Office during normal business hours. Do not give your card to another student or person to use for building access, event admission or for meals. If a student allows another to use his or her card to access food services, both students may receive disciplinary sanctions. Students are issued one card for use during the entire time at GCU at no charge.

It is the responsibility of the student to ensure the security of their student ID card. Any ID cards that are lost or stolen will not receive a refund on any Dining Dollars or Lopes Cash that had been used during the time the card was stolen. If a card is lost or stolen, please notify your Student Services Counselor to put a hold on it for protection. There is a \$10.00 fee to replace a lost or stolen card.

Special Course Fees

Certain University classes require payment of fees or deposits for materials, breakage, and/or rental. Contact the Program Director in the pertinent College for specific information.

 Any course where digital materials are provided will be charged the course materials fee. Digital course materials include but are not limited to, simulations, multimedia content, eBooks and/or custom created content. Some courses will include electronic textbooks for which students will be charged a Canyon Connect fee.

Special Course Fees		
Course Fee	\$30	
(EXS-415)		
Course Fee	\$50	
(DAN-100, DAN-101, DAN-120, DAN-130A,		
DAN-130B, DAN-180A, DAN-180B, DAN-200,		
DAN-210, DAN-250, DAN-260, DAN-270,		
DAN-280A, DAN-280B, DAN-300, DAN-310,		
DAN-312, DAN-313, DAN-350, DAN-353,		
DAN-360, DAN-363, DAN-370, DAN-373,		
DAN-380A, DAN-380B, DAN-385, DAN-390,		
DAN-412, DAN-413, DAN-430, DAN-435,		
DAN-450, DAN-453, DAN-465A, DAN-465B,		
DAN-470, DAN-480, HLT-665, NUR-665E,		
NUR-670, NSG-301, NSG-303, NSG-321, NSG-		
323, NSG-401, NSG-403, NSG-421, NUR-300,		
NUR-300N, NUR-300HN, NUR-315, NUR-316,		
NUR-318, NUR-320, NUR-320C, NUR-322,		
NUR-322C, NUR-432, NUR-432C, NUR-436,		
NUR-436C, NUR-442, NUR-442N, NUR-444,		
NUR-444N, UNV-300, DNP-801, PCN-662B,		
SWK-550, SWK-635, PCN-662D)		

Special Course Fees	
Course Fee	\$60
(BUS-232, BUS-372, MKT-373, BUS-635, BUS-655, SPT-230, SPT-460)	
Course Fee (MUS-130, MUS-262, MUS-326, MED-320, WSA-205, WSA-215, WSA-310)	\$75
Course Fee (Online only) (PCN-490, PCN-622, PCE-905)	\$80
Course Fee (INT-101, INT-102, INT-201, INT-202)	\$80
Laboratory Fee (BIO-181L, BIO-182L, BIO-201L, BIO-202L, BIO-205L, BIO-320L, BIO-360L, BME-356L, BME-460, CHM-101L, CHM-113L, CHM-115L, CHM-231L, CHM-232L, CHM-235L CHM-360L, CHM-365L, CST-210, CST-211, CST-215, CST-217, CST-217HN, CST-305, CST-307, CST-310, CST-315, CST-320, CST-405, CST-410, CST-415, CST-416, CST-425, CST-435, CST-440, CST-452, EEE-213L, ESG-202L, ESG-250, ESG-360, ESG-435, ESG-455, EXS-200L, EXS-202L, EXS-335L, EXS-340L, EXS-455L, HIM-200, HIM-310, HIM-350, HIM-355, HIM-370, HIM-410, HIM-412, HIM-415, HIM-450, HIM-452, HIM-490, HIM-484, NSG-320C, NSG-322C, NUR-442N, PHY-111L, ITT-430, ITT-450, MEE-340L, MEE-352, MEE-460, PHY-111L, PHY-112L, PHY-121L, PHY-122L, STG-110L, STG-242L, STG-330, STG-350L, STG-430, UNV-112)	\$100
Technology Fee (CST-105, CST-111, CST-117, CST-126, CST-135, CST-201, CST-221, CST-227, CST-235, CST-236, CST-247, CST-256, CST-323, CST-326, CST-341, CST-361, ITT-116, ITT-121, ITT-201, ITT-307, ITT-340, ITT-370)	\$100
Course Fee (ATP-310, ATP-320, ATP-330, ATP-440, ATP- 450, ATP-460, BIO-440, CST-451, EEE-302, EEE-320, EEE-431, ESG-451, ESG-452, ITT- 306, ITT-455, STG-451, STG-452)	\$100
Course Fee (NSC-510)	\$125
Course Fee (CNL-624, FOR-515, FOR-530, FOR-540, FOR- 560, FOR-575, INT-494, PCN-662A, PCN-662C, SCN-600)	\$150
Course Fee (Traditional Only) (HOS-200, HOS-440, HOS-455, HOS-460)	\$150
Course Fee (ACC-482, CNL-664A, CNL-664B, CNL-664C, HCI-655, PCE-910, PCE-911, SCN-605, SCN- 615, SCN-625, SWK-480, SWK-550, SWK-620, SWK-635)	\$200
Course Fee (SWK-470, SWK-535)	\$280
Course Fee (Traditional Only) (MIN-500)	\$285

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Special Course Fees	
Course Fee	\$300
(ATP-485)	
Course Fee	\$350
(NRC-634)	
Music & Worship Arts-Private Applied	\$300
Instruction Fee	
(MAP-118, MAP-128, MAP-218, MAP-250,	
MAP-313, MAP-318, MAP-350, MAP-450,	
MAP-451, MBE-113, MBE-123, MBE-213,	
MBE-223, MBE-313, MBE-323, MBE-413,	
MBE-423, MEN-318, MIE-113, MIE-123, MIE-	
213, MIE-223, MIE-313, MIE-323, MIE-413,	
MIE-423, MSE-113, MSE-123, MSE-213, MSE-	
223, MSE-313, MSE-323, MSE-413, MSE-423,	
MVA-119, MVA-129, MVA-219, MVA-229,	
MVA-319, MVA-329, MVA-419, MVA-429,	
MWE-113, MWE-123, MWE-213, MWE-223,	
MWE-313, MWE-323, MWE-413, MWE-423,	
WGA-111, WGA-112, WGA-211, WGA-212,	
WGA-310, WGA-311, WGA-312, WKA-111,	
WKA-112, WKA-211, WKA-212, WPA-211, WPA-212, WPA-310, WPA-311, WPA-312,	
WPA-212, WPA-310, WPA-311, WPA-312, WPA-411, WVA-111, WVA-112, WVA-211,	
WVA-212, WVA-310, WVA-311, WVA-312)	
Music & Worship Arts-Private Applied	\$600
Instruction Fee	φοσο
(MAP-120, MAP-130, MAP-220, MAP-230,	
MAP-320, MAP-330, MAP-420, MAP-430,	
MBE-115, MBE-125, MBE-215, MBE-225,	
MBE-315, MBE-325, MBE-415, MBE-425, MIE-	
115, MIE-125, MIE-215, MIE-225, MIE-315,	
MIE-325, MIE-415, MIE-425, MSE-115, MSE-	
125, MSE-215, MSE-225, MSE-315, MSE-325,	
MSE-415, MSE-425, MVA-120, MVA-130,	
MVA-220, MVA-230, MVA-320, MVA-330,	
MVA-420, MVA-430, MWE-115, MWE-125,	
MWE-215, MWE-225, MWE-315, MWE-325,	
MWE-415, MWE-425)	

Student Health Insurance

All GCU students must ensure they follow the federal guidelines for insurance coverage under the Affordable Care Act. Insurance coverage must be demonstrated or secured by the first of the month prior to the semester.

Deadline	Semester
August 1	Fall
January 1	Spring
May 1	Summer

The student populations below are required to secure suitable insurance coverage while attending GCU

- All traditional campus undergraduate students taking 12 credits or more, regardless of registered credits, are required to carry health and accident insurance.
 - The University-sponsored plan is provided by Aetna Life Insurance Company. The plan provides in-and-out patient coverage up to the required limit (see current brochure for limit) of reasonable and customary charges. Insurance brochures are available in the Cooke Health and Wellness Center.

- Annual Period: Coverage for all insured students enrolled for the Fall semester, will become effective at the start of the fall semester.
- Fall Semester Period: Coverage for all insured students will become effective at the start of the semester and conclude at the duration of the fall semester.
- Spring Semester (Newly Enrolled) Period: Coverage for all students first entering Grand Canyon University in the Spring semester will become effective at the start of the spring semester, and will terminate at the end of the summer semester.
- New Enrolled Summer Semester Period: Coverage will be determined prior to the start of the Summer semester.
- NOTE: The health insurance rate for the full academic year is \$2,480. It is \$931 for Fall semester and \$1,549 for the combined Spring and Summer semesters. The rate for students who enroll for the first time during the Spring semester is \$1,549. Insurance charges may be subject to change in Fall 2017.
- All international students with an F-1 visa (all programs of study) will be automatically enrolled into the Universitysponsored plan and do not have the option of waiving.
- All student athletes (all programs of study) are required to provide proof of suitable coverage by semester deadline, or they will be automatically enrolled into the Universitysponsored plan and are required to pay the premium.
- Students in the following programs, are required to provide proof of suitable coverage by semester deadline, or they will be automatically enrolled into University-sponsored plan and are required to pay the premium. International students cannot opt out of the coverage.
 - Pre-licensure Nursing upon entry/acceptance of Level 1 into the program
 - Athletic Training- upon entry/acceptance as a Level 1 into the program
 - Theatre Education- upon entry/acceptance as a Freshman into the program
 - o Theatre and Drama- upon entry/acceptance as a Freshman into the program
 - Dance Education- upon entry/acceptance as a Freshman into the program

Waiving Insurance

Student athletes and nursing students (in their clinical portion of their program) with comparable health insurance, including coverage for acute and follow-up health care in the Phoenix area, may apply to waive the University-sponsored plan. To submit a waiver, student should visit http://www.aetnastudenthealth.com. Student must complete the insurance waiver process by the posted semester deadlines. No other means of acceptance will be acknowledged. A new waiver must be completed each academic year. All waivers are subject to verification and approval. The University cannot waive student health insurance later than the deadline and fees cannot be appealed

Federal Financial Aid

The purpose of financial aid is to provide funding resources to students who otherwise would be unable to pursue a postsecondary education. The primary responsibility for meeting University costs lies with students and their families.

General Eligibility Requirements

To receive federal Title IV financial assistance, all students must be admitted to the University, be enrolled in a degree Program of Study, be in good academic standing, and be making satisfactory academic progress. Students who are <u>Accepted with Specifications</u> are eligible for financial assistance according to the University's admission policy. According to federal regulations, financial aid recipients must be U.S. citizens or eligible non-citizens, not owe money back on a federal student grant, and cannot be in default on any federal student loans.

Financial Aid Application Process

Annually students must complete the Free Application for Federal Student Aid (FAFSA) which is the first step in determining financial need. The application can be accessed at https://studentaid.gov/. If a student does not have Internet access, a paper FAFSA may be obtained directly from the Department of Education. The University does not require any of the supplemental forms processed by the College Scholarship Service (CSS) or American College Testing (ACT), for which there is a fee charged.

The results of the FAFSA will be sent electronically to the financial aid department. Eligibility will be determined and funds will be awarded after receipt of all required documentation. Before any federal loans can be awarded, both a Master Promissory Note (MPN) and Entrance Counseling must be completed on the Department of Education's website, https://studentaid.gov/

Verification

Based on information reported on the FAFSA, the Department of Education will require certain applicants to complete the verification process before becoming eligible for TIV aid. If a student is selected for verification, the University will request that the student provide all required documentation which may include, but is not limited to:

- IRS Tax Return Transcript
- Verification of household size and number in college
- Documentation of high school completion
- Government Issued Photo Identification
- Statement of Educational Purpose

Additional documentation may be required to complete the verification process. All paperwork must be submitted as soon as possible but no later than the earlier of 120 days after the student's last day of enrollment or the end of the award year which runs through the month of September. Federal awards will not be processed until the verification process is completed.

Preference/Deadline Dates

Both new and returning students are strongly encouraged to submit initial or renewal FAFSA applications as soon as possible each year as some types of financial aid have limited funding and those students whose FAFSA applications are delayed run an increased risk of receiving reduced awards. Effective with the 17/18 award year, students will able to complete the FAFSA as early as the preceding October of the award year. Only students who have applied for admission to Grand Canyon University will be issued a financial aid award notice through the Student Portal.

Financial Need and Expected Family Contribution (EFC)

Aid for most federal funding is awarded based on financial need. The EFC is a measure a family's financial strength and indicates how much of students' and students' families (for dependent students) financial resources should be available to help pay educational costs.

The EFC is calculated from information reported on the FAFSA using a formula established by law. Family income and assets are considered in determining the EFC along with household size and number of family members attending a postsecondary school. The EFC can be found on the Student Aid Report (SAR) which is the document produced from the information supplied on the FAFSA.

To determine financial need for federal student aid programs the EFC is subtracted from the Cost of Attendance (COA) which is an estimated amount it will cost to attend school for an academic year. Estimated costs include tuition and fees, room and board, allowances for books, supplies, transportation, and personal expenses. Federal grants and other financial aid are used to meet financial need.

Upon completion of all required paperwork, Title IV funds will be awarded. A financial aid award letter will then be available on the student's portal.

Any changes made to original reported information on the FAFSA may result in a change in financial aid award amounts. If the FAFSA is selected for verification, any changes made during the verification process may also change financial aid award amounts.

Professional Judgment/Special Circumstances

Grand Canyon University may use judgment on a case-by-case basis to review the student's extenuating circumstances that are now affecting the student's cost of attendance, data used to calculate his/her EFC (Estimated Financial Contribution) and/or dependency status. The following are a list of types of petitions and some examples of extenuating circumstances:

- Petition for Special Circumstances for Cost of Attendance –
 This may include elementary or secondary school tuition,
 childcare costs, unusual expenses such as medical/dental or
 nursing home costs not covered by insurance, inability to work
 while participating in student teaching, or other extenuating
 circumstances.
- Petition for Special Circumstances for Income Adjustment –
 This may include substantial loss of income or assets or recent
 unemployment of a household member.
- Unusual Circumstances This includes a dependency override or a parent refusal status based on the student's situation and determination is made based on the documentation submitted.

These forms are available online at https://www.gcu.edu/financial-aid/fafsa under Financial Aid Forms.

A student can download, complete, and upload the form with other required documentations to his/her GCU Student Portal.

GCU will review requests within 30 days and communicate results to students as soon as practicable

Traditional Academic Calendar

The majority of aid for the Traditional campus is processed using the Scheduled Academic Year calendar which consists of a Fall and Spring term (semester) with aid for a Summer term optional. To receive maximum financial aid benefits, undergraduate students must be enrolled full-time (minimum 12 credits per term). Undergraduate students enrolled less than full-time may be eligible for prorated amounts of federal aid depending on the funding source. Undergraduate programs require enrollment of at least six credits per term for federal loan eligibility. Students who receive any institutional scholarships (i.e., academic, departmental, endowed, and/or merit) must maintain a continuous full-time enrollment status. Courses taken at other colleges do not

count towards determining enrollment status at Grand Canyon University for financial aid/scholarship purposes.

Nontraditional Academic Calendar (Online and Cohort)

Nontraditional campus aid is processed using the Borrower-Based, Non-term academic calendar. An academic year for undergraduate programs is defined as a minimum of 24 earned credits and 30 instructional weeks. The academic year for masters programs starting July 2012 and after is defined as a minimum of 16 earned credits and 32 instructional weeks. Doctoral programs utilize an academic year definition of 12 earned credits and 32 instructional weeks.

An academic year begins with participation in the first eligible course of a degree program and ends when a student successfully completes both the credits and instructional weeks requirements. An academic year has no calendar time constraints and continues through periods of non-attendance that are less than 180 days until both the credit and weeks requirements are met.

The academic year is divided into two payment periods (terms). The first payment period consists of half of the credits and instructional weeks as defined in the academic year. The second payment period begins when a student has successfully completed the first payment period requirements and has continued on into the next scheduled course. Aid is packaged and disbursed using these definitions. Payments of financial aid awards are made in two equal disbursements following the appropriate payment period rules.

Inform the Office of Financial Aid

Students who receive additional outside assistance must report this fact to the Office of Financial Aid through their assigned Student Services Counselor. Students who have received any Title IV aid from a prior school or are currently receiving Title IV aid at another institution while attending Grand Canyon University must also notify the Office of Financial Aid through their assigned Student Services Counselor as this other source of funding may affect students' eligibility to receive maximum Title IV aid with GCU.

Student Responsibilities

All students should do the following:

- Accurately complete and return all applications, required documentation, verification forms, and any additional information that is requested by any GCU department or any other agency providing financial assistance. Errors or omissions may delay the awarding and disbursement of eligible funds.
- Read and understand all documentation and agreements that are signed and submitted to any department or agency.
- Review the award letter and all other notices issued regarding the responsibilities and conditions that must be adhered to by students receiving financial aid.
- Understand what portion of the financial aid package is need based aid (grant and scholarships that does not have to be repaid) and what portion is non-need based aid (funding that must be repaid such as student loans). If any portion of the aid is in the form of a student loan, understand the total amount of the loan, the interest rate assessed to the amount borrowed, the repayment schedule, the timeframe of the repayment schedule, and the start date of the repayment schedule.
- Notify the servicer of any changes to personal name, address, and enrollment status.

- Review and understand the amounts pertaining to the cost of attendance and the Course Tuition Refund Policy for Grand Canyon University as stated in the Financial Services section.
- Review and understand the amounts pertaining to the cost of attendance and the Course Tuition Refund Policy for Grand Canyon University as stated in the Financial Services section.
- Review and comply with all rules and regulations pertaining to academic, financial, and University conduct policies
- Understand that any intentional misrepresentation of information provided on applications or documents submitted for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code and will be reported to the Office of Inspector General (OIG)

Disbursement of Title IV Funds for Books and Supplies

If a Pell grant eligible student meets all requirements to receive Title IV funds at least 10 days before the start of a payment period, any Title IV funds in excess of the amount owed to the school at the that time (Title IV credit balance funds) are to be made available to the student up to the amount needed to obtain books and supplies.

The school must make the Title IV credit balance funds for books and supplies available to the student by the 7th day of the payment period.

If a student has not yet established eligibility to receive Title IV funds at least 10 days before the beginning of a payment period due to outstanding verification requirements, unresolved "C" codes on the Student Aid Report (SAR), or conflicting information, this requirement does not apply.

In determining whether a Title IV credit balance exists, the school considers all Title IV funds that could be disbursed at least 10 days before the term/payment period, regardless if funds have been received by the institution. It is the student's eligibility to receive Title IV funds at that time, rather than the school's schedule for receiving or disbursing those funds, that determines the existence and amount of a Title IV credit balance for this purpose.

If a student requires monetary assistance with purchasing books and supplies, he should contact his Student Services Counselor to determine if he meets the qualifications listed above. If the Student Services Counselor determines that the student is eligible to receive assistance in purchasing books/supplies, the student will have a maximum of \$300 available to purchase the required books/supplies.

The student is under no obligation to take advantage of this provision.

Excess Funds - Stipend Checks

Many times students request aid in excess of the total account charges. Once funds post to the student's account, any funds in excess of the posted charges create a credit balance on the account. In compliance with federal regulations, the University will mail an excess funds (stipend) check within 14 calendar days from the date the Title IV credit balance was created on the account.

It is University policy to mail all stipend checks to the current address on file. Students who wish to change their address must go through the Office of Academic Records, update their address on the Student Portal, or contact their SSC to make this change. Students may be subject to a \$25 charge for stop payments made after 21 business days of mailing date. Any credit balance created

that is a result of a credit card payment will be returned to the credit card that was initially used or can be used to pay for charges in the next payment period. Any unrequested credit balances that are less than \$1 will be donated to the Institutions scholarship fund.

Stipend checks are processed according to federal regulations and University policies. For further details, please contact your Student Services Counselor.

Leave of Absence – Nontraditional

Leave of Absence (LOA) refers to a specific period during a program when a student is not in attendance. A student who requires a temporary break of enrollment in his program of study has the option of requesting a Leave of Absence. Breaks of up to 14 days do not require an LOA. An LOA must meet certain conditions to be counted as a temporary interruption in a student's education rather than being counted as a withdrawal from the University. There must also be a reasonable expectation that the student will return from the LOA for the leave to be approved.

Leave of Absence Request Process

- A student wishing to request an LOA will need to initiate the
 process with his Student Services Counselor (SSC). The
 student must specify the requested start and end date of the
 LOA. LOAs generally start on the date following the end of a
 course, or the day after the Last Date of Attendance (LDA) if
 the LOA is taken during a course. LOAs end on the date before
 the next scheduled/rescheduled course.
- The SSC will explain the impact of taking the LOA on the student's Federal Title IV awards and on the terms of the student's loan repayment obligation.
- The final approval/ denial is generally completed within one week of the student's LDA.
- No additional charges can be assessed to a student who returns from an approved LOA.
- An LOA request generally must be signed, dated and submitted on or before the last scheduled date of class in a course and must include the reason for the student's request. The request must be completed on the GCU Leave of Absence form. Any request submitted after the last scheduled date of class in a course may be denied unless unforeseen circumstances prevented the student from making the request timely. An explanation of the reason for the delay must be provided.
- GCU policy allows for multiple LOAs of up to a maximum of 180 combined calendar days in any 12-month rolling period.
- Students who do not return from an approved LOA will be withdrawn from the University effective the last date of documented attendance.
- Students may return early from an LOA by contacting their SSC to reschedule their next course.
- Title IV loans cannot be disbursed to a student while on an LOA; Title IV grants already in process prior to the LOA can be disbursed to a student while on an LOA.
- If the LOA request is not approved or the student does not return as scheduled from the approved LOA, this time of nonattendance will be counted against any grace period for Title IV student loan repayment purposes.

Because of various federal requirements, a Leave of Absence at GCU is available only to the Nontraditional student population.

Federal Return of Title IV Funds Policy - Official and Unofficial Withdrawal

Any federal financial aid recipient who fails all courses in a semester (traditional campus), is terminated by the university for any policy violation (traditional and nontraditional) or withdraws from the University (traditional and nontraditional) is subject to a federal Return of Title IV Aid calculation. This calculation determines both the amount of federal aid that the school is allowed to retain as well as the amount that must be returned to the Department of Education. The R2T4 policy determines the amount of TIV funds the student has earned based on withdrawing before the completion of the period funded and is separate from the Institutional Refund Policy.

An official withdrawal occurs when a student has formally requested to be withdrawn from the University. The student must submit a Complete Withdrawal Form, available on the student portal. If a student notifies his Student Services Counselor of his intent to withdraw from the University but did not complete the Official Withdrawal form, the Student Services Counselor will notify the Office of Academic Records of the official withdrawal request.

An unofficial withdrawal for a non-traditional student occurs when the student has stopped attending any coursework for a period of 14 consecutive days or more but has not communicated a desire to officially withdraw from the University and is not on an approved Leave of Absence.

The federal refund calculation is as follows:

- 1. Withdrawal:
 - Withdrawal from the University before the first day of classes, 100% of Title IV aid must be returned.
- b. Withdrawal from the University through 60% of the payment period will result in a prorated percentage of aid being earned. Any unearned aid due from the school will be returned to the appropriate funding source. In some instances, a portion of unearned aid may be the student's responsibility. Refunds due to any TIV loan program may be repaid based on the terms of the student's Master Promissory Note. Refunds to grants must be paid, the student should follow the directions on the R2T4 form to make arrangements for repayment. Failure to do so may impact future TIV eligibility
- c. Withdrawal from the University after attending more than 60% of the payment period will result in 100% of the student's Title IV aid being earned. The institution will retain 100% of funding that covers institutional costs; students may retain the remainder of funding.
- 2. Failing All Courses in a Semester (Traditional Campus): Traditional campus students receiving failing grades in all coursework for the semester will earn 50% of Title IV aid disbursed. If validation can be obtained of a later Last Academic Activity date (LAA), that date will be used in the calculation. The student will continue to owe tuition and fees for the entire semester and will be responsible to the University for any remaining balance on account.
- 3. Unofficial Withdrawal within a Term Containing Modules (Traditional Campus): Coursework taken within a term where no courses taken span the entire length of the term will be subject to modular refund rules. If the withdrawal from future courses within the term occurs after the student is no longer attending a course, Title IV aid will be earned at a 50% rate and the student will be responsible to the University for any remaining balance on account. If validation can be obtained of

- a later Last Academic Activity date (LAA), that date will be used in the refund calculation.
- 4. Students dismissed from the institution will have the refund made based on the earlier of the date the determination was made that the student was to be dismissed due to not meeting an institutional policy or the date the triggering incident occurred.

Order of Return of Title IV Funds Required to be Returned by the Institution

- Unsubsidized Direct Loans (other than Direct PLUS Loans)
- · Subsidized Direct Loans
- Direct PLUS Loans (parent or graduate)
- Federal Pell Grants for which a return of Title IV funds is required
- FSEOG for which a return of Title IV funds is required
- TEACH Grants for which a return of Title IV funds is required
- Iraq and Afghanistan Service Grant, for which a return of Title IV funds is required.

Note: returns of less than \$1.00 are not required to be made.

Timeframe for the Return of Title IV Funds

GCU will complete the R2T4 calculations within 30 days of the date of determination that the student has withdrawn. Any refunds that are the responsibility of the institution will be made as soon as possible and no later than 45 days from the date of determination that the student has withdrawn.

Timeframe and Requirements for Payment of Post Withdrawal Disbursements

As part of the R2T4 calculation, a determination will be made regarding any additional Title IV funds the student may be eligible to receive. These funds are considered post withdrawal disbursements (PWD). The student must have submitted a valid FAFSA for the period from which the withdrawal occurred and met all eligibility requirements, including the submission of any required supporting documentation.

The PWD determination must be made within 30 days of the date of determination that the student withdrew. In addition to meeting the PWD requirements, students must also meet the terms of late disbursement regulations (34 CFR 668.164(j)(2), which require GCU to receive a valid SAR/ISIR for the student from the Department of Education by the deadline dates established by the Department. Additionally, for a PWD to be made from an award of Direct Loan or TEACH Grant funds, GCU must have originated the loan or grant prior to the date the student became ineligible. For PWD's made from SEOG funds , GCU must have made the award to the student prior to the date the student became ineligible . If the student is eligible for a PWD, the notification will be included with the results of the R2T4 notification.

If the eligible PWD is from Federal Pell Grant or Federal SEOG funds, the funds will be posted to the student's account. If there is a credit balance on the account, a check will be sent to the student and a disbursement notification will be sent via email. If the PWD is from Federal Loan funds, the student will be notified of the availability of the PWD and the student must authorize the disbursement.

Maximum Timeframe

Federal regulations require a student to complete his Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. The sum of the total required credits multiplied by 150% will be the maximum number of attempted credits for which a student is

eligible to receive aid. If a student reaches the 150% timeframe and has not completed his program of study, he is no longer eligible for Title IV aid. The student may continue taking required coursework, but must make other payment arrangements.

Federal Funding Sources

Federal Pell Grant Awarding

A Federal Pell Grant, unlike a loan, does not have to be repaid. It is available to eligible undergraduate students who have not earned a bachelor's degree. Student and family income information that is provided when completing the Free Application for Federal Student Aid (FAFSA) determines Pell eligibility.

Effective July 2012, the Department of Education limited the number of semesters/terms to 12 in which a student may receive a Pell grant. A student's remaining Pell eligibility will be reported on the student's Institutional Student Aid Report or students may contact their Student Services Counselor for this information.

Federal Supplemental Educational Opportunity Grant

FSEOG is available to undergraduate students with exceptional financial need. Students with the lowest EFCs who also receive a Pell grant for that award year have primary consideration for FSEOG funding. FSEOG is an award that does not require repayment. This award is dependent on financial need and availability of limited funds.

Iraq and Afghanistan Service Grant (IASG)

A student whose parent or guardian was a member of the U. S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001, may be eligible to receive this grant. For more information on this grant students should contact their Student Services Counselor.

Children of Fallen Heroes

Beginning with the 2018-19 award year, a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive a maximum Pell Grant for the award year for which the determination of eligibility is made. For more information, students should contact their Student Services Counselor.

Teacher Education Assistance for College and Higher Education Grant (TEACH)

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program was established under the College Cost Reduction and Access Act (CCRAA), to benefit current and prospective teachers. This program currently provides up to \$3728 a year in grant assistance to students who plan on becoming a teacher and meet certain specific requirements. Based on the Budget Control Act of 2011, this amount will be reduced to \$3724 in October. If a student who receives a TEACH Grant does not complete the required teaching obligation, the grant must be repaid as a Direct Unsubsidized Loan under the William D. Ford Federal Direct Loan Program.

To be eligible to receive a TEACH Grant, students must:

- Be enrolled in an eligible institution
- File an application and Agreement To Serve
- Have a 3.25 GPA

The Agreement To Serve requirements:

- Full-time teacher for 4 years within eight years of completing degree
- Teach in high need subject areas such as Math, Science, Foreign Language, Bilingual Education, Special Education, Reading Specialist, or a field as defined by the federal government as high need
- Comply with the requirements for being a highly qualified teacher

The amount of the grant will be treated as an unsubsidized Stafford loan and interest will accrue from the date of grant award if the student fails to complete the Agreement to Serve requirements.

For more information about this grant, students can refer to the Financial Services website.

Federal Work Study

Federal work-study provides part-time jobs for students with financial need, allowing them to earn money to help pay educational expenses. Contact Student Employment for more information.

Federal Loan Programs

Loans are often part of a financial award package as they provide students with an opportunity to defer part of their educational costs by borrowing now and paying later. Each year a student's loan eligibility is determined by completing the FAFSA. Likewise, eligibility for certain loans and loan amounts may change according to the information reported on all required documentation.

Federal Direct Loan Program

In order to receive a Federal Direct loan, a completed Master Promissory Note (MPN) is required. The MPN is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It explains the terms and conditions of your loan(s), and items such as how interest is calculated, what deferment and cancellation provisions are available to you, and estimated repayment plans.

A second requirement of receiving a student loan is to complete Entrance Counseling. This is a mandatory information session which takes place before you receive your first federal student loan that explains your responsibilities and rights as a student borrower.

Upon graduation/withdrawal, Exit Counseling is also required which will reiterate your rights and responsibilities as a student loan borrower and provide useful tips and information to help manage your student loans.

All required information can be found at both <u>Federal Student Aid</u> and Student Loans.Gov sites.

Direct Subsidized Loans

Subsidized loans are available to undergraduate students who meet certain financial need criteria. The federal government will pay the interest on the loan while the student is attending classes on at least a half time basis and during periods when the loan is deferred.

Effective July 1, 2012, graduate and professional students are no longer eligible for this loan.

The Department of Education implemented a cap on the amount of time a student can attend an institution and continue to receive

a subsidized loan. Any student who had no loan debt effective July 1, 2013 will need to complete his program of study within 150% of the published time to completion. If the student does not complete his program of study within that timeframe, he will no longer be eligible to receive additional subsidized funding. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150% limit to lose the interest subsidy on their Direct Subsidized loans

Direct Unsubsidized Loans

Unsubsidized loans are available to students regardless of financial need. Students are responsible for the interest that accrues on this loan from the date the funds are disbursed until the funds are paid back in full. The student borrower also has the option to pay the interest that is accruing while attending school or postpone payment. If payment is postponed, the interest will accrue and be capitalized (added to the principal amount of the loan).

Plus Loans

PLUS loans are available for graduate/professional students as well as parents of dependent undergraduate students. The PLUS Loan enables parents/graduate students to borrow up to the full cost of attendance less any other financial assistance awarded to the student. PLUS Loan borrowers are subject to a credit check before loan approval.

The interest rate for new loans is determined each year and is announced during the month of July. Contact your Student Services Counselor for the current interest rates.

Repayment on the principal loan balance begins six (6) months after the borrower drops below half-time enrollment status or graduates. Normally, monthly loan payments will not be less than fifty dollars (\$50) and must be repaid within the time-period specified by the terms of the borrower's repayment contract.

Annual and Aggregate Loan Limits

There are limits on the amount of subsidized and unsubsidized loans that a student is eligible to receive each academic year (annual loan limits) and the total amounts that may be borrowed for undergraduate and graduate study (aggregate loan limits).

Annual Loan Limits				
	Base Loan Dependent/ Independent Sub/Unsub	ndent/ Loan endent Independent		
Freshman	\$3,500/\$2,000	\$ 4,000	\$ 9,500	
Sophomore	\$4,500/\$2,000	\$ 4,000	\$10,500	
Junior	\$5,500/\$2,000	\$ 5,000	\$12,500	
Senior	\$5,500/\$2,000	\$ 5,000	\$12,500	
Graduate		\$20,500	\$20,500	

Aggregate Stafford Loan Limits		
Undergraduate Subsidized Limit	\$ 23,000	
Undergraduate Combined Limit	\$ 57,500	
Graduate Subsidized Limit (including all undergraduate loans)	\$ 65,500	

Aggregate Stafford Loan Limits			
Graduate Combined Limit (including all undergraduate loans)	\$138,500		

State Grants for Arizona Residents

Arizona Leveraging Educational Assistance Partnership Program (AzLEAP)

The AZ LEAP program is a state and institutional partnership which provides student financial assistance in the form of needbased grants to low-income, undergraduate, Arizona resident students who have demonstrated substantial financial need.

Minimum Qualifications:

- Must be U.S. Citizen or an eligible non-citizen
- Must be a resident of Arizona
- Must be enrolled at least half-time as an undergraduate student
- Must have substantial financial need (be Pell eligible) as determined by the Free Application for Federal Student Aid (FAFSA)
- Must meet GCU Satisfactory Academic requirements
- Must not have concurrent enrollment in undergraduate and graduate courses

Arizona Teacher Student Loan Program

The Arizona Teacher Student Loan Program is a forgivable loan designed to financially support and encourage private college students who are Arizona residents to enter into the teaching profession and teach in Arizona.

Students must enter into an agreement with the Arizona Board of Regents to teach in an Arizona public school for one full school year for each year that ATSLP Loan funding was received. The agreement will provide the conditions of the forgivable loan and information on promising to repay the loan if the teaching obligation is not met. GCU must certify that the student meets the minimum qualifications for the program. Loans are awarded to eligible students on a first-come, first-served basis.

Loan Program

The forgivable loan can be applied toward tuition, instructional materials and mandatory fees as documented in the student's Cost of Attendance (COA) at GCU excluding all grants, scholarships, and other tuition benefits (e.g., tribal and military). The forgivable loan can be awarded each academic year to:

- Undergraduate students for a total of eight (8) semesters/payment periods (e.g., fall and/or spring)
- Post baccalaureate student to a total of four (4) semesters/payment periods (e.g., fall and/or, spring)
- Graduate students who do not have an undergraduate teaching degree to a total of four (4) semesters/payment periods (e.g., fall and/or spring)

Minimum Qualifications for loan:

- Must be U.S. Citizen or legal resident of the U.S. or otherwise lawfully present in the U.S.
- Must be a resident of Arizona
- Must be admitted and enrolled as an undergraduate, graduate or postbaccalaureate student at a qualifying private, postsecondary educational institution in Arizona

- Must file a Free Application for Federal Student Aid (FAFSA) each year enrolled in the Arizona Teacher Student Loan program
- Must sign the GCU ATSLP student agreement that requires the student to meet eligibility requirements for the program and specifies continuing eligibility terms, post-graduation or postcertification service obligations and repayment obligations if a student fails to meet eligibility requirements or service obligations.

Loan recipients have a grace period of 12 months after graduation or earning their teaching credential to begin teaching. (Deferment is possible if the recipient of the loan is temporarily unable to work; is called to active military duty; is enrolled in a graduate degree program that requires delaying the teaching requirement; or is unable to fulfill the teaching requirement due to circumstances beyond their control.)

Additional information can be viewed by going to https://www.gcu.edu/financial-aid/scholarships-grants/stategrants

Student Employment

Federal and Non-Federal Work Study

On campus Federal Work Study and Non-Federal Work Study employees will not be able to work without completed hiring documents. Federal and Non-Federal Work Study positions are paid bi-monthly. A student employed by GCU must be registered for at least six credit hours in order to maintain his/her exemption from Social Security taxes. Students are unable to receive state unemployment upon termination of their position.

Students are expected to do the following:

- Report to work promptly.
- Notify supervisors in advance if they will be late or absent from work.
- Refrain from conducting personal business and schoolwork on during scheduled work hours.
- Accurately report the hours worked (sign time sheet).
- Dress appropriately according to position.
- Monitor earnings in relation to their Federal Work Study award.
- Give two weeks' notice before resigning.

International Student Employment

International students who wish to work while in the U.S. must be aware of and comply with F-1 visa employment regulations. Working illegally while in the U.S. is a serious offense that must be reported to the Department of Homeland Security (SEVIS) and can result in loss of F-1 status and benefits, and possible deportation. All international students must confer with the staff at the International Students Office before accepting or beginning any employment.

For Canadian Students: Grand Canyon University is dedicated to providing high quality service for our Canadian students. Please be advised that students are responsible for determining their eligibility for Canadian Tax Credits. Certain Grand Canyon University courses and programs may not meet certain requirements for tax credits, including but not limited to the minimum week and continuous enrollment requirements. For more information on Canadian Tax Credits, please contact The Revenue Canada Agency or visit www.cra.gc.ca.

On-Campus Employment

International students with F-1 status may be employed on campus without obtaining special permission from the U.S. Citizenship and Immigration Services (USCIS) provided they are maintaining legal immigration status. Nonetheless, international students should check with the International Students Office to be sure the prospective job is permissible.

Off-Campus Employment

After being enrolled full-time for one academic year (two semesters), international students may be eligible for employment off-campus; however, opportunities are limited. Consult with the International Students Office for more information.

Below is a listing of the three primary types of off-campus employment that are available to international students.

- Practical Training (PT) PT is a benefit that allows F-1 students to gain practical experience working in the US in their field of study. There are two types of PT, Optional Practical Training (OPT) and Curricular Practical Training (CPT). OPT may be taken either during or following completion of the degree program, but is most feasible following completion because of the amount of time it takes to apply. Students are allowed a total of 12 months of OPT. The International Student Coordinator in the International Students Office will determine eligibility for OPT and may recommend to USCIS that work authorization for OPT be given. Prior to submitting an application for OPT, students must have completed full-time enrollment in two semesters of the degree program, and the application must be submitted to USCIS prior to completion. USCIS will review the application and upon approval will issue an Employment Authorization Document (EAD) card as legal permission to work. Students must have the EAD in their possession before they begin to work. Students are not required to have a job offer to apply for OPT.
- CPT may be authorized for those F-1 students who have enrolled in an internship course and have an internship job (firm offer) that has been certified through the college and the International Students Office. Any time up to 12 months on full-time CPT does not detract from a student's OPT. Students who complete 12 or more months of full-time CPT, however, are not eligible for OPT.
- Employment with an International Organization: This type of employment is very limited and must fit within the guidelines of the International Organization Immunities Act. It may require a change of status that could be detrimental to the student's status.

Social Security Number

A Social Security Number (SSN) is required in order to be employed in the U.S. For F-1 students to obtain an SSN, they must have employment on-campus or have other work authorization like Curricular Practical Training or Optional Practical Training. To apply for a SSN on the basis of an oncampus job, students must provide a letter from the campus department and the International Students Office, verifying the job and eligibility.

The following documentation will be necessary to present when applying:

- Unexpired passport containing F-1 visa
- Form I-94 Arrival/Departure record
- I-20 form
- One other piece of identification a student ID card, driver's license, etc.

- Letter of eligibility from the Center of International Education
- Letter from campus department where the student will be working

To apply on the basis of Curricular Practical Training (CPT), after approval for the internship and registration for an internship course, the staff in International Students Office will generate a new I-20 that lists the student's work permission for that specific employment. In the case of Optional Practical Training (OPT), the student will apply for it in the last semester of study. Upon approval from U.S. Citizenship and Immigration Service (USCIS), the student will receive a card showing work authorization. Please see staff in the International Students Office for these types of employment.

After obtaining one of the above types of authorization and documentation, an international student may apply for a Social Security Number by going in person to the local Social Security Administration office. The International Students Office can direct students to the nearest Social Security Administration office.

International Student Tax-Reporting Responsibilities

International students have some responsibilities for reporting to the Internal Revenue Service each year. Students may be subject to U.S. taxation based on the source and type of income and the number of years they have been present in the U.S. Each tax year, all international students must file Form 8843. Those who earned income from a U.S. source must file Form 1040NR or 1040NR-EZ. Grants and scholarships may be subject to taxation. Generally, tax forms must be filed by April 15 for the previous tax year (January 1 – December 31).

It is students' responsibility to determine tax liabilities and file the appropriate forms in a timely manner.

The International Students Office is not trained as professional tax consultants and cannot complete and/or file any tax forms.

Evaluation of Transfer Credit

The following section outlines how Grand Canyon University evaluates transfer credit from other institutions, alternative transfer credit options, and discusses general policies.

General Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, or programs provided the work is not of a highly specialized nature and a grade of C or better is earned. Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Academic Registrars and Admissions Officers, is used as a general guide in determining acceptability.

If the Office of Academic Records is unable to determine specific applicability for an acceptable course, general elective credit will be granted.

Foreign Evaluation of Transfer Credits

The following policies apply to credits students have earned at foreign institutions and wish to transfer to GCU.

In order to accurately and consistently evaluate foreign credentials, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. Obtaining an evaluation is an additional step to awarding college or university credit from foreign transcripts. The fee for evaluation is the responsibility of the student.

Transferring from GCU to another Institution

Students transferring from GCU to another educational institution are subject to that institution's transfer credit policy. All institutions reserve the right to refuse credits for transfer; therefore, students are encouraged to consult that institution's policy. Grand Canyon University cannot control how, or if, other institutions accept credits earned at GCU.

Transferability of Credits Earned to Institutions of the Nevada System of Higher Education

Students transferring from GCU to another educational institution within the state of Nevada are subject to that institution's transfer credit policy. All institutions reserve the right to refuse credits for transfer; therefore, students are encouraged to consult that institution's policy. Grand Canyon University cannot control how, or if, other institutions within the state of Nevada accept credits earned at GCU.

Baccalaureate Transfer Policies

The Office of Academic Records evaluates all prior college or university course credit through an official transfer credit evaluation. The Office of Academic Records determines how each course completed at each previous school will transfer into the University in the program of study. Based on that evaluation, some credit not applicable to the program may not transfer. Evaluations occur course-by-course and are applied toward University graduation requirements to maximize transfer credit.

Courses may be accepted as upper or lower division general electives, upper or lower division major or minor electives, or as directly equivalent University courses.

GCU uses the following policies to determine acceptability of courses in an undergraduate program:

- For undergraduate programs, a maximum of 90 credits, no more than 84 credits of which can be lower-division.
- Lower division credits can meet the content of upper division GCU classes, but will not fulfill the upper division requirement.
- A maximum of 30 credits, combined from the list below, can come from alternative credit options:
 - o College Level Examination Program (CLEP)
 - Prometric DSST Exams (DANTES)
 - o Excelsior Colleges Exams
 - o Berlitz Language Evaluation
 - Advanced Placement (AP)
 - o International Baccalaureate (HL)
 - o American Credit Evaluation (ACE) approved credits
 - National College Credit Recommendation Service (NCCRS) approved credits
 - o Lifelong Learning Assessments (8 credit maximum)
 - o GCU Approved Certificates
 - o Global Studies Portfolios (GSP)
- Another 30 credits maximum can come from military schools and training.
- All other transfer credits must come from accredited, GCUapproved college(s) transcripts.
- The University will not accept transfer credits from a thirdparty transcript. Each transfer course must be presented on the college transcript from which the course was completed.
- Courses with a grade of Pass (P) will be considered if "P" is
 equivalent to a C or better. This is determined by reviewing the
 grade scale of the institution where the course was completed.
- The University will not accept any course for credit that is described as having remedial or developmental content.
- The University will not accept any course for credit that duplicates credit already applied to a program.
- If a student disagrees with the way credit has been awarded, he
 or she may appeal through the appeals process as outlined in
 this University Policy Handbook.
- When coursework is equivalent, transfer credit from a quartersystem institution is evaluated and converted to semester credits on a 1:0.666 ratio.

Quarter Credits	Equivalency in Semester Credits
5	3.33
4	2.67
3	2.00
2	1.33
1	0.67

Below are examples of the evaluation and conversion of quarter system courses:

- Example A: If a student completed 4 quarter credits of ENG 101, the credits would be converted to 2.67 semester credits of English Composition at GCU. It would fulfill credits in the Communications requirement of the General Education; however, the student would earn only 2.67 credits toward the overall requirement of 120.
- Example B: If a student completed 3-quarter credits of ENG 101, the credits would be converted to 2.00 semester credits of English Composition at GCU. The 2 credits would count toward the overall requirement of 120 hours by fulfilling 2 credits in the Effective Communications requirement of the General Education; however, it does not fulfill the English composition requirement. The student would earn only 2.00 semester credits toward the overall requirement of 120.

Transfer Credit Application

Associate Transfer Plan

Students who complete a transfer-oriented associate degree at an accredited or GCU-approved college or university fulfill the University's General Education requirements, with the exception of the University Success, Christian Worldview, and required general education course, as defined in the Academic Catalog. Transfer-oriented associate degrees include the following:

- Associate of Arts
- Associate of Science
- Arizona General Education Curriculum (AGEC)
- California Intersegmental General Education Transfer Curriculum (IGETC).

Students enrolled in the Bachelor of Science in Nursing (RN to BSN) program need to refer to the Baccalaureate Programmatic Admission Requirements section for more information on general education requirements.

Alternative Transfer Credit Options

Students may transfer a total of 30 credits from all alternative transfer credit options combined. All alternative methods accepted are listed in this section. Many students who come to Grand Canyon University have achieved college-level mastery of certain subjects through advanced high school programs or by other means not generally recognized for college credit.

For this reason, the University actively participates in the following:

- High School Programs
 - o Advanced Placement (AP)
 - o International Baccalaureate Credit (HL)
- Alternative Testing Programs
- American Council on Education (ACE);
- Berlitz Language Evaluation
- College Level Examination Program (CLEP) of the College Entrance Examination Board;
- · Excelsior College Exams
- GCU Approved Certificates
- Global Studies Portfolios (GSA)
- IT Competency Assessment
- Lifelong Learning Assessment (LLA)
- National College Credit Recommendation Service (NCCRS)
- Prometric DSST Exams (Formerly DANTES)
- · Sophia Learning

Certain restrictions apply to these programs. Credit will be given only when it does not duplicate credit previously earned and is not for a course more elementary than one for which the student has earned college credit. CLEP credit will be given only for examinations completed after July 1965.

High School Programs

Student may have earned credits through two alternative credit options during high school. These include Advanced Placement Requirements (AP) and International Baccalaureate Credit (HL). Official transcripts from AP or HL will need to be sent to the University, credit is not awarded from the high school transcript. Upon receipt of official transcripts, credit will be awarded as indicated on the official transcript received.

Alternative Testing Programs

National testing exams offer students another choice to demonstrate mastery of course content. Credit awarded is based on official transcripts.

The number of credits and grade level (lower or upper division) varies based on the recommendation listed on the official transcript. Students can verify this through the other agency. If the student needs the coursework to be upper division credits, this should also be verified through the other agency before completing the exam. The University will apply the credit as recommended on the official transcript received.

For a current list of acceptable exams, students can visit transfersearch.gcu.edu. Please be advised, course mappings will be updated as other agencies recommendations change so students are always encouraged to verify with the other agency before completing the exam.

Berlitz Language Evaluation

For assessment of languages, an evaluation of language proficiency from the Berlitz Institute may be accepted for credit. Credit will satisfy the foreign language requirements. Students can take exams for any language assessed by Berlitz. A maximum of 16 lower-division credits will be awarded using the following scale:

A minimum cumulative score rating of 70 (out of 100) must be obtained in the following areas to receive 16 credits of lower division for the following skill areas:

- Writing Proficiency (WPE)
- Speaking Proficiency (SOPI)
- Listening and Reading Proficiency (BTLR)

American Council on Education (ACE)

ACE provides credit recommendations for formal courses and examinations completed outside of a traditional classroom. GCU will apply ACE evaluated credit according to the ACE transcript, first for matching course content or general education, then to electives, up to the transfer credit limits of the degree. Content must be equivalent and equal in credit to GCU courses at the masters and doctoral levels to be applied. Certificates or an ACE transcript should be submitted to the Office of Academic Records. A transcript can be requested on the ACE website at http://www.acenet.edu/ Students may submit certificates issued by the National Fire Academy (NFA) and Emergency Management Institute (EMI) as approved by the American Council on Education (ACE). All other certificates issued by NFA and EMI, as well as FEMA Independent Study and Gannett, will not be considered for alternative transfer credits.

National College Credit Recommendation Service (NCCRS)

NCCRS (formerly National PONSI) evaluates training and education programs offered outside the traditional college classroom setting and translating them into college credit equivalencies. NCCRS-evaluated courses can be applied towards undergraduate lower-division general education requirements or toward undergraduate lower-division elective requirements. Official transcripts from the organization that sponsored the course or learning experience must be submitted to the Office of Academic Records. NCCRS does not issue transcripts. More information can be found on the NCCRS website.

GCU Approved Certificates

GCU has identified a list of international and national professional certificates that students can submit for alternative transfer credits, which are listed on the GCU Transfer Center. These certificates have been approved by the Colleges and can apply towards one of the following:

- Lower or upper division undergraduate general education, program major/core or elective requirements
- · Limited graduate level coursework

Grand Canyon University will award alternative transfer credits based on the equivalencies listed below:

- 10 contact hours = 1 Continuing Education Units (CEU) credit
- 10 CEUs = 1 semester credit
- 100 CEU contact hours = 1 semester credit

Grand Canyon University will consider an academic appeal for certificate(s) not listed on the ACE website or GCU Transfer Center if the certificate meets the following criteria:

- Issued by an international or national organization (cannot be issued by an approved provider of a national or international organization)
- · Name of attendee
- Name of Certification earned
- Documents number of CEU or contact hours completed
- · Date certification was awarded

Lifelong Learning Assessment (LLA)

GCU defines 'Lifelong Learning Experiences' within the context of the LLA, and for the purposes of choosing an LLA topic and writing an LLA paper, as: "A real-life event that was experienced first-hand, has generated an extensive amount of personal and professional learning that is equivalent to college-level academic rigor and quality, and has created a significant life change in the learner (i.e., an increased capacity to live and apply the learning in new contexts). These learning experiences are most valued when they are job-based (or volunteerism), but they should involve engaging in activities for significant amounts of time (e.g., several years or more), are non-episodic (i.e., not one-time events), and are context-embedded within naturally occurring life events during the adult years of life."

In order to take advantage of this alternative credit method, students must first be approved to take the course ENG 135: Lifelong Learning Assessment, which teaches students the skills needed to submit up to 8 credits of Lifelong Learning Assessments with an additional 4 credits being earned from the course itself. Students create and submit an LLA paper by documenting adult life experience in the form of an expository essay focused on experiential learning as described in the paragraph above. Papers submitted for consideration of credit should follow the following guidelines to earn:

- 2 credits, complete 10 pages and a minimum of two academic references; 3 subtopics;
- 4 credits, complete 20 pages and a minimum of four academic references; 6 subtopics.

Students are given the opportunity to submit up to two LLA topics for approval. If approved for a second topic, an additional paper must be submitted for review that meets either the 2 credit or 4 credit requirements; ultimately, allowing the student to earn up to 12 credits. Papers should be written and documented following APA guidelines, including title and reference pages. These pages are not included in the page requirement.

Grand Canyon University will award credit to students for life experiences when the evaluator is convinced that such experiences meet the requirements as outlined in the grading rubric and LLA definition. Sample topic areas are as follows:

- Business Ownership
- Human Communications
- Introduction to Project Management
- Military Career (with deployment)
- Roles in Healthcare

Credit earned through the LLA process can only be used to fulfill undergraduate effective communication or elective requirements and these credits may not be transferable to another institution in the way credit for actual courses completed at GCU would be transferable.

The first LLA submissions must be received no later than 60 calendar days after the completion of the ENG-135 course. Students are allowed to submit a second LLA paper after proper approval within one year of the completion of ENG-135. Late submissions will not be considered. Students should note that incomplete LLAs or LLAs with incomplete coversheets will not be reviewed and will be returned to the student. Students will be notified of the outcome of the review within 2 weeks of receipt of the LLA. Students will only have 2 attempts to receive a passing score on their LLA paper. Completed LLA papers are submitted through the GCU LLA site.

IT Competency Assessment

Students who have experience in a course that cannot be awarded credit through a course transfer from another educational institution or approved certification may be eligible to complete a competency assessment to be awarded transfer credit. Not all courses are available for competency assessments and students can obtain a list of available competency assessments through their SSC or UC. Students must pass the competency assessment with a grade of 70% or better and scores will not be rounded. Students must take the competency assessment prior to becoming active in the course for which transfer credit may be granted. There is no cost to the student to attempt the assessment. Students may attempt the competency assessment two times.

Global Studies Portfolio (GSP)

Traditional Campus Students

The Global Studies Portfolio program will provide international opportunities for students to integrate experiential learning, personal development, disciplinary knowledge, and spiritual growth through active involvement in mission trip experiences through the Department of Spiritual Life. This program strives to prepare students to be responsible leaders and global citizens who participate in a values-based curriculum from the context of our Christian heritage.

GSPs submitted for consideration of credit should follow the following guidelines to earn:

- 2 credits, submit 10 of the pre-determined artifacts and a minimum of two academic references. Mandatory artifact assignments include G1.9 and G3.3.
- 4 credits, submit 20 of the pre-determined artifacts and a minimum of four academic references.
- Each artifact has a detailed assignment description.

Papers should be written and documented following APA guidelines, including title and reference pages. These pages are not included in the page requirement.

Grand Canyon University will award credit to students for a Global Studies Portfolio (GSP) when the student demonstrates that such experiences meet the requirements as outlined in the grading rubric and GSP definition.

Credit earned through the GSP process can only be used to fulfill lower division elective credit requirements. These credits may not be transferable to another institution in the way credit for actual courses completed at GCU would be transferable. Credits are repeatable up to 8 total elective credits.

Students should note that incomplete GSPs with incomplete coversheets will not be reviewed and will be returned to the student. Learning will be evaluated based on content, presentation and mechanics of the portfolio. Students will be notified of the outcome of the review within 2 weeks of receipt of the GSP. Students are notified through their GCU e-mail account. Students will only have 2 attempts to receive a passing score on their GSP.

Completed GSPs are submitted to StudyAbroad@gcu.edu within 90 days of the conclusion of the GCU Mission Trip. A \$90 processing fee must be submitted prior to evaluation of the GSP. Payment should be delivered to the Study Abroad Office.

Credit for Military Training and Experience

In addition to the alternative transfer credit option policy, Grand Canyon University will award additional credits for military training and experience as included on the Army/ACE Registry Transcript System (AARTS), Sailor/Marine/ACE Registry Transcript (SMART), Air University/Community College of the Air Force (CCAF), Coast Guard Institute (CGI) or Joint Services Transcript (JST). If used in conjunction with the alternative transfer credit option, a military student can transfer in 60 credits using these two options. The student can transfer up to 30 alternative credits maximum and no more than 60 credits total between military and alternative credit. Credits earned above 60 credits must come from transfer coursework up to 90 credits, of which a maximum of 84 lower-division credits would be accepted. AARTS, SMART, JST, CCAF, and CGI transcripts track all of a service member's or veteran's military training and coursework. Created by the Army, Navy, and Marine Corps in partnership with ACE and similar in format to college transfer transcripts, the documents list personal student data, courses, and occupations evaluated by ACE, including descriptions, learning outcomes, and equivalent college credit recommendations, as well as national college-level exam results. In lieu of the AARTS, SMART or JST documentation, GCU also will accept the DD Form 295, Application for the Evaluation of Learning Experiences during Military Service and DD Form 214, Certificate of Release or Discharge from Active Duty. Air University/Community College of the Air Force (CCAF) are not included in this total and are treated as standard transfer coursework.

More information is available regarding these transcripts at http://www.acenet.edu/higher-education/topics/Pages/Transcript-Services.aspx.

Credit Evaluation Policy for VA Funded Students

This institution will inquire about each veteran or veteran benefits eligible person's previous education and training, and request transcripts from all prior institutions, including military training, traditional college coursework and vocational training. Previous transcripts will be evaluated and credit will be granted, as appropriate. Students will be made aware of the final decision.

Master Degree Transfer Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, and programs, provided the work is equivalent to a Grand Canyon University graduate-level course, has been earned in conjunction with the completion of a graduate level course, and a grade of B or better was earned. The University will accept up to 12 credits or 1/3 of the total program requirements in transfer (whichever is less).

The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.1 and 2.) (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses designed for graduate work).

College Transfer Restriction

The first course of the graduate program of study cannot be satisfied by transferred credits.

Notarization of Official Documents

GCU can provide students with a notarized copy of their diploma and/or official transcript. In the event a student needs the notarized document for the purposes of obtaining an apostille, GCU will supply the notarized copy for the student to submit to the Arizona Secretary of State's Office. However, before submitting a request for notarization, please check with the requesting agency to verify what level of verification is required.

Master Degree Programmatic Transfer Policies

College of Humanities and Social Sciences

Master of Social Work

While transfer credit may be considered for specific coursework within the Master of Social Work and Master of Social Work Advanced Standing, the credits must have been awarded from a CSWE accredited institution. Transferable coursework must have been completed within 5 years of the student's start date of their program of study.

College of Nursing and Health Care Professions

Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology (ACNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP)

Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within one year of the program start date, an appeal can be submitted for review.

** Exception: If a Certified Nurse Practitioner who is active and current in clinical practice, applies to Post-Masters Nurse Practitioner program, they may be able to transfer in courses

Post-Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology Certificate

Post-Master of Science in Nursing: Family Nurse Practitioner Certificate

Advanced pharmacology, advanced pathophysiology and advanced health assessment are non-transferrable courses. If, however, these courses are taken within one year of the program start date, an appeal can be submitted for review.

- A Post-Master applicant who holds a current, active, unencumbered license as a nurse practitioner (NP) who have been approved for transfer credit will be required to take the 3P exam at the time they apply for the APRN program.
 Exception: GCU Alumni who have graduated from an APRN program and passed the 3P exam within the last 5 years from the date of degree conference.
- A score of 67% or greater, results in progression to clinical with no other requirements.
- A score of less than 67%, will require enrollment in the NRC-634 remediation course, re-take of the 3P exam, and a passing score of 67% or greater before proceeding to the first clinical course.
- If the 2nd attempt in NRC-634 is a successful pass of 67% or higher, progression to clinical will occur with no other requirements.
- If the student fails the 2nd attempt, they will take a 16 week survey course as a non-degree student of NUR-631 (Advanced Pathophysiology) NUR-635 (Advanced Pharmacology), and NUR-634 (Advanced Physical Assessment) content.
- The 3rd attempt of the 3P exam will occur at the end of the survey course.
- Students who do not successfully pass the required 3P exam after three attempts will no longer be allowed to progress into any of the APRN programs. Students can transfer to a non-APRN program.

** Exception: If a Certified Nurse Practitioner who is active and current in clinical practice, applies to Post-Masters Nurse Practitioner program, they may be able to transfer in courses.

Undergraduate Certificate of Completion Transfer Policies

The University generally accepts courses from accredited, GCU approved colleges, universities, or programs provided the work is equivalent to the required course within the undergraduate certificate and a grade of C or better is earned. Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Academic Registrars and

Admissions Officers, is used as a general guide in determining acceptability. The University will accept up to ½ (half) of the total program requirements in transfer

Graduate Certificate of Completion Transfer Policies

The University generally accepts courses from accredited, GCU-approved colleges, universities, and programs, provided the work is equivalent to a Grand Canyon University graduate-level course, has been earned in conjunction with the completion of a graduate level course, and a grade of B or better was earned. The University will accept one course of the total certificate requirements in transfer. This includes credits completed from a master's degree previously earned through Grand Canyon University.

Post-Master Certificates requiring 30 or more credits for completion fall under the Master Degree Transfer Policies section.

Doctoral Degree Transfer Policies

The University generally accepts doctoral-level courses from regionally accredited colleges and universities, provided the content is equivalent to a Grand Canyon University doctoral-level course, and a grade of B or better was earned. For programs that do not match current College of Doctoral Studies Degrees, the University will accept up to nine credits into the program. Coursework transferred into GCU's doctoral program must have been completed within ten years prior to transfer.

Due to the dissertation or practice improvement components integrated throughout courses in GCU's doctoral programs, the following courses are not eligible for transfer and must be completed at GCU:

- All research courses: RES, PSY-801, PSY-815, PSY-825, PSY-850
- All residency (RSD) courses
- All assessment and statistics courses: PSY-843, PSY-845, PSY-870
- All dissertation courses RES-871, PSY-885, and all 900 level courses
- All DNP and DNP-Ed courses, with the exception of DNP-825. With transfer approval of DNP-825, 50 immersion hours may need to be completed in association with DNP-825 course objectives as independent study hours prior to completion of the program. An extension course may be required if hours are not acquired during the course of the program.

For the transfer of doctoral credits from the same type of degree (EdD, PhD etc.) and content (Organizational Leadership, Business Administration, etc.), the University will employ a bulk transfer process. Up to 27 credits may be transferred (30 for the PhD CES) WITHOUT course by course evaluation, so long as these credits:

- Are from an accredited institution
- Are from courses where the student has earned a B or better
- Are not more than 10 years old.

Students using this process will enter a cut-down version of the program with a specific course sequence that matches the number of credits they have remaining. The Doctor of Nursing Practice does not fall under this transfer policy.

Graduation Requirements

The completion of the required minimum of 120 semester credits for a baccalaureate degree usually requires four years of 30 semester hours each. The freshman and sophomore years are usually spent in general or introductory courses in diversified liberal arts areas. During the remaining two years, the student may concentrate in the field of major interest. The work for the entire program consists of General Education (GE) requirements, major and minor subjects, and elective courses. Students completing a graduate program must meet the curricular requirements per the Program of Study.

A Student Services Counselor will help each student select a combination of major, minor, and elective studies appropriate for that individual. However, it is the ultimate responsibility of the student to plan their course of study appropriately.

Designation of Academic Catalog

University and college programmatic requirements may change. A degree candidate is required to meet the requirements for graduation as outlined in the Academic Catalog in effect at the time he/she begins classes or those of any subsequent changes in the University Policy Handbook, provided the student has remained in continuous enrollment at Grand Canyon University. These requirements are also contained in the student's signed Enrollment Agreement.

Nontraditional Student

Continuous enrollment is defined as being in attendance continuously, with no break in attendance longer than 14 days.

Traditional Campus Student

Continuous enrollment is defined as consecutive semesters; enrollment in the Summer session is not relevant for the traditional campus student.

A student who has been readmitted after a period of nonattendance or after attending an institution other than Grand Canyon University (including an Arizona community college) will graduate under the requirements for graduation as stated in the Academic Catalog at the time of readmission. This provision applies whether the period of non-attendance at Grand Canyon University was voluntary or due to Academic Suspension or Academic Expulsion.

Students who complete one degree program and then wish to pursue a second degree do not do so under the same Academic Catalog as their first degree. These students must meet the Academic Catalog requirements in effect at the time they begin work toward the second degree, unless they remained in continuous enrollment for both degrees and both degrees will be posted at the same time.

Baccalaureate Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the <u>Graduation Application</u>, graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

Program Credit Requirement

The minimum number of semester credits required for a baccalaureate degree is 120. Students lacking the required minimum 120 credits to graduate from their program, usually due to transfer credit may take one of the University's Service Learning courses to complete the difference in credits either in

the major or elective category. Service Learning courses cannot be used to fulfill credits in the general education category. Students are required to meet the program graduation requirements of their degree including meeting the required coursework and any capstone requirements.

Traditional Campus Student

Traditional campus students who have transferred in a minimum of 24 college level credits and have a 3.0 GPA or higher can waive the University Foundations course (i.e. UNV-103, UNV-303,etc.).

Minimum GPA Requirements

Undergraduate students must have at least an enrollment cumulative 2.0 GPA for their program of study.

- Major Grade Point Average: Undergraduate students must also have at least a cumulative 2.0 GPA in their majors and are not permitted to count any course with a grade below C toward their majors. Higher GPAs are required by specific departments and colleges.
- Minor Grade Point Average: Undergraduate students must have at least a cumulative 2.0 GPA in their minors and are not permitted to count any course with a grade below C toward their minors.

Residency Requirement

Undergraduate students must complete at least 30 semester credits of course work in a Grand Canyon University program to satisfy residency requirements.

Upper Division Credit Requirement

For a baccalaureate degree, a student must earn a minimum of 36 semester credits in upper division (300 or above) courses.

Writing Intensive Course Credit

As a graduation requirement for all baccalaureate programs of study, students must successfully complete a minimum of three courses that have been designated as Writing Intensive. These courses must include ENG-105 (or its equivalent) and two courses in the major, one of which must be upper-division. Writing-Intensive courses are designed to provide students with a structured format, within which to learn and to demonstrate mastery of content through effective, discipline-appropriate written assignments. A designated writing-intensive assignment involves multiple submissions that include the following essential elements:

- Research (appropriate source selection, integration, acknowledgment, and citation)
- Pre-writing and Review (may include brainstorming, outlining, annotated bibliographies, peer-review, faculty feedback)
- Revision and Final submission

To ensure a shared focus on content, as well as style, a minimum of 30% of the final writing-assignment grade is based upon

mechanics and organization. In all cases, revision is required, and the culminating writing-intensive assignment(s) comprise a minimum of 30% of the course grade.

The University has always accepted comparable courses from other accredited, GCU-approved institutions that, in the judgment of the faculty, meet the intent of the requirements as specified. The faculty teaching a specific discipline will be consulted when the Office of Academic Records cannot establish whether or not a particular transferred course is substantially similar to the GE requirement.

Major/Core

Undergraduate students are required to select one subject area, a major, in which they must earn at least 36 semester hours of acceptable credit. At least 36 credits of the major must be upper division. Courses with a grade of D or below (2.0 GPA) are not permitted to count toward the major.

Double Major

Traditional campus student

Students wishing to pursue two majors under a single degree (e.g., Bachelor of Arts in Communications and Bachelor of Arts in History or Master of Science in Leadership and Master of Science in Psychology):

- Must meet the admission criteria for that degree.
- Must submit request form to their Student Services Counselor of the primary major and the desire to seek a secondary major.
- Must fulfill the General Education requirements (for undergraduate programs) and all degree requirements for each major sought.
- Will have a single GPA for the purpose of determining graduation honors (undergraduate programs only).
- 24 semester credits must be unduplicated within each major for the completion of both majors if pursuing a second major.
- Will use the catalog year of the primary major to determine the secondary major requirements.
- Must file a Graduation Application with the Office of Academic Records that notes each major sought.
- Will receive a single diploma with the degree, primary major and secondary major. The secondary major will also be indicated upon the transcript.

Dual Major

Traditional campus student

- Dual major programs are specifically designed sets of University curriculum and clearly outlined in the Academic Catalog as predetermined by the University (e.g., Bachelor of Science in Elementary Education and Special Education).
- Fulfill the General Education requirements, degree prerequisites and requirements, and all other University requirements for the dual-major program.
- Will have a single GPA for the purpose of determining graduation honors.
- Will receive a single diploma with the degree, primary major and secondary major. This will also be indicated upon the transcript.

Minors (Undergraduate Programs)

Traditional campus student

Students wishing to pursue an additional minor under a single degree:

- Minors are a minimum of 16 semester credits, with a minimum of 12 semester credits being unduplicated.
- Must submit request form to their Student Services Counselor of their desire to seek a minor.
- Must fulfill the prerequisites and requirements for the minor sought.
- Will use the catalog year of the primary major to determine requirements.
- Will have the additional minors indicated upon their transcripts. Minors will not be listed on the diploma.

Double Degree

Traditional campus student

An undergraduate student wishing to pursue two degrees simultaneously from Grand Canyon University must meet the following requirements: (e.g.: Bachelor of Science in Psychology and Bachelor of Arts in Christian Studies)

- Must meet the admission criteria for each degree.
- Must submit request form to their Student Services Counselor
 of the primary degree and the desire to seek a second degree.
- Complete a minimum of 30 credit hours at Grand Canyon University beyond the requirements for the first degree (e.g., a minimum of 150 credit hours if the requirements, for the first degree were completed after 120 hours).
- Must fulfill the General Education requirements, all degree prerequisites and requirements, and all other University requirements for each degree sought.
- 24 semester credits must be unduplicated within each degree for the completion of both degrees if pursuing a second degree.
- Will use the catalog year of the primary degree to determine the secondary degree requirements.
- Must file a Graduation Application with the Office of Academic Records that notes each degree sought.
- Will receive a single diploma for each degree earned. The secondary degree will also be indicated upon the transcript.
- The student will have a single GPA for the purpose of determining graduation honors.

Second Degree

- A student who has earned a baccalaureate degree from an accredited, GCU-approved college, university, or program may be granted an additional baccalaureate degree from Grand Canyon University upon completion of the following:
- Meet the admission criteria for that degree.
- Select a major field not used as a major for the previous degree (see specific major for number of hours required).
- Complete a minimum of 30 additional credit hours in the major area at Grand Canyon University after the conferral of the previous baccalaureate degree(s). (Note: Second Degree students do not qualify for honors at graduation.)
- File a Graduation Application with the Office of Academic Records for the degree sought.

Internal Transfer between GCU Degrees and/or Graduate Certificates of Completion

• Students who have completed a Grand Canyon University master's degree or post-master certificate that required 30 or more credits can apply the lesser of 12 credits, or 1/3 of the total program-credit requirements, to a second master's degree at GCU. All credits earned in graduate certificates of completion that require fewer than 30 credits can be applied towards a master's degree at Grand Canyon University.

 If students are found to have taken a course equivalent to a GCU course of differing credit, the student will still need to meet the total program credit requirements in order to graduate.

Baccalaureate Programmatic Graduation Requirements

Colangelo College of Business

Bachelor of Science in Hospitality Management

Students are required to accumulate 600 hours of paid or unpaid experience in the hospitality industry throughout their program of study. Experience may be in any aspect of the hospitality industry, subject to the Colangelo College of Business approval.

Bachelor of Science in Sports and Entertainment Management

Students are required to accumulate 300 hours of paid or unpaid experience in the sports or entertainment industry throughout their program of study. Experience may be in any aspect of the sports and entertainment industry, subject to the Colangelo College of Business approval.

Master Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the <u>Graduation Application</u>, graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

- Graduate students must meet the degree requirements of the degree in which they graduate.
- Requirements include earning the total number of credits required by the program, meeting content requirements, and submitting any capstone activities. If students fail to meet any of the program requirements, a degree will not be conferred until the requirements are met.
- Graduate students must also have at least a cumulative 3.0 GPA, with no grade lower than a C.
- Students lacking the required minimum credits to graduate from their program, usually due to transfer credit may take one of the University's Service Learning courses. Students are required to meet the program graduation requirements of their degree including meeting the required coursework and any capstone requirements.

Dual-Degree Programs

Dual-degree programs are specifically designed sets of University curriculum that will convey two separate degrees (e.g., M.B.A. and M.S.) upon completion of a set of unified curriculum. Dual-degree programs are clearly outlined in the Academic Catalog and predetermined by the University.

A student wishing to pursue a dual degree:

- Must meet the admission criteria for that dual-degree program
- Must complete the requirements for both degrees before being granted either degree.
- Must file a Graduation Application with the Office of Academic Records that notes each degree sought.

 Will receive two separate diplomas, one for each degree in the dual-degree program.

Additional Emphases

Students wishing to pursue an additional emphasis under a single degree:

- An Additional Emphasis is a minimum of 8 semester credits, with a minimum of 8 semester credits being unduplicated.
 Graduate students have the option of completing up to two emphasis areas as part of their degree.
- Must submit request form to their Student Services Counselor of their desire to seek an additional emphasis.
- Must fulfill the prerequisites and requirements for the emphasis sought.
- Will use the catalog year of the primary major to determine requirements.
- Will have the additional emphasis indicated upon their transcripts.
- Will receive a single diploma with the degree, primary emphasis and secondary emphasis.

Doctoral Graduation Requirements

Students are considered complete once all degree requirements are fulfilled and grades have been posted. Students are eligible for graduation upon submission of the <u>Graduation Application</u>, graduation fee, and clearance of financial responsibilities. All degrees will be posted (formally placed on the student's transcript) approximately 30 days after degree requirements are fulfilled and grades are posted. Students wishing to participate in Commencement will have additional requirements to complete. Please refer to the Commencement section for further details.

- Doctoral learners must meet the degree requirements of the degree in which they graduate.
- Requirements include earning the total number of credits required by the program, meeting content requirements, and
- For CDS: Approval of a dissertation by the committee and the Dean as demonstrated by a signed D-80 document (See Appendix A)
- Graduation requirements for the DNP program include completion of the Quality Improvement (QI) or Internal Review Board (IRB) process, Academic Quality Review (AQR) 1 and 2 completion, chair and content expert approval and have met the minimum of 1000 Practice Immersion Hours prior to meeting eligibility. DNP Learners that are deficient hours or have a final manuscript deemed "not ready" for Dean review at the end of the program may require additional extension courses to meet programmatic requirements prior to Dean approval.
- If learners fail to meet any of the program requirements, a degree will not be conferred until the requirements are met.
- Doctoral learners must also have at least a cumulative 3.0 GPA.

Posthumous Degrees

In the unfortunate event that a student passes away prior to earning his or her degree, GCU may, if the student qualifies, grant the student's degree posthumously. The qualifications include:

Baccalaureate Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed at least 90 credits toward a 120 credit degree; including completion of at least half the credits in the student's major
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Master's/Post Master's Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed more than 75% of the program
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Doctoral Students

- Student was in good academic standing (as measured by GPA) at the time of his or her death.
- The student completed more than 75% of the program
- Student's Dissertation or DPI Project Proposal had been approved by the University.
- A deceased student's cause of death was not due to any unlawful activity on the part of the student.

Commencement

Eligibility to Participate in Commencement

A candidate for graduation must meet the criteria listed below for one of the two commencement exercises.

Fall

Non Traditional Ceremonies

- Students expected to complete their degree by between 7/1 -12/31
 - Degree posted or registered through completion with end date of final course ending on or before 12/31

*Note: The College of Doctoral Studies requires the Dean's signature on the completed committee-approved Dissertation with a signed GCU D-80 form by close of business 60 days prior to the date of the graduation ceremonies.

The College of Nursing and Health Care Professions requires the Dean's signature on the completed committee-approved Direct Practice Improvement Project with a signed project sheet by close of business 60 days prior to the date of the graduation ceremonies and have documented in Typhon a minimum of 1000 Practice Immersion Hours. DNP Learners that are deficient hours or have a final manuscript deemed "not ready" for Dean review at the end of the program may require additional extension courses to meet programmatic requirements prior to Dean approval

Winter

Traditional Ceremony

- Expected Fall graduates
 - Degree posted or registered through completion with end date of final course being on or before end of Fall Semester

Spring

Traditional Ceremony

- Expected Spring & Summer graduates
 - Degree posted or registered through completion with end date of final course being on or before end of Summer Semester

Non Traditional Ceremony

- Students expected to complete their degree between 1/1 6/30
 - o Degree posted or registered through completion with end date of final course ending on or before 6/30

*Note: The College of Doctoral Studies requires the Dean's signature on the completed committee-approved Dissertation with a signed GCU D-80 form by close of business 60 days prior to the date of the graduation ceremonies.

The College of Nursing and Health Care Professions requires the Dean's signature on the completed committee-approved Direct Practice Improvement Project with a signed project sheet by close of business 60 days prior to the date of the graduation ceremonies and have documented in Typhon a minimum of 1000 Practice Immersion Hours.

Attendance at Commencement

A candidate for graduation is invited to attend public commencement exercises that are held in the Fall (Nontraditional/Cohort students only), Winter (Traditional students only) and Spring (Non-traditional/Cohort and Traditional students). Information regarding the commencement exercise is available at GCU Commencement Resource Page.

Academic Regalia for Commencement

Candidates for graduation participating in the commencement exercises are required to wear the prescribed academic regalia, which consist of a black gown and hood. The gown has distinguished sleeves to indicate the level of academic achievement earned.

- Undergraduate students: pointed sleeves
- Graduate students: oblong sleeves
- Doctoral students: bell-shaped sleeves

The academic colleges are represented by the color of the tassels which hang from the cap. While not an exhaustive list, the following are some of the colors that may be seen on the graduates' hoods:

- Arts, Letters, Humanities white
- Business drab
- Education light blue
- Math and Sciences gold
- Music pink
- Nursing apricot
- Physical Education sage green
- Public Health salmon pink
- Religion scarlet
- Science golden yellow

Those who hold the Ph.D. degree may choose either the color of their discipline or Ph.D. blue, a royal blue. American Council on Education (2012). Academic Regalia. Retrieved from: http://www.acenet.edu/news-room/Pages/Academic-Costume-Code.aspx

Graduation with a Leadership Distinction

The Graduation with a Leadership Distinction (GLD) is reserved for traditional undergraduate students actively engaged in a student leadership position while enrolled at Grand Canyon University. This distinction requires a minimum of 350 documented hours inclusive of professional and leadership development programming, applied leadership experience, community engagement, and service project hours.

Graduation with Academic Recognition

Ray-Maben Scholars

This recognition represents the highest scholarship honor awarded by Grand Canyon University each year at graduation. Established by the faculty, the criteria consist of a cumulative and Grand Canyon University GPA of at least 3.9, with no more than 12 transferable semester credits.

Latin Honors

Undergraduate students who have earned at least 60 credits at Grand Canyon University may qualify for honors at graduation by maintaining one of the following GPAs:

- 3.40 to 3.59 may qualify for graduation cum laude;
- 3.60 to 3.79 may qualify for graduation magna cum laude;
- 3.80 to 4.00 may qualify for graduation summa cum laude.

Second bachelor degree and graduate students are not eligible for honors. In academe, being admitted and completing a graduate degree is considered an honor.

For walking purposes for commencement ceremonies or exercises, honor candidates will be decided by using the GPA at the time commencement registration closes for each scheduled commencement ceremonies or exercises. Walking honors does not guarantee actual honors will be granted and displayed on the student's transcript or diploma. True honors will be determined at the time of the posting of the degree and will be displayed on the student's transcript and diploma.

University Honors

Undergraduate students who have completed less than 60 semester credits at Grand Canyon University may be eligible for University Honors. Students, who complete their degree with a cumulative grade point average of 3.5 or higher for credits earned at Grand Canyon University, will be awarded University Honors at Graduation. Honors will be displayed on the student's transcript.

Honors College

Students who complete the Honors program will be given special recognition, which will be determined at the time of the degree posting and will be displayed on the students' transcript.

University Approved Honors Societies and Professional Organizations

Grand Canyon University recognizes the following national honors societies and professional organizations, and support chapters established at the university:

Colangelo College of Business | ccob@gcu.edu

- Delta Mu Delta International Academic Honors Society in Business| deltamudelta.org
- Sigma Beta Delta Honors Society | sigmabetadelta.org

College of Arts and Media | cam@gcu.edu

- Alpha Psi Omega National Theatre Honor Society | alphapsiomega.org
- National Association of Teachers of Singing | nats.org
- National Honors Society for Dance Arts | ndeo.org

College of Education | coe@gcu.edu

• Kappa Delta Pi International Honor Society | kdp.org

College of Humanities and Social Sciences | chss@gcu.edu

 Psi Chi, The International Honors Society in Psychology | psichi.org

College of Nursing and Health Care Professions | conhcp@gcu.edu

 Sigma Theta Tau International Honors Society of Nursing | signmanursing.org

Honors College | gcuhonors@gcu.edu

- Alpha Chi National College Honors Society | alphachihonor.org
- National Society of Collegiate Scholars | nscs.org

Eligibility requirements vary by organization, and membership is optional. A membership fee may be required upon invitation to join. Graduation regalia to recognize membership within the above organization(s) is available for purchase, and an expense assumed by the student member.

Academic Services and Resources

The following section highlights some of the academic services and resources available to students, both traditional and nontraditional. The University strives to provide and introduce additional support for students to achieve their educational goals. As new services are introduced, they will be included in this section of the University Policy Handbook.

Academic & Career Excellence

Academic & Career Excellence provides academic support through peer-to-peer Learning Advocates (LEADs) and academic workshops, along with career development including resume writing, interviewing, networking, professionalism, etc. Additionally, various career fairs, events, workshops, and employer information sessions are offered throughout the year in an effort to connect students with employers and various full-time, part-time, and internship opportunities.

Academic Excellence

Academic Excellence offer the following:

- One-on-one/group study sessions with Academic or FYE LEADs (Learning Advocates)
- After Dark series (content/course-specific academic workshops from 8pm-11-pm)
- Explore Mores
- · Academic success strategies
- First Year Experience (FYE)

Career Excellence

Career Excellence offer the following:

- One-on-one appointments with ACE Advisors and Career LEADs (Learning Advocates)
- Resume writing
- Interview coaching
- · Mock interviews
- Career readiness
- Career coaching/major exploration
- Career assessment
- Purpose Plan (yearly checklist)
- Career Connections online job board, document library, resume builder, mock interviews, career events and workshops, etc.
- Employer networking
- Employment opportunities

Phone: 602-639-8901 Email: <u>ACE@gcu.edu</u>

Website: https://students.gcu.edu/student-resources/student-

success/ace-centers.php

GCU Library

The Grand Canyon University Library supports the University's mission, vision, and values by providing quality resources and innovative services to support and enrich academic success, scholarship, and lifelong learning. RESEARCH YOUR PURPOSE! The GCU Library connects people with resources by providing personalized, on-demand research assistance that enriches the learning experience and supports intellectual inquiry and discovery.

 Ask A Librarian: Ask the GCU Library staff directly for research assistance. Contact us via phone, email or chat. We can help with personalized assistance with creating effective search strategies for research topics, basic database navigation,

- using the resource tools, including RefWorks & EndNote Web, personalized database accounts, RSS feeds, search alerts, APA formatting, persistent links, and more!
- GCU Library Databases & Resources: Search for journal articles, eBooks and physical books, dissertations, streaming video and streaming music, using our extensive collection of databases and resources. Organize and manage your citations with bibliographic management software tools RefWorks or EndNote Web.
- Help & Tutorials: Find general library, database, and technical support tutorials on the GCU Library's web site: http://library.gcu.edu. Sign-up for the GCU Library: Introduction webinar, where you will receive a guided tour of how to access and use the GCU Library's resources:
- Interlibrary Loan (ILL): Need materials the GCU Library does not own? Request an ILL on the GCU Library's web site: http://library.gcu.edu.

Library Contact Information & Hours:

https://library.gcu.edu

Campus Computer Center

There are two computer labs on campus (GCU Library and the College of Theology building). All labs are equipped with up-to-date computers and monitors. The computer labs offer Internet access and a host of applications for use outside of the classroom. In addition to the lab computer resources, wireless Internet access is available for students at various points on campus.

Faculty Information

A current list of GCU's full-time faculty is available at https://www.gcu.edu/faculty-list.

GCU Institutional Review Board

Grand Canyon University (GCU) is committed to quality research, scholarship, and service. All systematic research undertaken by GCU personnel or learners in which human subjects participate is subject to review under the Institutional Review Board (IRB) policy and procedures for protection of human subjects in research. The federal definition for research is "a systematic investigation, including research development, testing and evaluation, designed to develop and contribute to generalizable knowledge (Federal Regulations 45 CFR 46)." This definition includes any surveys, tests, observations of people, or experiments which involve systematic data collection that could result in knowledge reported in dissertations, publications and professional meetings.

The GCU Institutional Review Board operates under federal policies and procedures mandated by the U.S. Department of Health and Human Services and the Office for Human Research Protections www.hhs.gov/ohrp/. Policies governing academic scholarship and research activities conducted at GCU are available on the DC Research Center (http://dc.gcu.edu/irb) and the GCU website (http://www.gcu.edu/College-of-Doctoral-Studies/Institutional-Review-Board.php) apply to all research conducted at or sponsored by Grand Canyon University.

- All research projects directed by GCU faculty, staff, or learners must receive IRB approval prior to collecting data.
- GCU researchers must complete required training in research ethics CITI Training (http://www.citiprogram.org) and adhere to the principles of respect for persons, beneficence, and justice embodied in the Belmont Report.
- Individuals from external institutions who wish to conduct research using GCU data, learners or personnel as participants must submit an application for site authorization to the Office of Academic Research, provide proof of IRB approval from their home institution, and receive approval from the GCU IRB and the Provost.
- Classroom curriculum projects, workshop evaluations, and administrative projects do not need IRB approval if they are not research. If the results will not be distributed outside the classroom, institutional setting, or if they are used solely for program review or evaluation, IRB review is not required. However, if such projects lead to generalizable information, through publication or dissemination of results external to GCU, they must undergo review. Regardless of whether the project is subject to review, all GCU faculty, staff and learners must adhere to ethical guidelines when conducting class or institutional projects with human participants.

Research activities or exercises conducted as part of curriculum for coursework are considered exempt from IRB review when the following criteria are met:

- · There is minimal risk, and
- The planned classroom exercise does not involve members of vulnerable populations, and
- Information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to subjects, and
- The information will not be made public in the form of presentation or publication outside of the classroom or education setting.

International Students Office

The International Students Office, or ISO, is housed on campus in Building 18, Room 104 and houses the International Student Coordinator's office. The ISO contains an international students' lounge, which students may use as a meeting place, study space, or area to relax between classes.

The ISO is the storehouse and archive of F-1 student documents. The International Student Coordinator manages F-1 student documents and SEVIS records, issues I-20s, and is the advisor on matters related to maintaining F-1 status.

Maintaining F-1 Status

International F-1 students are responsible for knowing the rules to maintain their F-1 status. In order to learn the obligations and privileges of being an F-1 student, they may consult with the International Student Coordinator or acquire information from the Homeland Security's website "Study in the States".

Change of Address

Students are required to report a change of residence within 10 days of your move. Contact the staff of the International Students Office, so the University can officially update the SEVIS record.

Authorization to Work

See the <u>International Student Employment</u> section of the University Policy Handbook.

Maintain Full Course of Study

Per federal regulations, International (F-1) students are required to pursue a full course of study; the minimum for an undergraduate is 12 credits per semester and one online class may be taken to satisfy the 12 credit minimum. The minimum for a graduate student's full course of study follows general campus policy noted above and is verified by the International Student Coordinator.

Securing a Validating Signature

Students, who need a validating signature for an I-20, should take it to the International Students Office for processing several days before the planned departure.

Immigration Documents

Students must keep immigration documents valid at all times.

Passport

Students must know passport expiration date. Do not allow the passport to expire. Students are required to have a valid passport with an expiration date that is no less than six months hence, except in those cases where the student's home country has an agreement with the U.S. To find out how to extend the validity of your passport, contact your country's consulate in the U.S. A list of foreign consular offices in the U.S. may be found at https://www.state.gov/s/cpr/fco/

F-1 Visa

The visa is a permit which allows individuals to apply for entry to the U.S. at the port of entry. It shows immigration status (should be F-1), the number of times an individual may enter the U.S. (shown as single, double, or multiple entry), and the last day on which he or she can enter the country. It does not show how long the student may stay in the U.S. While it is not illegal to be in the U.S. with an expired visa, a new visa will be required to leave and re-enter the US. (Exception: If a student travels to Canada, Mexico, or any of the islands in the Caribbean except Cuba and return within 30 days, and he or she has a valid passport, an unexpired I-20 and an I-94 card, the student may enter with an expired visa.) It is not possible to obtain a visa in the U S. If a student will be traveling outside the US and wishes to re-enter after the visa has expired, he or she should plan to visit a U.S. consulate to apply for a new visa.

Form I-20

The I-20 authorizes individuals to attend Grand Canyon University (GCU). International students are required to read the I-20 and indicate acceptance of its terms by endorsing the document.

Form I-94 Arrival and Departure Record

The I-94 demonstrates that the students have been lawfully admitted to the US. The I-94 is distributed on the airplane prior to landing. When the student passes through the immigration check station at the port of entry, the border agent will make a notation of the date of entry and visa status, and will usually staple the form into your passport. In most cases a notation of "D/S" (duration of status) will be marked on the card, indicating that the student may stay in the U.S. until the student has finished the academic program, as long as the student maintains an acceptable status. If a specific date is noted on this form instead of D/S, notify the staff of the International Students Office because the student must either exit the country by that time or file an extension. Do not lose the I-94. Only one will be issued and

replacements are expensive and take a long time to receive. When the student travels overseas, the student must surrender the card at the airport. Few exceptions exist to this requirement, including travel to Mexico, Canada, or the Caribbean Islands (verify this information with the International Students Office). When the student re-enters the U.S., the student will be issued a new I-94.

Safeguarding Immigration Documents

Do not lose or destroy any documents received from the U.S. government or school officials. Keep all issued documents in a safe and accessible place in the event it is necessary to show them to the authorities.

Travel in F-1 Status

Always consult with the Principal Designated School Official (PDSO) in the Center of International Education before planning travel abroad. Since the circumstances of each student will differ, the information in this section is meant to provide general guidelines for students. It may not be all inclusive of the things that the student needs to determine whether or not it is appropriate to travel or whether or not the student will be readmitted to the United States. Please remember that the U.S. Customs and Border Protection (CBP) officer at the Port of Entry (POE) decides whether or not a person is admissible to the United States. This decision is based upon the facts and circumstances presented at the time that the student applies to enter, therefore it important to know the situation and carry the proper documentation.

Inside the U.S.

On and near campus

While students are on-campus or in the surrounding area, they do not need to have their passport or I-20 with them. Keep the documents safely stored, however, and know where to get them quickly, if necessary.

Away from the campus in the Phoenix area

Students should carry their passport, I-94 card and I-20 with them in case authorities ask for proof of identity.

Outside the U.S.

Students who travel abroad must show proper documentation to re-enter the U.S. They must not have been gone from the U.S.

more than 5 months for the following guidelines. At the port of entry, present:

- Valid passport with expiration date at least six months from the date of entry. For exceptions, see the Passport agreement list below for countries with agreements with the US for shorter expiration dates.
- Valid F-1 visa stamp in passport
- I-20 that has been endorsed by the PDSO in the International Students Office within the last 6 months. (Technically, the signature is valid for one year, but many agents at the port of entry prefer to see the endorsement from the school more frequently.)
- Other recommended documents: Financial guarantee documents showing the student have funds to pay for your educational and living expenses while here, copy of recent transcripts, letter from CIE verifying student status at GCU.
- Exceptions to the travel documentation above apply to travel to Canada, Mexico or adjacent islands with the exception of Cuba. If the student plans to travel to one of these locations for fewer than 30 days, retain your I-94 card. Even if the visa is expired, a student may be readmitted based on an automatic revalidation of the visa.

Study Abroad and International Programs

Study Abroad programs may involve relationships with other colleges, universities, organizations, or countries. Students should contact the Study Abroad Office for more information by emailing StudyAbroad@gcu.edu. Weekly group information sessions as well as individual appointments are available. Study abroad students typically enroll at Grand Canyon University in a holding course such as UNV-300 to retain their enrollment and eligibility for financial aid. Upon successful completion of the semester, the specific credit for the experience replaces the holding course. Students are required to affirm with their Student Services Counselor how study abroad courses will apply to Grand Canyon University's requirements.

Due to the attendance taking requirements of financial aid processed for cohort and online students at Grand Canyon University, the University is unable to process financial aid if students were to choose to participate in a study abroad option. Students using financial aid would take a leave of absence, processed through a student's Student Services Advisor, for the duration they are studying abroad, and their financial aid status would be reinstated upon return.

Drug-Free Campus and Workplace Policy

Grand Canyon University is committed to providing a drug-free campus and workplace environment. As an institution of higher education, the University recognizes the need to establish a drug and alcohol awareness program to educate faculty, staff and students about the dangers of drug and alcohol abuse. This policy is established as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989.

The sale, offer to sell, purchase, use, transfer, possession and/or manufacture of illegal drugs, including marijuana (medical or otherwise) and alcohol, are strictly prohibited on University premises including parking lots, cafeterias, and other non-work related areas. Employees may not unlawfully possess, consume or be under the influence of alcohol while working, participating in Grand Canyon University events, or present on University Premises (including parking lots, cafeterias, and other non- work related areas), unless pre-authorized by senior management.

Description of Health Risks

Drugs and/or alcohol use contribute to:

- 65% of all suicides
- 70% of all drowning deaths
- 83% of all fire deaths
- 50% of all motor vehicle accidents
- 70% of all homicides

The following are descriptions of dangerous drugs:

- Alcohol is a potentially addictive drug of significant physical and psychological consequence. Alcohol is a central nervous system depressant that affects all neurological functions. At relatively low levels it affects ones judgment and decisionmaking, and at higher levels it impairs the functioning of one's vital organs and can result in a coma or death. Alcohol is an irritant to the gastrointestinal tract and moderate overindulgence ordinarily results in nausea, vomiting, and diarrhea. In addition to these significant physical consequences, there are a number of less obvious consequences to alcohol use. For example, the effects of alcohol on sleep have been well documented. Consuming several drinks before bedtime has been found to decrease the amount of REM (rapid eye movement) or dreaming sleep. The consequences of being deprived of REM sleep are impaired concentration and memory, as well as anxiety, tiredness, and irritability. Additionally, research has demonstrated that alcohol tends to decrease fear and increase the likelihood that an individual will accept risks. This lack of inhibition and judgment is a major contributor to the extraordinarily high percentage of serious accidents and accidental deaths related to alcohol use. Prolonged and excessive use of alcohol usually causes progressively more serious erosion of the gastrointestinal tract lining ranging from gastritis to ulcers and hemorrhage. Damage to the pancreas is frequent among those who have used alcohol. Interestingly, while 10% of the adult population is estimated to be addicted to beverage alcohol, (i.e., they are alcoholics), this 10% of the population comprises 35% of those hospital in-patients who receive major surgery in any given year. Alcoholism is the third major killer in the United States, second to heart disease and cancer, and acute alcohol intoxication is the second leading cause of death by poisoning.
- Marijuana (cannabis) (nicotina glauca) is an illegal drug that
 impairs memory, perception, judgment, and hand-eye
 coordination skills. The tar content in cannabis smoke is at
 least 50% higher than that of tobacco and thus smokers run the
 added risk of lung cancer, chronic bronchitis, and other lung
 diseases. Recently, the medical community has diagnosed the
 existence of an AA motivational syndrome that affects
 moderate to chronic users and includes symptoms of loss of
 energy, motivation, effectiveness, concentration, ability to

- carry out long-term plans, and performance in school and work
- LSD (Lysergic Acid Diethylamide) is a semi-synthetic drug regarded as a hallucinogenic. Short-term effects of this drug are generally felt within an hour of consumption and may last from two to 12 hours. Physiologically the user experiences increased blood pressure, rise in body temperature, dilated pupils, rapid heartbeat, muscular weakness, trembling, nausea, chills, numbness, loss of interest in food, and hyperventilation. Fine motor skills and coordination are usually impaired, as are perception, thought, mood, and psychological processes. Longterm effects may include flashbacks, weeks and even months after taking the drug, mental illness, prolonged depression, anxiety, psychological dependence, and suicidal thoughts.
- PCP (Phencyclidine Hydrochloride) is a white crystalline powder that was originally used as a local anesthetic, but due to extreme side effects, was discontinued in 1967. In humans, PCP is a difficult drug to classify in that reactions may vary from stupor to euphoria and resemble the effects of a stimulant, depressant, anesthetic, or hallucinogen. Short-term effects include hyperventilation, increase in blood pressure and pulse rate, flushing and profuse sweating, general numbness of the extremities, and muscular in coordination. At higher doses it causes nausea, vomiting, blurred vision, loss of balance, and disorientation. It produces profound alteration of sensation, mood and consciousness, and can cause psychotic states in many ways indistinguishable from schizophrenia. Large doses have been known to cause convulsions, permanent brain damage, and coma.
- Psilocybin is a hallucinogenic drug occurring naturally in about 20 species of Mexican mushrooms and is also produced synthetically. It is a white powder made of fine crystals and distributed in tablet, capsule, or liquid form. Shortly after taking psilocybin, a user may experience increased blood pressure, rapid heartbeat, a rise in body temperature, dry mouth, dilated pupils, and some degree of agitation or excitement. This is followed by a decrease in the ability to concentrate or stay in touch with reality. (Hallucinations, as well as altered perceptions of time and space, may occur.) The effects are usually shorter lasting than those of LSD, yet the dangers are very similar.
- Cocaine is a naturally occurring stimulant drug which is extracted from the leaves of the cocoa plant. Cocaine is sold as a white translucent crystalline powder frequently cut to about half its strength by a variety of other ingredients including sugars and cleaning powders. It is one of the most powerfully addictive drugs in use today. Short-term effects of cocaine include constricted peripheral blood vessels, dilated pupils, increased heart rate and blood pressure. It also causes appetite suppression, pain indifference, possible vomiting, visual, auditory, and tactile hallucinations, and occasionally paranoia.

Long-term effects include nasal congestion, collapse of nasal septum, restlessness, irritability, anxiety, and depression. Overdoses or chronic use may result in toxicity which includes symptoms of seizures followed by respiratory arrest, coma, cardiac arrest, and/or death.

- Cocaine Free-Base or Crack is the result of converting street cocaine to a pure base by removing the hydrochloric salt in many of the "cutting" agents. The end result is not water soluble, and therefore, must be smoked. It is much more dangerous than cocaine because it reaches the brain in seconds, and the intensified dose results in a sudden and intense physical reaction. This response lasts a few minutes and is followed by deep depression, loss of appetite, difficulty in sleeping, feeling revulsion for self, and worries and obsessions about getting more crack. Consequently, users often increase the dose and frequency of use resulting in severe addiction that includes physical debilitation and financial ruin. Physiologically, seizures followed by respiratory arrest and coma or cardiac arrest and death may accompany long-term use.
- Amphetamines are central nervous system stimulants that were once used medically to treat a variety of symptoms including depression and obesity. They may be taken orally, sniffed, or injected into the veins. Short-term effects disappear within a few hours and include reduction of appetite, increased breathing and heart rate, raised blood pressure, dilation of pupils, dry mouth, fever, sweating, headache, blurred vision and dizziness. Higher doses may cause flushing, rapid and irregular heartbeat, tremor, loss of coordination, and collapse. Death has occurred from ruptured blood vessels in the brain, heart failure, and very high fever. Psychological effects include increased alertness, postponement of fatigue, a false feeling of well-being, restlessness, excitability, and a feeling of

power. Long-term effects include drug dependence and the risk of drug induced psychosis. Withdrawal includes extreme fatigue, irritability, strong hunger, and deep depression that may lead to suicide.

Drug and Alcohol Counseling

More information about alcohol and drugs and the risks they pose to health is available in the GCU Cooke Health & Wellness Center. Outside counseling services and support groups are available. The following is a partial list of these sources:

• Alcoholics Anonymous: 602-264-1341

• Al-Anon and Ala-teen Information: 602-249-1251

• Alcohol and Drug Abuse Hotline: 800-444-9999

• Alcohol and Drug Abuse: 602-258-7714

Alcohol and Drug Recovery Center: 800-247-2322

• Drug and Alcohol Treatment Institute: 602-275-3233

• Crossroads (Drug and Alcohol Recovery): 602-279-2585

Teen Challenge: 602-271-4081Terros, Inc.: 602-249-1749

Institutional Sanctions

The University will impose sanctions (consistent with local, State, and Federal law) upon all faculty, staff and students who violate the standards of conduct set forth in this policy. Such sanctions may include required completion (at the faculty, staff members, or students own expense) of an appropriate rehabilitation program chosen by the University, referral for prosecution, probation, suspension or expulsion of students and suspension or termination of faculty and staff members.

Campus Policies & Other Information

This section is designed to help students settle into their new home at Grand Canyon University. It contains information regarding many aspects of Residence Life, Housing Operations, and other campus policies related to both residents and commuters. The Academic Catalog, Housing Operations, Residence Life and Housing Operations, and Housing Contract provide a more complete understanding of GCU policies and guidelines.

Campus Hours

Given that non-resident students do not live on campus, it is expected that they will return to their residence at night when they are done utilizing the campus for their daily activities. Campus hours vary by day, but it is generally expected that non-resident students will depart campus when normal campus activities have ended, such as the closing of the library or commuter lounge or the completion of club sports or public events. Anyone present in a non-residential area of campus after these time periods should understand that, for the safety of our campus community, Public Safety officials may stop them and ask for identification and the nature of their activities on campus at that time. Absent unique circumstances, if it is after hours, residential students will be allowed to remain on campus and non-residential students will be asked to depart campus and may be subject to being trespassed and submitted to Code of Conduct. Anyone who is not a student and is not associated with a resident may be trespassed and precluded from visiting campus in the future if they are present on campus after hours.

Housing and Residence Life Policies

Policies

See the Housing and Residence Life websites at https://students.gcu.edu/student-affairs for polices including but not limited to:

- Abandonment Personal Property
- Alterations
- Appliances and Furniture
- Bed Bug Protocol
- · Charges and Fines
- Fire Safety
- Health and Safety Inspections
- · Housing Eligibility
- Housing Eviction
- Housing Appeals
- Housing Application Fee and Prepayment
- · Accommodation Requests
- Maintenance, Preservations, and Repairs
- Mercury
- Moisture and Mold
- Movies Group Rental
- · Personal Property
- Pets
- Roommate Privacy
- Room Switches
- Smoking
- Waitlists
- · Housing Cancellation and Reimbursement
- Meal Plan Cancellation and Refund
- · Early Move-in and Extended Stay
- Break Housing Closures
- Sales/Solicitation

Eligibility – Traditional Housing

Student Housing Eligibility

Student housing eligibility is as follows:

- · Admitted ground traditional undergraduate student at GCU
- Be in good standing with the university
- Must be at least 17 years old and younger than 26 years old at the start of the term
- Meets residential course load requirement (see below)

• To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Canyon Health and Wellness Center website

Individuals who pose a clear and present danger to other residents including, but not limited to, registered sex offenders are not eligible to live in university housing. Individuals with felonies on their record are required to disclose details of the felony. GCU retains the right to not offer housing to a student on a case-by-case basis at the sole discretion of GCU's Housing Background Check Committee.

GCU employees, other than student workers, are not eligible to reside in student housing.

Housing Application - Academic Standing

Students will be restricted during the returner housing application process for the following academic year until the student meets the Satisfactory Academic Progress criteria as determined by the Office of Academic Records (OAR). Students identified by OAR as in jeopardy of academic dismissal after

Spring mid-term grades will be removed from their roommate group, have their express renewed booking cancelled, and will be blocked from selecting a bed until they have met the Satisfactory Academic Progress criteria.

Residential Course Load Requirement

For up-to-date course load requirements, students should refer to the Housing Policies document.

Eligibility – Graduate Housing

Graduate Student Housing Eligibility

Graduate student housing eligibility is as follows:

- Admitted graduate student at GCU, granted permission to live in the specified graduate housing location.
- In good standing with the university.
- At least 17 years old and younger than 26 years old at the start of the contract term.
- Meets residential course load requirement (see below).
- To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Canyon Health and Wellness Center website

Individuals who pose a clear and present danger to other residents including but not limited to registered sex offenders, are not eligible to live in university housing. Individuals with felonies on their record are required to disclose details of the felony. GCU retains the right to not offer housing to a student on a case-by-case basis at the sole discretion of GCU's Housing Background Check Committee.

GCU employees, other than student workers, are not eligible to reside in student housing.

Exceptions to housing eligibility may be granted for specific populations or upon Housing Exception approval. Students should refer to the Housing Policies document for Housing procedures and expectations.

Entering Students' Rooms and Room Searches

Students can expect reasonable privacy of their rooms and personal property. However, under specific guidelines, rooms may be entered and inspected by university staff members without permission. These guidelines include, but are not limited to, emergency cases, need or request for repairs, health/safety inspections, and reasonable suspicion to believe that a violation of university regulations or federal, state or local laws may be taking place, or has taken place, in the room. Prohibited items will be collected and disposed of by University staff.

Entrance policy for staff members includes knocking on the door, stating who they are and why they are entering the room, and allowing approximately 20 seconds for a response before keying into the room or apartment. In case of an extreme or emergency situation, it is the discretion of Residence Life or Public Safety staff to use a "no knock" entrance policy. Students who submit a work request automatically give staff permission to enter their room without notice. For unplanned service or work that has not been requested, staff will attempt to notify students 24 hours in advance. Depending on the severity of the issue and the staff's ability to reach the student, advance notice cannot be guaranteed.

Personal Property Searches

In cases of reasonable suspicion, the university reserves the right to search a student's personal belongings that are on university property. Such belongings include, but are not limited to, articles of clothing, purses, briefcases, bags and backpacks. Prohibited items will be collected and disposed of by University staff.

Vehicle Searches

Students can expect reasonable privacy of their vehicles and personal property contained therein when they park on campus. However, Public Safety officers may access and inspect student vehicles without permission when reasonable suspicion exists that a violation of university regulations or federal, state or local laws may be taking place, or has taken place, in the vehicle, or during emergency situations. Prohibited items will be collected and disposed of by University staff.

Background Checks for Student Leaders

To ensure that student leaders are qualified to perform the tasks they are assigned, student leaders may be required to successfully complete a background check through a third-party vendor at the University's expense. Screening may take place on a pre-scholarship basis as well as after selection. Students undergoing a background check will be given a copy of the background disclosure and authorization form. Failure to complete the form will preclude a student from consideration. Based on results obtained, the respective Student Affairs Department will utilize a Background Check Review Committee to make determinations about scholarships being withdrawn.

Club Sports

Grand Canyon University Club Sports provides approved programs for participation by active, enrolled GCU traditional students. Club Sports athletes engage in competitive intercollegiate competition, semi-rigorous practice schedules, and travel regionally. Students must be currently enrolled in on-ground programs and able to attend practice and events held by the club.

Certain Club Sports programs may have requirements for participation, including eligibility criteria, health evaluations or try-outs. Additionally, clubs may have specific conference eligibility criteria for maintaining membership such as GPA, age, and full time status etc. While the aforementioned examples are non-exhaustive and actual eligibility and maintenance requirements may differ, Club Sports follow the University's non-discrimination policy.

A list of student clubs is available at https://clubsports.gcu.edu. For more information on clubs please see Student Engagement.

Department of Student Care

The Department of Student Care provides services to all traditional students. Additionally, master's students participating in University-sponsored activities, such as musical and theatrical performances, athletic competitions may also utilize the Office of Student Care.

Student status, such as a traditional student, or as a student participating in authorized University-sponsored activities, will be verified prior to a student's first appointment.

Student Clubs

Grand Canyon University provides and approves clubs for participation by active, enrolled GCU students or GCU alumni. Club missions vary, but many clubs provide opportunities for residential, commuter, cohort, and online students to participate. Students must be currently enrolled and active in a program and able to attend meetings and events held by the club.

Certain clubs may have requirements for participation, including program of study or criteria that require academic honors or try-outs. Additionally, clubs may have eligibility criteria for maintaining membership such as GPA, club attendance, etc. While the aforementioned examples are non-exhaustive and actual eligibility and maintenance requirements may differ, clubs follow the University's non-discrimination policy.

A list of student clubs is available at https://students.gcu.edu/student-life/student-engagement.php. For more information on clubs please see Student Engagement.

Immunization Requirement

Immunization Requirement for GCU Residents

To ensure the health of the student population living on campus, Grand Canyon University requires students to submit documentation that they have received the Measles, Mumps and Rubella (MMR) vaccine or proof of immunity, and Meningococcal A vaccine prior to registering for student housing. Students can obtain additional information regarding this requirement on the Center website

Immunization Requirement for Programs

Immunization requirements for the University may differ from the immunization requirements for certain programs of study and their associated placement and/or employment opportunities, (e.g., externships, internships, student teaching, clinical, practica, lab opportunities, school district positions). Students may be required to submit immunization documentation to various third-party agencies and are, therefore, responsible for ensuring they meet their respective requirements.

GCU requires students in the following programs to provide immunization records. Students can waive this requirement by following the guidelines published in the Undergraduate/Graduate Field Experience Manuals; however, students who live on campus are not eligible to waive this requirement unless a medical waiver is provided and signed by a medical provider.

- Bachelor of Science in Athletic Training
- Bachelor of Science in Nursing (Pre-Licensure)
- Bridge to Master of Science in Nursing: Acute Care Nurse Practitioner
- Bridge to Master of Science in Nursing: Family Nurse Practitioner
- Bridge to Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems
- Bridge to Master of Science in Nursing with an Emphasis in Nursing Education

- Bridge to Master of Science in Nursing with an Emphasis in Public Health
- Master of Science in Nursing: Acute Care Nurse Practitioner
- Master of Science in Nursing: Family Nurse Practitioner
- Master of Science in Nursing with an Emphasis in Nursing Education
- Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems
- Master of Science in Nursing with an Emphasis in Public Health
- Master of Public Health
- Post-Master of Science in Nursing: Acute Care Nurse Practitioner Certificate
- Post-Master of Science in Nursing: Family Nurse Practitioner Certificate
- Post-Master of Science in Nursing: Nursing Education Certificate
- Doctor of Nursing Practice

Community Standards for Ground Campus

Grand Canyon University is first and foremost a Christian University and as such upholds a commitment to maintaining an atmosphere on campus that honors God. While students do not have to sign a Statement of Faith or be a Christian to attend GCU, they are expected to abide by the Community Standards. The Community Standards uphold certain University values that are believed to enhance the overall moral fabric of the community.

The Community Standards identify essential values that GCU students are expected to show mutual respect and courtesy to one another, faculty and staff. Our expectation is that students would reflect what is known as the "fruit of the Spirit" in their behavior. This includes demonstrating: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Our vision is that students would strive to treat others as they would want to be treated.

Our goal is to develop a community based on the Biblical principles of respect and honor. We as community members will strive to encourage one another, respect one another's differences, speak truthfully, and create lasting relationships. We understand that these actions are most possible as a result of choosing to put others above ourselves and to look out for the interests of others. To help accomplish this, campus residents will be required to complete a Roommate Agreement, which is designed to proactively facilitate a conversation between roommates at the beginning of each semester. Students may contact their RA for more information.

Applicability of the University Policy Handbook as it applies to the Community Standards

- The University Policy Handbook as outlined in the Community Standards applies principally to conduct outside the classroom that occurs on University property or at University-related activities or facilities (in-class conduct is addressed in the University Policy Handbook).
- Likewise, conduct engaged through electronic communication systems, including but not limited to, social media, e-mail and text messaging, is subject to the University Policy Handbook as outlined in the Community Standards section.
- Off-campus behavior may also cause a student to go through the Student Conduct Process or other appropriate administrative action when it is reasonably perceived to pose an imminent threat of harm to the safety of the student or others, adversely affects the University Community and/or the pursuits of its objectives. The Dean of Students or his/her designee will decide whether the Community Standards will be applied to conduct occurring off campus, on a case by case scenario, in his/her sole discretion. This includes, but is not limited to, remote University Housing.
- Each student will be responsible for his/her conduct from
 the time of application for admission through the actual
 awarding of a degree and/or the end of the student's housing
 contract, whichever comes last. Each student is responsible
 for their conduct even though conduct may occur before
 classes begin or after the classes end, as well as during the
 academic year and during periods between terms of actual
 enrollment.

- The University Policy Handbook as outlined in the Community Standards will apply to a student's conduct even if the student withdraws from school while a conduct matter is pending.
- The University Policy Handbook as outlined in the Community Standards applies to commuter students as well.
 It is expected that they are aware of the University policies.
- Any violation of the University Policy Handbook as outlined in the Community Standards will remain on the student's conduct record for the duration of his/her GCU academic career and will provide context for any future violations.

Community Standards

Students are held responsible to the following standards and if found in violation will go through the Student Conduct Process. See Sanctions for Conduct Violations for possible sanctions:

Alcohol

GCU maintains a dry campus and as such alcohol and/or alcohol paraphernalia are not permitted on GCU property, unless in University-designated areas permitted by state law and for patrons 21 years and older. GCU Dining Dollars/Lopes Cash may not be used to purchase alcohol. In any circumstance, students are not permitted to have alcohol outside these areas regardless of age.

Violations of the alcohol policy will be taken seriously and consequences include University-approved sanctions up to and including police involvement, suspension or expulsion from the University. Any alcohol-related offense could be grounds for expedited sanctions that could result in suspension or expulsion from the University. Being under the influence of alcohol does not diminish or excuse a violation to the Community Standards. Violations of the alcohol policy include, but are not limited to:

- Consuming and/or possessing alcohol on campus. Alcohol bottles or containers will be treated as alcohol, opened or sealed, even if empty.
- Engaging in underage drinking.
- Providing alcohol to others underage.
- Driving while under the influence of alcohol.
- Public intoxication is the use of alcohol (even off-campus), that leads to public or obvious intoxication on campus. This includes, but is not limited to, slurred speech, difficulty walking, needing medical assistance, violent behavior, any other behavior that is a disruption to the campus community and/or any behavior that requires a University response.
- Refusal to take or successfully complete a breathalyzer test.
 When University personnel reasonably suspect a student of
 consuming or possessing alcohol on campus and/or when a
 student is believed to be intoxicated on campus, the student
 may be required to take a breathalyzer test.

- Students present where alcohol is actively being consumed will be in violation of the alcohol policy for not immediately leaving the immediate area or reporting the violation to a University official.
- Students with knowledge of the presence of alcohol on campus may be considered in violation of the alcohol policy for not reporting the violation to a University official.

Arizona Revised Statutes make it unlawful:

- For a person under the age of twenty-one years, to buy, receive, have in possession or consume spirituous liquor. A.R.S. 4-241.
- For a person to buy for resale, sell or deal in spirituous liquors in this state without first having procured a license duly issued by the Arizona State Liquor Board. A.R.S. 4-244(1).
- 3. To consume spirituous liquor in a public place, thoroughfare or gathering as set forth in A.R.S. 4-244(20).
- 4. For any person to serve or to furnish spirituous liquor to an intoxicated or disorderly person, or for any person to allow or to permit an intoxicated or disorderly person to come into or to remain at an event where spirituous liquor is being served or consumed. A.R.S. 4-244(14).
- For a person to operate a motor vehicle on any highway while consuming spirituous liquor. A.R.S. 4-244(21).
- 6. To conduct drinking contests, or to sell or provide to a person an unlimited number of spirituous liquor beverages during any set period of time for a fixed price or to provide more than two spirituous liquor beverages to one person at one time for that person's consumption as set forth in A.R.S. 4-244(23).
- To sell or give liquor to underage person; illegally obtaining liquor by underage person; violation; classification; definitions A.R.S. 4-241

Alcohol Paraphernalia

Possession of alcohol paraphernalia is not permitted on campus. Alcohol paraphernalia is defined as any product whose primary function is for containing alcohol, drinking alcohol, or advertising or promoting alcohol (paraphernalia is not actual alcohol bottles or containers). This includes, but is not limited to, beer bongs, funnels, flasks, shot glasses, and decorative alcohol displays.

Civility, Respect, and Nondiscrimination

It is expected that all students demonstrate mutual respect and courtesy to one another, faculty, staff, administration, and the general public. GCU also affirms that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength. Further, the University acknowledges its on-going responsibility to foster fairness and respect, to create and maintain a positive working and learning environment, and to promote anti-discriminatory behaviors. Physical abuse, verbal abuse, bullying, threats, intimidation, harassment, coercion, retaliation, discrimination including social media, and/or other conduct which threatens or endangers the health or safety of any person and/or causes a disruption to the campus community will not be tolerated.

"Discrimination" means any act or failure to act that is based upon an individual or group's actual or perceived status/class (sex, gender identity, race, color, age, creed, national or ethnic origin, physical or mental disability, veterans status, pregnancy status, religion, or sexual origin, or other protected status/class) that is sufficiently severe that it influences, limits, or denies the

ability to participate in or benefit from the University education program(s) or activities

"Harassment" means conduct that is directed at a specific person(s) and that would cause a reasonable person to be seriously alarmed, annoyed or pressured and the conduct does in fact seriously alarm, annoy, or harass the person.

Arizona Revised Statutes states that a person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:

- 1. Anonymously or otherwise contacts, communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses
- 2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
- 3. Repeatedly commits an act or acts that harass another person.
- 4. Surveils or causes another person to surveil a person for no legitimate purpose.
- 5. On more than one occasion makes a false report to a law enforcement, credit or social service agency.
- 6. Interferes with the delivery of any public or regulated utility to a person.

For more information:

https://www.azleg.gov/ars/13/02921.htm

Title IX

Title IX regulations require non-discrimination on the basis of sex or gender. Prohibited sex discrimination includes sexual harassment, sexual misconduct, including sexual assault, domestic/dating violence, stalking, and other misconduct offenses when sex or gender is the foundation. All reports of sex or gender-based discrimination are reviewed and resolved using the process outlined in the Title IX and Non-Discrimination Policy.

Student Involved Engagements

GCU recognizes the rights of current students to dissent as long as it does not limit the freedom of others, damage University property, or delay the opportunity of the student body, faculty or staff to proceed regularly with their work, schooling or scheduled activities. When a rally or other such gathering requires building space or public areas, clearance must be obtained 48 hours in advanced from the Dean of Students.

GCU reserves the right to make reasonable restrictions of location, time or format of such events, using the following guidelines in order to:

- 1. Alleviate potential problems with safety or potential disruption of University activities.
- 2. Facilitate a free exchange of ideas consistent with the academic environment and the University mission.
- 3. Comply with federal, state, university, or local laws or ordinances.

Grand Canyon University reserves the right to review, cancel, alter or restrict events, demonstrations, speakers or groups whose nature or presentation is contrary to or inconsistent with the University mission or Christ-centered character. Off campus groups, individuals, churches, ministries, former students, or individuals not connected to the University as a current employee or student will not be permitted to use University owned or operated property for demonstrations and may not, at the University's discretion, participate in them.

Disorderly and Disruptive Conduct

Disorderly and disruptive conduct is the unreasonable or irresponsible behavior by an individual or group that includes, but is not limited to:

- Creating a potentially unsafe situation for members of the community or damages property.
- Disrupting the peace or interfering with the normal operation of the University or University-sponsored events.
- Infringing on the rights of others, including when other students are prevented from taking advantage of their academic experience.
- Behavior that is disruptive, lewd, or indecent, regardless of intent, which breaches the peace and/or safety of the community.
- The unauthorized use of electronic or other devices to make an audio or video record of any person where the audio or video recordings is likely to cause injury or distress. This includes, but is not limited to, secretly taking pictures of another person in a gym, locker room, living area, or restroom.
- Behavior that may be part of more severe roommate conflict.

Drugs

GCU is committed to maintaining a drug-free community. Illegal drugs, including marijuana, are not permitted on campus or at University-sanctioned events. Violations of the drug policy will be taken seriously. Any drug-related violation may be referred to law enforcement and be grounds for expedited sanctions that result in immediate suspension or expulsion from campus housing and the University. Being under the influence of drugs or substances does not diminish or excuse a violation to the Community Standards.

Illegal drugs are defined as a drug or substance whose use, possession, or distribution is controlled under state or federal law and/or GCU policy. The drug policy applies to students primarily when, but not exclusively, on-campus and those attending University-sanctioned events.

GCU wishes to ensure that students at medical risk as a result of drug use will receive prompt and appropriate medical attention. Members of the GCU community, specifically students, have an ethical responsibility to contact a Residence Life staff member or the Office of Public Safety when they believe that assistance for an intoxicated student is needed. Failure to report may result in being held responsible for violating the drug policy

Violations to the drug policy include, but are not limited to:

- · Possessing drugs.
- Using drugs.
- · Being under the influence of drugs.
- Possessing drug paraphernalia. Drug paraphernalia is defined as any equipment, product, or accessory that is intended or modified for making, using, storing, or concealing drugs. This includes, but is not limited to, the use or possession of glass smoking pipes or items altered to assist in making, using, or concealing drugs, including the scent of drugs.
- Manufacturing drugs.
- Distribution of drugs including, but not limited to, the intent or ability to distribute. Distribution also applies to the delivery, transfer, or gift of drugs.
- Being in the presence of drugs and/or paraphernalia and not immediately leaving the immediate area or reporting the violation to a University official.
- Students present where drugs are actively being used will be in violation of the drug policy for not immediately leaving the

- immediate area or reporting the violation to a University official.
- Students with knowledge of the presence of drugs and/or paraphernalia on campus may be considered in violation of the drug policy for not reporting the violation to a University official.

Marijuana

Although the State of Arizona has statutes in place allowing possession and use of marijuana, medical marijuana, and THC-infused products, the Unites States Government does not currently recognize those statutes. The "Drug Free Schools and Communities Act of 1986 (20 U.S.C. 1145g)" prohibits possession of controlled substances on the campus of institutions of higher education that receive Title IV funding. As GCU is one such institution, the drug policy fully applies to marijuana, medical marijuana, THC-infused products, synthetic marijuana, and related paraphernalia.

Un-Prescribed and Over-the-Counter Medications

Violations of the drug policy also include, but are not limited to:

- Possessing prescription medication not prescribed to the student.
- Abusing one's own prescription medication in a manner not consistent with dosage instructions.
- · Distributing one's own prescription medication.
- Being in the presence of unprescribed medication and not reporting the violation to a University official.
- Using over-the-counter medication in a manner not consistent with dosage instructions.

Electronic and Other Smoking Devices

The possession of e-cigarettes, vapes, and accessories (including but not limited to juices, chargers, and cartridges) and/or other legal smoking devices are allowed in designated areas on campus, but not in residential living areas. These items are not permitted in any living area.

Falsification of Information

Students will be held to a standard of honesty and are not permitted to falsify (verbal or written) information.

Failure to Comply

Failure to Comply is deliberate non-compliance with reasonable directions of GCU Officials, professional staff, or Public Safety Officers acting in performance of their duties, including failure to properly identify oneself to these persons when requested to do so. This would include, but is not limited to, all Public Safety staff, Student Conduct, Housing Operations, Residence Life staff, and Resident Assistants (RA's).

Fire Alarms

Students are not allowed to tamper with or adjust the fire alarm/smoke detector in any way. All students and their guests are expected to immediately evacuate any living space once a fire alarm is sounded.

In addition, any students who has non-approved items (including, but not limited to, appliances, candles, humidifiers, electronic smoking devices, or accessories such as a vape and/or vape paraphernalia) in the room when the smoke detector is triggered, will be subject to University-level sanctions.

Good Samaritan Policy

The overall health and safety of our students is of paramount concern to all members of Grand Canyon University. All community members are expected to act out of concern for themselves and others. Recognizing that there are times when students of the community find themselves in positions where medical assistance is needed to ensure the proper care of a person, the University has established this Good Samaritan Policy.

Grand Canyon University wishes to ensure that students at medical risk as a result of alcohol or drug use will receive prompt and appropriate medical attention. Members of the Grand Canyon University community, specifically students, have an ethical responsibility to contact a Residence Life staff member or the Office of Public Safety when they believe that assistance for an intoxicated student is needed.

Students who seek assistance from these sources and the individual(s) assisted, should not fear disciplinary action should they seek help for a friend or themselves who has had too much to drink or impaired. Instead, under the guidelines of this policy, these violations will be dealt with through health and safety education initiatives instead of disciplinary action with respect to the alcohol and drug policies. Students will be considered for a one-time acceptance under the guidelines of the policy through a review of the sequence of events that occurred during their incident. This policy would only apply to a student with no prior alcohol or drug violations.

The Office of Residence Life and Public Safety will record the name(s) of intoxicated or impaired student(s) and any other information that may enable any follow-up deemed necessary to ensure students' overall well-being. In order for this policy to apply, the intoxicated or impaired student(s) must agree to meet with a Student Conduct Officer to discuss the incident and understand the guidelines, process, and expectations. The student(s) will also agree to a timely completion of all the educational sanctions.

Students who fail to complete any of the requirements assigned will be subject to action under the Community Standards for failure to complete those initiatives. Furthermore, community members who demonstrate a consistent and repeated pattern of behavior after appropriate intervention and education from the University will not be considered under this policy.

This policy does not preclude the University from taking disciplinary action regarding other violations of the Community Standards. Students should also be aware that this University policy does not prevent action by local, state and federal authorities.

The spirit of the Good Samaritan Policy is that there is an ethical responsibility to help people in need. This policy is designed to save lives. It is an expectation that our students will take active steps to protect the health and safety and well-being of the community and one another.

Guest Privileges

Visitation Policy

GCU strives to cultivate a living and learning community of respect and courtesy for all students. For this reason, residential students of the opposite sex and/or significant others are allowed to visit during specified hours listed below and in the living room. Refer to the Guest Privileges section for guidelines related to off-campus guests and GCU-commuter student guests.

- In all living areas, visitation hours are 10:00 AM to 12:00 AM (midnight), seven days a week.
- In both apartments and residence halls, guests of the opposite sex and/or significant others are required to stay in the common living area of the apartment or dorm suite – they may

- not enter the bedroom (except for Studio Single Occupancy units in Papago 47).
- The door to the dorm suite as well as the freshmen and transfer apartments must be propped open at 90 degrees for the entirety of the visit.
- Students may continue their visitation with the opposite sex in the main lobby on the first floor of the living area, but not in the lobby, hall, stairwell, or study room of each floor.
- Intent to spend the night, sexual activity, or being in a room
 past hall hours may escalate to a fourth (4th) visitation violation
 of the sanction process.
- Residence Life reserves the right to alter the visitation policy and hours as needed.

Examples of visitation violations include, but are not limited to:

- · Suite door is closed
- Visitation hours are over which includes the study rooms or floor lobbies
- Being in the bedroom (suite door open or closed)
- Past hours as determined by the Residence Life Staff
- The intent to spend the night
- Spending the night
- Sexual activity as determined by Residence Life or Student Conduct.

Guest Policy

The Guest Privileges Policy applies to students hosting off-campus and/or GCU commuter students in the apartment/dorm during guest hours. For policy related to having GCU residential students as guests, please see the Visitation Privileges section.

Students in campus housing are allowed to have guests in their apartment or dorm. Students are expected to observe the following standards:

- Guests are the responsibility of the student who is hosting them, whether the guest is a GCU commuter student or an offcampus guest. The actions of the guests are the actions of the student hosting them. For example, if a student's guest brings drugs into the apartment or dorm suite, the student host will assume all responsibility and sanctions for the violation.
- Guests are required to abide by all the policies and rules of the University.
- Residents are required to meet their guests at a University gate.
 Guests will not be permitted on campus without their student host present.
- Guests, whether off-campus guests or GCU commuter students, must sign in and out of the Guest Log found at the RA Desk in the lobby of the halls/apartments and the Hub of the North Rim Apartments.
- Guests must be at least 15-years old or accompanied by their parent or legal guardian.
- In all living areas, guests of the opposite sex and/or significant others are required to stay in the common living area of the apartment or residence hall suite they may not enter the bedroom (except for the Studio Single Occupancy units in Papago 47). The door to the residence hall suite must be propped open at 90 degrees for the entirety of the visit.
- Guests must depart all living areas when guest/visitation hours end.

Overnight Guests in Campus Housing

Students living in campus housing are permitted to have guests (on or off-campus guests including GCU commuter students) spend the night with them on campus. Overnight guests must be of the same sex and not significant others. Overnight guests are not permitted during these periods: early move-in, Christmas

Break, and spring extension. The same standards for Guest Privileges (see above) apply to the overnight guest plus these additional guidelines:

- All overnight guests are required to complete a Guest Registration Form found at the RA Desk in the lobby of the living areas and the Hub of the North Rim apartments.
- Overnight guests are only permitted to stay no more than six
 (6) nights per semester in campus housing, regardless of which student they stay with.
- Students are only permitted to have overnight guests no more than six (6) nights per semester in campus housing.

Hazing

Any and all forms of hazing and initiation are illegal whether voluntary or involuntary. The University takes very seriously any alleged forms of hazing and strictly prohibits this behavior. Hazing includes, but is not limited to:

- All forms of physical activity deemed dangerous or harmful.
- The application of foreign substances to the body.
- Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community.
- Depriving students of sleep.
- Not providing decent and edible foods.
- Depriving student's means of maintaining personal hygiene.
- Forcing, coercing, pressuring, or requiring a student to consume alcohol, or foreign or unusual amounts of substances.
- Nudity or forcing a student to dress in a degrading manner.
- Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

Housing Guidelines

- Students, including GCU commuter students, who are found residing in other on-campus housing units other than is listed in their StarRez housing profile more than six nights, will be considered as a squatter and may be held liable for the prorated charge for semester housing.
- Students are not permitted to loan out their keys and passpoint, Student ID, or Parking Permit to another individual, even if it is a fellow GCU student.
- Students and/or their guests may not enter/exit a dorm room or apartment through a window.
- Students may not prop and/or use emergency exits during a non-emergency as defined by GCU.
- Students are expected to treat others with respect when
 discussing future housing assignments. Violations can include
 housing-related harassment where an initial request to move
 has been declined. This could be between future or potential
 future roommates, students wanting to move into a specific
 room, or students attempting to 'save' a bed for a student not
 scheduled to be in the room.

Modesty

Modesty is showing the maturity to act and dress in a manner that reflects a person's maturity and faith, does not inhibit an atmosphere of learning and shows respect and professionalism. The University chooses not to define what constitutes modest dress but expects all student to dress appropriately for a learning and living community.

Inappropriate Language

Students are expected to avoid the use of inappropriate language (profanity and vulgarity).

Pets

Pets, other than fish or turtles in a small aquarium, are not allowed in residential facilities or on adjacent grounds. Aquariums may not be larger than 10 gallons and can be used only for fish or turtles.

Residents having pets for any length of time on campus will be subject to disciplinary action and a contract violation fine.

Pets of visitors are not permitted on campus. The same rules apply regardless of pet ownership. It is the resident's responsibility to make sure guests are aware of the rules and policies of the University.

Students who need a service animal should contact the Student Disability Services Office to arrange for accommodations. Violating the pet policy may result in prolonging the approval of an emotional support animal on campus.

Pranks

Participating in any activity on or off campus that threatens and intimidates and/or endangers the health, physical, or emotional well-being of a community member; results in damage; malicious or non-malicious vandalism, or general disregard for University or private property; or involves a violation of University policy is strictly prohibited.

Public Displays

Students residing in University housing may not publicly display signs, banners, flags, posters, or other similar items. Placement of any displays on the windows is prohibited. Such items may be placed inside University housing rooms so long as the displays contain no offensive, demeaning, prohibited, or sexual content. This includes, but is not limited to, items containing vulgar language, symbols, obscenities, alcohol, and/or drug related items. This policy shall be enforced at the discretion of University staff. Refusal to comply with a staff removal request and/or multiple violations of this policy may result in being referred to the Student Conduct Process.

Quiet Hours

In all living areas, quiet hours are from 10:00 PM to 10:00 AM, seven days a week.

Roommate Conflict Resolution

GCU has a specific, educationally-minded conflict resolution process. Students can refer to the website for the most updated conflict resolution process here:

https://pages.gcu.edu/res/roommate-conflict-resolution.php.

Conflict between suitemates/roommates must be addressed in a healthy manner and a timely fashion within a 24-48 hour time period. If an agreement cannot be made without assistance, the residents should contact their RA. It is expected that all residents follow the process to address conflict with suitemates.

Complying with the conflict resolution process includes but is not limited to:

- Full participation in any mediation, which includes:
 - o Completing the roommate agreement.
 - Coming prepared to briefly discuss (in 5 minutes or less)
 what has brought them to the conflict resolution meeting and
 what their needs and interests are in the conflict

- Coming prepared with solutions for the conflicts being discussed and displaying flexibility/willingness to compromise
- Complying with action items created at any step in the mediation process while living in assigned room
- Willingness to practice action items for allotted time as determined by Resident Director
- Communicate honestly and promptly (within 24 hours) about roommate conflict with all parties involved (roommates/suitemates, Resident Assistant, and/or Resident Director)
- Respond within 24-48 hours to a Resident Assistant or Resident Director communication regarding roommate conflict (via face-to-face communication, phone, and/or GCU email)

At any time, Residence Life reserves the right to relocate a student as deemed necessary. If a student is found to be a participant in repeated roommate conflict or causes disruption to the community due to conflict(s), the student may be asked, at the sole discretion of Residence Life, to move off-campus without reimbursement of housing expenses.

Smoking

Smoking is permitted in designated areas only. No smoking is permitted in any building, including all living areas including apartment balconies. Violators are subject to University sanctions.

Theft and Vandalism

Attempted or actual theft of and/or damage to property of the University community or other personal or public property, on or off campus will be considered a violation of the Community Standards.

Weapons

Weapons as defined by GCU's Weapons-Free Campus Policy and hazardous materials are not allowed on campus. Banned weapons include, but are not limited to, firearms, live ammunition, BB guns, water-balloon launchers, paintball guns, airsoft guns, bows and arrows, blowguns and hunting or pocket knives longer than four inches when open.

Wheels on Campus

GCU students using "Wheels" (as defined below) on campus are expected to do so in a safe and responsible manner, consistent with good judgment and common sense, and in compliance with University policies and applicable laws and ordinances.

- "Wheels" are defined to include recreational transportation items such as bicycles, skateboards, inline skates, scooters, and other wheeled devices (whether self-propelled or human powered), designed or used for personal transportation purposes on campus. For purposes of this policy, "Wheels" exclude devices that require a license to operate or registration under local law (e.g., cars/trucks, motorcycles, mopeds, golf carts, etc.), the operation of which is prohibited on campus pathways, sidewalks, and other non-streets by students, unless specifically authorized by University officials.
- 1. The expectation for safe and responsible use of Wheels on campus requires the exercise of due care under the circumstances and includes, but is not limited to: travelling at a reasonable and safe speed and in a controlled and predictable manner; yielding to pedestrians; following posted signs (including traffic signs and signs designating Wheels-free zones); refraining from use of Wheels indoors; abiding by other policies regulating Wheels in campus buildings;

- adjusting or refraining from use of Wheels in light of circumstances and surroundings (e.g., at night, during inclement weather, where pedestrian traffic is elevated, etc.); refraining from use of Wheels when impaired/under the influence; ensuring appropriate parking/storing of Wheels in a manner that does not obstruct or impede pedestrian traffic or otherwise create a safety hazard; and complying with applicable laws, regulations, and city codes (including Phoenix City Code § 36-64) relating to Wheels.
- Students are solely responsible for any injury to themselves or others, and for any property damage, incurred by, or resulting from, students' use of Wheels on campus. Use of helmets and other protective equipment while operating Wheels is strongly encouraged.
- The University is not responsible for the loss, theft, or damage of Wheels.
- 4. Failure to abide by the requirements of this policy may result in revocation of the privilege of using Wheels on campus, temporary confiscation/impoundment of Wheels, and/or discipline under the Student Conduct and/or Code of Conduct Processes, in addition to any sanction that may be imposed by law enforcement or other governmental agencies.

Student Conduct Process

As a Christian University, GCU strives to offer loving accountability and to be redemptive in its approach to students who have violated the Community Standards. Every situation is handled on a case-by-case basis. The Dean of Students or designee may expedite and refer serious violations to the Code of Conduct Committee for suspension or expulsion from the University.

Student Conduct Process Overview

The Student Conduct Process abides by the following:

- Students going through the Student Conduct Process can be referred to one of a number of different processes. The Director of Student Conduct or designee will determine which process is appropriate for the student. Depending on the situation, Student Conduct reserves the right to refer the incident to a Student Conduct Hearing Board, even in the middle of using a different process.
- The Director of Student Conduct or designee will develop policies for the administration of various conduct processes that are not inconsistent with the provisions of the Student Conduct Process.
- Students will be notified of the date, time, and place of their meeting through email and/or text at least 24 hours prior to the meeting. Student Conduct reserves the right to expedite the process as needed.
- Email communication to students will only be to their GCU student email address. Emails sent to such email address will be presumed to have been received and read by the student. Any text notification will be sent to the phone number provided to GCU.
- Meetings are generally scheduled based on the student's class schedule and during regular business hours.
- The Director of Student Conduct or designee will determine the composition of any Student-led Community Conferences and Student Conduct Hearing Boards. Any student serving on these is bound by a strict confidentiality agreement.
- Students are not permitted to be accompanied by third parties (e.g., parents, legal guardians, attorneys) and may not document the meeting or hearing by the use of a recording device. This applies to virtual meetings as well.

- If a student fails to appear for their scheduled meeting, the absent student will be given the same sanctions as other students who were involved in the same or similar incident.
- The decision to hold a student responsible for violating a Community Standard is made on the basis of whether it is more likely than not that the student committed the violation.
- The technical rules of evidence, process, and procedure used in a civil or criminal court will not apply.
- Decisions made during the Student Conduct Process will be final, pending the normal appeal process.
- Any question of interpretation or application of the Community Standards and the Student Conduct Process will be referred to the Dean of Students or designee for final determination.

Conduct Decision Process

Students who may have violated a Community Standard will be referred to one of the following processes:

- Meet with a Resident Director (RD).
- Go through the visitation violation process for first and second visitation violations.
 - The student will generally be emailed their sanctions for the first two violations. This is due to their minor nature.
 - The student may make an appointment with Student Conduct to discuss the incident and sanctions. This must be done within five calendar days after receiving the emailed sanction letter.
 - If necessary, due to multiple and/or escalated violations, the student will be required to meet with Student Conduct.
- Meet with a student-led Community Conference.
- · Participate in a group meeting.
 - For incidents involving multiple individuals, students could be required to meet with a group of other students.
 - An example of this includes, but is not limited to, student failing to evacuate during a fire drill.
- Meet with Student Conduct staff.
 - No shows may be rescheduled within 24 hours at the sole discretion of Student Conduct.
 - o Only one reschedule may be permitted per incident.
- Meet with the Student Conduct Hearing Board.
 - o No shows will not be rescheduled.
 - The University will record the hearing and the recording will be University property.
 - Students are introduced to the Board members and informed
 of the hearing's agenda. The students will then have a
 chance to speak about the incident, give their account for the
 incident, and accept or deny responsibility for the incident.
 - Students then will be asked any pertinent questions that the Board may have.
 - Before the student is dismissed, the student is informed of a timeline when they can expect to hear the Board's decision and to meet with Student Conduct for a follow-up meeting to pick up their sanction letter, if applicable.
- Meet with the Code of Conduct Committee.
 - If Student Conduct deems it appropriate based on the circumstances, a student can be referred to the Code of Conduct Committee for suspension or expulsion from the University.
 - The referral may or may not result from meeting with the Student Conduct Hearing Board.

Appeals of Student Conduct Sanctions

Appeals of sanctions assigned during the Student Conduct Process are only accepted within 72 hours of when the student is informed of the decision in writing (except for situations noted below). Appeals are not accepted after this time. There are only two levels of appeals, with the second being the final level.

Appeals will only be accepted for the following reasons:

- There was a procedural error in the Student Conduct Process that unfairly and materially affected the outcome of the decision.
- Evidence has been discovered that was not reasonably available at the time of the meeting.
- The sanctions that were assigned were substantially disproportionate to similar violations.

If a student wishes to appeal sanctions, the link is found in the sanction letter.

Reason for Appeal	Time to Appeal	1st Appeal Level	2nd Appeal Level	
1 st and 2 nd Visitation	5 days	Student Conduct staff or designee	Director of Student Conduct or designee	
Community Conferences, incl. 3 rd visitation	72 hours	Student Conduct staff or designee	Director of Student Conduct or designee	
Student Conduct staff/ RD decision	72 hours	Res. Life Mgr. or designee	Dean of Students or designee	
Group Meeting	72 hours	Res. Life Mgr. or designee	Dean of Students or designee	
Student Conduct Hearing Board	72 hours	Res. Life Mgr. or designee	Dean of Students or designee	
Fine/charge given by Dept. of Residence Life	30 days	Residence Life Appeals Committee Manager designed		

Student who Fail to Complete Sanctions

Students generally have up to six weeks to complete their assigned sanctions. Based on the type of violation and sanction, dates for completion may be expedited and assigned to be due earlier than the standard six weeks (e.g., housing removal).

If a student fails to complete an assigned sanction by the given deadline as outlined in the sanction letter, additional (Level 2) sanctions will be assigned and holds will be placed on the student's academic and housing accounts. These additional sanctions may include: \$150 fine, and sanctions that are focused on the student's knowledge, wellbeing, reflection, and restoration. Students will have an additional six weeks to complete the Level 2 sanctions.

The academic and housing holds will remain on the student's account until all sanctions (initial and any additional) are satisfactorily completed and received by Student Conduct. Making changes to a student's schedule or their ability to choose housing will not be permitted until the sanctions have been completed.

Students Who Seek Retaliation after Receiving Sanctions

Students who seek retaliation after receiving their sanctions may be considered in violation and receive additional consequences.

Abuse of the Student Conduct Process

Abuse of the Student Conduct Process is strictly prohibited and includes, but is not limited to:

- Failure to obey the notice from Student Conduct to attend a meeting as part of the Student Conduct Process.
- Falsification, distortion, or misrepresentation of information before a Student Conduct Board or Residence Life staff member.
- Disruption or interference with the orderly conduct of the Student Conduct Process.
- Attempting to discourage an individual's proper participating in, or use of, the Student Conduct Process.
- Harassment (verbal, physical, social media) and/or intimidation of a member of a Student Conduct prior to, during, and/or after a Student Conduct meeting.

Sanctions for Conduct Violations

Every conduct situation is handled on a case-by-case basis. The sanctions assigned are generally focused on the student's knowledge, wellbeing, reflection, and restoration. Sanctions (consequences) can be enhanced all the way up through being banned from housing and, if the Student Conduct Board deems it appropriate based on the circumstances, being referred to the Code of Conduct Committee for suspension or expulsion from the University. If a student is held to multiple violations in a short timeframe as determined by Student Conduct, sanctions can be escalated to possible removal of housing or referral to Code of Conduct for possible suspension or expulsion.

In situations resulting in a removal or ban from campus housing, students will be given 72 hours to move out of their room with their belongings. In serious situations, the deadline for moving out will be the same day. Re-entry to campus housing following a housing removal is possible with pre-conditions that may include, but are not limited to, meeting with Student Conduct and completing sanctions that are focused on the student's knowledge, wellbeing, reflection, and restoration. Housing bans are permanent.

The following are examples of sample sanctions that may be given to the student found to have violated the Community Standards.

Alcohol

First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions that are focused on the student's knowledge, wellbeing, reflection, and restoration.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.

Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine

 If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.

Third Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- The student will lose campus housing privileges and will be prohibited from all residential areas on campus.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.
- Any additional violations may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.

Driving Under the Influence

In addition to legal consequences, any student found to be driving under the influence will result in an alcohol violation and may result in increased and accelerated sanctions, which may include loss of housing and/or referral to Code of Conduct for suspension or expulsion from the University.

Providing Alcohol to those Underage

In addition to being held to an alcohol violation, any student of legal age providing alcohol to underage students may receive increased sanctions up to, and including, loss of housing and/or referral to Code of Conduct.

Civility, Respect, and Nondiscrimination

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration
- \$150 fine.
- Written warning
- Relocation to a different room.
- Loss of campus housing.
- Potential referral to Code of Conduct Committee for suspension or expulsion from the University

Physical Violence/One-on-One Fight

In addition to legal and/or criminal consequences, sanctions may include, but are not limited to:

- Up to \$150 fine.
- Community Service Hours
- Referral to Student Care
- Relocation
- Removal from Housing
- Possible recommendation to the Code of Conduct Committee for suspension or expulsion from the University.

Extreme Physical Fight

This applies to students involved in an extreme physical fight which includes, but is not limited to, multiple people vs. one person fight and hate crimes. In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on student's knowledge, wellbeing, reflection, and restoration.
- \$300 fine
- Removal or ban from campus housing
- Referral to the Code of Conduct Committee for suspension for expulsion from the University

Disorderly and Disruptive Conduct

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.

Drugs

Being under the influence of drugs and/or alcohol does not diminish or excuse a violation to the Community Standards. Every situation involving a violation to the drug policy is handled on a case-by-case basis. Sanctions can be expedited and enhanced all the way up through being banned from housing and, if Student Conduct deems it appropriate based on the circumstances, being referred to Code of Conduct for suspension or expulsion from the University.

Selling/Distribution of Illegal and Un-prescribed Drugs

In addition to legal consequences, sanctions include, but are not limited to:

- Student will be immediately removed from campus housing.
- Student will be referred to Code of Conduct for suspension or expulsion from the University.

Marijuana: First Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.

Marijuana: Second Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine.
- If the student is under the age of 21, a parent or guardian will be required to call and speak with a Student Conduct or designee regarding the incident.

Marijuana: Third Violation

In addition to legal consequences, sanctions may include, but are not limited to:

- The student will lose campus housing privileges and will be prohibited from all residential areas on campus.
- Possible referral to the Code of Conduct Committee for suspension from the University.
- Any additional violations may result in being referred to the Code of Conduct Committee for suspension or expulsion from the University.

Non-Marijuana Drug Violation

Due to the wide variety of possible violations to the Drug Policy, Student Conduct will take these violations on a case-by-case basis. In addition to legal consequences, sanctions may include, but are not limited to:

• Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.

- If the student is under the age of 21, a parent or guardian will be required to call and speak with Student Conduct or designee regarding the incident.
- Removal or ban from campus housing and being prohibited from all residential areas on campus.
- Referral to the Code of Conduct Committee for suspension or expulsion from the University.

Electronic and Other Smoking Devices

Students in possession of electronic or other smoking devices in living areas may be sent through the Student Conduct Process. Minimum sanctions may include, but are not limited to:

- Confiscation and destruction of devices and related paraphernalia by Public Safety.
- At the sole discretion of the Student Conduct Officers these items may be viewed as drug paraphernalia and treated as such. (See Drug Policy).

Failure to Comply

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Relocation to a different room.
- · Removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University

Falsification of Identification

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Relocation to a different room.
- Removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.

Fire Alarms

For the following violations, sanctions may include, but are not limited to:

- Failure to evacuate: sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; \$250-400 fine; and/or removal from campus housing.
- Tampering with smoke detector: \$250 fine; sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; and/or removal from campus housing.
- Prohibited items found in room where alarm was triggered: \$250-500 fine; sanctions focused on the student's knowledge, wellbeing, reflection, and restoration; and/or removal from campus housing.

Guest Privileges

Visitation Policy

Sanctions may include, but are not limited to:

- 1st violation: Recorded incident
- 2nd violation: Community Standards Class
- 3rd violation: Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- 4th violation: Meet with a Student Conduct Coordinator and receive sanctions that may include but not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration
- o Loss of visitation privileges
- 5th violation: Loss of visitation privileges and possible removal from campus housing
- 6th violation: Removal from housing

Intent to spend the night, sexual activity, or being in a room significantly past hall hours will result in an escalation of violations. If student has not previously been held responsible for a visitation violation, this will escalate to a third violation. If student has previously been held responsible for a visitation violation, student will be escalated two levels. For example, a student who has one visitation violation and spends the night will be held to a third violation.

Guest Policy

Violations of the Guest Policy may result in sanctions focused on the student's knowledge, wellbeing, reflection, and restoration, and a \$50 fine to the student's account.

Guest-Overnight in Campus Housing

Violations of the Overnight-Guest Policy may result in sanctions focused on the student's knowledge, wellbeing, reflection, and restoration, and a \$50 per night/per guest fine to the student's account.

Hazing

Sanctions for hazing include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine
- Possible removal from campus housing.
- Possible referral to Code of Conduct Committee for suspension or expulsion from the University.

Housing Guidelines

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Cancellation of housing booking.
- Possible removal from campus housing
- Possible referral to the Code of Conduct Committee for suspension or expulsion from the University.
- \$150 fine up to the pro-rated charge for semester housing

Pets

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine plus damages.
- Possible delay in any pending SDS accommodation approval, as the issue will be referred to the Code of Conduct Committee process for review.

Pranks

Sanctions may include but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine and/or damages.
- Possible removal from campus housing
- Possible referral to Code of Conduct Committee for suspension or expulsion from the University.

Public Displays

Sanctions may include, but are not limited to:

- Public display will need to be removed.
- See "Failure to Comply" section in sanctions for conduct violations.

Roommate Conflict Resolution

Sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Written warning.
- \$150 fine
- · Relocation to a different room.
- Removal from campus housing.

Smoking

Smoking in undesignated areas may result in a verbal warning and/or a \$50 fine. Student may also have to pay cleaning and damage fines if they have smoked in their room/apartment. Triggering a fire alarm due to smoking in a living area will result in a \$500 fine and \$750 for the second offense

Theft and Vandalism

In addition to legal consequences the sanctions may include, but are not limited to:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- \$150 fine.
- Repayment of stolen and/or damaged goods.
- Possible removal from campus housing.
- The student may be referred to Code of Conduct Committee for suspension or expulsion from the University.
- Any additional offenses may result in being referred to Code of Conduct for suspension or expulsion from the University.

Weapons

Students possessing weapons on campus in violation of GCU's Weapons-Free Campus Policy may face sanctions up to and including referral to Code of Conduct and/or the Threat Assessment Team for possible suspension or expulsion from the University. Students possessing a firearm on campus are subject to immediate expulsion from the University.

Violation of the Weapons Policy (non-firearm) may result in:

- Sanctions focused on the student's knowledge, wellbeing, reflection, and restoration.
- Verbal Warning
- Fine.
- Confiscation of weapon or ammunition.

Behavioral Intervention and Threat Assessment

The University's Behavioral Intervention and Threat Assessment Teams are dedicated to a proactive and coordinated approach to the identification, prevention, assessment, management, and reduction of interpersonal and behavioral threats, in order to support student success and to assist in protecting the health, safety, and welfare of the GCU community. The teams are comprised of University personnel with expertise in law enforcement, threat assessment, University policy and

compliance, mental health knowledge, disability laws, and student affairs.

Behavioral Intervention Team (BIT)

BIT utilizes various reporting methods to gather information regarding concerning or disruptive behaviors, including but not limited to Wellness Checks, staff and faculty reporting, and incidents that are reported through the GCU Residence Life or Public Safety offices. The reports are reviewed in conjunction with the student's academic and conduct history to determine an appropriate response and intervention. Based on the reports, BIT may:

- Perform initial assessment of risk and develop a support plan, within existing University policies, to promote student wellbeing and success.
- Coordinate follow-up with the student to ensure compliance with recommended or required support and resources.
- Monitor for ongoing concerning or disruptive behaviors to gauge whether additional follow-up is needed.
- Refer the student to the University Student Conduct Process if the student's behavior has violated any rules, policies or procedures.

The team may utilize a crisis line or mobile unit to efficiently determine the student's current risk to self or others, which may include a clinical recommendation for the appropriate level of treatment or working with the student to develop a safety plan.

Threat Assessment Team (TAT)

Reports of harmful, escalating, or threatening behavior are reviewed by the Threat Assessment Team, including, but not limited to:

- Individuals in the enrollment process: Disciplinary or behavioral concerns in misalignment with the University mission and standards of conduct may be reviewed in order to assess suitability for admission.
- Student behavior that may pose an apparent danger to the health or safety of members of the University community or the public or involves serious disruption of normal University operations.

- Weapons or firearms on campus: Students possessing a firearm on campus are subject to immediate expulsion from the University, and the expulsion is not subject to appeal. Law Enforcement Officers, on or off duty, are exempt from this provision.
- Other situations as deemed appropriate by University officials.

Emergency Mental Health Policy

There are limits to the University's ability to care for students with serious psychological conditions and the University reserves the right to decide, in certain circumstances, when it cannot provide educational and/or other services to a particular student who creates an emergency situation. In emergency situations, the University reserves the right to do any or all of the following:

- Consult with the student and refer her/him to a GCU-Approved mental healthcare facility or provider (GCU Counseling Services, an area hospital, licensed mental health or healthcare professional, or Urgent Psychiatric Care Center) for a mental health evaluation. The cost for any off-campus referral will be at the expense of the student.
- In a non-emergency situation, if a student experiences serious psychological difficulties that become chronic, dangerous, or excessively disruptive the student may require to be assessed by a GCU-Approved Mental Health Provider.

If the Threat Assessment Team determines a student is ineligible to return to campus housing, upon request, GCU will refund prorated housing costs for the time the student is not permitted to live in the residential facilities. On a case-by-case basis, Student Disability Services will work with the student and faculty to offer the student the ability to continue in his or her Traditional campus classes online, where available, at no additional cost. If the student is enrolled in classes which are not available online, the student will be dropped from the course(s) and the student may submit an appeal to receive a refund for the portion of the class(es) not completed.

Emergency Contact

GCU will attempt to notify the student's Emergency Contact if required.

Glossary

The following is a glossary of commonly used terms:

Borrower-based Academic Year: A financial aid year based on each student's enrollment. The year for undergraduate programs is defined as a minimum of 24 earned credits and 30 instructional weeks. The academic year for graduate programs is defined as a minimum of 16 earned credits and 32 instructional weeks. The academic year for doctoral programs is defined as a minimum of 12 earned credits and 32 instructional weeks. All nontraditional students use this type of financial aid year.

Doctoral student: A learner who is currently taking courses that has not yet earned a doctoral degree, but already holds a master's degree.

Enrollment: A student's program of study

Enrollment Cumulative GPA: GPA earned on a program of study or enrollment

Masters student: A student who is currently taking courses that has not yet earned a master's degree, but already holds a baccalaureate degree.

Nontraditional Student: Any student who is not attending campus courses. This includes online and professional studies students.

Satisfactory Academic Progress: Students are required to maintain two measurements of satisfactory academic program, GPA and % progression as measured by attempted versus completed courses. If either of these are not maintained, a student is said to not be making satisfactory academic progress.

Semester-based Academic Year: A financial aid year based on terms, specifically the semester. All traditional campus students use this type of financial aid year.

Traditional Campus Student: Any student who is taking courses on GCU's traditional campus.

Undergraduate Student: A student who is currently taking courses that has not yet earned a baccalaureate degree.

Unencumbered license: A license that is in good standing. The formal rule definition is that "'good standing' " means that the license or certificate is not presently subject to any disciplinary action, consent order, or settlement agreement". This means that the nurse is not under current discipline (does not include Decree of Censure as once the nurse signs, the decree is in the past). Would not include "under investigation" because there is no PRESENT disciplinary action--may be one in the future but not in the present.

Appendix A

Dissertation Milestone Table

Review Levels and Final Approval	Learner Submitted Document(s) for Review	GCU Dissertation Form Required	Reviewing and/or Approval Authority	Optimal Progression Point	Minimum Progression Point
Level 1 Review: Prospectus Review and Recommendation	10 Strategic Points Research Prospectus	No Form Required, just consensus with committee.	Chair and Methodologist	RES-885 PSY-825 RES-871	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955
Level 2: Proposal Review and Recommendation by Academic Quality Review (AQR) Reviewer for Proposal Defense Conference Call	Committee Reviewed Dissertation Proposal (Chapters 1-3) with Scored Criteria Tables	No Form: Email sent with AQR Reviewer's approval for Defense Call	Chair loads required documents to initiate this review. Dissertation Committee AQR Reviewer	DIS-955 PSY-955 DBA-955 TLC-955 PCE-955 DHA-955	DIS-969E PSY-969E DBA-969E TLC-969 PCE-969 DHA-969
Level 3 Review: Proposal Defense and Dissertation Committee Approval of Proposal	 Level 2 AQR Approved Dissertation Proposal (Chapters 1-3) Updated 10 Strategic Points document Dissertation Proposal PowerPoint Presentation for Defense Call 	D-35 - AQR Dissertation Proposal Approval	Dissertation Committee	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-969E PSY-969E DBA-969E TLC-969 PCE-969 DHA-969
Level 4 Review: Institutional Review Board (IRB) Review and Approval	 Completed GCU D-35 Form Approved Research Prospectus Updated 10 Strategic Points document Committee Approved Dissertation Proposal (Chapters 1-3) Clean Copy Data Collection Instruments Site Approvals Final IRB documents (updated from Level 2/3 reviews by the Learner/approved by Chair if applicable) 	D-50 – Approval to Conduct Research	IRB Director Learner loads required documents into IRB system. Chair approves and submits documents from IRB system to initiate this review.	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-960	DIS-970E PSY-970E DBA-970E TLC-970 PCE-970 DHA-970

Review Levels and Final Approval	Learner Submitted Document(s) for Review	GCU Dissertation Form Required	Reviewing and/or Approval Authority	Optimal Progression Point	Minimum Progression Point
Level 5 Review: AQR Review of Dissertation Manuscript	Committee Reviewed Dissertation Manuscript (Chapters 1-5) with Scored Criteria Tables	No Form	Chair loads required documents to initiate this review. Dissertation Committee AQR Reviewer	DIS-960 PSY-960 DBA-960 TLC-960 PCE-960 DHA-90	DIS-973E PSY-973E DBA-973E TLC-973 PCE-973 DHA-973
Level 6 Review: Dissertation Review and Recommendation by Full Committee for Level 7 Review	 Level 5 AQR Approved Dissertation Manuscript (Chapters 1-5) Dissertation PowerPoint Presentation 	D-65 – AQR Dissertation Defense Approval	Dissertation Committee	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974
Level 7 Review: Form/ Format Review & Approval Recommendation of Dissertation for Level 8 Review	Committee and AQR Approved) Dissertation with all final editing and revisions from Dissertation Defense completed and approved by Chair Form and Format Checklist Completed by Learner and Reviewed/Signed by Chair IRB Closeout Form	D-75 – Form and Format Approval of Dissertation	Chair loads required documents to initiate this review. Form & Format Reviewer	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974
Level 8 Review: Dean's and Final Approval of Dissertation	Final Dissertation Manuscript for Dean's Approval and Signature	D-80 – Final Approval and Dean's Signature on Manuscript	Chair submits required documents for Dean's Review to initiate this review Dean, College of Doctoral Studies Director, Office of Academic Research	DIS-965 PSY-965 DBA-965 TLC-965 PCE-965 DHA-965 Or After courses completed.	DIS-974E PSY-974E DBA-974E TLC-974 PCE-974 DHA-974 Or After courses completed.
ProQuest Publication & Library Archive	PDF of Dean Signed Dissertation Manuscript with Signature Page Inserted		CDS administrative staff	After courses completed.	After courses completed.

Appendix B

Military Refund Table

# Weeks	Prior to Start	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
1	100%	No Refund															
2	100%	50%	No Refund														
3	100%	67%	33%	No Refund													
4	100%	75%	50%	25%	No Refund												
5	100%	80%	60%	40%	No Refund	No Refund											
6	100%	83%	67%	50%	43%	No Refund	No Refund										
7	100%	86%	71%	57%	43%	No Refund	No Refund	No Refund									
8	100%	88%	75%	63%	50%	38%	No Refund	No Refund	No Refund								
10	100%	90%	80%	70%	60%	50%	40%	No Refund	No Refund	No Refund	No Refund						
15	100%	93%	87%	80%	73%	67%	60%	53%	47%	40%	No Refund	No Refund	No Refund	No Refund	No Refund	No Refund	
16	100%	94%	88%	81%	75%	69%	63%	56%	50%	44%	38%	No Refund	No Refund	No Refund	No Refund	No Refund	No Refund

Appendix C

DNP Direct and Indirect Hours and Activities No Transfer Hours

For DNP learners who transfer in 500 hours (APRN's-please ensure you verify these hours and they are in LopesTracker by DNP-805A)-You will need to meet the minimum hours required in order to ensure you have achieved the additional 500 hours required to graduate with 1,000 hours.

For DNP learners who transfer in 500 hours (APRN's-please ensure you verify these hours and they are in LopesTracker by DNP-805A)-You will need to meet the minimum hours required in order to ensure you have achieved the additional 500 hours required to graduate with 1,000 hours

DNP Course	No Transfer Hours Indirect Immersion Hours Course Assignment	No Transfer Hours Direct Immersion Hours At the project site with mentor developing, implementing, and evaluating the project
815A	Maximum 50 Minimum Hours Required	Maximum 50 Minimum Hours Required
	25 Indirect	25 Direct
	Maximum 50	Maximum 50
840A	Minimum Hours Required	Minimum Hours Required
	25 Indirect	25 Direct
	Maximum 50	Maximum 75
830A	Minimum Hours Required	Minimum Hours Required
	25 Indirect	25 Direct
	Maximum 100	Maximum 125
955A	Minimum Hours Required	Minimum Hours Required
	50 Indirect	75 Direct
	Maximum 100	Maximum 125
960A	Minimum Hours Required	Minimum Hours Required
	50 Indirect	75 Direct
	Maximum 100	Maximum 125
965A	Minimum Hours Required	Minimum Hours Required
	50 Indirect	50 Direct

All learners will be required to log their direct and indirect hours in LopesTracker.

- The minimum required hours must be substantively logged, the mentor has signed off in Lopes Activity Tracker, and the course faculty have validated the entry for course grading.
- *Learners who do not meet the minimum required hours, logged, signed off, and approved will not pass the course.
- While there may be up to 50 hours in "indirect hours," not all assignments will take 10 hours
- Indirect hours cannot be more than 10 hours in a day and be substantively posted and not duplicated in other courses
- Direct hours cannot be more than 12 hours in a day and be substantively posted and not repeated in other courses
- All learners are responsible for ensuring the proper planning of the required immersion hours towards graduation. Failure to do so may result in extension courses and additional work to acquire those hours needed to meet the 1,000 required.



Grand Canyon University Student Teaching Clinical Practice Manual

Bachelor of Arts in Dance for Secondary Education

Bachelor of Arts in English for Secondary Education

Bachelor of Arts in History for Secondary Education

Bachelor of Arts in Music Education-Choral: Piano

Bachelor of Arts in Music Education-Choral: Voice

Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings

Bachelor of Arts in Music Education-Instrumental: Piano

Bachelor of Arts in Theatre for Secondary Education

Bachelor of Science in Biology for Secondary Education

Bachelor of Science in Business for Secondary Education

Bachelor of Science in Chemistry for Secondary Education

Bachelor of Science in Early Childhood Education

Bachelor of Science in Early Childhood Education and Early Childhood Special Education

Bachelor of Science in Elementary Education

Bachelor of Science in Elementary Education and Special Education

Bachelor of Science in Elementary Education with an Emphasis in Christian Education

Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language

Bachelor of Science in Elementary Education with an Emphasis in STEM

Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading

Bachelor of Science in Mathematics for Secondary Education

Bachelor of Science in Physical Education

Master of Education in Early Childhood Education

Master of Education in Early Childhood Education and Early Childhood Special Education

Master of Education in Elementary Education

Master of Education in Elementary Education and Special Education

Master of Education in Secondary Education with an Emphasis in Humanities

Master of Education in Secondary Education with an Emphasis in STEM

Master of Education in Secondary Humanities Education

Master of Education in Secondary STEM Education

Master of Education in Special Education: Mild to Moderate

Master of Education in Special Education: Moderate to Severe

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Introduction

Congratulations on your advancement to the final stage of your degree program: student teaching. We are dedicated to supporting you through this process and to promote a positive and productive student teaching experience.

This handbook contains an overview of the GCU College of Education (COE) and the student teaching experience. It further describes the role of the Teacher Candidate and the responsibilities he/she is expected to fulfill in the host Cooperating Teacher's classroom, as well as in the online student teaching coursework. It is important to review the supporting roles involved in the student teaching experience to understand your resources.

For further information regarding graduation requirements, degree programs offered, admission requirements and general academic regulations please refer to the <u>Grand Canyon University Policy Handbook</u>.

Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this manual when they are deemed necessary or desirable. This manual is for informational purposes and does not constitute a contract. The Grand Canyon University Student Teaching Clinical Practice Manual does not establish a contractual relationship; rather, the manual sets forth academic and other requirements that a Teacher Candidate must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While counselors and other Grand Canyon University personnel are available to guide the Teacher Candidate with respect to the requirements, it is the ultimate responsibility of the Teacher Candidate to follow them.

College of Education Conceptual Framework

The College of Education ("the College" or "COE") at Grand Canyon University ("GCU") is part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the



changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning experiences and to flourish as practitioners in the field of education remains at the

forefront of the College of Education's academic and clinical field work.

The Mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement;

promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

Learning, Leading, and Serving are the foundational components of COE's Conceptual Framework. These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's Conceptual Framework directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing.

- **Learning**: We believe that all students can learn and that educators who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experienced and skilled communicators who are dedicated and compassionate, ensuring all students learn to the best of their ability.
- **Leading**: We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving:** We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

College of Education Pledge

The College of Education is committed to serving our students and alumni. The College's accredited programs are designed to prepare and equip students for a career in the field of education. However, faculty, staff, and college leaders understand the unique opportunities and challenges a career in education might occasionally present. We promise to assist all COE students and graduates who need support as a teacher or leader in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, the College of Education asks students and graduates to pledge to uphold a high level of excellence in the classroom.

We invite you to PLEDGE the following as a student and graduate of the College of Education:

I pledge to:

- Enter my classroom fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support each student's unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner and commit to advancing as a professional educator.
- Learn, lead, and serve.

FERPA and Confidentiality Information

FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Please refer to the GCU's University Policy Handbook for additional information on FERPA. Please visit the FERPA website to learn more:

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Candidates should follow FERPA guidelines while engaged in field experiences. During practicum and student teaching, candidates must understand that student information should remain confidential, and candidates should refrain from disclosing student information to any outside source. In addition, candidates must receive permission by the site administration, cooperating teacher/mentor, and students' guardians prior to recording or taking pictures within the school. Located on the Student Success Center is a Video Permission form in both English and Spanish. In addition, candidates should speak with school administration and the cooperating teacher/mentor regarding privacy policies and procedures for their school site. There may be additional permissions required depending on district/school policy and procedures.

To respect the district/school site and students' privacy policies, it is advised to delete video recordings taken in the classroom after successful completion of the student teaching experience, pending any additional reviews required by the University or College.

Digital Communication and Social Media

The Candidate's time spent in the field should be focused on the instruction and engagement with cooperating teacher/mentors and students. Candidates are expected to refrain from using cell phones, email and all social media while engaged with students throughout the school day. Cell phones should be silenced and put away during classroom time. Candidates should discuss expectations with the cooperating teacher/mentor should emergency cell phone use be required.

As a professional, candidates are held to the standards of professional teachers. Candidates should be mindful of the information shared and tagged on social media. Candidates are expected to check with the district/school site regarding technology and social media policies and expectations. Candidates should not accept or request "friend" invitations on social media with students or their family members. Candidates are expected to refer to the school site administrator and/or cooperating teacher/mentor prior to sending communication to students, parents/guardians or school site faculty/staff.

Professional Learning Network (PLN)

This network supports GCU's Conceptual Framework of Learning, Leading, and Serving, by providing a virtual space for Teacher Candidates, AZ Teaching Interns, Educational Administration Candidates, GCU Faculty Supervisors, Cooperating Teachers and Faculty to learn, collaborate, and connect in a supportive environment working towards successful student teaching experiences.

As a participant in student teaching, members are encouraged to participate in this virtual space. Engaging in this space can support you in your student teaching experience as you take efforts to embody the GCU Conceptual Framework of Learning, Leading, and Serving.

The PLN Navigation heading contains icons and titles to enable ease of use. Below is an overview of each page you can access:

- Home- This is the landing page. Here you can quickly access document folders, links, upcoming events, PLN news, recent activity, and PLN conduct expectations.
- Resources- This page provides GCU resource links, social media links, resource folders, and library discussion.
- Education News- This page provides education news as posted by the Office of Clinical Practice, and news chatter posted by you- our users.
- Calendar- The calendar provides dates of educational conferences, webinars, and GCU events.
- Groups- Find the group spaces relevant to you and join into the chat community. Here you can chat with your peers in a protected space.
- Discussions- This is an open dialogue space for all members of the PLN.
- People- This area provides profiles of each PLN member. You can find peers in your region, those studying in your program, or your GCU Faculty Supervisor!
- Navigate to https://pln.gcu.edu

To get started, here are a few things you can do:

- Fill out your personal profile
- Connect with Groups
- Post into relevant Discussions
- Review and comment on PLN news updates
- Visit the Resources space to obtain helpful materials and links
- Check the Calendar for upcoming events

Student Teaching Eligibility Requirements

The following is a list of prerequisites that need to be met to be eligible for student teaching:

- Successfully complete all coursework, including documented practicum/field experience hours, within the program of study.
- Meet the testing requirements per the Basic Skills and Content Area Exams policy as listed in the University Policy Handbook.
- Maintain a minimum GPA of a 2.8 (undergraduate) or 3.0 (graduate) as required for clinical practice/student teaching.
- Work with the appropriate departments to remove any academic and/or financial holds on account to ensure that the Student Services Counselor (SSC) is able to complete the required registration process.
- Review program progression and academic eligibility with assigned SSC and/or Field Experience Counselor (FEC).
- Possess a current/valid Fingerprint Clearance Card or background check. Teacher Candidates certifying through Arizona must have an Arizona Department of Public Safety IVP Fingerprint Clearance Card. (Refer to Fingerprint Clearance section below.)

Student teaching may only be repeated once in the course of the Teacher Candidate's time at Grand Canyon University.

If a Teacher Candidate has an incomplete clinical practice/student teaching attempt in an Institutional Recommendation (IR) program and then enrolls into another IR program, the Teacher Candidate will need to appeal to the College of Education to student teach for a second and final attempt.

Fingerprint Clearance

Candidates are required to adhere to the Candidate Fingerprint Clearance policy located in the University Policy Handbook. Please note that any costs related to obtaining the required clearance(s) is the responsibility of the candidate. Fingerprint clearances obtained from agencies other than the Department of Justice, Department of Public Safety, or Department of Education are likely not valid (i.e. Department of Human Resources, Department of Health, Department of Early Learning). Refer to the University Policy Handbook and your assigned Field Experience Counselor (FEC) for additional information on fingerprint clearance requirements.

Candidates seeking an Arizona Institutional Recommendation for teaching or administrative credential must have an Arizona Fingerprint Clearance IVP Card (AZIVP), in addition to their own state's fingerprint or background clearance documentation as required.

Disability Services and Special Accommodations

Teacher Candidates that require special accommodations for their student teaching experience placement must register with the Disability Office at Grand Canyon University prior to their official placement. Teacher Candidates will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined in the University Policy Handbook for Disability Services.

To start the accommodation process, you can contact the Disability Office as follows: Phone: 602-639-6342; Email: disabilityoffice@gcu.edu

In order to establish certain accommodations at the placement facility, the University may need to disclose information regarding the Teacher Candidate's disability status. Notification of the approved accommodation will be given to the placement school, the Cooperating Teacher and also to the school district in order to ensure that the accommodations are appropriately facilitated.

Student Teaching Application

Teacher Candidates should submit the student teaching application electronically prior to the assigned deadline. Teacher Candidates should not attempt to make the initial contact with potential school districts. Initial contact will be made by the Teacher Placement Counselor.

Student teaching application deadlines are as follows:

Traditional (Ground) Students

- November 1st is the deadline for the Fall student teaching experience
- May 1st is the deadline for the Spring student teaching experience

Non-Traditional (Online) Students

- **February 1st** is the deadline for the Fall student teaching experience
- August 1st is the deadline for the Spring student teaching experience

Teacher Candidates should contact their assigned Field Experience Counselor with any questions pertaining to the application.

Potential Sites

Following consultation with your Field Experience Counselor regarding your interests, needs, goals, and student teaching expectations, site selection is the first and an important step towards beginning student teaching. You are responsible for assembling a list of potential sites to request for placement. Consider the schools where you have completed practicum/field experiences and the relationships you have developed with them. Be sure your potential placement is consistent with student teaching requirements, desires for skill development, and future certification or licensure criteria.

• Student teaching must be completed in a classroom that aligns with your program of study. Please refer to the Student Teaching Course Placement Chart in the appendix.

Consider the following:

- Your personal interests, needs, goals, and expectations.
- Ethical standards, interactive learning, and experiential opportunities afforded you by the staff and function of the site(s).
- Professional and state licensure/certification requirements regarding student teaching experiences: Rule out sites that cannot enable you to satisfy licensure or certification requirements.
- Student teaching must be completed at a public-school setting or a licensed/accredited nonpublic school setting.
- Student teaching cannot be completed at a school site where a relative is employed or the Teacher Candidate has children who attend the school.

In addition, please refer to the student teaching policies as stated in the <u>University Policy Handbook</u>.

Confirmed Student Teaching Placement(s)

Your student teaching placement preferences will be honored, if possible and/or feasible. However, the College of Education reserves the right to make assignments or adjustments deemed to be in your best interest and the interest of other involved parties.

During the placement process, you might be required to complete additional district requirements which will be completed at your expense. These may include but are not limited to:

• Interview with school district officials (which may include writing samples)

- Submission of academic resume and/or transcripts
- Physical exam
- TB test
- School Board approval
- Training(s)
- Additional background checks

Your Teacher Placement Counselor will notify you when the student teaching placement has been finalized.

After your placement is secured, your Teacher Placement Counselor will provide you with pertinent student teaching information. Information will be sent to you via your primary email address on file including the contact information for your assigned Cooperating Teacher/Mentor and GCU Faculty Supervisor. You are required to contact your Cooperating Teacher/Mentor prior to the start date of the student teaching experience. Discuss the following in your initial communication:

- Introduction of yourself, your program of study and your prior experience
- Start date at the student teaching placement site
- Request a copy of district/school policies (You are expected to review a copy of the school/district policy manual for teachers and abide by throughout your experience.)
- Please note the student teaching placement site may initiate termination at will. GCU does not employ districts and therefore does not have any jurisdiction of districts' discretion or termination of placement. Candidates must remember that they are guests in the classroom and to follow all school site expectations.

Student Teaching Roles

The following individuals are in position to support Teacher Candidates during the student teaching experience. Each role contributes a vital aspect of development in the skills and attributes necessary of a Teacher Candidate.

- Field Experience Counselor (FEC): The Field Experience Counselor supports Teacher Candidates in meeting College of Education specific supplementary requirements throughout their program. These requirements include, but are not limited to, background clearance, testing requirements, practicum/field experiences, student teaching, and Institutional Recommendation (IR). The FEC also ensures all required programmatic criteria necessary to participate in the student teaching experience is met by the Teacher Candidate prior to placement, which include the prerequisite hours and coursework for student teaching. The FECs will work in tandem with the Teacher Candidates' Student Service Counselor (SSC) and other offices on campus to facilitate completion of the Teacher Candidate's program of study.
- **Teacher Placement Counselor (TPC)**: The Teacher Placement Counselor completes the placement for student teaching. The TPC communicates with districts and Teacher Candidates during the student teaching placement and student teaching course(s) regarding roles and expectations of student teaching.

- Cooperating Teacher (CT): The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the CT is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.
- **Mentor**: For Teacher Candidates who are currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal and the College of Education, a Mentor will be assigned to support the Teacher Candidate.
- GCU Faculty Supervisor: The GCU Faculty Supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate and the Cooperating Teacher/Mentor.
- Course Instructor: The course instructor is the GCU faculty member assigned to teach the student teaching courses. Course instructors are responsible for implementing course assignments, as required through the syllabus, which relate to the student teaching experience and to provide formative feedback on Teacher Candidate assignments.
- Clinical Field Experience Specialist (CFES): The Clinical Field Experience Specialist is the university representative that supports the cooperating school personnel. The CFES acts as liaison between the student teaching placement and the university. The CFES is the primary support resource for Cooperating Teachers and GCU Faculty Supervisor

Teacher Candidate Responsibilities

Drawing upon the academic program of study, Teacher Candidates are expected to synthesize previous course material, and apply theories and content knowledge during the student teaching experience. Student teaching requires a full take over for a minimum of 50% of the experience. (See *Full Take Over Requirements* section below).

Teacher Candidates are to abide by the following requirements:

- Adheres to all policies and procedures as listed in the <u>University Policy Handbook</u> as well as <u>GCU's Professional Dispositions</u>, the <u>Model Code of Ethics</u> and <u>Essential</u> <u>Elements of Teachers & Essential Functions Motor/Physical Cognitive Strength for</u> <u>Teachers</u>.
- Adheres to all policies and procedures at the placement school site. Including, but not limited to collecting the GCU Video Permission Request Form, recording in the classroom and video posting and privacy.
 - Within the student teaching experience, Teacher Candidates may be asked to video record themselves in the classroom to meet programmatic requirements.
 Teacher Candidates will first want to seek permission to record from the Cooperating Teacher/Mentor and/or school site administrator. In addition, the

Teacher Candidate will need to obtain Video Recording Permission Request Forms. It is the responsibility of the Teacher Candidate to distribute the Video Recording Permission Request Form to the parents/guardians of each student in the student teaching classroom. Even if the placement site already has video permission forms on file, the Teacher Candidate must collect the Video Recording Permission Form for each student in the classroom. If there are any students who have not returned the completed form by the day of the lesson recording, it is mandatory that those students are not present/visible in the recording. Upon collection of the permission forms, the Teacher Candidate will scan and upload the pages into a data file on their computer where they are easily accessible for later reference or retrieval if needed. The Teacher Candidate does not need to turn these into the online course instructor or GCU Faculty Supervisor.

- Mirrors the contracted work hours of the Cooperating Teacher and remains in the assignment placement for the full duration of the student teaching session.
- Observes, assists, teaches, and gradually transitions to full takeover of the classroom for a **minimum** of 50% of the placement. (Refer to the *Full Take Over Requirement* section below and the Suggested Takeover Schedules in Appendix B.)
- Engages in lesson planning, instruction, classroom management, and reflection guided by the Cooperating Teacher/Mentor.
 - Use the preferred lesson plan template of the school site if one is not provided use the GCU lesson plan template.
- Communicates with the GCU Faculty Supervisor upon receiving the supervisor's contact information to introduce themselves and relay the student teaching start date in the field.
- Schedules and teaches four lessons that your GCU Faculty will observe.
- Participates in collaborative conferences following each evaluation with the Cooperating Teacher/Mentor and the GCU Faculty Supervisor.
- Documents daily attendance on the Clinical Practice Time Log.
- Completes the attendance requirement and submit Clinical Practice Time Log(s) to the GCU Faculty Supervisor.
- Maintains the responsibilities of the student teaching online coursework, including submitting weekly assignments and participating in discussion forums.

Full Takeover Requirement

Student teaching is an important step in preparing to become an educator in one's own classroom. The more time a teacher candidate has to apply, reflect, and adjust helps to grow their practice. Per GCU policy, student teaching requires a full takeover for a minimum of 50% of the experience. For example:

- For 8-week placements: The teacher candidate is expected to fully takeover the classroom for 4 weeks
- For 15/16-week placements: The teacher candidate should takeover full responsibilities of the classroom for 8 weeks.

In essence, under the guidance of the cooperating teacher on site, the teacher candidate is expected to take on the responsibilities that the cooperating teacher might have as a teacher of record. For example:

- All lesson planning, preparation, delivery, and assessment
- Schedule transitions and all daily classroom procedures
- Behavioral and general classroom management
- Any other tasks related to the job role as a classroom teacher of record

During this time, teacher candidate will assume all teaching duties and responsibilities necessary for effective teaching of students without endangering the health and safety of the individual or others. Essential functions of the teaching profession include effectively leading the classroom, promoting student learning and curiosity, and following all school site policies and procedures including but not limited to those pertaining to FERPA/student confidentiality and digital communication/media.

Please note: In order to meet the student teaching requirements, teacher candidates should discuss the full takeover expectation with their cooperating teacher(s) and develop a plan together for what it will look like during the experience.

Full Takeover Approaches

Full takeover is established using a phase-in/phase-out approach. The phase-in, full-takeover and phase out approach allows for a gradual induction and ultimately prepares the teacher candidates to lead independently in their future classrooms. (Suggested full takeover schedules can be found in Appendix B of the Student Teaching Manual.) Traditionally speaking, teacher candidates fulfill the takeover requirement by assuming all duties of the cooperating teacher. Every placement in GCU's student teaching program is unique. Some situations may use the traditional model, while others may find a co-teaching model more appropriate.

Full takeover may look different in a classroom employing a co-teaching model. Teacher candidates are still expected to meet the student teaching requirements, with the teacher candidate taking the lead role in any chosen co-teaching model. Ultimately, teacher candidates need to be able to have substantial experience leading a classroom(s) upon completion of their program. Co-teaching can be very beneficial to the teacher candidate, the cooperating teacher, and more importantly, the students in the classroom.

Below are appropriate models for the student teaching experience:

- Traditional: In this model, the teacher candidate teaches the classroom students full time with minimal support from the cooperating teacher on lesson planning, instruction reflection and feedback, classroom management, and teaching strategies. The cooperating teacher is more "hands off" during instruction and assessment as the teacher candidate assumes all daily responsibilities of the classroom.
- Parallel Teaching: This model has the class divided based on student learning and/or behavioral needs with the teacher candidate and cooperating teacher providing identical instruction to their respective student groups. (Example: The cooperating teacher is teaching the content as an enrichment activity while the teacher candidate is teaching the same content at the remedial level.)

- Team Teaching: In this model, the cooperating teacher and candidate instruct the students at the same time (also known as "tag team teaching").
- Station Teaching: In this model, the class rotates through stations; the teacher candidate and cooperating teacher teach the same material in different ways to the groups. This form of co-teaching is usually employed for workshops or balanced literacy blocks.

It is important the teacher candidate and cooperating teacher(s) work together to develop a plan on how the candidate will meet the full takeover requirement. Effective collaboration between the teacher candidate and cooperating teacher in any of the above-mentioned models explicitly puts students first and provides an effective learning environment when carefully arranged and planned. These models also allow for a valuable student teaching experience to help prepare teacher candidates for the various needs of their future classrooms.

Cooperating Teacher Responsibilities

The Cooperating Teacher is the teacher in whose classroom the Teacher Candidate is placed in to complete the student teaching experience. The CT must be certified, endorsed, and/or licensed as a teacher. The primary responsibility of the CT is to the school and district, then to the Teacher Candidate. These individuals have the expertise to provide formative and summative feedback on Teacher Candidate performance.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building administrator/district to serve as a Cooperating Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

As a role model, mentor, and coach:

- Guides the Teacher Candidate in all aspects of teaching including lesson planning, instruction, classroom management, and reflection
- Provides on-site opportunities for the Teacher Candidate to observe, practice, and lead
- Allows the Teacher Candidate to gradually transition to full takeover of the classroom for a minimum of 50% of the placement
- Assumes responsibility for direct supervision, oversight, and support of the Teacher Candidate while on site
- Confers regularly with the Teacher Candidate concerning his or her performance and progress
- Develops and monitors any needed remediation plans, with the GCU Faculty
- Supervisor, for strengthening a marginal Teacher Candidate's performance
- Verifies the Teacher Candidate's attendance by initialing the Teacher Candidate's time log weekly and providing a final signature at the end of the placement

As an evaluator:

- Participates in an initial conference in-person or by e-mail/phone with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of student teaching
- Participates in a post-conference with the Teacher Candidate and the GCU Faculty Supervisor after each of the observations conducted by the GCU Faculty Supervisor
- Provides feedback to both the Teacher Candidate and the GCU Faculty Supervisor during each post-conference

Mentor Responsibilities

For Teacher Candidates who are currently serving in a contracted teaching position, it is not necessary to secure a Cooperating Teacher for supervisory responsibilities. In those cases, and upon approval of the building principal and the College of Education, a Mentor will be assigned to support the Teacher Candidate.

Qualifications

- A valid current professional license with proper endorsement for the teaching assignment
- Master's degree or exceptional experience
- A minimum of three years teaching experience
- A current classification of highly effective or effective as pursuant to 15-203(A)(38) and full recommendation of the building administrator/district to serve as a Mentor Teacher
- Desire and ability to work cooperatively with Teacher Candidates

Responsibilities

As a role model, mentor, and coach:

- Provides support to the Teacher Candidate throughout the student teaching placement by conferring regularly concerning his or her performance
- Develops and monitors any needed remediation plans, with the GCU Faculty Supervisor, for strengthening a marginal Teacher Candidate's performance
- Verifies the Teacher Candidate's attendance by initialing the Teacher Candidate's time log weekly and providing a final signature at the end of the placement.

As an evaluator:

- Participates in an initial conference in-person or by e-mail/phone with the Teacher Candidate and the GCU Faculty Supervisor during the first two weeks of student teaching
- Observes the Teacher Candidate teaching in the classroom to provide feedback for each evaluation completed by the GCU Faculty Supervisor
- Provides feedback to the Teacher Candidate and the GCU Faculty Supervisor during each post-conference

GCU Faculty Supervisor Responsibilities

The GCU Faculty Supervisor is the GCU approved supervisor who has oversight responsibility for the evaluation of the Teacher Candidate. The GCU Faculty Supervisor is also certified, endorsed, and/or licensed as a teacher. This individual will work closely with the Teacher Candidate and the Cooperating Teacher/Mentor.

Qualifications

- Master/Doctoral degree in education
- A valid current teacher/administration certification/license
- Minimum of 3-5 years of classroom experience

Responsibilities

As a role model, mentor, and coach:

- Contacts the Teacher Candidate prior to the agreement start and introduce him/herself
- Contacts the Clinical Field Experience Specialist if they notice any changes in the placement setting (Cooperating Teacher, grade level, school site, etc.) that they were not made aware of by Grand Canyon University
- Communicates with the Teacher Candidate and the Cooperating Teacher within the first two weeks of student teaching
- Acts as a resource person to the Teacher Candidate by providing additional sources of information and being available by phone or email

As an evaluator:

- Observes the Teacher Candidate teaching a lesson for each Clinical Practice Evaluation
- Participates in a post-conference with the Teacher Candidate and the Cooperating Teacher after each observation
- Completes all contracted Clinical Practice Evaluations
 - o 15-week placements: Complete Clinical Practice Evaluations #1, #2, #3, #4.
 - 8-week placements: Complete Clinical Practice Evaluations #1 and #2 or #3 and #4, depending on the session.

Student Teaching Time Requirement

Teacher Candidates must be prepared to complete a full-time 15/16-week (70-75 days: please refer to the Student Teaching Placement Chart in Appendix A.) In addition, Teacher Candidates are required to remain in their assigned placement and mirror the contracted work hours of the Cooperating Teacher for the full duration of the student teaching session. It is the responsibility of the Teacher Candidate to review the placement site's calendar to determine a tentative end date of the student teaching experience (Take into consideration district/school holidays, illness, inclement weather days may add time to the placement.)

Teacher Candidates must document the required days in the student teaching placement on the *Clinical Practice Time Log* (8 week Clinical Practice Time Log, 15 week Clinical Practice Time Log). The Cooperating Teacher must initial the time log weekly for approval. The Cooperating Teacher and GCU Faculty Supervisor must provide a final signature to verify the attendance requirement has been met. Teacher Candidates are encouraged to keep a copy for professional records. The Teacher Candidate is responsible to provide the Clinical Practice Time Log(s) to the GCU Faculty Supervisor. The final evaluation will not be submitted by the GCU Faculty Supervisor until the attendance requirement has been met.

Classroom days include the following:

• **Student contact time**: Any instructional classroom time spent working directly with students at the confirmed student teaching placement site(s).

• **Teacher contract time**: Any function at the confirmed student teaching placement site(s) that the contracted teacher is required to attend. This includes prep time and professional development time.

District holidays, inclement weather days and sick days are **NOT** to be counted towards the required student teaching days.

When possible, the beginning of the student teaching experience is aligned with the Teacher Candidate's first day of the student teaching online course. The Teacher Candidate may opt to begin at the student teaching placement up to two weeks prior to the first day of the online course if it has been discussed with and approved by the Cooperating Teacher.

Student Teaching Course

Teacher candidates are engaged in the student teaching experience that includes practical classroom experiences, research, analysis, and teaching to support the creation of a Student Teaching Evaluation of Performance (STEP). For Special Education student teaching courses, Teacher Candidates will also complete an IEP template in addition to the STEP template. To successfully complete the student teaching course, Teacher Candidates must successfully complete both the required time in the student teaching placement and all required coursework. If the Teacher Candidate does not complete the required student teaching days within the online course timeframe, the Teacher Candidates will need to notify the online instructor, GCU Faculty Supervisor and Teacher Placement Counselor. The Teacher Candidate should continue in the placement unless otherwise specified. Teacher Candidates will need to work with their course instructor regarding an Incomplete grade. If a Teacher Candidate goes past the incomplete timeframe the teacher candidates' grade will switch to an F and will need to complete a grade appeal with their Student Services Counselor and submit all required documentation. A grade appeal approval is not guaranteed.

The STEP is a 5-day unit that demonstrates a Teacher Candidate's ability to plan, implement, and assess effective lesson planning using the following 7 standards.

- Standard 1: Contextual Factors: Knowing Your School and Community
- Standard 2: Writing Standards-Based Measurable Objectives and the Learning Goal
- Standard 3: Assessment and Data Literacy
- Standard 4: Unit and Lesson Planning
- Standard 5: Implementation of Instructional Unit
- Standard 6: Analysis of Student Learning
- Standard 7: Reflecting on Instruction to Improve Student Progress

Teacher Candidates will design and implement the 5-day STEP as part of their regular student teaching duties. In addition to the above standards, all Teacher Candidates are expected to ensure that all local and classroom goals are also met within the STEP. Teacher Candidates should work with the Cooperating Teacher/Mentor to help decide on the unit to be used for the STEP.

Special Education Courses Only – Individualized Education Program (IEP) Performance Template

The IEP Performance Standards is the process for preparing and implementing the IEP process. This template will be used to address specific standards and go through the process of creating an IEP for a student in your placement.

- Standard 1: Contextual Factors: School and Community Demographics, Classroom Demographics, Building Trust Relationships, and Classroom Management
- Standard 2: Individualized Education Plan Part 1
- Standard 3: Individualized Education Plan Part 2
- Standard 4: Preparation for IEP Meeting
- Standard 5: Implementation, Communication, and Progress Reporting
- Standard 6: Revised IEP
- Standard 7: Reflection of the IEP Process

Performance Based Assessments (TPA/edTPA)

To effectively assess a teacher candidate's performance, GCU's College of Education assesses teacher candidates on a set of standards, including professional dispositions and InTASC. Some states may require additional Teacher Performance Assessments (TPAs) such as edTPA. These performance-based assessments are student-centered and used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills, including but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

If a teacher candidate lives in a state that requires a passing TPA/edTPA for certification, the teacher candidate is expected to complete it during their student teaching experience. The edTPA is a writing-intensive portfolio which includes lesson-planning and instructional analysis components, as well as video components which must be submitted to Pearson edTPA for a passing score.

For further information and resources, teacher candidates may speak to their Field Experience Counselor and visit the <u>Professional Learning Network</u>. Candidates will receive access to the PLN approximately six (6) months prior to the start of the student teaching experience.

Clinical Practice Evaluations

The GCU Faculty Supervisor and Cooperating Teacher/Mentor will collaboratively reflect on the Teacher Candidate's performance four times a semester for Clinical Practice Evaluations #1, #2, #3 and #4. Each collaborative evaluation follows the following step by step process.

- Communicate: The Teacher Candidate communicates with the GCU Faculty Supervisor regarding the lesson he/she will be teaching before each observation.
- Observe: The GCU Faculty Supervisor observes the Teacher Candidate teaching a lesson. Each lesson observation should be approximately 30-45 minutes in length regardless of observation modality (i.e. live or recorded).
- Collaborate: The GCU Faculty Supervisor and Cooperating Teacher/Mentor collaborate to provide feedback to the Teacher Candidate.

- Evaluate: The GCU Faculty Supervisor utilizes the appropriate Clinical Practice Evaluation to score the Teacher Candidate's performance. The evaluation is sent to the Teacher Candidate via the Student Portal.
- Access & Submit: The Teacher Candidate accesses and downloads the evaluation from the Student Portal and submit to the digital classroom assignment submission space.
- Grade: The course instructor provides the assignment grade based on the evaluation score.

Clinical Practice Evaluation #1: Professional Dispositions

Clinical Practice Evaluation #2: InTASC Standards

Clinical Practice Evaluation #3: InTASC Standards

Clinical Practice Evaluation #4: Professional Dispositions, InTASC Standards, and SPA

Standards based on program of study

Curriculum/Lesson Planning

The Teacher Candidate will be required to follow the state standards and district scope and sequence for all lesson planning. Teacher Candidates are expected to use the lesson plan design templates used by the Cooperating Teacher/school. If the school does not have a generally accepted format, the Teacher Candidate should use the GCU COE Lesson Plan template provided on the <u>Student Success Center</u>.

Throughout the student teaching experience Teacher Candidates will write complete lesson plans for each topic or subject area they will be teaching. It is expected that lesson plans be submitted to the Cooperating Teacher a minimum of 48 hours in advance, or earlier as abiding by the time guidelines of the Cooperating Teacher. Teacher Candidates should also provide a copy of the lesson plan to the GCU Faculty Supervisor for each Clinical Practice Evaluation.

State Mandated Assessments

During the state mandated assessments, the Cooperating Teacher should be the one who administers the test to the students in the classroom. At no time should the Teacher Candidate oversee administering or proctoring these tests.

State Mandated Reporting

It is the candidate's responsibility to understand and adhere to mandated reporting state laws and district/school site policies and procedures regarding child abuse, non-accidental physical injury and/or neglect.

Student Teaching Expectation Violations

The following violations clarify conduct unbecoming of candidates in the College of Education. Candidates are expected not to engage in such action while in districts, schools, and/or placement settings.

The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which candidates are subjected to disciplinary action up to and including expulsion from the University. If candidates are found eligible to continue with the program, student teaching can only be repeated once.

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:
 - Admission or eligibility to practicum/field experience, student teaching and/or internships
 - o Information regarding the site placement school, the district and/or personnel
 - o Information regarding students
 - o Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher/Mentor, GCU Faculty Supervisor, faculty, or staff
 - o Threatening to harm or endangering the safety of any individual in the practicum/field experience, student teaching, and/or internship setting
 - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience, student teaching, and/or internship setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher/Mentor, GCU Faculty Supervisors, GCU course instructor, or staff
- Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the students or the school community members

If candidates violate any of the above or any other university or placement site policy, they are subject to review by the College and/or the Office of Academic Compliance. If candidates are found eligible to continue with the program of study, candidates are expected to complete all required actions deemed necessary by the University or College. Please note, if candidates are enrolled in an initial teacher licensure program, student teaching may only be repeated once.

Campus Violence and Substance Abuse Prevention

The College of Education is committed to an educational environment that is free from violence, both oncampus, off-campus, and at any school placement setting. The Campus Violence and Substance Abuse Prevention policy prohibits and will take immediate action, up to and including expulsion, against the following:

- Threatening statements, behaviors, or acts of violence against students, faculty, and staff
- Acting in a manner which can be interpreted as physical assault or abuse
- Threatening to harm or endanger the safety of others.
- Behaving or acting in a manner which carries the potential for violence or acts of aggression, as interpreted by a reasonable person

Please refer to the <u>University Policy Handbook</u> for more information on all policies. Failure to comply with the requirements as outlined in the Student Teaching Manual and/or University Policy Handbook may result in a Code of Conduct violation.

Unsuccessful Student Teaching Attempts

Student teaching includes both the in-the-field placement as well as the corresponding online course(s). An unsuccessful attempt in either the placement and/or course requires retake of both the course and the in-the-field placement.

Unsuccessful attempts at student teaching include:

- Cancellation of confirmed placement
- Self-termination
- Termination
- Course Failure

Should a Teacher Candidate wish to change or cancel their student teaching placement, they must immediately contact their Teacher Placement Counselor. Requests for a change in confirmed student teaching placement and/or an unsuccessful attempt at student teaching requires a completed *Clinical Practice Attempt Candidate Response Form*.

Teacher Candidates that request to change or cancel their confirmed placement or have an unsuccessful student teaching attempt may not be eligible to be replaced until a future semester.

An unsuccessful attempt may result in one or more of the following:

- Removal from the student teaching course(s)
- Awarding a W (withdraw) grade in the student teaching course(s)
- Awarding a failing grade for the student teaching course(s)
- Awarding the grade earned in the student teaching course(s)
- Successful completion of required college-level coaching
- Successful completion of a Personal Improvement Plan (PIP)
- Replacement in a new student teaching placement site (This is contingent upon several factors and not guaranteed.)
- Replacement in a new student teaching placement site after the completion of a PIP
- Possible referral to University's Code of Conduct Committee for further review.

In addition, an unsuccessful attempt at student teaching may include financial implications. It is the Teacher Candidate's responsibility to contact their assigned Student Services Counselor to discuss any financial matters as a result of an unsuccessful student teaching attempt and/or future course repeat(s).

The College of Education's Professional Practices Committee reviews unsuccessful attempts at student teaching and determines all college level penalties. In making their determination, the committee considers the severity of the offense as well as the Teacher Candidate's academic history. The PPC may require the Teacher Candidate complete coaching and/or remediation through a Personal Improvement Plan (PIP) as additional support to best prepare the Teacher Candidates for a future attempt.

As stated in the Grand Canyon <u>University Policy Handbook</u>, student teaching may only be repeated once.

Placement Changes and/or Cancellations

- If a Teacher Candidate chooses to cancel a confirmed placement **30 days or more prior** to the course and/or physical placement start date, the placement will not count as the Teacher Candidate's first attempt at student teaching. This instance will be notated as a cancellation. Confirmed placements may only be canceled once. An additional confirmed placement cancellation will be documented as a first attempt at student teaching.
- If a Teacher Candidate decides to cancel a confirmed placement **30 days or less prior** to the course and/or physical placement start date, the placement will count as the Teacher Candidate's first attempt at student teaching. In this case the Teacher Candidate will receive one additional attempt at student teaching.

Cancellations of confirmed placements may result in a review by the Professional Practices Committee (PPC) and next steps will be determined on a case-by-case basis.

Self-termination

If a Teacher Candidate cancels an assigned student teaching placement after the course and/or physical placement start date, the placement will be documented as an attempt at student teaching. It is the Teacher Candidate's responsibility to contact their assigned Teacher Placement Counselor if the candidate is opting to self-terminate. In addition, it is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of a cancellation or unsuccessful student teaching attempt.

Self-terminations may result in a review by the Professional Practices Committee (PPC) and next steps will be determined on a case-by-case basis.

Terminations

Please understand that at all times Teacher Candidates are guests of the school district and the school site(s) in which they are placed. The Cooperating Teacher and/or GCU Faculty Supervisor may choose to implement an in-class support process for a Teacher Candidate who needs additional support in one or several targeted areas aligned with Professional Dispositions and/or InTASC standards. If deemed necessary, the GCU Faculty Supervisor will implement the Professional Growth Plan and submit to the College of Education.

It is the prerogative of the district, principal, or Cooperating Teacher to request the placement be terminated at will. In this case, the Professional Growth Plan is not applicable. As such, it is necessary to demonstrate professionalism in word, deed, and action at all times.

If the Teacher Candidate is terminated from the school site, the Teacher Candidate must contact the Teacher Placement Counselor. In addition, it is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of the unsuccessful student teaching attempt.

Course Failure

If the Teacher Candidate fails their online student teaching course, the placement will be documented as an attempt at student teaching. It is the Teacher Candidate's responsibility to contact the assigned Student Services Counselor to discuss any financial matters as a result of the unsuccessful student teaching attempt.

Personal Improvement Plan (PIP)

If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. Throughout the 4-week PIP, the Teacher Candidate will work with the College of Education to reflect on and remediate any areas of improvement in order to prepare for the next student teaching attempt.

- The student teaching placement site may initiate termination at will. GCU does not employ districts and therefore does not have any jurisdiction of districts' discretion or termination of placement. Candidates should remember that they are guests in the classroom and must follow all school site expectations.
- The Clinical Field Experience Specialist (CFES) works with the student teaching placement site and GCU Faculty Supervisor to confirm that all options have been exhausted. Teacher Candidates have an opportunity to present their perspective in writing to the members of the Professional Practices Committee.
- The CFES collects all student teaching placement site and Teacher Candidate documentation regarding the termination. The College of Education Professional Practices Committee reviews all documentation and decides as to whether the alleged violation or deficiency has been substantiated and which college-level support and/or penalty may apply.
- If a Teacher Candidate is administratively withdrawn from the student teaching course as part of a termination, they will need to redo the student teaching experience (required days and coursework) in a new setting. Teacher Candidates are encouraged to discuss any financial or other concerns with a Student Services Counselor (SSC).
- Teacher Candidates will not earn credits or student teaching time for completing a Personal Improvement Plan.

Institutional Recommendation (IR)

Institutional Recommendations (IRs) are issued for teaching programs that lead to initial licensure in Arizona. The IR confirms that a Teacher Candidate has met all requirements, including successful student teaching for the program of study that has been approved by the Arizona State Board of Education. It is the Teacher Candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a certificate in Arizona. An IR is valid for one year from the date it is signed. IRs can be issued only within 45 days of a candidate's graduation date; otherwise, the Teacher Candidate will need to apply for a transcript analysis to determine if certification criteria have been met.

All Teacher Candidates seeking an Institutional Recommendation for a teaching license must complete the programmatic and state licensure which include but are not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of student teaching.

Below is an important reminder regarding Institutional Recommendations (IR) and requirements for teacher and principal certification.

What is an IR? An Institutional Recommendations (IR) is a document issued by GCU to candidates that have successfully completed an education program that leads to initial licensure. While Arizona refers to this as an Institutional Recommendation (IR), other states may refer to this as a program verification form, college verification form, etc.

Why is it important? The IR confirms that a candidate has met all requirements, including successful completion of student teaching or internship for the program of study. It is used when submitting applications for teacher and principal certification.

What does the candidate need to complete for the IR? All candidates seeking an Institutional Recommendation for a licensure must complete the programmatic and state licensure. Teaching licensure may include but is not limited to verification of current/valid fingerprint clearance, passing scores on basic skills, content and professional knowledge exams and successful completion of student teaching. Testing Reminder: It is the Teacher Candidate's responsibility to determine the professional knowledge and content knowledge exams that must be taken to obtain a teaching certificate.

How does a candidate obtain the IR? The candidate will work with their Field Experience Counselor (FEC) to ensure that all requirements have been met. This includes testing and fingerprint clearance. The candidate will also need to work with their Student Services Counselor to ensure they have paid the graduation fee. The IR request is then submitted by the FEC to our credentialing team who will complete the document. A copy will be mailed to the candidate.

When does the candidate get the IR? IRs are issued upon graduation and candidate's meeting all programmatic and certification requirements.

AZ Certifying Candidates:

As noted above, IRs for candidates certifying in AZ can be issued only within 45 days of the candidate's last day of attendance/course date. An IR is valid for one year from the date it is issued.

What happens if the candidate doesn't get the IR in time? The candidate will need to apply for a transcript analysis with the Arizona Department of Education (or other state department of education) to determine if certification criteria have been met.

**Please note, the IR cannot be issued until a candidate is in a graduated status. Candidates in need of an AZ IR must be in a graduated status before the 45-day deadline to receive an IR. To be in a graduated status, final grades must be posted, and the candidate must have completed the graduation application and fee.

What does the candidate do once he/she has received the IR? Candidates will submit the IR to the state's Department of Education when applying for teacher or principal certification. Candidates should review their state's Department of Education website and contact their

assigned Field Experience Counselor for specific information regarding the state's certification process.

College of Education Promise

The College of Education promises to help graduates from Grand Canyon University College of Education's initial or advanced academic programs who are experiencing challenges in their professional practice. Support can include content-area teaching materials, certification testing resources, course curriculum assistance, or faculty mentoring. Email the COE at coepromise@gcu.edu. Your COE family is here to assist you in becoming the best educator you can be.

Department of Defense Dependent Schools (DoDDS)

The Department of Defense Dependent Schools (DoDDS) student teaching program is designed to provide overseas student teaching opportunities to Teacher Candidates enrolled full time in an approved teacher program at regionally accredited US colleges and universities. DoDDS agrees to permit Teacher Candidates from Grand Canyon University to student teach in schools designated by DoDDS. DoDDs will advise the University of the number of Teacher Candidates it can accommodate and locations at which Teacher Candidates may volunteer their services. DoDDS will select Teacher Candidates for the program from the list of nominees furnished by the University. Once a DoDDS placement is confirmed, the Teacher Candidate and Grand Canyon University will be notified in writing of the placement location and the Cooperating Teacher assigned to the Teacher Candidate.

All Teacher Candidates requesting to teach in a DoDDS must follow the required instructions set forth by DoDDS in order to successfully be placed in the requested school. Passing scores must be on file for DoDDs Teacher Candidates before the relevant application submission date; not before the start date of student teaching. Teacher Candidates are required to submit DoDDs related paperwork prior to the assigned deadlines:

- April 15th for the Fall student teaching experience
- October 15th for the Spring student teaching experience

Teacher Candidates should contact their assigned Field Experience Counselor with any questions pertaining to the application or to the DoDDs paperwork.

In addition to the GCU student teaching application, Teacher Candidates planning to complete student teaching overseas in a DoDDS must submit a completed DoDDS application and a copy of their Arizona Fingerprint Clearance card to their Field Experience Counselor. Please be advised that military clearance cannot be accepted for fingerprint clearance, as it is against federal regulations for GCU to receive these or have them on file. Teacher Candidates planning to complete the student teaching in the Fall must have this completed and in to their Field Experience Counselor prior to February 1st. Teacher Candidates planning to complete the student teaching in the Spring must have this completed and in to their Field Experience Counselor prior to August 1st. No exceptions. Additional fingerprint clearance of Child Care National Agency and Inquiry (CNACI) will also need to be completed shortly before applying to student teach. The Field Experience Counselor will provide guidance on this process.

The DoDDS application is available from the relevant Field Experience Counselor. Please contact your assigned FEC if you are unsure of this contact point. This process may take up to two (2) months, therefore, must be requested well in advance to student teaching. DoDDS will accept no other fingerprint clearance verification other than the Arizona IVP (Identity Verified Prints) for Arizona Teacher Candidates. Teacher Candidates may request an Arizona Fingerprint Packet from either their Field Experience Counselor or the Arizona Department of Public Safety:

Arizona Department of Public Safety 2320 North 20th Avenue Phoenix, Arizona 85005 (602) 223-2279 (Phone) (602) 623-2947 (Fax)

Once the Field Experience Counselor receives required paperwork from the Teacher Candidate, the Field Experience Counselor will expedite the application process by submitting all paperwork to DoDEA Human Resources Regional Center in Arlington, Virginia.

DoDEA Employees Requesting Student Teaching Placement Through DoDDS

Current DoDEA employees interested in student teaching through DoDDS must understand and comply with the following:

- Per DS Regulation 5308.1 "DoDDS student teaching program," Teacher Candidates are considered strictly volunteers, therefore:
 - Volunteer service will be uncompensated
 - o Volunteer service will not be used to displace any employee
 - Volunteer service will not be used to staff a position which is a normal part of the DoDDS work force
 - o Teacher Candidates are not entitled to travel, subsistence expenses, quarters, allowances, differentials, or any other reimbursement or payment in kind
 - o Service is not creditable for leave accrual or any other employee benefits
 - Teacher Candidates will not be considered federal or DoDDS employees for any purpose other than the following: Relative to compensation for injuries sustained during the performances of work assignments.

Therefore, currently employed DoDEA employees must be in non-pay status for the duration of their Student Teaching, practicum, internship, field work, experience. Under no circumstances will the Teacher Candidate be allowed to be in pay status while student teaching is being completed.

- Forms of acceptable "non-pay" status include Leave without Pay (LWOP), resignation, termination of assignment, Non Pay/Non Duty Status, etc. Please note that depending on the type of position the current employee holds, LWOP may not be an acceptable option. For example, intermittent employees such as substitute teachers, may not go on LWOP, they must resign. Also, LWOP for non-intermittent employees is approved at the discretion of the school principal or his/her designated person.
- As part of the application process, current DoDDS employees will be required to submit documentation that he or she will be in "non-pay" status for the entire duration of the experience. Acceptable forms of documentation include:

- O Completed Standard Form 52 (SF52) "Request for Personal Action." Please note this is simply a request for an action. It does not mean the action has been processed. But this will suffice at the time the Student Teaching application is submitted for the purpose of placement consideration.
- The action (LWOP, Resignation, etc.) is usually requested by either your local personnel office or your school (usually the secretary). This is **not** a form the Teacher Candidate downloads and completes. It is one generated by an automated DoDEA Personnel system. The Teacher Candidate must contact their individual local personnel office or school secretary in order to determine which process to follow. Each school and/or district may have different requirements (i.e. additional forms to complete to request the action, resignation letter, etc.) Please note that the effective date of the action may be the day before you are scheduled to start Student Teaching. The action does not have to be effective immediately or at the time the DoDDS Student Teaching application is due.
- At a minimum, the completed SF52 must include the following:
 - Part A Action Requested (1), Requested Number (2), Proposed effective Date
 (4), Action Requested by (5), and Action Authorized by (6).
 - o Part B Name (1), SSN (2), DOB (3), Effective Date (4), Nature of Action/Code (5A and 5B)
 - o Part D Remarks by Requesting Office. If LOWP is being requested, this section should include the dates the Student Teaching will take place.
 - Part E Employee Resignation/Retirement This section should only be completed if employee is resigning. If resigning, complete items 1-5.

A Standard Form 50 "Notification of Personnel Action (SF50) will be issued when the action has been processed. This usually takes place a few days after the action's effective date. The Teacher Candidate will be required to submit a copy of the SF50 within two weeks of the action being effective. Please fax a copy of the SF50 to 703-588-5383. Failure to comply will result in immediate termination of the Student Teaching placement. Any Teacher Candidate found working or back in "pay status" while completing Student Teaching requirements will have their Student Teaching assignment terminated immediately. Other possible actions may also be taken for violation of federal laws and regulations.

Appendix A

Single Placement (15 Week Course):

Program	Course ID	Course Length	Time Requirement	Placement Setting			
* Please Note: Grade levels may vary slightly depending on the state in which the candidate will be student teaching/certifying							
B.A. in Dance Education	ARE-480	15 weeks	70 days	K-12* Dance Classroom			
B.A in Theatre Education	THE TOO	15 Weeks	70 days	K-12* Theatre Classroom			
B.S. Early Childhood Education (New Program start dates as of 4/4/2022)	ECE-490	15 weeks	70 days	K-3*multi-subject (ELA, math, science, and social studies) general education elementary classroom			
B.S. in Elementary Education				K-8* multi-subject (ELA, math, science, and			
B.S. in Elementary Education with an emphasis in Christian	ELM-490	15 weeks	70 days	social studies) general education elementary			
Education/STEM/Teaching Reading				classroom			
B.S. in Elementary Education with an	ESL-490	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary			
emphasis in ESL	ESL-490	13 weeks	70 days	classroom with English language learners			
B.S. in Biology for Secondary Education							
B.S. in Business for Secondary Education B.S. in Chemistry for Secondary	SEC-490	15 weeks	70 days	6 th -12 th * secondary classroom in content area of study			
Education				area of study			
B.S. in Math for Secondary Education							
B.A. in English for Secondary Education							
B.A. in History for Secondary Education	SEC-490	15 weeks	70 days	6 th -12 th * secondary classroom in content			
B.A. in Dance for Secondary Education				area of study			
B.A. in Theatre for Secondary Education							
M.Ed. in Early Childhood Education	ECE-598	15 wools	70 days	K-3*multi-subject (ELA, math, science, and			
(New Program)	ECE-398	15 weeks	70 days	social studies) general education elementary classroom			
M.Ed. in Special Education: Mild to	SPD-590	15 weeks	70 days	K-12* mild to moderate special education			
Moderate	2 000			classroom			
M.Ed. in Special Education: Moderate to Severe	SPD-592	15 weeks	70 days	K-12* moderate to severe special education classroom			
M.Ed. in Secondary Education with an emphasis in Humanities/STEM	SEC-590	15 weeks	70 days	6 th -12 th secondary classroom in content area of study			

M.Ed. in Secondary Humanities Education M.Ed. in Secondary STEM Education				
M.Ed. in Elementary Education	ELM-590	15 weeks	70 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom

Dual Placements (8 Week Courses):							
Program	Course IDs	Course Length	Time Requirement (75 Total Days)	Placement Setting			
* Please Note: Grade levels may vary slightly depending on the state in which the candidate will be student teaching/certifying							
B.A. in Music Education-Choral: Piano/Voice B.A. in Music Education-Instrumental:	MED-480A	8 weeks	35-40 days	Elementary music classroom			
Brass, Woodwind, Percussion, or Strings/Piano	MED-480B	8 weeks	35-40 days	Secondary music classroom			
	ECH-480	8 weeks	35-40 days	Birth to pre-k classroom			
B.S. in Early Childhood Education (Old Program)	ECH-485	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom			
B.S. in Elementary Education and Special Education	EED- 480NA/ELM- 490A	8 weeks	35-40 days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary classroom			
Education	SPE- 448NB/SPD- 490B	8 weeks	35-40 days	K-12* mild to moderate special education classroom			
B.S. in Early Childhood Education and Early	ECS-480A	8 weeks	35-40 days	K-3* multi-Subject (ELA, math, science, and social studies) general education classroom			
Childhood Special Education	ECS-480B	8 weeks	35-40 days	K-3* mild to moderate special education classroom			
	PED-480A	8 weeks	35-40 days	K-6* physical education classroom			
B.S. in Physical Education	PED-480B	8 weeks	35-40 days	7-12* physical education classroom			
	ECH-680	8 weeks	35-40 days	Birth to pre-k classroom			
M.Ed. in Early Childhood Education	ECH-685	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom			
M.Ed. in Early Childhood Education and	ECS-595A	8 weeks	35-40 days	K-3* multi-subject (ELA, math, science, and social studies) general education classroom			
Early Childhood Special Education	ECS-595B	8 weeks	35-40 days	K-3* mild to moderate special education classroom			

Single Placements (8 Week Courses):

Program	Course ID	Course Length	Time Requirement	Placement Setting		
* Please Note: Grade levels may vary slightly depending on the state in which the candidate will be student teaching/certifying						
B.S. in Elementary Education	EED-480NA	8 weeks	75 + - + - -	K-8* multi-subject (ELA, math, science, and		
b.s. in Elementary Education	EED-480NB	8 weeks	75 total days	social studies) general education elementary classroom		
B.S. in Secondary Education with an emphasis in Biology, Business,	SED-480NA	8 weeks	75	6 th -12 th * secondary classroom in content area of study		
Chemistry, English, Mathematics, Physical Education, or Social Studies	SED-480NB	8 weeks	75 total days			
M.Ed. in Elementary Education	EED-580NA	8 weeks	75 total days	K-8* multi-subject (ELA, math, science, and social studies) general education elementary		
W.Eu. III Elementary Education	EED-580NB	8 weeks	75 total days	classroom		
M. Ed. in Secondary Education	SED-580NA	8 weeks	75 total days	6 th -12 ^{th*} secondary classroom in content		
W. Ed. III Secondary Education	SED-580NB	8 weeks	75 total days	area of study		
M.Ed. in Special Education	SPE-548NA	8 weeks	75 total days	K-12* mild to moderate special education		
wi.eu. iii speciai euucatioii	SPE-548NB	8 weeks	75 total days	classroom		

Appendix B Suggested Takeover Schedules

Single Placement (15 Week) Schedule:

- B.A. in Dance Education, B.A. in Theatre Education (ARE-480)
- B.S. Elementary Education (ELM-490); emphasis in Christian Education/STEM/Teaching Reading (ELM-490)
- B.S. Elementary Education with an emphasis in ESL (ESL-490)
- B.S. Biology/Business/Chemistry/Math for Secondary Education (SEC-490)
- B.S. Early Childhood Education-New Program (ECE-490)
- B.A. English/ History/Dance/Theatre for Secondary Education (SEC-490)
- M.Ed. Early Childhood Education-New Program (ECE-598)
- M.Ed. Elementary Education (ELM-590)
- M.Ed. Secondary Education; emphasis in Humanities/STEM, M.Ed. in Secondary Humanities Education and M.Ed. in Secondary STEM Education (SEC-590)
- M.Ed. Special Education: Mild to Moderate (SPD-590)
- M.Ed. Special Education: Moderate to Severe (SPD-592)

Week	Teacher Candidate	Cooperating Teacher
Prior to Week 1	Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Contact the Teacher Placement Counselor (TPC) with any questions.	Complete training provided by GCU's Clinical Field Experience Specialist (CFES). Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures. Coordinate schedules for collaborative
	Complete the Student Teaching Orientation.	observations.
	Acclimate to the school and classroom. Introduce yourself to key individuals at your	Assist in acclimating the TC to the school and classroom.
	school site; introduce yourself to the students and parents.	Introduce TC to key individuals at your school site; help introduce TC to the students and parents.
	Discuss curriculum planning, lesson planning and management plans in the classroom with your CT.	Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC.
Week 1-3	Observe the CT and begin to transition into teaching lessons.	Have TC assist with students, teaching lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations.
	Practice lesson planning each week. Take part in daily and weekly routines.	Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP).
	Begin your Student Teaching Evaluation of Performance (STEP) and related coursework.	Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the
	Be prepared for the Clinical Practice Evaluation #1 by the end of week 4.	end of week 4.

Week 4-6	Early Childhood/Elementary: Transition to teaching multiple subjects/periods during the day. Secondary: Transition to teaching multiple periods during the day. Work with the CT for ideas, suggestions, and feedback. Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) lesson/unit plan before submission of STEP 5 in your coursework. Clinical Practice Evaluation #1 should be completed during week 4.	Allow for the TC to begin to teach multiple subjects/periods (ELA, math, science & social studies) during the day. Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments. Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.
Week 7- 14	Increase responsibility and assume full responsibility of the classroom. Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day. Secondary: Transition to teaching all class periods during the day. Continue working with the CT for ideas, suggestions, and feedback. Make time each day to reflect on your lessons and teaching practice. *For Special Education Candidates: Begin planning and organizing information for your IEP Performance Standard and related coursework. Clinical Practice Evaluation #2 should be completed during week 8. Clinical Practice Evaluation #3 should be completed during week 11.	Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy. *For Special Education Candidates: Assist TC with planning and organizing information for their IEP Performance Standard related coursework. The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills and contact the GCU Faculty Supervisor for support. Clinical Practice Evaluation #2 should be completed during week 8 in collaboration with the GCU Faculty Supervisor. Clinical Practice Evaluation #3 should be completed during week 11 in collaboration with the GCU Faculty Supervisor.

Week 15 Recommer Communic Counselor requirement Clinical Pra	n, including your Institutional idation (IR). ate with your Student Services to discuss completing your degree into and graduation application. actice Evaluation #4 should be during week 15.	the GCU Faculty Supervisor. Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.
Communic Counselor	dation, setting up interviews, etc.) ate with your Field Experience to discuss steps towards	feedback. Clinical Practice Evaluation #4 should be completed during week 15 in collaboration with
Observe ot and enviro Finalize the Begin plant	her classroom grades, teachers naments. Professional Teaching Portfolio. ning for the next step in your is may include asking for letters of	Begin to transition back into the classroom responsibilities. Be available for questions, ideas, offer suggestions and support. Make sure to provide regular and consistent

Dual Placement (8 Week) Schedule:

- B.S. Early Childhood Education-Old Program (ECH-480 and ECH-485)
- B.S. Elementary Education and Special Education (EED-480NA and SPE-448NB old program, ELM-490A and SPD-490B revised program)
- B.A. Music Education -Choral: Voice/Piano, B.A. in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings/Piano (MED-480A and MED-480B)
- B.S. Physical Education (PED-480A and PED-480B)
- M.Ed. Early Childhood Education-Old Program (ECH-680 and ECH-685)
- B.S. Early Childhood and Early Childhood Special Education (ECS-480A and ECS-480B)
- M.Ed. Early Childhood and Early Childhood Special Education (ECS-595A and ECS-595B)
- M.Ed. Elementary Education and Special Education (ELM-593A and SPD-593A)

*Special Education

Week	Teacher Candidate	Cooperating Teacher
	Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.	Complete training provided by GCU's Clinical Field Experience Specialist (CFES).
Prior to Week 1	Contact the Teacher Placement Counselor (TPC) with any questions. Complete Student Teaching Orientation.	Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.
	Complete Student reaching Orientation.	Coordinate schedules for collaborative observations.

	Acclimate to the school and classroom.	Assist in acclimating the TC to the school
Week 1	Introduce yourself to key individuals at your school site; introduce yourself to the students and parents. Discuss curriculum planning, lesson planning and management plans in the classroom with your CT. Observe the CT and begin to transition into teaching lessons. Practice lesson planning each week. Take part in daily and weekly routines. Begin your Student Teaching Evaluation of Performance (STEP) and related coursework.	and classroom. Introduce TC to key individuals at your school site; help introduce TC to the students and parents. Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC. Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations. Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of
	*For Special Education Placement B, begin your IEP Performance Standard and related coursework.	Performance (STEP). *For Special Education Placement B, assist TC with planning for the IEP Performance Standards.
Week 2-3	Early Childhood/Elementary: Transition to teaching multiple subjects/periods during the day. Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) unit plan before submission of STEP 5 in your coursework. Be prepared for the Clinical Practice Evaluation #1 by the end of week 4. *For second 8-week session: Be prepared for Clinical Practice Evaluation #3 by the end of week 4.	Allow for the TC to begin to teach all subjects/periods (ELA, math, science & social studies) during the day. Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments. Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end of week 4. *For second 8-week session: Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #3 by the end of week 4.
Week 4-7	Increase responsibility and assume full responsibility of the classroom. Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math, science, and social studies) during the day. Work with the CT for ideas, suggestions, and feedback. Make time each day reflect on your lessons and teaching practice. Clinical Practice Evaluation #1 should be completed during week 4.	Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning, assessment and grading and pedagogy. The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the development of these skills

	*For second 8-week session: Clinical Practice Evaluation #3 should be completed during week 4. Clinical Practice Evaluation #2 should be completed during week 7. *For second 8-week session: Clinical Practice Evaluation #4 should be completed during week 7.	and contact the GCU Faculty Supervisor for support. Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor. *For TC's second 8-week session: Clinical Practice Evaluation #3 should be completed during week 4 in collaboration with GCU Faculty Supervisor. Clinical Practice Evaluation #2 should be completed during week 7 in collaboration with the GCU Faculty Supervisor. *For TC's second 8-week session: Clinical Practice Evaluation #4 should be completed during week 7 in collaboration with GCU Faculty Supervisor.
Week 8	Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments. Finalize the Professional Teaching Portfolio. Begin planning for the next step in your career. (This may include asking for letters of recommendation, setting up interviews, etc.) Communicate with your Field Experience Counselor to discuss steps towards certification, including requesting your Institutional Recommendation (IR). Communicate with your Student Services Counselor to discuss completing your degree requirements and graduation application. Give the Clinical Practice Time Log to your GCU Faculty Supervisor. If you have not met the required days, discuss a plan with your CT to make up missing days.	Begin to transition back into the classroom responsibilities. Be available for questions, ideas, offer suggestions and support. Make sure to provide regular and consistent feedback. Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss plan to make up missing days.

Single Placement (16 Week Courses) Schedule:

- B.S. Elementary Education (EED-480NA and EED-480NB)
- B.S. Secondary Education (SED-480NA and SED-480NB)
- M.Ed. Elementary Education (EED-580NA and EED-580NB)
- M.Ed. Secondary Education (SED-580NA and SED-580NB)

Week	Teacher Candidate	Cooperating Teacher
	Contact the Cooperating Teacher (CT) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.	Complete training provided by GCU's Clinical Field Experience Specialist (CFES).
Prior to Week 1	Contact the Teacher Placement Counselor (TPC) with any questions.	Contact the Teacher Candidate (TC) and the GCU Faculty Supervisor (Sup) (if assigned) to discuss expectations, policies and procedures.
	Complete the <u>Student Teaching Orientation</u> .	Coordinate schedules for collaborative observations.
	Acclimate to the school and classroom. Introduce yourself to key individuals at your school site; introduce yourself to the students	Assist in acclimating the TC to the school and classroom.
	and parents.	Introduce TC to key individuals at your school site; help introduce TC to the students and parents.
	Discuss curriculum planning, lesson planning and management plans in the classroom with your CT.	Discuss curriculum planning, lesson planning, and management plans in the classroom with your TC.
Week 1-3	Observe the CT and begin to transition into teaching lessons.	Have TC assist with students, model lessons, learn classroom routines and grading procedures, and set up daily/weekly expectations.
	Practice lesson planning each week. Take part in daily and weekly routines.	Assist TC in brainstorming unit ideas for their Student Teaching Evaluation of Performance (STEP).
	Begin your Student Teaching Evaluation of Performance (STEP) and related coursework.	Communicate with the GCU Faculty Supervisor regarding Clinical Practice Evaluation #1 by the end
	Be prepared for the Clinical Practice Evaluation #1 by the end of week 4.	of week 4.
	Early Childhood/Elementary: Transition to teaching multiple subjects/periods (ELA, math, science & social studies) during the day.	Allow for the TC to begin to teach multiple subjects/periods (ELA, math, science & social studies) during the day.
	Secondary: Transition to teaching multiple periods during the day.	Continue to communicate with TC regarding their Student Teaching Evaluation of Performance (STEP) assignments.
Week 4-6	Expect to plan and teach your Student Teaching Evaluation of Performance (STEP) unit plan before submission of STEP 5 in your coursework.	Clinical Practice Evaluation #1 should be completed during week 4 in collaboration with the GCU Faculty Supervisor.
	Clinical Practice Evaluation #1 should be completed during week 4	

	Increase responsibility and assume full responsibility of the classroom.	Gradually increase TC responsibility as appropriate. Informally assess and mentor the TC through management, lesson preparation, weekly planning,
	Early Childhood/Elementary: Transition to teaching all subjects/periods (ELA, math,	assessment and grading and pedagogy.
	science, and social studies) during the day.	The TC may need additional coaching as they begin to apply their skills. Keep a close watch on the
	Secondary: Transition to teaching all class periods during the day.	development of these skills and contact the GCU Faculty Supervisor for support.
Week 7-14	Work with the CT for ideas, suggestions, and feedback. Make time each day reflect on your lessons	Clinical Practice Evaluation #2 should be completed during week 7 in collaboration with the GCU Faculty Supervisor.
	and teaching practice.	Clinical Practice Evaluation #3 should be completed during week 12 in collaboration with
	Clinical Practice Evaluation #2 should be completed during week 7.	the GCU Faculty Supervisor.
	Clinical Practice Evaluation #3 should be completed during week 12.	
	Begin to transition the class back to the CT. Observe other classroom grades, teachers and environments.	Begin to transition back into the classroom responsibilities.
		Be available for questions, ideas, offer suggestions
	Finalize the Professional Teaching Portfolio.	and support.
	Begin planning for the next step in your career. (This may include asking for letters of recommendation, setting up interviews, etc.)	Make sure to provide regular and consistent feedback.
	, 51	Clinical Practice Evaluation #4 should be
	Communicate with your Field Experience Counselor to discuss steps towards	completed during week 15 in collaboration with the GCU Faculty Supervisor.
Week 15-16	certification, including requesting your Institutional Recommendation (IR).	Verify required days and sign the Clinical Practice Time Log. If TC has not met required days, discuss
	Communicate with your Student Services	plan to make up missing days.
	Counselor to discuss completing your degree requirements and graduation application.	
	Clinical Practice Evaluation #4 should be completed during week 15.	
	Give the completed Clinical Practice Time Log to your GCU Faculty Supervisor. If you have	
	not met the required days, discuss a plan with your CT to make up missing days.	
	,	



College of Education Clinical Field Experience Handbook Initial Teacher Licensure/Non-Initial Teacher Licensure Programs

Bachelor of Arts in Dance Education

Bachelor of Arts in Dance for Secondary Education

Bachelor of Arts in English for Secondary Education

Bachelor of Arts in History for Secondary Education

Bachelor of Arts in Music Education-Choral (Piano/Voice)

Bachelor of Arts in Music Education-Instrumental (Brass, Woodwind, Percussion, Strings/Piano)

Bachelor of Arts in Theater Education

Bachelor of Arts in Theater Education for Secondary Education

Bachelor of Science in Biology for Secondary Education

Bachelor of Science in Business for Secondary Education

Bachelor of Science in Chemistry for Secondary Education

Bachelor of Science in Early Childhood Education

Bachelor of Science in Early Childhood Education and Early Childhood Special Education

Bachelor of Science in Educational Studies (Does not lead to initial teacher licensure)

Bachelor of Science in Elementary Education

Bachelor of Science in Elementary Education and Special Education

Bachelor of Science in Elementary Education with an Emphasis in Christian Education

Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language

Bachelor of Science in Elementary Education with an Emphasis in STEM

Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading

Bachelor of Science in Math for Secondary Education

Bachelor of Science in Physical Education

Master of Education in Early Childhood Education

Master of Education in Early Childhood Education (IP/TL) Nevada ARL

Master of Education in Early Childhood Education and Early Childhood Special Education

Master of Education in Elementary Education

Master of Education in Elementary Education (IP/TL) Nevada ARL

Master of Education in Elementary Education and Special Education

Master of Education in Secondary Education

Master of Education in Secondary Education with an Emphasis in Humanities

Master of Education in Secondary Education with an Emphasis in Humanities (IP/TL) Nevada

ARL

Master of Education in Secondary Education with an Emphasis in STEM

Master of Education in Secondary Humanities Education

Master of Education in Secondary STEM Education

Master of Education in Secondary STEM Education (IP/TL) Nevada ARL

Master of Education in Special Education (IP/TL) Nevada ARL

Master of Education in Special Education Mild to Moderate

Master of Education in Special Education Moderate to Severe

Advanced Programs

Master of Arts in Autism Spectrum Disorders

Master of Arts in Curriculum and Instruction

Master of Arts in Reading with Emphasis in Elementary Education

Master of Arts in Reading with Emphasis in Secondary Education

Master of Arts in TESOL

Master of Arts in Autism Spectrum Disorder

Master of Science in Instructional Design

Master of Science in Instructional Technology

Graduate Certificates/Endorsements*

Canyon L.E.A.P. to Teach, Elementary Education Graduate Certification of Completion

Canyon L.E.A.P. to Teach, Secondary Education Graduate Certification of Completion
Graduate Certificate of Completion in Teaching English to Speakers of Other Languages
Graduate Certificate of Completion in Distance Learning
Master of Education in Special Education, Mild to Moderate Certificate Endorsement
Master of Education in Special Education, Moderate to Severe Endorsement
*Includes all TE courses

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Disclaimer

Grand Canyon University's College of Education reserves the right to make changes of any nature to this handbook when they are deemed necessary or desirable. This handbook is for informational purposes and does not constitute a contract.

The Grand Canyon University Clinical Field Experience Handbook does not establish a contractual relationship; rather, the handbook sets forth academic and other requirements that a candidate must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the university. While advisors and other Grand Canyon University personnel are available to guide the candidate with respect to the requirements, it is the ultimate responsibility of the candidate to fulfill the requirements.

Candidates should view the Academic Catalog for college and program specific information.

Conceptual Framework

The College of Education ("the College" or "COE") at Grand Canyon University ("GCU") is



part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best learning

experiences and to flourish as practitioners in the field of education remains at the forefront of the College of Education's academic and clinical field work.

The Mission of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

Learning, Leading, and Serving are the foundational components of COE's Conceptual Framework. These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's Conceptual Framework

directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing.

- Learning: We believe that all students can learn and that educators who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experienced and skilled communicators who are dedicated and compassionate, ensuring all students learn to the best of their ability.
- **Leading**: We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving**: We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

College of Education Pledge and Promise

As a Christian university, Grand Canyon University and the College of Education take a proactive approach to developing students' servant leadership skills and ensuring the success of our alumni in educational settings. While the College's Accredited Programs are designed to prepare and equip students for a career in the field of education, faculty, staff, and college leaders understand the unique opportunities and challenges a career in education might occasionally present. We promise to assist all COE graduates who need support in an educational setting. Since 1984, we have upheld this promise to provide additional support. To honor this promise, the College of Education asks graduates to pledge to uphold a high level of excellence in an educational setting.

We ask you to **pledge** the following as a graduate of the College of Education:

I pledge to:

- Be fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner.
- Learn, lead, and serve.

The College of Education's **promise** to all COE graduates:

The College of Education promises to help graduates from Grand Canyon University College of Education's programs who are experiencing challenges in an educational setting. Support might include content-area teaching materials, certification testing resources, course curriculum assistance, or faculty mentoring. Email the COE at coepromise@gcu.edu. Your COE family is here to assist you in becoming the best educator you can be.

Practicum/Field Experience

Practicum/field experience is an opportunity for candidates to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students and the national movement towards 21st century learning built around standards, practicum/field experience affords GCU candidates the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional. Our expectation is for candidates to observe qualified, passionate master teachers and leaders who demonstrate skill in the InTASC principles. Through these role models, our candidates will solidify principles from their coursework, by actively assisting teachers, facilitating group work, and when permitted, teaching lessons of their own.

Each course states a required number of hours for practicum/field experience. These required hours are to be considered the minimum amount of time a student should be observing, interviewing, teaching, assessing, etc. For candidates enrolled in initial teacher licensure programs to be best prepared for the student teaching experience, it is recommended they spend more than required hours in their practicum settings.

Candidates are to accumulate experiences in classrooms at different grade and ability levels. Through practicum/field experience, candidates are exposed to professional role models who work amongst diverse cultures and will learn to recognize and meet the needs of students from different ethnicities, socioeconomic and language backgrounds, genders, and exceptionalities. The College of Education routinely reviews assessment data on candidates' ability to work with a diverse population and continually works with a candidate to improve their practice and the institution's practicum/field experiences.

Practicum/Field Experience Outcomes

By the end of each practicum/field experience course or block, candidates will have accomplished the following:

- Successful mastery of specific course objectives as they align to professional teacher education standards
- Demonstration of learning through artifacts
- Significant professional growth in pedagogical knowledge, skills, and dispositions

FERPA and Confidentiality Information

FERPA (The Family Education Rights and Privacy Act) sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Please refer to the GCU's University Policy Handbook for additional information on

FERPA. Please visit the FERPA website to learn more: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Candidates should follow FERPA guidelines while engaged in field experiences. During practicum and student teaching, candidates must understand that student information should remain confidential, and candidates should refrain from disclosing student information to any outside source. In addition, candidates must receive permission by the site administration, cooperating teacher/mentor, and students' guardians prior to recording or taking pictures within the school. Located on the Student Success Center is a Video Permission form in both English and Spanish. In addition, candidates should speak with the school administration and the cooperating teacher/mentor regarding privacy policies and procedures for their school site. There may be additional permissions required depending on district/school policy and procedures.

To respect the district/school site and students' privacy policies, it is advised to delete video recordings taken in the classroom after successful completion of the course, pending any additional reviews required by the University or College.

Digital Communication and Social Media

The Candidate's time spent in the field should be focused on the instruction and engagement with cooperating teacher/mentors and students. Candidates are expected to refrain from using cell phones, email and all social media while engaged with students throughout the school day. Cell phones should be silenced and put away during classroom time. Candidates should discuss expectations with the cooperating teacher/mentor should emergency cell phone use be required.

As a professional, candidates are held to the standards of professional teachers. Candidates should be mindful of the information shared and tagged on social media. Candidates are expected to check with the district/school site regarding technology and social media policies and expectations. Candidates should not accept or request "friend" invitations on social media with students or their family members. Candidates are expected to refer to the school site administrator and/or cooperating teacher/mentor prior to sending communication to students, parents/guardians or school site faculty/staff.

Fingerprint Clearance

Candidates are required to adhere to the Candidate Fingerprint Clearance policy located in the University Policy Handbook. Please note that any costs related to obtaining the required clearance(s) are the responsibility of the candidate. Fingerprint clearances obtained from agencies other than the Department of Justice, Department of Public Safety, or Department of Education are likely not valid (i.e. Department of Human Resources, Department of Health, Department of Early Learning). Refer to the University Policy Handbook and your assigned Field Experience Counselor (FEC) for additional information on fingerprint clearance requirements.

Placement Expectations for Practicum/Field Experience, Student Teaching and Internships

The following section seeks to address responsibilities and expectations for candidates in the College of Education who are in school districts, schools and placement settings during a practicum/field experience, student teaching, or internship experience. The statements are designed to be reflective of the fundamental principles and values that are desired of a candidate and his/her professional and personal conduct in field settings. In addition to all University conduct policies, the conduct expectations clarify conduct unbecoming of an education candidate, and thus are subject to disciplinary action.

Candidates in the College of Education represent GCU's missional, Christ-centered values and are expected to abide by ethical, professional, and academic standards for professional educators. These expectations include, but are not limited to the expectation that the candidate:

- Gives appropriate attention to college programmatic and site placement work requirements
- Attends class and engagements as required by the college and site placement
- Acknowledges and accepts the responsibility of honorable adherence to the university's and site placement's standards, rules, policies, and procedures
- Follows all dress code requirements set by placement site(s)
- Supports and exhibits ethical behavior with students, faculty, staff, school placement personnel, and the community
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her
 actions, interactions, and communication in all forms with students, faculty, staff, site
 placement personnel, and the community
- Upholds confidentiality and respect for personal or professional information communicated in the placement classroom
- Represents themselves solely in all matters related to performance, evaluation, assessments, disciplinary action, etc.
- Adheres to college dispositional expectations, essential elements and functions for educations, policies, and standards of academic honesty

Course Expectations for Practicum/Field Experience

- Candidates engaging in practicum/field experiences must also be active in a
 practicum/field experience course/block or in a documented college-approved plan to
 complete practicum/field experience hours in the field. Candidates must have
 current/valid fingerprint clearance(s) on file with their Field Experience Counselor prior
 to starting any fingerprint clearance required course. Please see Candidate Fingerprint
 Clearance policy.
- Candidates must complete all required practicum/field experience hours within the
 program of study. Failure to complete all practicum/field experience hours required
 within the program of study may result in ineligibility for the student teaching portion of

- the program, delays in program progression, and/or delays or ineligibility for Institutional Recommendation (IR). Please see the Requirements for Institutional Recommendation (Initial Program/Teacher Licensure Only) policy.
- Practicum/field experience hours are mutually exclusive. Candidates must complete all required hours for each course or block "double-dipping" or reusing practicum/field experience hours will not be allowed.
- Candidates that receive a non-passing grade in a practicum/field experience course must redo their practicum/field experience hours and documentation of the hours on the verification form in the retake of the course.
- Verification forms for practicum/field experiences are to be completed by site mentors.
 Candidates who falsify hours will be referred to the Office of Academic Compliance for further review.
- If referred to the Office of Academic Compliance, candidates are required to adhere to University and College determinations related to practicum/field experience including, but not limited to, redoing the completion of practicum/field experience hours and appropriate documentation, acknowledging that site placement is not guaranteed, acknowledging that any penalty received in a course or program of study will stand as issued by the course instructor or by the Code of Conduct Committee.

Professional Dispositions

Clinical field experiences/practicums serve as opportunities for candidates to build relationships with school districts, schools, school staff, and educators. Through their actions and interactions with these individuals, they will make an impact and create an impression of who they are personally and professionally. Therefore, adapting to the preferred policies and procedures of the host school, such as dress code, scheduling, etc., is required of candidates.

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct. For GCU candidates, these dispositions flow from the University's mission statement:

Grand Canyon University prepares candidates to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically challenging, values-based curriculum from the context of our Christian heritage.

A values-based education emphasizing community, character, and citizenship in the context of a Christian worldview seeks to teach, reinforce, support, and draw learners to contemplate certain foundational values that Christianity contends lead to a good life. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For candidates, this is manifested in the professional dispositions each carries into the educational community.

- **High expectations** Educators should believe that all students can learn and should set and support realistic expectations for student success. These expectations should be communicated in positive ways.
- Respect for the diversity of others Educators should be sensitive to individual

learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.

- **Fairness** Educators should promote social justice and equity, maintain appropriate standards of confidentiality, and exercise fairness in all areas including assessment.
- **Professional conduct** Educators should exercise sound judgment and ethical behavior. They should be a positive role model within their community.
- **Reflection** Educators should recognize that reflection combined with experience leads to growth as a professional. Educators should be thoughtful about their professional practice, critically examine it, and seek continual improvement.
- **Curiosity** Educators should promote and support curiosity and encourage active inquiry. They should be able to think innovatively and creatively, using critical thinking as a problem-solving approach.
- **Honesty** Educators should model integrity by their words and actions. They should be forthright with others and uphold high standards of trust, character, and integrity.
- **Compassion** Educators should demonstrate professional friendliness, warmth, and genuine caring in their relationships with others while providing intellectual, emotional, and spiritual support.
- **Advocacy** Educators should promote positive change in schools and communities that benefit the welfare of others.
- **Dedication** Educators should be committed to the profession of teaching and learning. They should be professionally active, lifelong learners, and seek opportunities for professional development.

It is important to treat every clinical field experience/practicum as a potential student teaching clinical practice placement or future job opportunity. Building relationships with schools in which candidates will serve their clinical field experience/practicum is important. Candidates may be removed from a clinical field experience/practicum setting at any time if the mentor teacher, site administrator, or university administrator determines that the assignment is detrimental to anyone being served by the candidate or that removal would better serve the candidate.

Model Code of Ethics for Educators (MCEE)

Grand Canyon University's College of Education has adopted the Model Code of Ethics for Educators (MCEE), put forth by the National Association of State Directors of Teacher Education and Certification.

Clinical Field Experience Violations

The following violations clarify conduct unbecoming of candidates in the College of Education. Candidates are expected not to engage in such action while in districts, schools, and/or placement settings.

The following is a non-exhaustive list of actions that are considered clinical practice conduct violations, for which candidates are subjected to disciplinary action up to and including expulsion from the University.

Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the university, document related to:

- Admission or eligibility to Clinical Practicepracticum/field experience, student teaching and/or internships
- o Information regarding the site placement school, the district and/or personnel
- Information regarding students
- o Information regarding curriculum content in the classroom
- Disruptive behavior in any form that creates a hostile or offensive educational environment for a student, Cooperating Teacher/Mentor, GCU Faculty Supervisor, facultyfaculty, or staff
 - o Threatening to harm or endangering the safety of any individual in the practicum/field experience, student teaching, and/or internship setting
 - Threatening statements, behaviors, acts of violence or corporal punishment against any individual in the practicum/field experience, student teaching, and/or internship setting
- Failure to comply promptly with any reasonable directive from a Cooperating Teacher/Mentor, GCU Faculty Supervisors, GCU course instructor, or staff
- o Failure to cooperate with an investigation
- Possession, use, distribution, or behavior under the influence of alcohol or illegal or banned drugs or substances while on school property, or as part of any school-related activity
- Communication orally, in writing, or by use of any technological device, including, and not limited to any phone or computer device, outside the classroom in a manner that could be perceived as inappropriate by any member of the site placement school, its extended community or university
- Failure to maintain a professional approach to personal relationships with the students or the school community members

If candidates violate any of the above or any other university or placement site policy, they are subject to review by the College and/or the Office of Academic Compliance. If candidates are found eligible to continue with the program of study, candidates are expected to complete all required actions deemed necessary by the University or College. Please note, if candidates are enrolled in an initial teacher licensure program, student teaching may only be repeated once.

University Code of Conduct

Grand Canyon University works to create an atmosphere of value-based education. All candidates who enroll in the University are expected to accept the responsibilities of the

university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic and academic community. Candidates are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. Please review the Code of Conduct and Academic Standards in the University Policy Handbook.

Student Disability Services and Special Accommodations

Candidates that require special accommodations for their clinical field experience/practicum must register with Student Disability Services at Grand Canyon University prior to their official placement. Candidates will be required to complete the steps to accommodations, which include submitting the Accommodation Request Form and providing supporting documentation of their disability. Determinations about what accommodations will be provided are based on the criteria outlined for Student Disability Services in the University Policy Handbook.

To begin the accommodation process, contact the Student Disability Office as follows:

Phone: 602-639-6342 Email: disabilityoffice@gcu.edu

In order to establish certain accommodations at the clinical field experience/practicum site, the University may need to disclose information regarding the student's disability status. Notification of the approved accommodation may be provided to the clinical field experience/practicum site, the classroom teacher, and/or to the school district in order to ensure that the accommodation is appropriately facilitated.

Commitment to Diversity

The College of Education promotes respect for and values the importance of community, diversity, and the rich cultural tapestry of a global society. In the context of practicum/field experience, the College defines diversity as placements that contain variance in any of the following:

- Students whose primary language is other than English
- Grade or age level distribution of the school/class, district, or school demographic information (e.g., cultures, ethnicities, socioeconomic distribution represented
- District or school academic performance ranking (e.g., adequate yearly progress, school report card, school label/grade)
- Stability of the community
- Qualifications of the teacher
- Gender (e.g., gender of the teacher, gender distribution of the class)
- Students with exceptionalities (e.g., students who receive services for gifted education or as specified by an IEP, ADA Section 504)

Respect for the Diversity of Others

Educators should be sensitive to individual learning and social needs of students and embrace the cultural diversity of the community. They should develop and maintain educational communities marked by respect for others. They should interact with their students, fellow educators, administrators, parents, and other community members with courtesy and civility, and establish relationships characterized by respect and rapport.

The diverse faculty and administrative staff of the College of Education work diligently to create a culture of mutual respect and fellowship within the broader educational community. Candidates will have an opportunity to apply their knowledge of diversity, including students with exceptionalities, during their practicum/field exepriences and student teaching. They will have an opportunity to reflect on common practices when working with schools, communities, and students from diverse ethnic/racial, language, gender, and socioeconomic groups. Within the classroom and through varied practicum/field exepriences, candidates are taught to be professional models, and are encouraged to recognize and meet the needs of all PK-12 students. Assessments will indicate that candidates are able to demonstrate and apply proficiencies related to diversity.

These proficiencies include:

- Embracing diversity in all individuals
- Using a diverse perspective to cast light on global awareness
- Encouraging diversity of thought and practice from others
- Celebrating the potential of diversity
- Knowing the backgrounds and cultures of students
- Promoting respect and understanding among all cultures
- Not tolerating or minimizing inappropriate behavior when observed
- Challenging students to report inappropriate behavior by providing a positive and supportive environment that allows students to feel safe in reporting inappropriate behavior.

Technology

Skilled application of technology by candidates is a competency expectation expressed by the College of Education. Every member of the College is expected to demonstrate a commitment to applied technology across all phases of their professional career. This commitment encourages the use of technology to enhance academic learning and achievement. Applied technology in education is an integral part of 21st century learning and current instructional practices as a benchmark of excellence. Candidates are expected to use technology in every phase of their academic preparation. As such, it is incumbent on faculty to provide learning experiences that are driven by a deep commitment to infuse technology across the curriculum and to utilize it as a pedagogical tool for instruction. The commitment to technology is infused in each course.

Participant Roles

This section addresses and defines the roles of all participants involved in threaded clinical field experiences/practicums.

- Candidate: The candidate is defined as the student who is actively enrolled in a College of Education program of study who works to fulfill all clinical field experience/practicum requirements. The role of the candidate includes observing the classroom teacher, meeting the clinical field experience/practicum competencies, and submitting assignments that demonstrate applied learning. Before the student teaching experience, candidates must complete all required coursework as well as all associated requirements listed in the University Policy Handbook.
- Classroom Teacher/Mentor Teacher: The classroom teacher is defined as the teacher hosting the candidate in practicu/field experiences other than student teaching. The classroom teacher's responsibility focuses on the students in their classroom, rather than on the candidate. The classroom teacher's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students' performance.
- **Course Instructor**: The course instructor is defined as the university faculty member assigned to teach the course. Course instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the candidate's practicum/field experience, particularly lesson planning and instructional design.
- Field Experience Counselor (FEC): The field experience counselor supports students in meeting COE specific supplementary requirements throughout their program. These requirements include, but are not limited to, fingerprint clearance, testing requirements, clinical field experiences/practicums, student teaching application, and Institutional Recommendation. In addition, the FEC verifies eligibility for practicum/field experiences, advises the candidate on practicum/field experience requirements, and communicates with candidates needing practicum/field experience assistance. The FEC will work in tandem with the candidate's student services counselor and other offices on campus to facilitate completion of the candidate's program of study.
- Practicum Coordinator: The Practicum Coordinator works with the Field Experience
 Counselors to support candidates' practicum/field experience placement requests by
 acting as a liaison between the candidate and the school districts/sites. The Practicum
 Coordinator also communicates with the candidates regarding practicum/field experience
 information and updates.
- Teacher Placement Counselor (TPC): The teacher placement counselor is defined as the university staff member who maintains district relationships and communicates with local school and district representatives to arrange student teaching. Additionally, the teacher placement counselor communicates with the candidate regarding the student teaching placement, student teaching course, and student teaching roles and expectations.

Advanced Programs Only

- Autism Spectrum Disorders Specialist Student (Master of Arts in Autism Spectrum Disorder): The autism spectrum disorders specialist student is defined as the student who is actively enrolled in the College of Education program of study who works to fulfill all field experience requirements. The role of the autism spectrum disorders specialist student includes meeting the field experience assignment competencies and submitting assignments that demonstrate applied learning. Before the capstone course, autism spectrum disorders specialist students must have completed all of the required coursework as well as all associated requirements listed in the University Policy Handbook.
- Reading Specialist/Literacy Coach Candidate (*Master of Arts in Reading with an Emphasis in Elementary/Secondary Education*): The reading specialist/literacy coach candidate is defined as the student who is actively enrolled in the College of Education program of study who works to fulfill all field experience requirements. The role of the reading specialist/literacy coach candidate includes meeting the field experience assignment competencies and submitting assignments that demonstrate applied learning. Before practicum, reading specialist/literacy coach candidates must have completed all of the required coursework as well as all associated requirements listed in the University Policy Handbook.

District/School Site Placement Requirements

During the placement process, a candidate may be required to complete additional district requirements which will be completed at the candidate's expense. These may include, but are not limited to:

- Interview with school district officials (which may include writing samples)
- Submission of academic resumé and/or transcript
- Physical exam
- TB test
- School board approval
- Additional background checks

The Office of Field Experience (OFE) will provide sites with the required student documentation based on site requirements.

Selecting Practicum/Field Experience Placement

Candidates are encouraged to be proactive regarding their selection of appropriate practicum/field experience sites. Each course outlines appropriate practicum/field experience settings. Candidates are responsible for selecting settings that align with the grade levels/content areas associated with their program of study/intended certification. Candidates must complete practicum/field experience in the approved settings with a certified and/or qualified teacher as referenced in the *Selecting a Practicum/Field Experience Mentor* section below. Practicum/field experiences must be completed in a traditional in-person or approved virtual school site settings. Candidates are expected to mirror mentor teacher's instructional modality. Virtual setting options

are not guaranteed. Utilizing recorded video in lieu of completing hours in the approved settings is not permitted with the exception of a temporary accommodation requested and approved with the Office of Student Disability Services. Accommodation approval for the use of recorded video is not guaranteed and would not be acceptable for the full duration of a candidate's program

Candidates should refer to the University Policy Handbook's College of Education *Practicum/Field Experience Expectations* policies for additional information. If candidates are experiencing difficulty identifying a placement and have exhausted the list, they should contact their course instructor or the field experience counselor for assistance.

Candidates enrolled in the Bachelor of Science in Early Childhood Education and Early Childhood Special Education, or the Master of Education in Early Childhood Early Childhood Education will complete an application process for placement into Practicum I and Practicum II. These candidates should refer to the *Early Childhood and Early Childhood Special Education* section below.

Placement Considerations

- 1. Candidates are responsible for following all placement procedures and district guidelines and requirements regarding COVID protocols (i.e. PPE, vaccines, social distancing, handwashing).
- 2. Candidates are responsible for corresponding with schools and districts directly to secure selected practicum/field experience placements. If the school or district requires university correspondence, the FECs may assist in requesting placement, although placements are not guaranteed.
- 3. Candidates must review the Clinical Field Experience Handbook, as well as additional support materials related to completing practicum/field experience requirements and dispositional expectations.
- 4. With assistance from the faculty and FECs, candidates must research and select appropriate settings to complete practicum/field experience as required by the course curriculum.
- 5. If candidates are unable to secure appropriate placements, reference the Documentation section in this manual.

Upon request an official letter is provided by the FECs to the candidate confirming the candidate attends GCU, the candidate's program of study, title of the current course, and the number of hours required for the practicum/field exerience. This letter authenticates the candidate's eligibility to complete practicum/field experience requirements within their school district.

FECs support the candidate in selecting an appropriate practicum/field experience site based on the requirements identified in the documents and resources provided in the course.

Candidates should contact their FECs with any questions or concerns encountered at their site.

Practicum/field experience sites must be consistent with practicum/field experience requirements, the candidate's desires for skill development, and future certification or licensure criteria. If the candidate cannot complete practicum/field experience hours within the designated

perimeters, they will need to contact the course instructor for the necessary documentation for a practicum/field experience site modification.

NOTE: The modified setting must still align with the grade levels associated with the candidate's program of study/intended certification. For instance, it would not be appropriate for an individual in an elementary program or course to complete practicum/field experience requirements in a high school, remedial college course, or below the kindergarten grade level.)

Although not an exhaustive list, these sites may be available year-round:

- Public, private, and/or parochial or religiously-affiliated schools (both Title 1 and non-Title 1)
- Boys/Girls clubs
- After school programs
- Head Start
- Commercial learning centers, e.g., Sylvan, Huntington, Kumon
- Tutor Time, Child Time, or other licensed preschool settings
- U.S. Immigration and Naturalization Service English classes
- Community college remedial courses
- YMCA and YWCA
- Jewish Social Services, Catholic Social Services, Lutheran Social Services, or other community-based continuing education opportunities
- Summer camp programs
- Private formal tutoring classes with a certified teacher
- Virtual schools with a certified teacher
- Home school networks with a certified teacher

The following sites may provide useful information:

- Local School Directory (All states listed): http://www.localschooldirectory.com/
- State department of education websites
- Arizona Department of Education: https://www.azed.gov/
- Private School Review (All states listed): http://www.privateschoolreview.com/
- National Association for Year-Round Education: http://www.nayre.org/schools.html

Selecting a Practicum/Field Experience Mentor

Use the below chart to locate your program and corresponding required mentor qualifications.

* If your chosen mentor does not fit within these parameters, please reach out to coe.clinicalpractice@gcu.edu for more information.

<u>Coe.clinicalpractice@gcu.edu for mod</u>	*		
Program All initial teacher licensum	Required Mentor Qualifications		
All initial teacher licensure –	The mentor must hold a current/valid teaching		
Undergraduate & Graduate	certificate or relevant expertise and recommendation		
0	to act as a mentor from the school site administrator.		
&			
D 1 1 CG : :			
Bachelor of Science in			
Educational Studies	10 1 4 P		
	anced Graduate Programs		
Elementary Reading Program	• The mentor must have a minimum of <i>three</i> years		
	teaching experience in the <i>elementary</i>		
	environment		
	• The mentor must have at least one degree higher		
	or advanced certification higher than the GCU		
	student		
	 The mentor should have additional expertise in 		
	the area of reading or educational administration		
Secondary Reading Program	• The mentor must have a minimum of <i>three</i> years		
	teaching experience in the secondary environment		
	 The mentor must have at least one degree higher 		
	or advanced certification higher than the GCU		
	student		
	• The mentor should have additional expertise in		
	the area of reading or educational administration		
Instructional Technology Program	• The mentor must have a minimum of <i>three</i> years		
	teaching experience		
	• The mentor must have at least one degree higher		
	or advanced certification higher than the GCU		
	student		
	The mentor should have additional expertise in		
	the area of technology or educational		
	administration		
Curriculum & Instruction Program	• The mentor must have a minimum of <i>three</i> years		
	teaching experience		
	 The mentor must have at least one degree higher 		
	or advanced certification higher than the GCU		
	student		
	• The mentor should have additional expertise in		
	the area of instructional coaching, curriculum, or		
Avidiana Dua anama	educational administration		
Autism Program	• The mentor must have a minimum of <i>three</i> years		
	teaching experience with students with autism.		

	 The mentor must have at least one degree higher or advanced certification higher than the GCU student The mentor should have additional expertise in the area of special education (autism and/or behavioral disability) or special education director, or educational administration, or speech therapist, or behavioral specialist, or ABA or BCBA certification.
TESOL Program	 The mentor must have a minimum of three years teaching experience with English Language Learners The mentor must have at least one degree higher or advanced certification higher than the GCU student The mentor should have additional expertise in the area of curriculum and instruction related to teaching English as a second language or instructional leadership
Student Affairs Program *View the Higher Education Student Affairs Practicum Manual for more information.	 The mentor must have a minimum of three years' work experience within a higher education setting. The mentor must have at least one degree higher or advanced certification higher than the GCU student The mentor should have additional expertise in the area of higher education student affairs, higher education student development or higher education administration

International Site Selection of Practicum/Field Experience Placement through Department of Defense Dependent Schools (DoDDS) Only

The Department of Defense Dependents Schools (DODDS) is a worldwide school system, operated by the Department of Defense Education Activity (DoDEA) in more than a dozen foreign countries. Their mission is to provide quality education for eligible children of the DoDDS military and civilian personnel on official overseas assignments. If learners participate in a practicum/field experience with DoDDS, they will have the opportunity to participate in a multicultural setting and should consider it a privilege. Grand Canyon University holds a current Agreement with the Department of Defense Dependent Schools.

Learners interested in completing practicum/field experiences through DoDDS must abide by the following:

• Using the Program of Study or the Enrollment Agreement, review future courses requiring practicum/field experience to allow ample time for the field placement specialist to contact the principal of the preferred site for approval. There is a 3-4 week lead time required to communicate with the potential site.

- Provide the field experience counselor with contact information of preferred sites.
- Obtain a Fingerprint Clearance Card and send a copy to the field experience counselor.
- DoDDS has established a support program with accredited colleges and universities so learners can complete their practicum/field experience requirements mentored by a certified DoDDS teacher. Prospective students apply directly to their designated college or university representatives to participate in DoDDS placements.

Program Specific Expectations: Early Childhood (ECE) and Early Childhood & Early Childhood and Early Childhood Special Education (ECS) (Initial Licensure Programs Only)

- Bachelor of Science in Early Childhood Education
- Master of Education in Early Childhood Education
- Bachelor of Science in Early Childhood Education & Early Childhood Special Education
- Master of Education in Early Childhood Education & Early Childhood Special Education

Teacher Candidates enrolled in the Bachelor of Science in Early Childhood Education, Master of Education in Early Childhood Education, Bachelor of Science in Early Childhood Education & Early Childhood Special Education or Master of Education in Early Childhood Education & Early Childhood Special Education program, who are completing practicum/field experiences in Arizona, are required to submit a completed Student Information Release Form (SIRF) and proof of immunization and/or immunity from Tuberculosis (TB).

In addition to the practicum/field experience hours throughout their regular coursework, candidates enrolled in any of the above listed programs have specific courses which require submission of a practicum application 8 weeks prior to the course start date and placement assistance from the assigned practicum coordinator. Please refer to the applicable program chart below. In addition, refer to your course schedule to review which courses are applicable to your specific Program of Study.

Bachelor of Science in Early Childhood				
Course Code	Course Title	Required	Required Setting	
		Hours		
ECE-470	Birth-Preschool Early	30	Birth – PreK	
	Childhood Practicum			

Master of Education in Early Childhood Education				
Course Code	Course Title	Required	Required Setting	
		Hours		
ECE-568	Birth-Preschool Early	30	Birth - PreK	
	Childhood Practicum			

Bachelor of Science in Early Childhood & Early Childhood Special Education

Course Code	Course Title	Required	Required Setting
		Hours	
ECS-460	Birth-PreK Practicum I	60	Birth-Age 2
ECS-462	Early Childhood Special	40	Birth – Preschool
	Ed Practicum I. Birth –		
	Preschool		
ECS-465	Early Childhood Special	40	Inclusive Kindergarten
	Ed Practicum II K- 3 rd		-3^{rd}
ECS-475	K-3 Literacy Intervention	40	Inclusive Kindergarten-
	Practicum II		3 rd

Master of Ed	Master of Education in Early Childhood & Early Childhood Special Education									
Course Code	Course Title	Required	Required Setting							
		Hours								
ECS-562	Birth – PreK Practiucm I	40	Birth-PreK							
ECS-565	Birth-PreK Practicum I	60	Birth – Age 2							
ECS-568	Early Childhood Special	40	Inclusive Kindergarten							
	Education Practicum II K-		$-3^{\rm rd}$							
	3 rd									
ECS-569	Literacy Intervention	40	Inclusive Kindergarten							
	Practicum II K-3 rd		$-3^{\rm rd}$							

Cancellation of an Early Childhood/Early Childhood Special Education Placement

Grand Canyon University is committed to building strong relationships with its cooperating districts and fostering growth in its candidates. As such, should a candidate wish to withdraw from or cancel their ECE or ECS practicum placement, they may not be eligible to be replaced until a future semester.

Documentation of Practicum/Field Experience

As candidates progress through their practicum/field experience, professional practices will be reviewed, formulated, and refined based on the increased development and demonstration of competencies grounded in the professional knowledge and skills of the field. This process is the essential ingredient for professional growth, as it will lead the candidates from students to professionals/practitioners. Through the relationships maintained with instructors, peers, and other professionals, personal, philosophical, ethical, and theoretical beliefs will be actualized. Significant decisions and choices will be determined by the candidate's analytical and behavioral approaches to the practicum/field experience. It is paramount that timely, accurate documentation of activities be maintained using the required forms and documents.

Practicum/field experience will be documented by the candidates using the Clinical Field Experience Verification Form. Refer to the <u>Clinical Field Experience Verification Step-by-Step Guide</u> for details on completing this form.

Completed Clinical Field Experience Verification Forms must be uploaded to the online digital classroom learning for an assignment grade. Please note that practicum/field experience will increase in complexity throughout the program and will require more direct interaction with students.

The data entered into this document is subject to a verification audit. Candidates who engage in fabricating, falsifying, forging, altering, or inventing information related to practicum/field experiences, internships, clinical practice, and/or any associated documentation may be subject to sanctions for violating GCU academic integrity policies, which may include expulsion from GCU.

Performance-Based Assignment

Benchmark assignments serve as reflective evaluations of the candidate's ability to meet the required expectations of the educator preparation program, as outlined by the Arizona Department of Education and Arizona Revised Statutes. Each standards-based assignment is accompanied by a rubric to provide feedback on candidate achievement of core competencies.

Informal Assessment

Throughout the clinical field experience/practicum, the candidate will be in direct contact with a classroom teacher, who will provide informal feedback and modeling. Candidates should contact the GCU course instructor to discuss progress, offer suggestions, help resolve problems, and provide vital mentoring functions.

Performance-Based Assessments (TPA/edTPA)

To effectively assess a teacher candidate's performance, GCU's College of Education assesses teacher candidates on a set of standards, including professional dispositions and InTASC. Some states may require additional Teacher Performance Assessments (TPA) such as edTPA. These performance-based assessments are student-centered and are used to measure a candidate's teaching knowledge and skills. Depending on the individual state's requirements, the assessment may include tasks related to skills including, but not limited to, reflection of practice, designing and implementing instruction, and analysis and planning from assessments and data. If a performance-based assessment is required for certification in a candidate's state of residence, GCU expects the completion of portfolio items specified in the assessment during the candidate's completion of student teaching. Candidates are advised to consult with their Field Experience Counselor (FEC) to discuss if a specific performance assessment is required for their state.

Practicum/Field Experience Resources

Practicum/field experience requirements are dependent on the program of study, as well as, program version. Contact your student services counselor for questions regarding your individual program of study and/or program version. Practicum/field experience resources are located within the Practicum/Field Experience section of the Student Success Center.

Clinical Field Experience Planning Template

Refer to the course syllabus. Prior to the first practicum/experience assignment, complete this template. This is optional but highly recommended to better organize your hours and communicate with your mentor. If your course requires more than one practicum/field experience assignment (i.e.Field Experience A, Field Experience B, Field Experience C, etc.), complete a table for each assignment. Use this document to discuss and plan the practicum/field experience with your mentor.

Course Title:		
Total Required		
Hours:		
Required Setting:		
Field Experience (A, B, C, etc.):	Date Scheduled:	
Required Hours:		
Field Experience		
Expectations (obtain		
from syllabus):		
Field Experience (A, B, C, etc.):	Dates Scheduled:	
Required Hours:		
Field Experience		
Expectations (obtain		
from syllabus):		
Field Experience (A, B, C, etc.):	Dates Scheduled:	
Required Hours:		
Field Experience		
Expectations (obtain		
from syllabus):		
Field Experience (A, B, C, etc.):	Dates Scheduled:	
Required Hours:		
Field Experience		
Expectations (obtain		
from syllabus):		

Additional Hours (Option	al however encouraged)	Dates Scheduled:				
Hours:						
Completed Activities:						

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: Frontline Education - Contract Renewal							
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:							
٥.	To continue to utitilize Frontline Education for our personnel and payroll software systems.							
	3							
6.	Financial Impact: \$32,910.26							
	·							
7.	Funding Source: Resource 00000							
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!"							



INVOICE

Acct #: 12367 #INVUS182796

Mac Vaquera Kingsburg Elementary Charter 1310 Stroud Avenue Kingsburg CA 93631 **Start Date:** 7/1/2023

Due Date: 7/31/2023

PAYMENT INFORMATION

Please send checks to:

Frontline Technologies Group LLC PO Box 780577 Philadelphia, PA 19178-0577

To make payment via ACH/EFT:

Bank Name: Wells Fargo, N.A.

Account Name: Frontline Technologies Group LLC

ABA/Routing #: 121000248 Account #: 4121566533 Swift Code: WFBIUS6S

Please include the invoice number in the memo of your check or ACH payment to ensure timely processing.

Please send remittance advice to Billing@FrontlineEd.com.

You can find a copy of our W9 at http://help.frontlinek12.com/WebNav/Docs/FrontlineEducationW9.pdf.

Qty	Description	Start	End	End User	Rate	Amount
1	Software Services Fee	7/1/2023	6/30/2024	12367 Kingsburg Elementary Charter	\$26,981.22	\$26,981.22
	Your timely payment is importar subscription status and allow fo billing system tracks by contract	s. Our	SUBTOTAL	\$26,981.22		
	unable to address questions ba needed about your PO#, please financial department.	sed on PO#. If infor	mation is	TOTAL DUE by 7/31/2023	\$26,981.22	



INVOICE

Acct #: 12367 #INVUS183568

Mac Vaquera
Kingsburg Elementary Charter
1310 Stroud Avenue
Kingsburg CA 93631

Start Date: 7/1/2023

Due Date: 7/31/2023

PAYMENT INFORMATION

Please send checks to:

Frontline Technologies Group LLC PO Box 780577 Philadelphia, PA 19178-0577

To make payment via ACH/EFT:

Bank Name: Wells Fargo, N.A. Account Name: Frontline Technologies Group LLC ABA/Routing #: 121000248

Account #: 4121566533 Swift Code: WFBIUS6S

Please include the invoice number in the memo of your check or ACH payment to ensure timely processing.

Please send remittance advice to Billing@FrontlineEd.com.

You can find a copy of our W9 at http://help.frontlinek12.com/WebNav/Docs/FrontlineEducationW9.pdf.

Qty	Description	Start	End	End User	Rate	Amount
1	Absence & Substitute Management, unlimited usage for internal employees	7/1/2023	6/30/2024	12367 Kingsburg Elementary Charter	\$5,929.04	\$5,929.04

Your timely payment is important to maintain a continuous subscription status and allow for delivery of services. Our billing system tracks by contract, not PO#. Therefore, we are unable to address questions based on PO#. If information is needed about your PO#, please contact your organization's financial department.

SUBTOTAL \$5,929.04

TOTAL DUE by 7/31/2023

\$5,929.04

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.	Agen	da	Item:
	TIGOTE	4	Troil.

Consider Approval of One-Time Bonus of 3% of Base Salary for Employees Who Finished 22-23 Contract

2. Agenda Item Category:

Consent Agenda

✓ Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Carol Bray/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:

To consider approval of a one-time, off the salary schedule, payment of 3% of an employee's 2022-23 base salary for the purposes of recognition of loyalty to the district through the COVID-19 pandemic. The one-time payment will be paid on the July 31, 2023 payroll for all eligible employees who finished the 2022-23 fiscal year employment contract.

6. Financial Impact:

\$471,040.33

7. Funding Source:

Resource 74220, 32120, 32130

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

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 Board Agenda Item

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*All Board items are subject to approval by the Board President.

Consent Agenda Action Item Presentation Public Hearing Closed Session Submitted By: Carol Bray Attachments: Not Applicable To Be Enclosed with Board Packets *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board Purpose: To add new position of Community Schools Coordinator on the 2023-24 Certificated Management Salary Schedule. Financial Impact: \$123,764/year to \$135,312/year plus statutory benefits.	Agenda Item Category:
✓ Action Item Presentation Public Hearing Closed Session Submitted By: Carol Bray Attachments: Not Applicable ✓ To Be Enclosed with Board Packets *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board Purpose: To add new position of Community Schools Coordinator on the 2023-24 Certificated Management Salary Schedule. Financial Impact: \$123,764/year to \$135,312/year plus statutory benefits. Funding Source: Resource 63320, Community Schools Grant 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	
Public Hearing Closed Session Submitted By: Carol Bray Attachments: Not Applicable To Be Enclosed with Board Packets *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board Purpose: To add new position of Community Schools Coordinator on the 2023-24 Certificated Management Salary Schedule. Financial Impact: \$123,764/year to \$135,312/year plus statutory benefits. Funding Source: Resource 63320, Community Schools Grant 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	
Closed Session Submitted By: Carol Bray Attachments: Not Applicable To Be Enclosed with Board Packets *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board Purpose: To add new position of Community Schools Coordinator on the 2023-24 Certificated Management Salary Schedule. Financial Impact: \$123,764/year to \$135,312/year plus statutory benefits. Funding Source: Resource 63320, Community Schools Grant 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	Presentation
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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 Student Achievement Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom 	Funding Source: Resource 63320, Community Schools Grant
 Increase Student Achievement Provide a Safe, Positive and Healthy Learning Environment Develop 21st Century Skills by Furthering the Use of Technology in the Classroom 	
 ✓ Provide a Safe, Positive and Healthy Learning Environment ✓ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom 	
Develop 21st Century Skills by Furthering the Use of Technology in the Classroom	
Classroom	✓ Provide a Safe, Positive and Healthy Learning Environment
•	
Increase Parent Involvement and Continue to Promote Public Relations	Develop 21st Century Skills by Furthering the Use of Technology in the
✓ Maintain a Sound Fiscal Condition - "Keep the Family Together!"	Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT 2023-24 CERTIFICATED MANAGEMENT SALARY SCHEDULE											
CERTIFICATED MANAGEMENT SALARY SCHEDULE											
ASSISTANT SUPERINTENDENT - CURR & INSTR/SPECIAL PROJECTS*											
1 145,974	2 148,691	3 151,408	4 154,126	5 156,843	6 159,560	7 162,278	8 164,995	9 167,712	10 170,433	219 day minimum 2% longevity every 3 years after Step 10	
	K-6 PRINCIPAL*										
Washington/Ro	oosevelt/CVH	<u>IS</u>								198 day minimum	
1 117,302	2 118,555	3 119,811	4 121,059	5 122,310	6 123,564	7 124,813	8 126,065	9 127,316	10 128,568	2% longevity every 3 years after Step 10	
Lincoln/Reagai	<u>n</u> 2	2	4	-		_					
119,622	120,877	3 122,129	4 123,379	5 124,631	6 125,882	7 127,134	8 128,384	9 129,636	10 130,886		
				MID	DLE SCHO	OOL PRIN	CIPAL/CO	<i>MMUNIT</i>	Y SCHOOLS C	COORDINATOR*	
1 123,764	2 125,050	3 126,332	4 127,615	5 128,897	6 130,181	7 131,463	8 132,746	9 134,030	10 135,312	203 day minimum 2% longevity every 3 years after Step 10	
					DIRECTO	R OF SPE	CIAL ED	<i>UCATION</i>	& STUDENT S	SERVICES*	
1 131,148	2 132,497	3 133,842	4 135,188	5 136,534	6 137,880	7 139,227	8 140,573	9 141,921	10 143,264	213 day minimum 2% longevity every 3 years after Step 10	
DIRECTOR OF EXPANDED LEARNING & ENGLISH LEARNER PROGRAMS*											
1 135,450	2 136,858	3 138,248	4 139,638	5 141,029	6 142,419	7 143,810	8 145,200	9 146,589	10 147,981	220 day minimum 2% longevity every 3 years after Step 10	
				ACAD	EMIC LEA	IRNING D	IRECTOR	(2-3)/LEA	RNING DIREC	CTOR (4-5-6, 7-8)*	
1 99,079	2 101,103	3 103,127	4 105,151	5 107,176	6 109,200	7 111,224	8 113,248	9 115,273	10 117,302	198 day minimum 2% longevity every 3 years after Step 10	

All positions listed above are based on 8 hour days

^{*\$1,751} for doctorate degree paid annually in equal monthly installments over time.

^{*\$75.00} per hour for Coordinator Special Projects

Kingsburg Elementary Charter School District Board Agenda Item

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	CTC Variable Term Waiver, Bibiana Ruiz, Speech/Language Pathologist K-8. Employment based on Waiver
	The state of the s
	Agenda Item Category:
	Consent Agenda
	✓ Action Item
	Presentation
	Public Hearing
	Closed Session
	Submitted By: Carol Bray
	Attachments:
	Not Applicable
	✓ To Be Enclosed with Board Packets
	*Overnight trip requests require itinerary, location, dates and flyer to
	submitted to the Board
	Purpose:
-	To approve Variable Term Waiver for Bibiana Ruiz as she is completing a Master's Program for SLP credential.
	Bibi is planning on completing the program August 2024. Once complete, she will qualify for an SLP
	credential.
1	Financial Impact:
	No additional financial impact. Salary and benefits were already budgeted.
-	The data series in the rotal impacts of daily distributed work distributed budgeted.
•	
-	
1	Funding Source:
	General Fund



Commission on Teacher Credentialing Certification Division ATTN: Waiver Unit 1900 Capitol Avenue Sacramento, CA 95811-4213

CTC Use Only

Email: waivers@ctc.ca.gov Website: www.ctc.ca.gov

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently cleants photocopy. This form must be used for first time and subsequent waivers only.

	are the subsequent warvers only.			
1.	EMPLOYING AGENCY (include mailing address)	100	Contact Person:	
	Kingsburg Elementary Charter School District	CDS Code	Carol Bray	
	1310 Stroud Avenue Kingsburg, CA 93631	10-62240	Telephone #: 5598972331	
	NPS/NPA (list county code)		EMail: cbray@kesd.org	
2.	APPLICANT INFORMATION:			
	Social Security or Individual Tax Identification I	Number:		
	All applicants must answer professional fitness questions CTC, a completed Live Scan receipt (41-LS) must be su Division of Professional Practices will be concluded before	bmitted with this w	aiver request. If needed, a review by the	
	Full Legal Name Bibiana		Ruiz	
	First	Middle	Last	
	Former Name(s)	Bi	rth Date	
	Applicant's Mailing Address	ε =		
	Phone#	Email bruiz@k	kesd.org	
	Waiver Title Speech/Language Pathology			
	(List the specific title and subject area of the credential one that is available under current regulations.)	l that authorizes the	assignment. Note that the subject must be	
	Assignment Speech/Language Pathologist	TK-8		
	Indicate specific position and grade level (e.g. chemist	ry teacher, grades 1	1-12)	
	 For bilingual assignment list LANGU 	AGE:		
	• Is this a full time position?		Yes No	
	 If not, indicate how many periods a data assignment(s) 	y the individual	will be teaching the waiver	
	 Is this a subsequent waiver? (see #9 for 	or additional info	rmation) (Yes No	

3.	EDUCATION CODE OR TITLE 5 SECTION TO B	E WAI	VED		
	Specific section(s) covering the assignment: EC 4	14265.	3, EC 4425	52(b)	
4.	EFFECTIVE DATES				
	Waivers are dated effective the beginning date of term, track or year below. A justification <i>must</i> be term, track or year.				
	Effective Dates (mm/dd/yyyy): 8 / 14 Ending date of school term, track, or year:	/_20	023 to	6 /6	
	Ending date of school term, track, or year:	6	/_6	_/2024	
5.	STATEWIDE HIGH INCIDENCE AREA WAIVER F	REQUE	STS:		
	a. INDICATE THE SHORTAGE AREA FOR THE	ASSIG	NMENT		
	Special Education	П	Driver Ed	lucation and Tr	aining
	Clinical or Rehabilitative Services	П	30-Day S	ubstitute	J
	Speech-Language Pathology Services		·		
	b. INDICATE WHAT WAS DONE THIS YEAR TILL THIS POSITION	TO LO	CATE AND	RECRUIT IN	DIVIDUALS TO
	No copies are necessary if this is a recognized h	nigh inc	idence area	•	
	Advertised in local/national	\boxtimes	Contacted	l IHE placemen	t centers
	newspapers	\boxtimes		ed job announce	
	Advertised in professional journals	\boxtimes	Internet	_	
	Attended job fairs in California				
	Attended recruitment out-of-state				
	Other				
					
	c. IF THIS IS AN INITIAL WAIVER REQUEST, E BEST CANDIDATE	EXPLAI	N WHAT A	MAKES THE A	PPLICANT THE
	Include detailed information about the individu	al's pro	ofessional p	reparation and	expertise in the
	subject/area requested and attach appropriate of	docume	ntation incl	luding transcrip	ots, examination

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score reports, and verification of experience.

6. NO	ON STATEWIDE NON SHORTAGE AREA WAI	VER RE	QUESTS:		
a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT					
	Administrative Services		Multiple Subject Teaching		
	Single Subject Teaching (all subject areas)		Pupil Personnel Services: Counseling, Psychology, Social Work		
	Designated Subjects – except driver education and training		Reading Specialist/Certificate Teacher of English Learner Students		
	Teacher Librarian Services		reacher of English Learner Students		
b.	INDICATE WHAT WAS DONE THIS YEAR TO FILL THIS POSITION	WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO			
	Copies of announcements, advertisements, web	site reg	gistration, etc. must be attached.		
_	The employer must verify all of the following: Distributed job announcements Contacted IHE placement centers Internet (i.e. www.edjoin.org)	Opti	onal recruitment methods: Advertised in local/national newspaper Attended job fairs in California Attended recruitment out-of-state		
L	micriot (i.e. <u>www.edjoin.org</u>)	Ц	Advertised in professional journals Other		
c.	ROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS E SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS: ow many individuals credentialed in the authorization of the waiver request oplied for the position? ow many individuals credentialed in the authorization of the waiver request ere interviewed?				
	What were the results of those interviews? (Ple Applicant(s) withdrew Candidate(s) declined job offer Candidate(s) found unsuitable fo				
	PROVIDE THE SPECIFIC EMPLOYMENT CRI What special skills and knowledge are needed to				

What <u>special skills and knowledge</u> are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

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	e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPL BEST CANDIDATE	AIN WHAT MAKES THE APPLICANT THE			
	Include detailed information about the individual's p subject/area requested and attach appropriate documents score reports, and verification of experience.				
	socio reportis, una vermounon or experience.				
7.	REQUIREMENTS AND TARGET COMPLETION DATE: List the requirements that the applicant must complete to credential goal and target date by which he or she plans to	be eligible for the credential along with the			
	PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE			
	SLP Program	08/01/2024			
	LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER				
	By assigning this individual, the employing agency make guidance and assistance to the applicant, as feasible, in c				
	Name	Position			
9.	SUBSEQUENT WAIVER REQUESTS				
	 Attach a copy of a personnel evaluation that verifi position authorized by the previous waiver. 	es the applicant served satisfactorily in the			
	Attach supporting documentation				

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

Yes

No

Not applicable (program completion is not a requirement)

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11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding *Professional Fitness Explanation Form*.

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.
- a. Have you ever been:
 - dismissed or.
 - non-reelected or,
 - suspended without pay for more than ten days, or
 - retired or,
 - resigned from, or otherwise left school employment

because of allegations of misconduct or while allegations of misconduct were pending?



No

t	b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:			
	 all criminal convictions misdemeanors and felonies convictions based on a plea of no contest or nolo contendere convictions dismissed pursuant to Penal Code Section 1203.4 driving under the influence (DUI) or reckless driving convictions no matter how much time has passed 			
	You do not have to disclose:			
	 misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction. Infractions (DUI or reckless driving convictions are not infractions) 			
	infractions (DOI of reckless driving convictions are <u>not</u> infractions)			
	O Yes No			
c.	Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?			
	○ Yes No			
d.	Are any criminal charges currently pending against you?			
	O Yes No			
e.	Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?			
	○ Yes No			
f.	Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?			
	○ Yes No			

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.



13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

#14 below, the person signing verifies that the board acted upon the item favorably.

- 1. A candidate who is qualified to participate in an approved internship program in the region of the school district
- 2. An individual who is scheduled to complete initial preparation requirements within six months

County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Signature of Applicant

(Sign full legal name as listed in #2)

15. EMPLOYING AGENCY CERTIFICATION (To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature:

Title: Superintendent

Title: Superintenden

Date: 6/12/23