

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING**

January 22, 2024

**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. 2024 Employees of the Year
 - 5.2. Communications/Recognitions
6. Assistant Superintendent's Report
 - 6.1. CA Dashboard Information
7. Chief Business Official's Report
 - 7.1. Mark Wilson Construction – Window Project Completion
 - 7.2. Presentation of Audit Report – Scott Faeth, Borchardt, Corona, Faeth & Zakarian
8. Board Member Reports
9. First Reading: Board Policies/Administrative Regulations/Exhibits
 - 9.1. AR 5117: Interdistrict Attendance
 - 9.2. E(1)5117(a), E(1)5117(b): Interdistrict Transfer Request Form- Site-Based
 - 9.3. E(2)5117(a), E(1)5117(b): Interdistrict Transfer Request Form- Central Valley Home School

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING

Quarterly Report on Williams Uniform Complaints

RECONVENE PUBLIC SESSION

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 – December 14, 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 Acceptance of Donation: Simarjeet Kaur, Parent, Roosevelt School
- 10.6. Consider Approval of School Accountability Report Cards

BUSINESS SERVICES

- 11. Consider Approval of Kingsburg Elementary Charter School District Audit Report, Year Ended June 30, 2023
- 12. Consider Approval of Contract with Blackburn Consulting for Geotechnical Services for Reagan Elementary Intervention Classroom and Playground

SPECIAL EDUCATION AND STUDENT SERVICES

- 13. Consider Approval of Agreement with Emerson College for Telehealth Speech Services

HUMAN RESOURCES

- 14. Consider Approval of Revised 2023-2024 Salary Schedules
 - 14.1. Certificated Management
 - 14.2. Pupil Personnel Services
 - 14.3. Certificated Preschool
 - 14.4. Certificated
 - 14.5. Classified Management/Supervisory/Confidential Salary Schedule
 - 14.6. Classified
 - 14.7. Classified Hourly

ADMINISTRATIVE SERVICES

- 15. Consider Approval of Quarterly Report on Williams Uniform Complaints

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.

16. Public Comment on Agendized and Non-Agendized Items

17. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Tuesday, February 13, 2024, 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."

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 Student Teachers for the 2023-2024 Spring Semester

21.1.2. Consider Acceptance of Resignation for the Purposes of Retirement: 1st Grade Teacher, Roosevelt School

21.1.3. Consider Acceptance of Resignation for the Purposes of Retirement: 1st Grade Teacher, Roosevelt School

21.1.4. Consider Acceptance of Resignation for the Purposes of Retirement: 1st Grade Teacher, Roosevelt School

21.2. Classified Personnel

21.2.1. Consider Acceptance of Resignation for the Purposes of Retirement: Paraprofessional-EL, Roosevelt School

21.2.2. Consider Acceptance of Resignation: Paraprofessional- General (TK), Washington School

21.2.3. Consider Approval of Request to Hire: Paraprofessional- EL, Rafer Johnson Jr. High

21.2.4. Consider Approval of Request to Hire: Paraprofessional- EL, Rafer Johnson Jr. High

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

RECONVENE PUBLIC SESSION

ACTION

23. Report of Actions Taken in Closed Session

24. Adjourn



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED. D.
Superintendent
MATT STOVALL
Assistant Superintendent
BOBBY RODRIGUEZ
Chief Business Official
CAROL BRAY
Director, Human Resources
ERIN PASILLAS
Director, Special Education,
Student Services

December 8, 2023

Dear Danny,

On behalf of the Kingsburg Elementary Charter School District, we would like to congratulate you for being chosen as our 2023-2024 Employee of the Year. The district feels blessed that you have chosen to serve the students, staff, and community of Kingsburg. I would like to share with you some of the comments from your colleagues:

Danny has been a monumental asset to the Maintenance, Operations and Transportation Department as well as the entire District. There have been many times I have heard staff and board members offer praise and thanks for Danny's hard work and professionalism on the job. His determination for successfully completed projects; acute attention to details, quality and craftsmanship; prompt resolution for any safety or operations issues; as well as being a supportive and knowledgeable leader has earned him the respect of many. If you've been around Danny for a short period of time you will know that his phone constantly rings with calls and texts 24 hours a day, 7 days a week. He receives calls with questions, concerns and requests from staff, contractors, our local law enforcement and fire department.

Danny has a great team behind him on MOT. Danny is able to complete a lot of projects in-house, which reduced costs but has also freed up funds that can be reinvested in our educational programs. His management of the maintenance and operations of our facilities have not only improved the quality of our schools but also had a significant impact on our students, staff, and the entire Kingsburg community.

Danny has not only raised the bar as far as work ethic and positive attitude, setting an example to those around him but also enriched the lives of every individual who has had the privilege of working with him.

You are always kind, professional, and dedicated in everything you do. The employees of the Kingsburg Elementary Charter School District are proud that you have been named Employee of the Year.

Sincerely,

Wesley Sever, Ed. D
Superintendent



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED. D.
Superintendent

MATT STOVALL
Assistant Superintendent

BOBBY RODRIGUEZ
Chief Business Official

CAROL BRAY
Director, Human Resources

ERIN PASILLAS
Director, Special Education,
Student Services

December 6, 2023

Dear Garrett,

On behalf of the Kingsburg Elementary Charter School District, we would like to congratulate you for being chosen as our 2023-2024 Educator of the Year. The district feels blessed that you have chosen to serve the students, staff, and community of Kingsburg. I would like to share with you some of the comments from your colleagues and others:

Mr. Smothers strives to set the highest standards for his students and provides the support and engagement that students need to rise to the challenges he sets before them. Students in his classes not only learn to read and write – they learn to think critically, interpret author's purpose, analyze text structure... the list goes on and on. Not only do his students learn about the elements of suspense, they become film critics, playwrights, directors, actors, cameramen and producers of their very own suspense films, culminating in an academy awards-like ceremony in the auditorium. His students admire and respect him, and understand his expectations.

Mr. Smothers is passionate about improving his teaching craft and cares deeply about improving his pedagogy. Recently, while asked to cover his class, I stood at the podium in his classroom and noticed a reminder "note to self" taped so only he could see as he stands in front of his students. It is a long list for reminders to himself on how to engage his students. Among them, "be personable, give your students a say, use group work and collaboration, engage with your students' interests, use mixed media...laugh together."

One of the most important questions an educator can ask themselves is, "Am I the kind of teacher I would want my own kids to have?" In this case, "Is this a teacher I would want my kids to have?" It is without hesitation I would respond with a resounding yes.

You are always kind, professional, and viewed as the ultimate leader. The employees of the Kingsburg Elementary Charter School District are proud that you have been named Educator of the Year.

Sincerely,

Wesley Sever, Ed. D
Superintendent



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED. D.
Superintendent
MATT STOVALL
Assistant Superintendent
BOBBY RODRIGUEZ
Chief Business Official
CAROL BRAY
Director, Human Resources
ERIN PASILLAS
Director, Special Education,
Student Services

December 6, 2023

Dear Melody,

On behalf of the Kingsburg Elementary Charter School District, we would like to congratulate you for being chosen as our 2023-2024 Administrator of the Year. The district feels blessed that you have chosen to serve the students, staff, and community of Kingsburg. I would like to share with you some of the comments from your colleagues:

Melody is an amazing educator and leader who truly cares about the wellbeing of her staff. She takes the time to listen to every person's opinion and truly takes their thoughts and feelings into consideration when making decisions. She has what it takes to make connections with the students and she is very well respected by students, parents, and staff.

Her heart for people extended to all she encountered, whether that was a staff member expressing frustration or concern, a desperate parent seeking help for their child, or a community member looking for a school partnership. Over time, trust was built. And that trust served as a catalyst for change, allowing others to dream big for culture shift on the Rafer campus.

We needed a hero and instead we got Melody Lee, which was better. Mrs. Lee understands that authority does not come from the role or title a person holds, but for the people who give it to you. She earned hers by living up to her own standard by doing things the hard way when others would have looked away. She promised us she would stay, which was exactly what we needed to hear. So far, she has kept that promise, and if I've learned anything about Melody Lee, I've learned that she will continue to keep that promise because the job isn't done, and she doesn't walk away from a job unfinished.

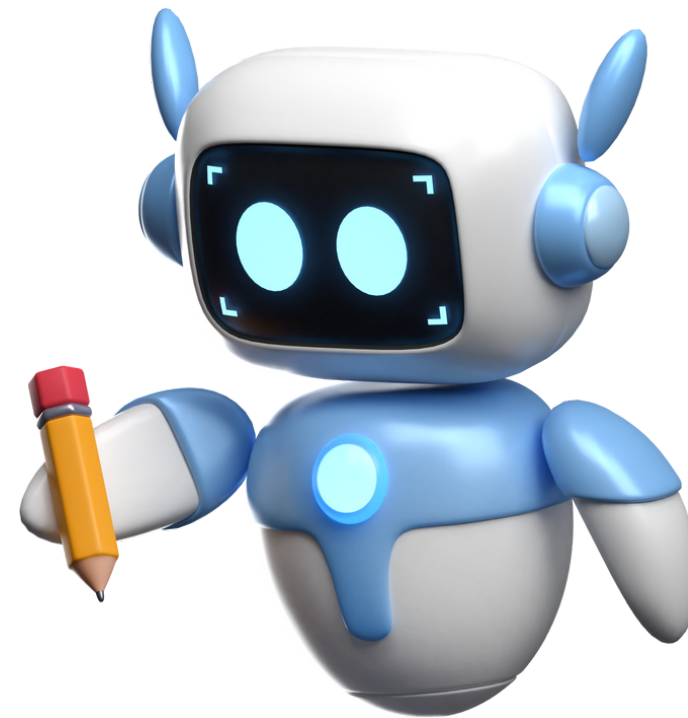
Your quiet enthusiasm is demonstrated in your work ethic and your willingness to participate in a team committed to the education of children. Your support and energy invested in all you do comes across in a competent professional demeanor. The integrity with which you administer the programs you oversee represents all that is good about the Kingsburg community. You are a crucial and valuable facilitator in the success of this school district. Thank you for all you do for our district.

Sincerely,

Wesley Sever, Ed. D.
Superintendent

January Board Meeting

KECSD



WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN!

January 22nd, 2024

CA SCHOOL DASHBOARD



DISTRICT PERFORMANCE OVERVIEW

Kingsburg Elementary Charter

Explore the performance of Kingsburg Elementary Charter under California's Accountability System.

Generate PDF Report

View All Schools

View Additional Reports

2023

English Learner Progress



Blue

English Language Arts



Yellow

Mathematics



Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

LEARN MORE

Enrollment

2,135

View More Information

LEARN MORE

Socioeconomically Disadvantaged

72.6%

LEARN MORE

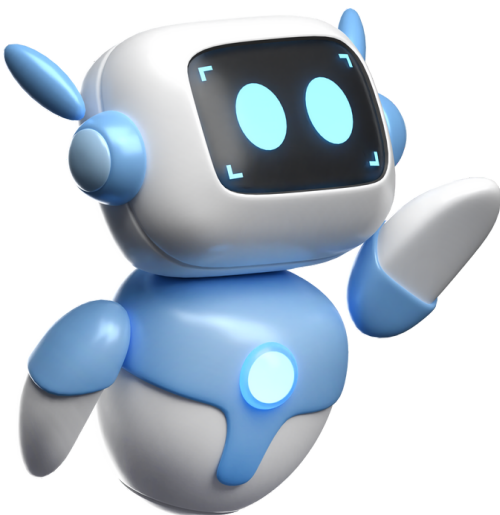
English Learners

12.4%

LEARN MORE

Foster Youth

0.6%



CA SCHOOL DASHBOARD

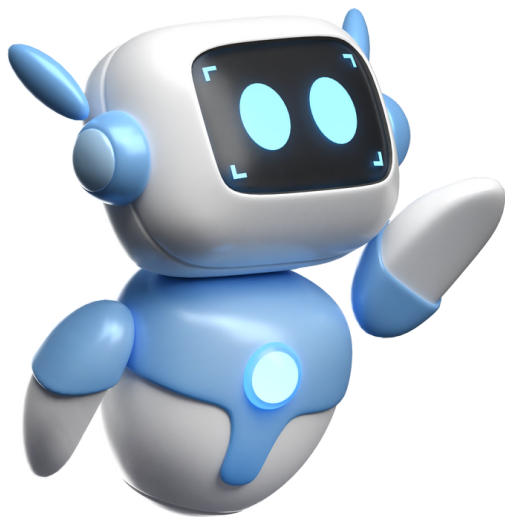
Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

Appropriately Assigned Teachers

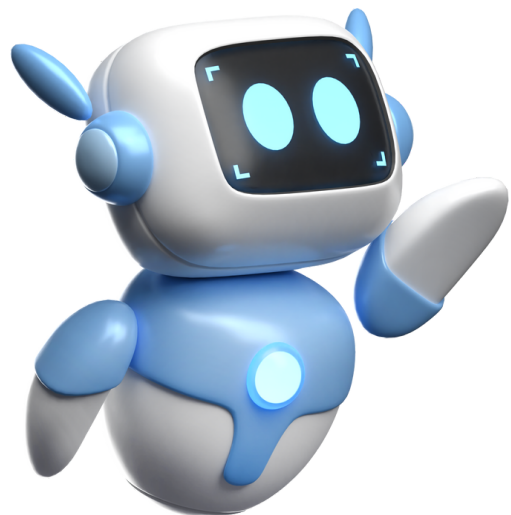
Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	100.16	93%	Above
County	10,276.09	83.2%	Below
Statewide	279,044.88	84%	n/a

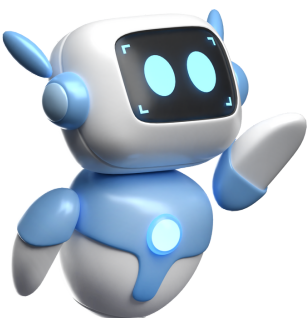


CA SCHOOL DASHBOARD

District Performance by County for 2023

Name	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
Big Creek Elementary	N/A	--	--	N/A	--	--	N/A
Burrel Union Elementary	Red	Red	Green	N/A	Yellow	Yellow	N/A
Caruthers Unified	Green	Yellow	Orange	Blue	Yellow	Yellow	Medium
Central Unified	Yellow	Yellow	Yellow	Green	Orange	Orange	Low
Clay Joint Elementary	--	Blue	Blue	N/A	Blue	Green	N/A
Clovis Unified	Yellow	Yellow	Orange	Green	Green	Green	High
Coalinga-Huron Unified	Yellow	Yellow	Orange	Yellow	Red	Red	Low
Firebaugh-Las Deltas Unified	Green	Yellow	Green	Blue	Orange	Yellow	Medium
Fowler Unified	Orange	Yellow	Orange	Blue	Yellow	Yellow	High
Fresno County Office of Education	--	--	Red	Red	--	--	Very Low
Fresno Unified	Green	Yellow	Orange	Orange	Orange	Yellow	Medium
Golden Plains Unified	Yellow	Yellow	Yellow	Green	Orange	Orange	Low
Kerman Unified	Green	Yellow	Green	Orange	Orange	Yellow	Medium
Kings Canyon Joint Unified	Orange	Orange	Orange	Yellow	Orange	Yellow	Medium
Kingsburg Elementary Charter	Blue	Blue	Orange	N/A	Yellow	Orange	N/A
Kingsburg Joint Union High	Green	N/A	Yellow	Blue	Yellow	Yellow	Medium
Laton Joint Unified	Red	Yellow	Red	Blue	Orange	Orange	High
Mendota Unified	Orange	Yellow	Orange	Green	Orange	Yellow	Medium
Monroe Elementary	Orange	Red	Orange	N/A	Yellow	Orange	N/A
Orange Center	Green	Yellow	Orange	--	Yellow	Yellow	--
Pacific Union Elementary	Blue	Yellow	Orange	N/A	Orange	Yellow	N/A
Parlier Unified	Green	Yellow	Red	Orange	Red	Red	Medium
Pine Ridge Elementary	N/A	Orange	Orange	N/A	Green	Orange	N/A
Raisin City Elementary	Red	Yellow	Orange	N/A	Red	Red	N/A
Riverdale Joint Unified	Green	Yellow	Red	Green	Orange	Yellow	Medium
Sanger Unified	Green	Yellow	Orange	Green	Orange	Yellow	High
Selma Unified	Yellow	Yellow	Orange	Orange	Orange	Yellow	Medium
Sierra Unified	--	Yellow	Red	Yellow	Orange	Orange	Medium
Washington Colony Elementary	Orange	Yellow	Red	N/A	Yellow	Yellow	N/A
Washington Unified	Green	Yellow	Yellow	Green	Orange	Orange	Medium
West Park Elementary	Red	Yellow	Orange	N/A	Red	Red	N/A
Westside Elementary	Green	Yellow	Green	--	Orange	Yellow	--





CA SCHOOL DASHBOARD

Kingsburg Elementary Charter ([Fresno County](#))

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[View the Dashboard Report](#)

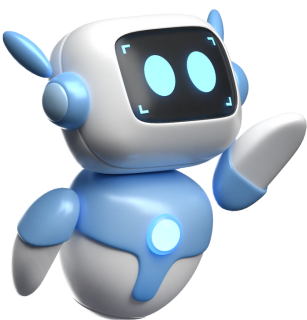
English Learner Progress Indicator - Schools Five-by-Five Placement

Reporting Year: 2023 Select a Report: 5x5 English Learner Progress Placement Report

[View Student Groups Placement Report](#)
[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 10.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 2.0 p.pts to 10.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 1.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 2.0 p.pts to 9.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 10.0 p.pts or more)</i>
VERY HIGH <i>65.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue ▪ Rafer Johnson Junior High	Blue (None)
HIGH <i>55.0% to 64.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue Kingsburg Elementary Charter (District Placement) ▪ Ronald W. Reagan Elementary
MEDIUM <i>45.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green ▪ Lincoln Elementary	Green (None)
LOW <i>35.0% to 44.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>34.9% or less in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)





CA SCHOOL DASHBOARD

Kingsburg Elementary Charter ([Fresno County](#))



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[View the Dashboard Report](#)

Suspension Rate (Unified) Indicator - Schools Five-by-Five Placement

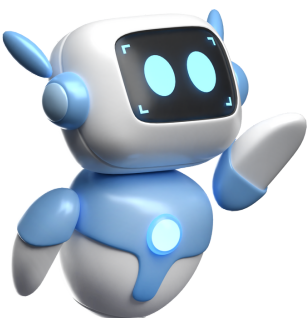
Reporting Year: 2023 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12)

[View Student Groups Placement Report](#)

School Types: All Schools (use this filter to view cut points by school type)

[View Detailed Data](#)

LEVEL	INCREASED SIGNIFICANTLY	INCREASED	MAINTAINED	DECLINED	DECLINED SIGNIFICANTLY
VERY LOW (HIGHEST STATUS)	<div>Gray</div> <div>(N/A)</div>	<div>Green</div> <div>(None)</div>	<div>Blue</div> <div>(None)</div>	<div>Blue</div> <div>▪ Central Valley Home</div>	<div>Blue</div> <div>(None)</div>
LOW	<div>Gray</div> <div>(N/A)</div>	<div>Yellow</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>	<div>Blue</div> <div>(None)</div>
MEDIUM	<div>Orange</div> <div>(None)</div>	<div>Orange</div> <div>▪ Washington Elementary</div>	<div>Yellow</div> <div>▪ Lincoln Elementary ▪ Ronald W. Reagan Elementary ▪ Roosevelt Elementary</div>	<div>Green</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>
HIGH	<div>Red</div> <div>(None)</div>	<div>Orange</div> <div>Kingsburg Elementary Charter (District Placement)</div>	<div>Orange</div> <div>(None)</div>	<div>Yellow</div> <div>(None)</div>	<div>Yellow</div> <div>(None)</div>
VERY HIGH (LOWEST STATUS)	<div>Red</div> <div>▪ Rafer Johnson Junior High</div>	<div>Red</div> <div>(None)</div>	<div>Red</div> <div>(None)</div>	<div>Orange</div> <div>(None)</div>	<div>Yellow</div> <div>(None)</div>



CA SCHOOL DASHBOARD

Kingsburg Elementary Charter ([Fresno County](#))

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[View the Dashboard Report](#)

English Language Arts Indicator - Schools Five-by-Five Placement

Reporting Year: 2023 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

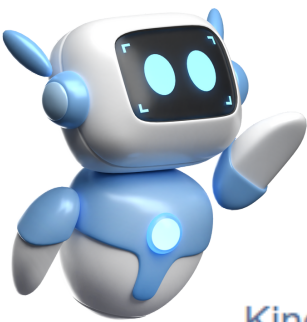
[View Student Groups Placement Report](#)

School Types: All Schools (use this filter to view cut points by school type)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH (HIGHEST STATUS)	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH	Green (None)	Green (None)	Green (None)	Green <div><div>Lincoln Elementary</div><div>Roosevelt Elementary</div><div>Washington Elementary</div></div>	Blue (None)
MEDIUM	Yellow (None)	Yellow (None)	Yellow <div><div>Kingsburg Elementary Charter (District Placement)</div><div>Rafer Johnson Junior High</div></div>	Green (None)	Green (None)
LOW	Orange <div><div>Central Valley Home</div></div>	Orange <div><div>Ronald W. Reagan Elementary</div></div>	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS)	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)





CA SCHOOL DASHBOARD



Kingsburg Elementary Charter ([Fresno County](#))

[Return to Search](#)

[View the Dashboard Report](#)

Mathematics Indicator - Schools Five-by-Five Placement

Reporting Year: 2023 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Student Groups Placement Report](#)

School Types: All Schools (use this filter to view cut points by school type)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY	DECLINED	MAINTAINED	INCREASED	INCREASED SIGNIFICANTLY
VERY HIGH (HIGHEST STATUS)	<div>Green</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>	<div>Blue</div> <div>(None)</div>	<div>Blue</div> <div>(None)</div>	<div>Blue</div> <div>(None)</div>
HIGH	<div>Green</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>	<div>Green</div> <div><div>Roosevelt Elementary</div><div>Washington Elementary</div></div>	<div>Blue</div> <div><div>Lincoln Elementary</div></div>
MEDIUM	<div>Yellow</div> <div>(None)</div>	<div>Yellow</div> <div>(None)</div>	<div>Yellow</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>	<div>Green</div> <div>(None)</div>
LOW	<div>Orange</div> <div><div>Central Valley Home</div></div>	<div>Orange</div> <div><div>Ronald W. Reagan Elementary</div></div>	<div>Orange</div> <div>Kingsburg Elementary Charter (District Placement)</div>	<div>Yellow</div> <div>(None)</div>	<div>Yellow</div> <div><div>Rafer Johnson Junior High</div></div>
VERY LOW (LOWEST STATUS)	<div>Red</div> <div>(None)</div>	<div>Red</div> <div>(None)</div>	<div>Red</div> <div>(None)</div>	<div>Orange</div> <div>(None)</div>	<div>Orange</div> <div>(None)</div>

CA SCHOOL DASHBOARD



SCHOOL PERFORMANCE OVERVIEW

Lincoln Elementary

Explore the performance of Lincoln Elementary under California's Accountability System.

Generate PDF Report

View Additional Reports

2023

Chronic Absenteeism



Blue

English Learner Progress



Green

English Language Arts



Green

Mathematics



Blue



SCHOOL PERFORMANCE OVERVIEW

Ronald W. Reagan Elementary

Explore the performance of Ronald W. Reagan Elementary under California's Accountability System.

Generate PDF Report

View Additional Reports

2023

Chronic Absenteeism



Blue

English Learner Progress



Blue

English Language Arts

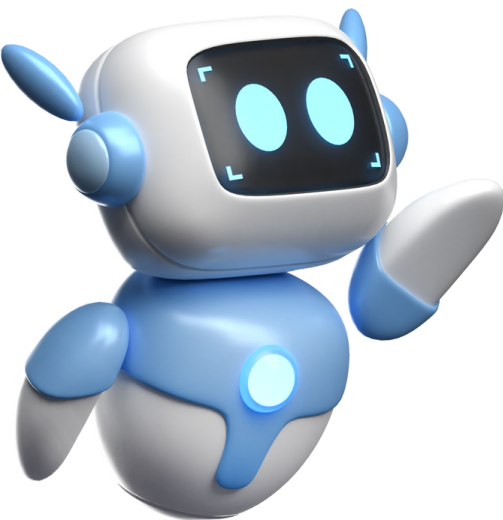


Orange

Mathematics



Orange



CA SCHOOL DASHBOARD



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SCHOOL PERFORMANCE OVERVIEW

Rafer Johnson Junior High

Explore the performance of Rafer Johnson Junior High under California's Accountability System.

Generate PDF Report

View Additional Reports

2023 ▾

Chronic Absenteeism



Orange

English Learner Progress



Blue

English Language Arts



Yellow

Mathematics



Yellow



Home About ▾ Search More Information Select Language ▾

SCHOOL PERFORMANCE OVERVIEW

Central Valley Home

Explore the performance of Central Valley Home under California's Accountability System.

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2023 ▾

Chronic Absenteeism



Blue

English Learner Progress



No Performance Color

English Language Arts

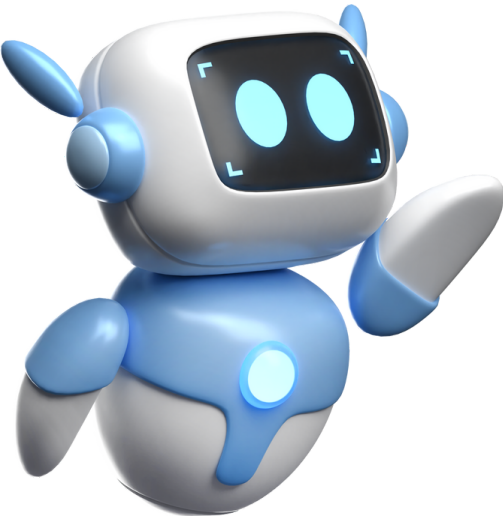


Orange

Mathematics

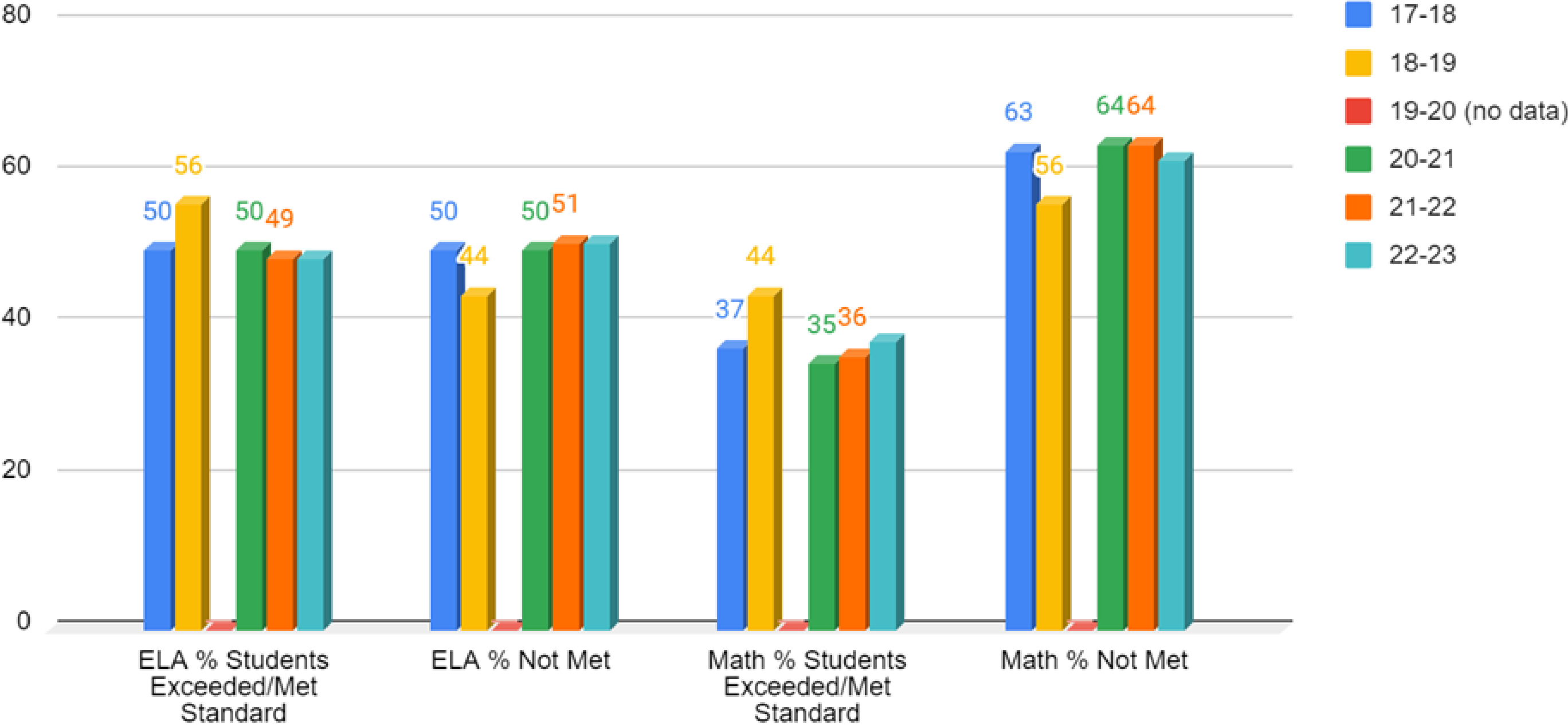


Orange

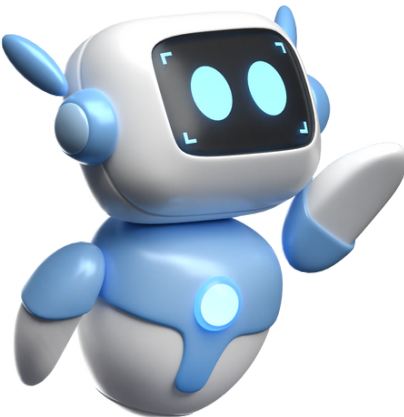


5-YEAR SUMMATIVE SBAC

5 Year Summative SBAC Exceeded/Met vs. Nearly/Not Met - KECSD



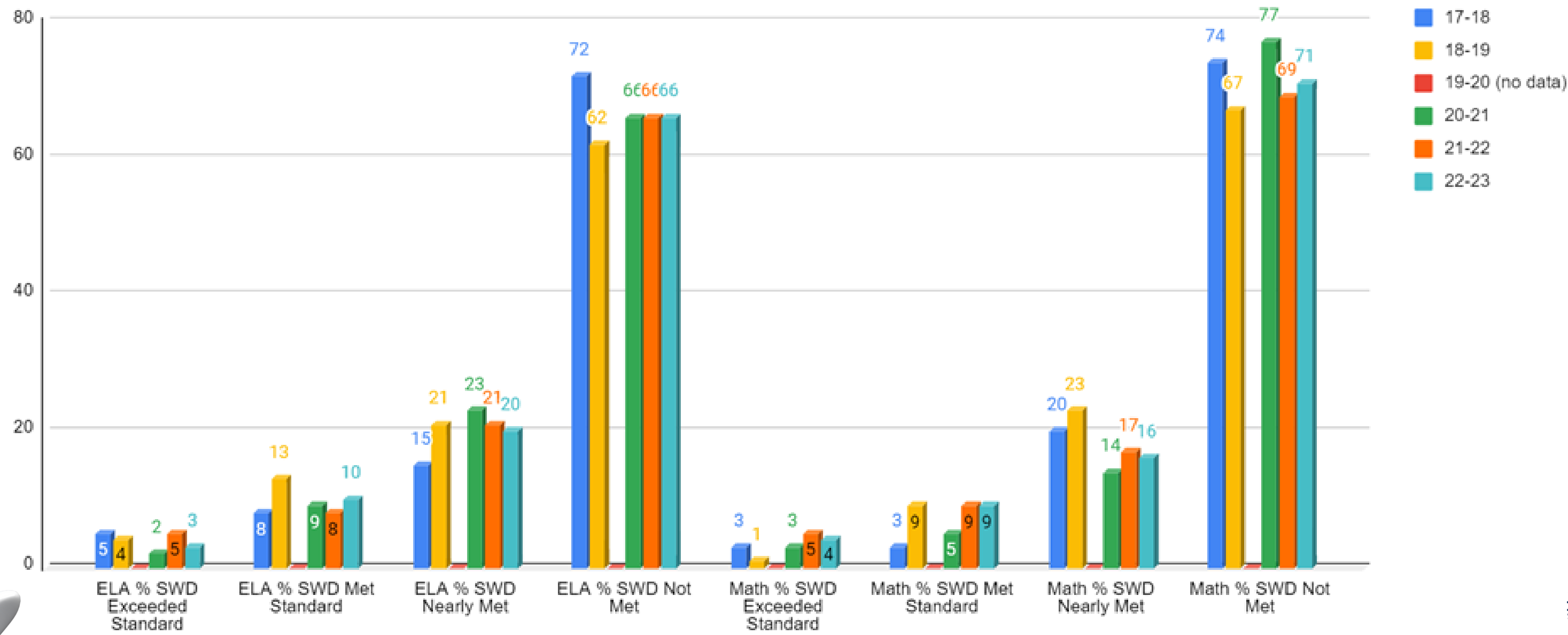
Overall Performance Grades 3-8



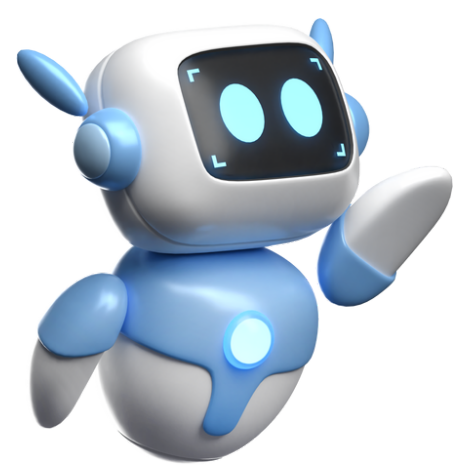
S-4-YEAR SUMMATIVE SBAC

STUDENTS WITH DISABILITIES

5 Year Summative SBAC Students with Disabilities - KECSD



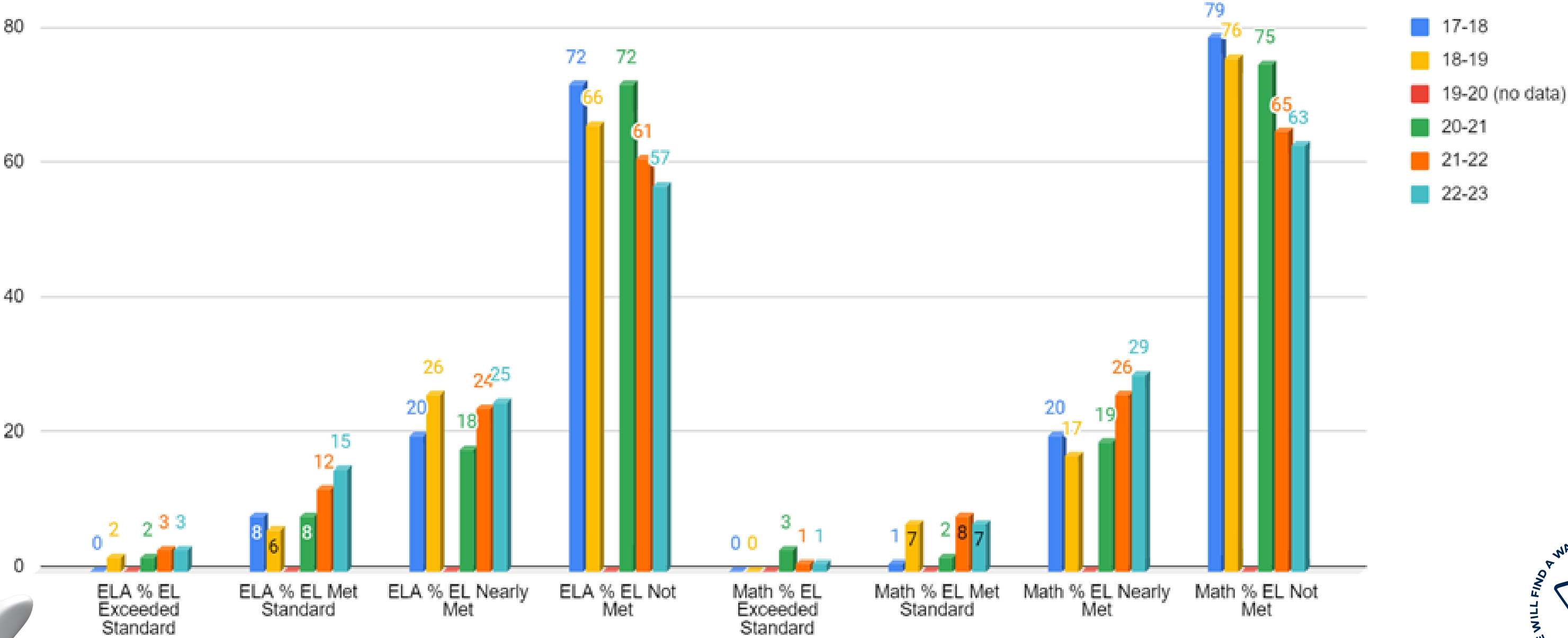
Overall Performance Students with Disabilities Grades 3-8



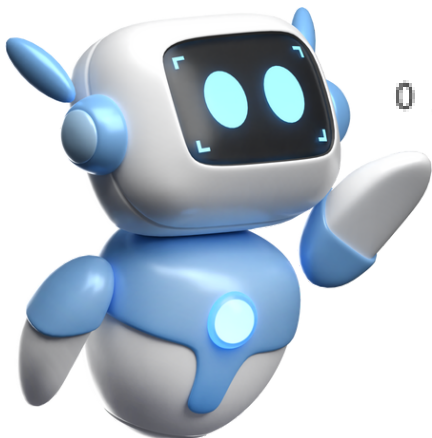
S-4-YEAR SUMMATIVE SBAC

ENGLISH LEARNERS

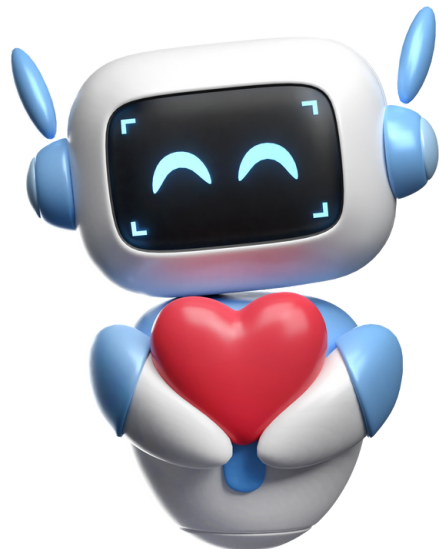
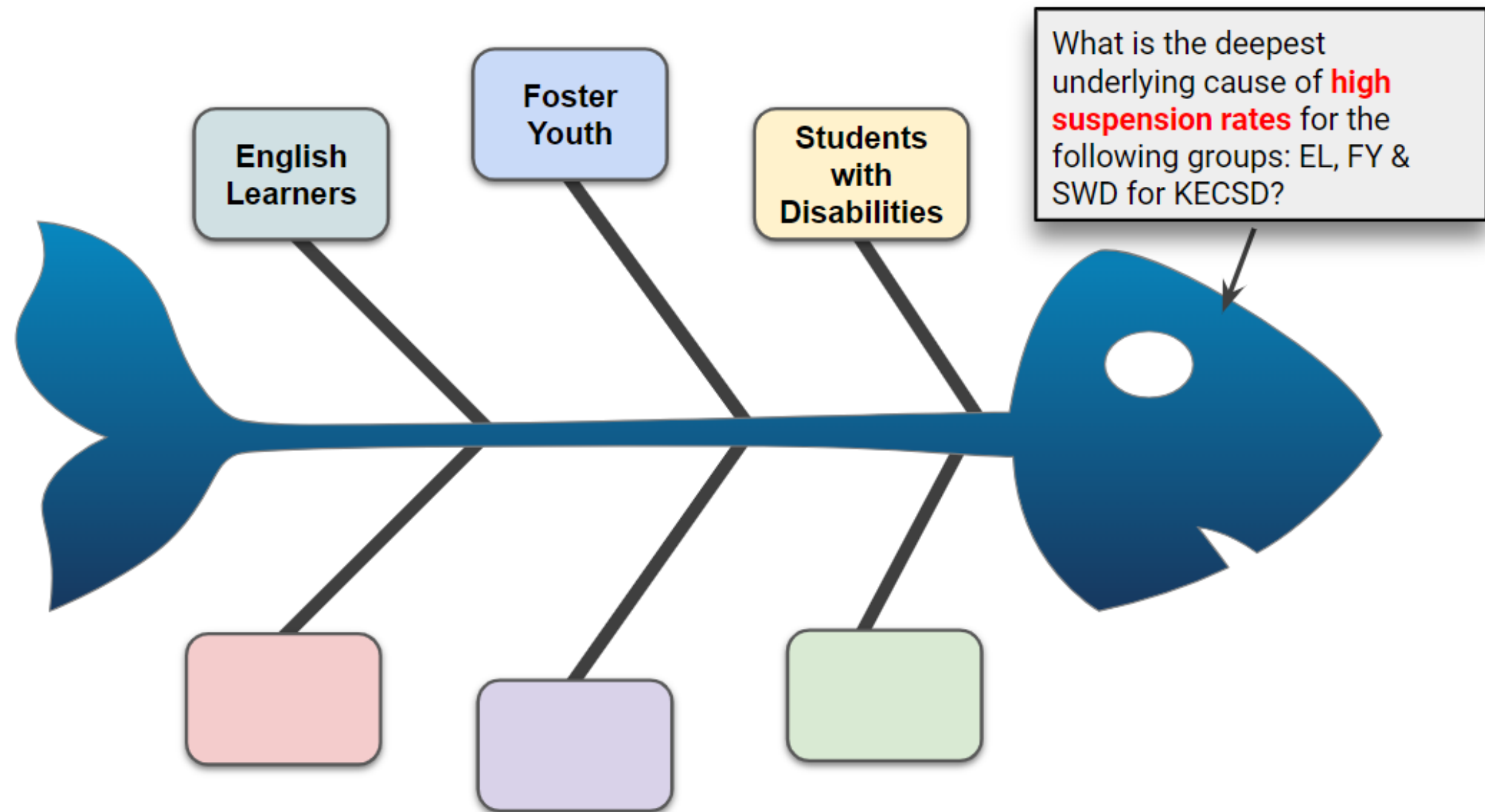
5 Year Summative SBAC English Learners - KECSD



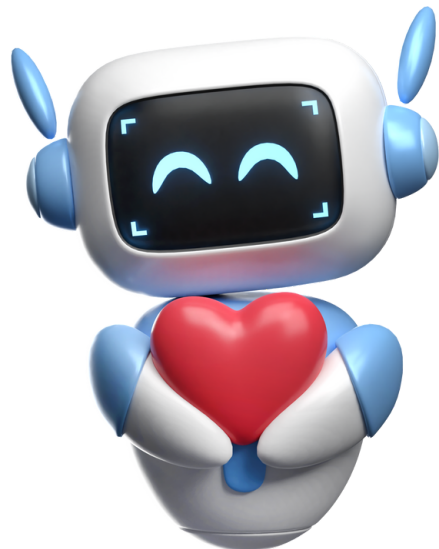
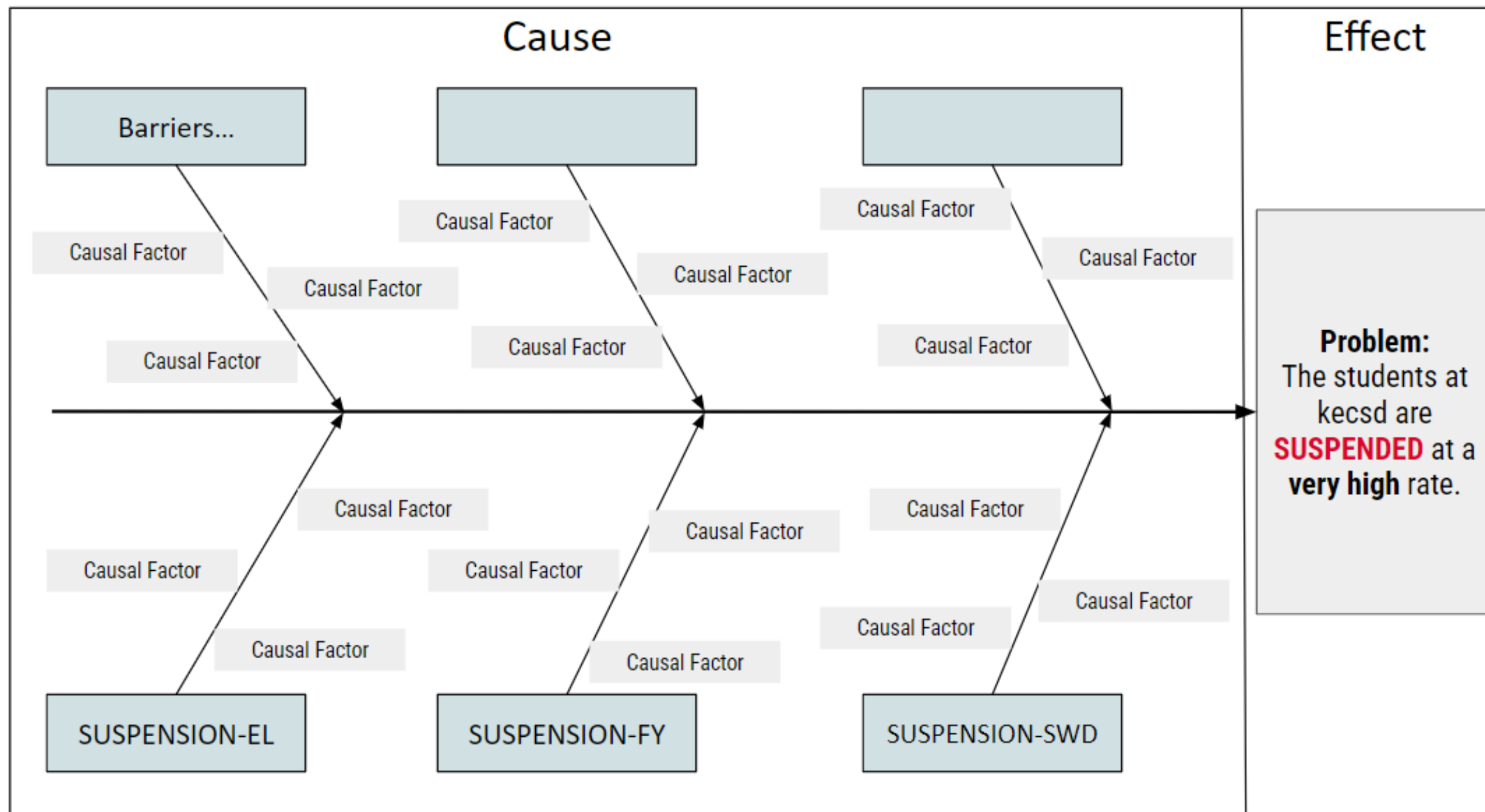
Overall Performance English Learners Grades 3-8



FISHBONE-ROOT CAUSES









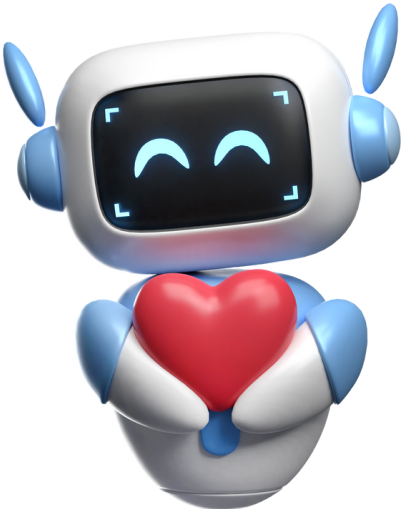
FISHBONE- CAUSE/EFFECT



FISHBONE-ROOT CAUSES

Guiding questions to consider for Root Causes

 Curriculum	 Instruction	 Assessment	 Professional Development	 Technology & Accessibility	 Policies & Procedures
How might the curriculum contribute to the Problem of Practice?	How might instruction contribute to the Problem of Practice?	How might the assessment contribute to the Problem of Practice?	How might the professional development contribute to the Problem of Practice?	How might students' use of technology or accessibility components contribute to the Problem of Practice?	How does our policies and how we do things contribute to the Problem of Practice?

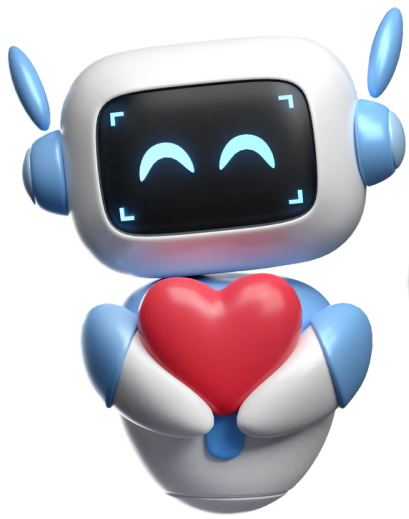


3 STEPS TO INCREASING TEST SCORES

1 PD WITH FCSS - MATH YEAR 3

2 GAME PLAN

3 INTERVENTION



Kingsburg Elementary Charter School District
Winter Term, K-5 - Superintendent

The GAME PLAN
2023/24

Working with your school site leadership team, teachers, and using observational evidence, determine one SCOP component to focus on for a 6- to 8-week period. Conduct the following steps. Steps indicating on ** are required components and must be completed within the timeframe indicated.

Trimester 1
Principal: *Lauren Gell* Learning Director: *Adrian Soto* Start Date: *8/15/23* End Date: *11/9/23*

School Site- Lincoln SCOP Implementation Protocol

Step	Component	Timeline
1	Select a SCOP Component	8/15/23 - 8/22/23
2	Develop a common understanding of each component & its features	8/22/23 - 9/5/23
3	Coaching and implementation	9/5/23 - 11/9/23

Step 1: Select a SCOP Component
*Required
Select a SCOP component to focus on for a 6- to 8-week period. The component must be a required component (indicated by **).

Step 2: Develop a common understanding of each component & its features
*Required
Develop a common understanding of each component and its features. This step is required for all components. Indicate the component you are focusing on in the table below. If you are focusing on multiple components, indicate each one. Indicate the timeline for each component.

Step 3: Coaching and implementation
*Required
Coaching and implementation of the component. Indicate the timeline for each component.

Examples of Each Component
Data Collection: SCOP component of Math & ELA
Data Description: Teacher demonstration and possible student examples from classrooms



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED.D.
Superintendent
MATT STOVALL
Assistant Superintendent
BOBBY RODRIGUEZ
Chief Business Official
CAROL BRAY
Director, Human Resources
ERIN PASILLAS
Director, Special Education,
Student Services

Notice of Public Hearing

The Kingsburg Elementary Charter School District hereby gives notice that a Public Hearing will be held during the regularly scheduled board meeting as follows:

TOPIC: Williams Uniform Complaints
HEARING DATE: January 22, 2024
TIME: 4:00 p.m.
LOCATION: Professional Development Building
Kingsburg Elementary Charter School District
1310 Stroud Avenue
Kingsburg, CA 93631

Dr. Wesley Sever, Superintendent
Kingsburg Elementary Charter School District
County of Fresno
State of California

Posted on December 15, 2023
Locations of Posting:
District Office, School Sites,
and District Website

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:

AR 5117

2. Agenda Item Category:

- ☒ Consent Agenda
- ☐ Action Item
- ☐ Presentation
- ☐ Public Hearing
- ☐ Closed Session

3. Submitted By:

Erin Pasillas

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 we encounter the need to waitlist students due to impacted services, we need to formalize our decision-making process so that it is able to be implemented fairly and consistently.

6. Financial Impact:

Adding students to the waitlist will delay enrollment and we will not collect ADA for those students, but we will also not be facing the need for creating new staff positions to alleviate overloaded case managers.

7. Funding Source:

n/a

8. District Goals This Item Will Meet:

- ☐ Increase Student Achievement
- ☒ Provide a Safe, Positive and Healthy Learning Environment
- ☐ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
- ☒ Increase Parent Involvement and Continue to Promote Public Relations
- ☒ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Regulation 5117: Interdistrict Attendance

Status: DRAFT

Original Adopted Date: 02/21/2012 | **Last Revised Date:** 12/13/2019 | **Last Reviewed Date:** 12/13/2019

Upon request by student's parents/guardians, the Superintendent or designee may accept or deny applications for attendance based on Education Codes 46600-46610. Such requests will be considered and approved or disapproved by the Governing Board at their regularly scheduled meetings.

Interdistrict attendance requests shall be governed by the following:

1. Residents of the district will have priority in enrollment and district services
2. Children of employees of Kingsburg Elementary Charter School District will be given second priority.
3. Priority will then be given to students previously enrolled in the district, by date enrolled.
4. When it is determined that the enrollment needs of resident students, children of employees, and previously enrolled students, have been met, the Superintendent or designee shall recommend to the Board the numbers of Interdistrict transfers for each grade level which can be accommodated. If students have been enrolled on the same admittance date, they shall be placed in a lottery and selected randomly.
 - a. Board approval of the recommendation: the Superintendent or designee shall contact the parents/guardians requesting the child's admittance in numerical order established by the aforementioned lottery. Such practice will be continued until the Board approved allotments have been met.
 - b. Board does not approve the recommendation from the Superintendent or designee: parents shall be contacted by mail as to the disposition of said Board position. Parents/guardians may request to be informed of the lottery position of their child.
 - c. Board waitlists the child due to impacted services following the recommendation of the Director of Special Education and Student Services following the waitlist decision process:
 1. Consider caseload averages
 - a. Speech- keep 5 student buffer for potential initials or new-to-district students
 1. PK/TK- max 40 (consider when district-wide average under 35)
 2. K-8- max 55 (consider when district-wide average under 50)
 - b. RSP- keep 3 student buffer for potential initials or new-to-district students
 - c. max 28 (consider when district-wide average is under 25)
 - d. If OVER average- WAITLIST all NEW IDTs, except for new requests for students who were previously & continuously enrolled in the district.
 - e. If UNDER average, move to consideration 2.
 2. Consider caseload of providers by site
 - a. Speech- consider caseload total for all served sites
 1. PK/TK- max 40
 2. K-8- max 55
 - b. RSP- consider caseload by % served at site
 1. .50 FTE- max 14
 2. 1.0 FTE- max 28
 - c. Extended RSP
 1. 8-10 per class max, depending on grade level/student need
 3. If caseload of service provider exceeds limit, consider other providers of the same service on same site.
 4. If no other provider of same service on site, or no other provider of same service with caseload space on-site- WAITLIST
5. All transfer requests are valid for only one school year.

Continued enrollment and re-enrollment of an approved interdistrict transfer is contingent on, but not limited to the agreed upon criteria on the Interdistrict Transfer Request Form. See Exhibit (1) 5117 (a, b).

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:

Interdistrict Transfer Form- Updated

2. Agenda Item Category:

- ☒ Consent Agenda
- ☐ Action Item
- ☐ Presentation
- ☐ Public Hearing
- ☐ Closed Session

3. Submitted By:

Erin Pasillas

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 we encounter the need to waitlist students due to impacted services, we need to ensure clear communication with families. Having a line on the IDT form that indicates 'Waitlist' will make it clear that we are not denying the student's admission, but rather, delaying it until there is space within our services.

6. Financial Impact:

Adding students to the waitlist will delay enrollment and we will not collect ADA for those students, but we will also not be facing the need for creating new staff positions to alleviate overloaded case managers.

7. Funding Source:

n/a

8. District Goals This Item Will Meet:

Increase Student Achievement

- ☒ Provide a Safe, Positive and Healthy Learning Environment
- ☒ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
- ☒ Increase Parent Involvement and Continue to Promote Public Relations
- ☒ Maintain a Sound Fiscal Condition - "Keep the Family Together!"



Kingsburg Elementary Charter School District

INTERDISTRICT TRANSFER REQUEST

Annual renewals must be submitted by February 1st for notification of approval/non-approval by June 30th. Mid-year requests must be submitted by the first of the month for consideration in that current month's Governing Board meeting. All requests must be approved by the Governing Board before enrollment of the student.

School Year _____ New ☐ Renewal ☐ Currently Enrolled- Recently Moved Out of District ☐
Student Name _____ Date of Birth _____ Grade _____
School District of Residence _____ Home/Cell Phone _____ Work Phone _____
Parent/Guardian Name(s) _____ Email _____
Address _____
(P.O. Box # will not be accepted)
City _____ State _____ Zip _____
Is your child receiving Special Education Services? No _____ Yes _____
Program(s): Speech _____ RSP _____ Special Day (SDC) _____ Other: 504 Plan _____ English Learner _____
Has your child been expelled, recommended for expulsion, or potentially could be recommended for expulsion for acts committed in violation of California Education Code permitting expulsion? No _____ Yes _____
Explanation for requesting an Interdistrict Transfer _____

Criteria Regarding Interdistrict Transfer Requests and Enrollment:

Incomplete applications will not be processed. Requests will be considered based on local Board policies and individual merit.

Should the request be approved, I understand and agree:

- that the request will be **valid for one year only and must be renewed annually no later than February 1st**;
- that I will notify the school of any changes regarding the information on this application;
- that I am willing to abide by the conditions of the Kingsburg Elementary Charter School District Charter;
- that KECSD may revoke the Interdistrict Transfer if my child fails to maintain appropriate behavior, attendance, or criteria based on the signed agreement on the reverse of this form;
- that my child's Interdistrict Transfer could be revoked if class sizes or programs become impacted;
- that my child may go to the nearest bus stop and ride the bus to school. Schedules and information are available at the school sites;

_____ **(Initial) I have read and agree to the conditions listed on the reverse of this form.**

I certify that all information provided in this application and any supporting documents are true and correct. Should my request for an Interdistrict Transfer be accepted by the Kingsburg Elementary Charter School District, I agree to the conditions listed on the reverse side of this document.

Parent/Guardian Signature

Date

Office Use Only

Approved: _____ Denied: _____ Waitlisted: _____

Superintendent's Signature

Pursuant to the provisions of Board Policy 5117, if my child is granted the privilege to attend school in the Kingsburg Elementary Charter School District, I agree that my student will attend Kingsburg Elementary Charter School District only under the following conditions:

- 1) The student does not engage in any student misconduct, including, but not limited to, the violation of the law, school rule or school directives, whether or not such misconduct constitutes a violation of Education Code section 48900;
 - 2) The student maintains a satisfactory record of attendance, including timely attendance
 - Which means that a student must be present 90% of the current school year.
 - Attendance under 90% will be an automatic revocation of this Charter Agreement.
 - Truancy per the California Education Code §48260 states that any child subject to compulsory continuation education who is absent from school without valid excuse three (3) full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof, is a truant and shall be reported to the Kingsburg Elementary Charter School District Superintendent. Truancy is an automatic hearing referral that may result in the revocation of this charter agreement.
 - Tardy is defined as the student not being in his/her assigned seat when the bell rings for the beginning of school and/or class period. Students who have seven (7) or more tardies will have their charter request revoked.
 - 3) The student must maintain grades of “C” or better in all classes. “D”, “F”, “U”, “Needs Improvement”, “Incomplete” or “No Mark” are all considered to be unsatisfactory grades;
 - 4) I understand and agree that it is my responsibility to provide transportation for my child to and from school. I understand and agree that my child is to be picked up from school following dismissal from class no later than fifteen (15) minutes after dismissal unless under the direct supervision of a teacher for a specified reason (athletics, after school program, etc.).
 - 5) Parent/Guardian agrees to the following:
 - No violation of the Penal Code on or within 1,000 feet of school grounds
 - No violation of the Vehicle Code on or within 1,000 feet of school grounds
 - No threat to inflict physical harm directed at a pupil or staff
 - No use of offensive words or engaging in a course of conduct likely to cause substantial emotion distress or provoke a violent response
- ***Penal Code sections 415, 626.4, 626.6, 626.7, 626.8, 626.85
- 6) If parent or student violates any of the agreed upon conditions above, or the parent/guardian has been directed to leave school grounds, the following steps will be taken:
 1. Written Warning
 2. Hearing, as a result the following will occur:
 - a. Student/parent may be placed on a contract
 - b. Student/parent will be given 5 days to enroll in their district of residency or another charter school.
- *** If a major student/parent violation occurs, as determined by the site administrator, an automatic hearing will take place. A hearing will take place immediately if a student has committed an expellable offense or been suspended for five total days.
- 7) I understand and agree that I provided certain information to the District to aid in its evaluation of my application for Interdistrict transfer and that I did so voluntarily after providing my express consent.
 - 8) I understand and agree that I must renew my Interdistrict Transfer Request annually by February 1st to be considered for enrollment in the following school year.
 - 9) I understand and agree that the failure of me or my student to abide by and follow these conditions on a daily basis may result in the unilateral rescindment of the Interdistrict Transfer and the necessity of my child attending school in our district of residence.



Distrito de Carta de las Escuelas Primarias de Kingsburg

SOLICITUD DE TRANSFERENCIA INTERDISTRITAL

Las renovaciones anuales deben ser entregadas hasta el 1^{ro} de febrero para la notificación de aprobación/no aprobación hasta el 30 de junio. Las solicitudes a mediados del año deben ser entregadas el primer día del mes para que sea considerado en la reunión de la mesa directiva de ese mes. Todas las solicitudes deben ser aprobadas por la Mesa Directiva antes de que el estudiante sea registrado.

Año Escolar _____ Nuevo ☐ Renovación ☐ Actualmente inscrito-recientemente se mudó fuera del distrito ☐

Nombre del Estudiante _____ Fecha de Nacimiento _____ Grado _____

Distrito Escolar de Residencia _____ Teléfono Casa/Celular _____ Teléfono Trabajo _____

Nombre del Padre o Custodio Legal(s) _____ Correo Electrónico _____

Dirección _____
(No se acepta # de Casilleros Postales)

Ciudad _____ Estado _____ Código postal _____

¿Está su niño registrado en un Programa de Educación Especial? No _____ Si _____

Programa(s): Lenguaje _____ RSP _____ Día especial (SDC) _____ Otro: Plan 504 _____ Aprendiz de Inglés _____

¿Ha sido su niño expulsado, recomendado para expulsión o puede ser potencialmente recomendado para expulsión por actos cometidos en violación al Código de Educación de California que permiten la expulsión? No _____ Si _____

Razón para la solicitud de una transferencia Interdistrital _____

Criterios con respecto a las solicitudes de transferencia y la inscripción entre distritos:

Las solicitudes incompletas no serán procesadas. Las solicitudes se considerarán según las políticas locales de la Mesa Directiva y el mérito individual.

Si la solicitud es aprobada, yo entiendo y estoy de acuerdo que:

- Esa solicitud será **válida por un año solamente y debe ser renovada anualmente a más tardar hasta el 1^{ro} de febrero;**
- Yo notificaré a la escuela de cualquier cambio relacionado a la información en esta aplicación;
- Yo estoy dispuesto a cumplir con las condiciones del Distrito de Comunidad de las Escuelas Primarias de Kingsburg;
- que KECSD puede revocar la transferencia entre distritos si mi hijo no mantiene el comportamiento, la asistencia o los criterios apropiados según el acuerdo firmado en el reverso de este formulario;
- que la transferencia entre distritos de mi hijo podría revocarse si el tamaño de las clases o los programas se ven afectados;
- mi hijo puede ir a la parada de autobús más cercana y viajar en autobús a la escuela. Los horarios e información están disponibles en los sitios escolares.

____ (Inicial) He leído y acepto las condiciones que figuran en el reverso de este formulario.

Certifico que toda la información provista en esta aplicación y todos los documentos de respaldo son ciertos y correctos. De ser aceptada mi solicitud para Transferencia Interdistrital por el Distrito de Comunidad de Escuelas Primarias de Kingsburg, estoy de acuerdo con las condiciones y estipulaciones antes mencionadas.

Firma del Padre/Custodio Legal

Fecha

Uso exclusivo de la Oficina

Aprobado: _____ Nega: _____ Lista de Espera: _____

Firma del Superintendente

De conformidad con las disposiciones de la Política de la Junta 5117, si a mi hijo se le concede el privilegio de asistir a la escuela en el Distrito de Comunidad de Escuelas Primarias de Kingsburg, acepto que mi estudiante asista al Distrito de Comunidad de Escuelas Primarias de Kingsburg solo bajo las siguientes condiciones:

- 1) El estudiante no se involucra en ninguna mala conducta estudiantil, incluida, entre otras, la violación de la ley, las reglas o directivas escolares, independientemente de si dicha mala conducta constituye o no una violación del Código de Educación sección 48900;
- 2) El estudiante mantiene un registro satisfactorio de asistencia, incluida la asistencia a tiempo
 - Lo que significa que un estudiante debe estar presente el 90% del año escolar actual.
 - La asistencia por debajo del 90% será una revocación automática de este Acuerdo.
 - El ausentismo escolar según el Código de Educación de California §48260 establece que cualquier niño sujeto a educación de continuación obligatoria que esté ausente de la escuela sin una excusa válida tres (3) días completos en un año escolar o tarde o ausente por más de cualquier período de 30 minutos durante el día escolar sin una excusa válida en tres (3) ocasiones en un año escolar, o cualquier combinación de ambos, es una ausencia injustificada y se informará al Superintendente del Distrito de Comunidad de Escuelas Primarias de Kingsburg. El absentismo escolar es una referencia de audiencia automática que puede resultar en la revocación de este Acuerdo de distrito.
 - La tardanza se define como el estudiante que no está en su asiento asignado cuando suena la campana para el comienzo de la escuela y/o el período de clase. A los estudiantes que tengan siete (7) o más tardanzas se les revocará su solicitud de transferencia.
- 3) El estudiante debe mantener calificaciones de "C" o mejores en todas las clases. "D", "F", "U", "Necesita mejora", "Incompleto" o "Sin marca" se consideran calificaciones insatisfactorias;
- 4) Entiendo y acepto que es mi responsabilidad proporcionar transporte para mi hijo hacia y desde la escuela. Entiendo y acepto que mi hijo será recogido de la escuela después de la salida de la clase a más tardar quince (15) minutos después de la salida, a menos que esté bajo la supervisión directa de un maestro por una razón específica (atletismo, programa después de la escuela, etc.).
- 5) El padre/ custodio legal acepta lo siguiente:
 - Ninguna violación del Código Penal en o dentro de 1,000 pies de la escuela
 - Ninguna violación del Código del Vehículo en o dentro de 1,000 pies de la escuela
 - Ninguna amenaza de infligir daño físico dirigido a un alumno o personal
 - No usar palabras ofensivas o participar en un curso de conducta que pueda causar angustia emocional sustancial o provocar una respuesta violenta

*** Código Penal secciones 415, 626.4, 626.6, 626.7, 626.8, 626.85
- 6) Si el padre o el estudiante viola cualquiera de las condiciones acordadas anteriormente, o se le ha ordenado al padre/ custodio que abandone los terrenos de la escuela, se tomarán los siguientes pasos:
 1. Advertencia escrita
 2. Audiencia, como resultado ocurrirá lo siguiente:
 - a. El estudiante/ padre puede ser colocado en un contrato
 - b. El estudiante/ padre tendrá 5 días para inscribirse en su distrito de residencia u otra escuela autónoma.

*** Si ocurre una violación mayor del estudiante/ padre, según lo determine el administrador de la escuela, se llevará a cabo una audiencia automática. Una audiencia se llevará a cabo de inmediato si un estudiante ha cometido un delito expulsable o ha sido suspendido por cinco días en total.
- 7) Entiendo y acepto que proporcioné cierta información al Distrito para ayudar en la evaluación de mi solicitud de transferencia entre distritos y que lo hice voluntariamente después de dar mi consentimiento expreso.
- 8) Entiendo y acepto que debo renovar mi Solicitud de Transferencia entre distritos anualmente antes del 1º de febrero para ser considerada para la inscripción en el siguiente año escolar.
- 9) Entiendo y acepto que el hecho de que yo o mi estudiante no cumplamos y sigamos estas condiciones a diario puede resultar en la rescisión unilateral de la transferencia entre distritos y la necesidad de que mi hijo asista a la escuela en nuestro distrito de residencia.



CENTRAL VALLEY HOME SCHOOL

ATTENDANCE AGREEMENT



E(2) 5117(a)

Received: _____

Reviewed: _____

Sent to DO: _____

School Year _____ New ☐ Renewal ☐ Currently Enrolled- Recently Moved Out of District ☐

Student Name _____ Date of Birth _____ Grade _____

School District of Residence _____ Home/Cell Phone _____ Work Phone _____

Parent/Guardian Name(s) _____ Email _____

Address _____

(P.O. Box # will not be accepted)

City _____ State _____ Zip _____

Is your child receiving Special Education Services? No _____ Yes _____

Program(s): Speech _____ RSP _____ Special Day (SDC) _____ Other: 504 Plan _____ English Learner _____

Has your child been expelled, recommended for expulsion, or potentially could be recommended for expulsion for acts committed in violation of California Education Code permitting expulsion? No _____ Yes _____

Explanation for requesting an Interdistrict Transfer _____

Criteria Regarding Interdistrict Transfer Requests and Enrollment:

Incomplete applications will not be processed. Requests will be considered based on local Board policies and individual merit.

Should the request be approved, I understand and agree:

- that the request will be **valid for one year only and must be renewed annually**;
- that I will notify the school of any changes regarding the information on this application;
- that I am willing to abide by the conditions of the Kingsburg Elementary Charter School District Charter;
- that KECSD may revoke the Interdistrict Transfer if my child fails to maintain appropriate behavior, attendance, or criteria based on the signed agreement on the reverse of this form;
- that my child's Interdistrict Transfer could be revoked if programs become impacted;

____ (Initial) I have read and agree to the conditions listed on the reverse of this form.

I certify that all information provided in this application and any supporting documents are true and correct. Should my request for an Interdistrict Transfer be accepted by the Kingsburg Elementary Charter School District, I agree to the conditions listed on the reverse side of this document.

Parent/Guardian Signature

Date

Office Use Only

Approved: _____ Denied: _____ Waitlisted: _____

Superintendent's Signature

Pursuant to the provisions of Board Policy 5117, if my child is granted the privilege to attend school in the Kingsburg Elementary Charter School District, I agree that my student will attend Kingsburg Elementary Charter School District only under the following conditions:

- 1) The student does not engage in any student misconduct, including, but not limited to, the violation of the law, school rule or school directives, whether or not such misconduct constitutes a violation of Education Code section 48900;
- 2) The student maintains a satisfactory record of attendance
 - The attendance expectation at CVHS is 90%. Attendance is quantified by assignment completion as determined by the master teacher. A student is marked absent when they do not produce enough work for the learning period. Attendance under 90% may result in revocation of this Charter Agreement.
- 3) The student must maintain grades of “C” or better in all classes. “D”, “F”, “U”, “Needs Improvement”, “Incomplete” or “No Mark” are all considered to be unsatisfactory grades;
- 4) I understand and agree that it is my responsibility to ensure my child is working on assignments each and every school day. I also understand it is my responsibility to meet with the CVHS Master Teacher at least every 20 school days to ensure attendance as well as provide transportation for my child to and from classes, assessments, and any academic opportunity I wish for them to participate in.
- 5) Parent/Guardian agrees to the following:
 - No violation of the Penal Code on or within 1,000 feet of school grounds
 - No violation of the Vehicle Code on or within 1,000 feet of school grounds
 - No threat to inflict physical harm directed at a pupil or staff
 - No use of offensive words or engaging in a course of conduct likely to cause substantial emotion distress or provoke a violent response

****Penal Code sections 415, 626.4, 626.6, 626.7, 626.8, 626.85*

- 6) If parent or student violates any of the agreed upon conditions above, or the parent/guardian has been directed to leave school grounds, the following steps will be taken:
 1. Written Warning
 2. Hearing, as a result the following will occur:
 - a. Student/parent may be placed on a contract
 - b. Student/parent will be given 5 days to enroll in their district of residency or another charter school.

**** If a major student/parent violation occurs, as determined by the site administrator, an automatic hearing will take place. A hearing will take place immediately if a student has committed an expellable offense or been suspended for five total days.*

- 7) I understand and agree that I provided certain information to the District to aid in its evaluation of my application for Interdistrict transfer and that I did so voluntarily after providing my express consent.
- 8) I understand and agree that I must renew my Interdistrict Transfer Request annually to be considered for enrollment in the following school year.
- 9) I understand and agree that the failure of me or my student to abide by and follow these conditions on a daily basis may result in the unilateral rescindment of the Attendance Agreement and the necessity of my child attending school in our district of residence.



Central Valley Home School



E(2) 5117(b)

Received: _____

Reviewed: _____

Sent to DO: _____

SOLICITUD DE TRANSFERENCIA INTERDISTRITAL

Año Escolar _____ Nuevo ☐ Renovación ☐ Actualmente inscrito-recientemente se mudó fuera del distrito ☐

Nombre del Estudiante _____ Fecha de Nacimiento _____ Grado _____

Distrito Escolar de Residencia _____ Teléfono Casa/Celular _____ Teléfono Trabajo _____

Nombre del Padre o Custodio Legal(s) _____ Correo Electrónico _____

Dirección _____

(No se acepta # de Casilleros Postales)

Ciudad _____ Estado _____ Código postal _____

¿Está su niño registrado en un Programa de Educación Especial? No _____ Si _____

Programa(s): Lenguaje _____ RSP _____ Día especial (SDC) _____ Otro: Plan 504 _____

Aprendiz de Inglés _____

¿Ha sido su niño expulsado, recomendado para expulsión o puede ser potencialmente recomendado para expulsión por actos cometidos en violación al Código de Educación de California que permiten la expulsión? No _____ Si _____

Razón para la solicitud de una transferencia Interdistrital _____

Criterios con respecto a las solicitudes de transferencia y la inscripción entre distritos:

Las solicitudes incompletas no serán procesadas. Las solicitudes se considerarán según las políticas locales de la Mesa Directiva y el mérito individual.

Si la solicitud es aprobada, yo entiendo y estoy de acuerdo que:

- Esa solicitud será **válida por un año solamente y debe ser renovada anualmente;**
- Yo notificaré a la escuela de cualquier cambio relacionado a la información en esta aplicación;
- Yo estoy dispuesto a cumplir con las condiciones del Distrito de Comunidad de las Escuelas Primarias de Kingsburg;
- que KECSD puede revocar la transferencia entre distritos si mi hijo no mantiene el comportamiento, la asistencia o los criterios apropiados según el acuerdo firmado en el reverso de este formulario;
- que la transferencia entre distritos de mi hijo podría revocarse si el tamaño de las clases o los programas se ven afectados;

____ (Inicial) He leído y acepto las condiciones que figuran en el reverso de este formulario.

Certifico que toda la información provista en esta aplicación y todos los documentos de respaldo son ciertos y correctos. De ser aceptada mi solicitud para Transferencia Interdistrital por el Distrito de Comunidad de Escuelas Primarias de Kingsburg, estoy de acuerdo con las condiciones y estipulaciones antes mencionadas.

Firma del Padre/Custodio Legal

Fecha

Uso exclusivo de la Oficina

Aprobado: _____ Nega: _____ **Lista de Espera:** _____

Firma del Superintendente _____

De conformidad con las disposiciones de la Política de la Junta 5117, si a mi hijo se le concede el privilegio de asistir a la escuela en el Distrito de Comunidad de Escuelas Primarias de Kingsburg, acepto que mi estudiante asista al Distrito de Comunidad de Escuelas Primarias de Kingsburg solo bajo las siguientes condiciones:

- 1) El estudiante no se involucra en ninguna mala conducta estudiantil, incluida, entre otras, la violación de la ley, las reglas o directivas escolares, independientemente de si dicha mala conducta constituye o no una violación del Código de Educación sección 48900;
- 2) El estudiante mantiene un registro satisfactorio de asistencia, incluida la asistencia a tiempo
 - La expectativa de asistencia en CVHS es del 90%. La asistencia se cuantifica mediante la finalización de la tarea según lo determine el maestro principal. Un estudiante se considera ausente cuando no produce suficiente trabajo para el período de aprendizaje. La asistencia inferior al 90% puede resultar en la revocación de este Acuerdo de Estatuto.
- 3) El estudiante debe mantener calificaciones de "C" o mejores en todas las clases. "D", "F", "U", "Necesita mejora", "Incompleto" o "Sin marca" se consideran calificaciones insatisfactorias;
- 4) Entiendo y acepto que es mi responsabilidad asegurar que mi hijo esté trabajando en sus tareas todos los días escolares. También entiendo que es mi responsabilidad reunirme con el Maestro Titular de CVHS al menos cada 20 días escolares para garantizar la asistencia y proporcionar transporte para mi hijo hacia y desde las clases, evaluaciones y cualquier oportunidad académica en la que deseo que participe.
- 5) El padre/ custodio legal acepta lo siguiente:
 - Ninguna violación del Código Penal en o dentro de 1,000 pies de la escuela
 - Ninguna violación del Código del Vehículo en o dentro de 1,000 pies de la escuela
 - Ninguna amenaza de infligir daño físico dirigido a un alumno o personal
 - No usar palabras ofensivas o participar en un curso de conducta que pueda causar angustia emocional sustancial o provocar una respuesta violenta

*** Código Penal secciones 415, 626.4, 626.6, 626.7, 626.8, 626.85
- 6) Si el padre o el estudiante viola cualquiera de las condiciones acordadas anteriormente, o se le ha ordenado al padre/ custodio que abandone los terrenos de la escuela, se tomarán los siguientes pasos:
 1. Advertencia escrita
 2. Audiencia, como resultado ocurrirá lo siguiente:
 - a. El estudiante/ padre puede ser colocado en un contrato
 - b. El estudiante/ padre tendrá 5 días para inscribirse en su distrito de residencia u otra escuela autónoma.

*** Si ocurre una violación mayor del estudiante/ padre, según lo determine el administrador de la escuela, se llevará a cabo una audiencia automática. Una audiencia se llevará a cabo de inmediato si un estudiante ha cometido un delito expulsable o ha sido suspendido por cinco días en total.
- 7) Entiendo y acepto que proporcioné cierta información al Distrito para ayudar en la evaluación de mi solicitud de transferencia entre distritos y que lo hice voluntariamente después de dar mi consentimiento expreso.
- 8) Entiendo y acepto que debo renovar mi Solicitud de Transferencia entre distritos anualmente antes del 1^{ro} de febrero para ser considerada para la inscripción en el siguiente año escolar.
- 9) Entiendo y acepto que el hecho de que yo o mi estudiante no cumplamos y sigamos estas condiciones a diario puede resultar en la rescisión unilateral de la transferencia entre distritos y la necesidad de que mi hijo asista a la escuela en nuestro distrito de residencia.

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING
AND
ORGANIZATIONAL MEETING**

December 14, 2023

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

3:30 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: Mrs. Lunde; Seconded: Mr. Yanes

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. The Rafer Johnson Jr. High Choir groups performed at the Board meeting, showcasing their incredible talent. On Monday, the Little Theater came alive with the Rafer Choir's Holiday Concert. It was a packed house with proud families. The Reagan Honor Choir also joined them

on stage to perform and did an excellent job. Thank you to Rafer and Reagan's choir director, Mr. Jacob Pasalakis, and his accompanist, Mr. Farrell Phillips.

5.2. Communications/Recognitions

- 5.2.1. The Board and Administrators will join our night custodians at J's Tacos following the meeting. Our custodians work tirelessly behind the scenes, ensuring our schools are clean, safe, and welcoming for everyone. It will be nice to get together and see their hard work recognized and celebrated.
- 5.2.2. On Saturday, Beyond the Bell took 54 students from Rafer to Imagineer School for an unforgettable day at Disneyland. These students worked hard throughout the semester to earn this opportunity. Students were able to witness the magic behind the scenes, learning about cutting-edge technology. The Disney Imagineer teachers guided them through the three types of technology used at the park, allowing them to witness it in action on some of their favorite rides. They also participated in hands-on programming and coding the system for the after-dark water and color show. Students spent the afternoon exploring the park and rides. Thank you to our staff who were at Rafer at 4:00 am on a Saturday and returned close to midnight, making sure these students had a great time. For 20 students, this was their very first trip to Disneyland.
- 5.2.3. All our schools had floats in the recent Santa Lucia Parade, and special congratulations are in order for Rafer Johnson Jr. High Leadership as they claimed 1st place in the Swedish category, Roosevelt School won 2nd place in the children's category, and Lincoln School, our Grand Champion! Thank you to the dedicated parents, volunteers, and staff who gave their time, effort, and resources to bring our festive floats to life.
- 5.2.4. KECSD Staff enjoyed our annual District Christmas Luncheon on Monday. It is always a memorable event, with staff and retirees coming together to visit before the break. Thank you to Maggie, Monica, Diane, Erika, Kristy, and Bricki for preparing the delicious food! Thank you to our staff for all you do for our students. Island Photography provided pictures that will be shared soon and SchoolsFirst Federal Credit Union provided Superior Dairy dessert and gift cards for a raffle.
- 5.2.5. KCAPS scheduled bell ringers for the holiday season, and I want to thank those employees who signed up, including Linda, Erin, and several District Liaisons. It is a great way to visit with our community and get into the Christmas spirit.
- 5.2.6. Washington and Roosevelt each hosted fantastic Goodies with Guardians events this week. Our mission was two-fold, focusing on Family Engagement and Integrated Student Supports. Families came to enjoy donuts, pan dulce, and hot cocoa, engagement, and time with their students. Two school counselors, Mary Leal and Brandon Greer, planned Social-Emotional Learning (SEL) packet activities for families to enjoy over the winter break. Students can return completed pages from the packet and receive S.T.A.R. tickets, which can be spent at the PBIS store as a special incentive. The event also included a few family photo areas, capturing some great family pictures. A big thank you to our Community Schools team and everyone who participated!
- 5.2.7. In January, we will begin our next Raising Highly Capable Kids session. Parents are welcome to join and enhance their parenting skills through these interactive English and Spanish workshops. These sessions will cover various topics, from valuing and seeking support to empowering decision-making, fostering empathy, and friendship skills, and addressing resistance to negative peer pressure. This group provides a strong, supportive community for parents! As parents and educators, we all share the common goal of providing the best for our children, and nothing beats the joy of raising confident, resilient, and capable kids.
- 5.2.8. Thanks to the support of parent Matt Pantages and a donation from Lively Arts Foundation, we received 50 FREE tickets for the Central California Ballet's performance of "The Nutcracker" this past weekend. Families were very happy to be able to enjoy the performance with their children.

6. Assistant Superintendent's Report
 - 6.1. Mr. Stovall discussed the School Safety Plans and Classroom Lockdown Kits. He will bring the Classroom Lockdown Kits to our next Sounding Board meeting for staff input.
 - 6.2. The CAASPP Test Scores Private Preview was released today and the public view will be released tomorrow. Mr. Stovall shared some information from the previous year's test results and will share more from the Dashboard and current year at the January meeting.
7. Chief Business Official's Report
 - 7.1. MOT will be speaking with the Kingsburg Youth Baseball Association regarding the maintenance shop at Lincoln. KYBA has been using ¼ of the building and we will discuss that storage area.
 - 7.2. MOT has been busy with work orders but are working hard to get them done.
 - 7.3. Grounds purchased a gutter vacuum. We will try to get all site gutters cleaned out before vacation ends.
 - 7.4. Food Service treated the District Office to delicious turkey gravy and mashed potatoes this week.
 - 7.5. Food Service staff will be prepping for the State of the District event on Monday. Kristy has been doing a great job covering all the absences they have had.
 - 7.6. Upcoming Projects:
 - Washington TK Room 13
 - CVHS Principal Office
 - Lincoln Restroom FRP walls
 - Reagan Intervention- We are setting up surveys to locate the utilities for a possible new intervention classroom, which would be located near the volleyball courts.
8. Board Member Reports
 - 8.1. Mr. Yanes, Dr. Sever, and Mrs. Winchell visited Washington on a site tour. Witnessing Amy's effective intervention work with the kids was impressive.
 - 8.2. Mrs. Lunde and Mr. Stovall conducted a site visit to Reagan. She emphasized the positive impact of Board attendance at these visits.
 - 8.3. Mrs. Smith Quinn commended the Raising Highly Capable Kids graduation celebration, expressing admiration for our phenomenal liaisons and their dedicated efforts.
 - 8.4. Mrs. Smith Quinn shared her enthusiasm for the impressive Bilingual Night event, noting that the district doesn't do things halfway.

CONVENE ORGANIZATIONAL MEETING

9. Election of Officers

- 9.1. President
- 9.2. Clerk
- 9.3. Secretary

Items 9.1.-9.3.

Moved: Rev. Ezaki; Seconded: Mrs. Smith Quinn, to nominate Mr. Frank Yanes as President for 2024, and Mrs. Constance Lunde as Clerk for 2024, and Dr. Wesley Sever as Secretary for 2024.

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

Motion Carried: 5-0

10. Consider Approval of Statement of Facts

Moved: Mrs. Lunde; 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

11. Consider Approval of Voting Certificate: Representative and Alternate Representative – County Committee on School District Organization

Moved: Rev. Ezaki; Seconded: Mrs. Smith Quinn, to nominate Mr. Yanes as Representative and Mrs. Lunde as Alternate Representative

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

12. Consider Approval of Authorized Signature and Mailing Permits

Moved: Mrs. Lunde; 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

13. Consider Approval of Proposed 2024 Board Meeting Dates

Moved: Rev. Ezaki; Seconded: Mr. Bergstrom, to approve the 2024 Board meeting dates as proposed

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

RECONVENE REGULAR MEETING

ACTION

14. Consent Agenda

- 14.1. Consider Approval of Minutes – November 14, 2023, 2023 Board Meeting
- 14.2. Consider Approval of Minutes – November 30, 2023, 2023 Special Board Meeting
- 14.3. Consider Approval of Cash Balances
- 14.4. Consider Approval of Budget Report
- 14.5. Consider Approval of Accounts Payable Report
- 14.6. Consider Approval of Request to Surplus Equipment
- 14.7. Consider Approval of 2024-25 and 2025-26 School Calendars
- 14.8. Consider Approval of Comprehensive School Safety Plans
- 14.9. Consider Approval of Agency Agreement Tulare County Office of Education for Intern Teachers and Support

Items 14.1. – 14.9.:

Moved: Mr. Bergstrom; Seconded: Rev. Ezaki

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

BUSINESS SERVICES

15. Consider Adoption and Certification of 2023-24 First Interim Budget Report

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

16. Consider Adoption of Resolution No. 24-08: In the Matter of Reviewing Development Fees on Residential and Commercial and Industrial Development Collected During the 2022-2023 School Year

Moved: Mrs. Lunde; Seconded: Mr. Bergstrom

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

17. Consider Adoption of Resolution No. 24-09: Authorization of Individual to Make Application for and Administer the New Alternative Fuel Vehicle Purchase Program Through the San Joaquin Valley Air Pollution Control District

Moved: Mrs. Smith Quinn; Seconded: Rev. Ezaki

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

18. Consider Approval of Construction Management Services Agreement with Mark Wilson Construction, Inc. for the HVAC Project at Washington Elementary and Lincoln Elementary

Moved: Rev. Ezaki; 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

19. Consider Approval of Quote from Nick's Custom Golf Carts for New Alternative Fuel Vehicle Purchase Through the San Joaquin Valley Air Pollution Control District

Moved: Mr. Bergstrom; Seconded: Mrs. Lunde

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

CURRICULUM AND INSTRUCTION

20. Consider Approval of Professional Learning Agreement Through the Fresno County Superintendent of Schools

Moved: Mrs. Lunde; 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

HUMAN RESOURCES

21. Consider Approval of Request to Offer a \$1,000 Retirement Incentive if Employee Submits Letter of Resignation for the Purposes of Retirement by February 2, 2024, at 4:00 p.m., Completes Their 2023-24 Contract, and Has a Retirement Date No Later Than June 30, 2024

Moved: Rev. Ezaki; Seconded: Mr. Bergstrom

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

Motion Carried: 5-0

ADMINISTRATIVE SERVICES

22. Consider Approval of Board Policies/Administrative Regulations/Exhibits
- 22.1. BP/AR 1240: Volunteer Assistance
 - 22.2. BP 3312: Contracts
 - 22.3. BP/AR 3551: Food Service Operations/Cafeteria Fund
 - 22.4. BP/AR 6174: Education for English Learners

Moved: Mrs. Smith Quinn; Seconded: Mrs. Lunde, to table item 22.1 and approve items 22.2.-22.4.

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

Motion Carried: 5-0

PUBLIC COMMENT

23. Public Comment on Agendized and Non-Agendized Items
No comments were received from the public.
24. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Monday, January 22, 2024, 4:00 p.m., Professional Development Building

CLOSED SESSION

25. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
- 25.1. Classified Probationary Release
26. Anticipated Litigation (Government Code Section 54956.9(b))
27. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
28. Public Employee Employment
- 28.1. Certificated Personnel
 - 28.1.1. Consider Approval of Student Teachers for the 2023-2024 Spring Semester

28.2. Classified Personnel

- 28.2.1. Consider Approval of Request to Hire: State Preschool Paraprofessional, Washington State Preschool

29. Pupil Personnel

29.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204)

- 29.1.1. Consider Approval of 2023-24 New Attendance Requests – Site-Based Program
29.1.2. Consider Approval of 2023-24 New Attendance Requests – Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

30. Report of Actions Taken in Closed Session

Action taken on agenda item 25.1.:

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

- Ratified the Release of a Classified Probationary Employee – Paraprofessional- EL

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 28.1.1.:

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

- Approved Student Teachers for the 2023-2024 Spring Semester

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 29.1.1.:

Moved: Rev. Ezaki; Seconded: Mrs. Lunde, to take the following action:

- Approved Request to Hire: Galilea Rivera, State Preschool Paraprofessional, Washington State Preschool

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 30.1.1. – 30.1.2.:

Moved: Rev. Ezaki; Seconded: Mrs. Smith Quinn, to take the following action:

- 2023-24 New Attendance Requests – Site-Based Program – Waitlisted two requests; approved all other requests.
- 2023-24 New Attendance Requests – Central Valley Home School – Approved all requests.

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

31. Adjourn

Meeting was adjourned at 5:13 p.m.

DRAFT

		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
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
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	23,026,957
60012	CHDE	123,576	165,679	147,787	162,548	168,141	213,137	237,513	215,225	231,392	204,189	200,160	197,121
60008	CAFÉ	8,350	67,670	133,058	21,429	16,622	173,493	69,294	4,895	204,389	238,400	298,010	446,258
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	2,199,896
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	6,345
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	1,266,956
65066	04 A	468	479	480	480	480	482	482	482	484	496	495	498
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	92,335
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	97,593
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	74,682
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	96,552
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	165,033
2023-24													
60001	GE	20,202,997	19,271,414	18,135,834	17,771,903	17,659,066	19,912,474						
60012	CHDE	229,084	213,746	247,305	256,427	381,879	349,688						
60008	CAFÉ	502,800	436,623	353,644	162,204	121,919	183,471						
60020	SPRES	2,200,348	2,200,348	2,214,399	2,214,877	2,214,877	2,228,942						
65334	16 B	6,346	6,346	6,387	6,388	6,388	6,429						
60006	DF	1,233,589	1,281,437	1,228,706	1,258,686	1,264,501	1,281,325						
65066	04 A	498	513	516	516	516	520						
65104	06 Refund	92,354	92,354	92,943	92,963	92,963	93,554						
65215	13 Refi	97,613	97,719	98,342	98,364	98,364	98,988						
65276	Bond Intrst	74,778	80,423	85,358	85,885	87,069	253,250						
65281	16 Refi	22,005	24,048	25,075	25,224	25,548	86,265						
65335	16 B Debt	32,972	36,380	38,169	38,431	39,000	150,592						

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 0100 General Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$41,542,973.09	\$42,007,974.78	\$5,284,966.85	\$15,176,205.15	(\$80.00)	\$26,831,849.63	63.9
Expenditures								
Total: 1000 Certificated		\$12,834,262.91	\$12,679,082.38	\$1,064,002.58	\$5,464,199.14	\$0.00	\$7,214,883.24	56.9
Total: 2000 Classified		5,224,074.43	5,410,252.30	446,059.60	2,496,817.96	0.00	2,913,434.34	53.9
Total: 3000 Benefits		9,680,189.81	9,765,511.88	692,252.55	3,800,437.36	528,519.75	5,436,554.77	55.7
Total: 1000 - 3000		27,738,527.15	27,854,846.56	2,202,314.73	11,761,454.46	528,519.75	15,564,872.35	55.9
Total: 4000 Books & Supplies		7,124,609.52	7,333,432.68	21,922.73	778,204.88	283,775.26	6,271,452.54	85.5
Total: 5000 Services & Other		8,043,266.01	8,596,128.39	787,541.33	2,948,959.23	2,675,270.45	2,971,898.71	34.6
Total: 4000 - 5000		15,167,875.53	15,929,561.07	809,464.06	3,727,164.11	2,959,045.71	9,243,351.25	58.0
Total: 1000 - 5000		42,906,402.68	43,784,407.63	3,011,778.79	15,488,618.57	3,487,565.46	24,808,223.60	56.7
Total: 6000 Capital Outlay		2,302,235.94	3,752,812.59	115,152.34	1,604,213.24	366,157.28	1,782,442.07	47.5
Total: 7000 Other Outgo/Financing Uses		547,336.05	528,736.05	15,945.81	34,350.81	133,647.00	360,738.24	68.2
Total: 1000 - 7000		45,755,974.67	48,065,956.27	3,142,876.94	17,127,182.62	3,987,369.74	26,951,403.91	56.1
Total: Net Increase/(Decrease) in Fund Balance		(\$4,213,001.58)	(\$6,057,981.49)	\$2,142,089.91	(\$1,950,977.47)	(\$3,987,449.74)	(\$119,554.28)	2.0
Total: Beginning Balance		16,368,767.13	21,480,667.87	0.00	21,480,667.87			
Total: Ending Fund Balance (9790)		\$12,155,765.55	\$15,422,686.38	\$2,142,089.91	\$19,529,690.40			
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	(6,057,981.49)			
Total: Undesignated		12,155,765.55	15,422,686.38	2,142,089.91	25,587,671.89			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 0800 Student Activity Special Revenue Fun								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance		169,862.74	138,635.84	0.00	138,635.84			
Total: Ending Fund Balance (9790)		\$169,862.74	\$138,635.84	\$0.00	\$138,635.84			
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		169,862.74	138,635.84	0.00	138,635.84			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1200 Child Development Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$289,078.19	\$684,316.81	\$1,341.68	\$385,554.84	\$0.00	\$298,761.97	43.7
Expenditures								
Total: 1000 Certificated		\$112,564.10	\$161,943.10	\$14,420.93	\$74,164.91	\$0.00	\$87,778.19	54.2
Total: 2000 Classified		49,366.23	107,164.40	9,330.03	47,090.42	0.00	60,073.98	56.1
Total: 3000 Benefits		97,445.57	135,230.10	10,062.81	53,671.74	13,711.50	67,846.86	50.2
Total: 1000 - 3000		259,375.90	404,337.60	33,813.77	174,927.07	13,711.50	215,699.03	53.3
Total: 4000 Books & Supplies		107,630.38	357,882.30	352.87	22,278.13	3,029.00	332,575.17	92.9
Total: 5000 Services & Other		1,618.50	1,643.50	0.00	2,855.20	457.73	(1,669.43)	-101.6
Total: 4000 - 5000		109,248.88	359,525.80	352.87	25,133.33	3,486.73	330,905.74	92.0
Total: 1000 - 5000		368,624.78	763,863.40	34,166.64	200,060.40	17,198.23	546,604.77	71.6
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		17,415.09	17,415.09	0.00	0.00	0.00	17,415.09	100.0
Total: 1000 - 7000		386,039.87	781,278.49	34,166.64	200,060.40	17,198.23	564,019.86	72.2
Total: Net Increase/(Decrease) in Fund Balance		(\$96,961.68)	(\$96,961.68)	(\$32,824.96)	\$185,494.44	(\$17,198.23)	(\$265,257.89)	273.6
Total: Beginning Balance		96,961.68	164,187.50	0.00	164,187.50			
Total: Ending Fund Balance (9790)		\$0.00	\$67,225.82	(\$32,824.96)	\$349,681.94			
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	(475,583.68)			
Total: Undesignated		0.00	67,225.82	(32,824.96)	825,265.62			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1300 Cafeteria Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$1,438,328.29	\$1,438,328.29	\$171,971.47	\$332,809.02	\$0.00	\$1,105,519.27	76.9
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		456,381.17	463,276.68	39,653.33	208,745.48	0.00	254,531.20	54.9
Total: 3000 Benefits		262,868.27	263,185.13	19,074.38	104,915.13	42,094.50	116,175.50	44.1
Total: 1000 - 3000		719,249.44	726,461.81	58,727.71	313,660.61	42,094.50	370,706.70	51.0
Total: 4000 Books & Supplies		654,403.78	654,403.78	52,888.03	328,746.51	133,224.89	192,432.38	29.4
Total: 5000 Services & Other		54,692.80	54,692.80	0.00	17,719.41	13,020.98	23,952.41	43.8
Total: 4000 - 5000		709,096.58	709,096.58	52,888.03	346,465.92	146,245.87	216,384.79	30.5
Total: 1000 - 5000		1,428,346.02	1,435,558.39	111,615.74	660,126.53	188,340.37	587,091.49	40.9
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
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		1,467,140.88	1,474,353.25	111,615.74	660,126.53	188,340.37	625,886.35	42.5
Total: Net Increase/(Decrease) in Fund Balance		(\$28,812.59)	(\$36,024.96)	\$60,355.73	(\$327,317.51)	(\$188,340.37)	\$479,632.92	-1,331.4
Total: Beginning Balance		303,221.53	514,624.87	0.00	514,624.87			
Total: Ending Fund Balance (9790)		\$274,408.94	\$478,599.91	\$60,355.73	\$187,307.36			
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	(28,812.59)			
Total: Undesignated		274,408.94	478,599.91	60,355.73	216,119.95			

Board Report

From 12/01/2023 thru 12/31/2023

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1700 Special Reserve Fund for Other Than								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$7,444.28	\$7,444.28	\$14,065.17	\$14,542.60	\$0.00	(\$7,098.32)	-95.4
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance		\$7,444.28	\$7,444.28	\$14,065.17	\$14,542.60	\$0.00	(\$7,098.32)	-95.4
Total: Beginning Balance		2,698,831.01	2,738,399.10	0.00	2,738,399.10			
Total: Ending Fund Balance (9790)		\$2,706,275.29	\$2,745,843.38	\$14,065.17	\$2,752,941.70			
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		2,706,275.29	2,745,843.38	14,065.17	2,745,497.42			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 2104 Building Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$0.00	\$0.00	\$40.57	\$42.03	\$0.00	(\$42.03)	0.0
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$40.57	\$42.03	\$0.00	(\$42.03)	0.0
Total: Beginning Balance		6,251.40	6,386.94	0.00	6,386.94			
Total: Ending Fund Balance (9790)		\$6,251.40	\$6,386.94	\$40.57	\$6,428.97			
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		6,251.40	6,386.94	40.57	6,428.97			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 2500 Capital Facilities Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$560,433.70	\$560,433.70	\$23,406.15	\$138,952.20	\$0.00	\$421,481.50	75.2
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	5,178.01	100.0
Total: 5000 Services & Other		3,850.00	3,850.00	0.00	16,800.00	46,250.00	(59,200.00)	-1,537.7
Total: 4000 - 5000		9,028.01	9,028.01	0.00	16,800.00	46,250.00	(54,021.99)	-598.4
Total: 1000 - 5000		9,028.01	9,028.01	0.00	16,800.00	46,250.00	(54,021.99)	-598.4
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		337,000.00	337,000.00	6,581.25	71,599.26	133,237.49	132,163.25	39.2
Total: 1000 - 7000		346,028.01	346,028.01	6,581.25	88,399.26	179,487.49	78,141.26	22.6
Total: Net Increase/(Decrease) in Fund Balance		\$214,405.69	\$214,405.69	\$16,824.90	\$50,552.94	(\$179,487.49)	\$343,340.24	160.1
Total: Beginning Balance		1,034,292.99	1,230,783.70	0.00	1,230,783.70			
Total: Ending Fund Balance (9790)		\$1,248,698.68	\$1,445,189.39	\$16,824.90	\$1,281,336.64			
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	214,405.69			
Total: Undesignated		1,248,698.68	1,445,189.39	16,824.90	1,066,930.95			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5100 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$55.00	\$55.00	\$0.00	\$0.00	\$0.00	\$55.00	100.0
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: 1000 - 7000		55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
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			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5101 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$225,500.00	\$225,500.00	\$3.23	\$18.21	\$0.00	\$225,481.79	100.0
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: 1000 - 7000		225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$3.23	\$18.21	\$0.00	(\$18.21)	0.0
Total: Beginning Balance		469.39	501.36	0.00	501.36			
Total: Ending Fund Balance (9790)		\$469.39	\$501.36	\$3.23	\$519.57			
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		469.39	501.36	3.23	519.57			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5102 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$1,100.00	\$1,100.00	\$0.00	\$0.00	\$0.00	\$1,100.00	100.0
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: 1000 - 7000		1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
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			

Board Report

From 12/01/2023 thru 12/31/2023

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5103 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$285,400.00	\$285,400.00	\$590.35	\$610.49	\$0.00	\$284,789.51	99.8
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: 1000 - 7000		285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$590.35	\$610.49	\$0.00	(\$610.49)	0.0
Total: Beginning Balance		51,609.72	92,943.35	0.00	92,943.35			
Total: Ending Fund Balance (9790)		\$51,609.72	\$92,943.35	\$590.35	\$93,553.84			
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		51,609.72	92,943.35	590.35	93,553.84			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5104 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$8,300.00	\$8,300.00	\$624.27	\$751.42	\$0.00	\$7,548.58	90.9
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: 1000 - 7000		8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$624.27	\$751.42	\$0.00	(\$751.42)	0.0
Total: Beginning Balance		56,738.79	98,236.52	0.00	98,236.52			
Total: Ending Fund Balance (9790)		\$56,738.79	\$98,236.52	\$624.27	\$98,987.94			
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		56,738.79	98,236.52	624.27	98,987.94			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5106 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$100,142.62	\$100,142.62	\$222,412.37	\$232,529.75	\$0.00	(\$132,387.13)	-132.2
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		100,197.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: 1000 - 7000		100,197.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: Net Increase/(Decrease) in Fund Balance		(\$55.00)	(\$55.00)	\$222,412.37	\$231,704.75	\$0.00	(\$231,759.75)	421,381.4
Total: Beginning Balance		27,097.71	77,776.64	0.00	77,776.64			
Total: Ending Fund Balance (9790)		\$27,042.71	\$77,721.64	\$222,412.37	\$309,481.39			
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	(55.00)			
Total: Undesignated		27,042.71	77,721.64	222,412.37	309,536.39			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5107 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$323,500.00	\$323,500.00	\$60,717.51	\$63,763.36	\$0.00	\$259,736.64	80.3
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		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other		0.00	0.00	0.00	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		398,062.71	398,062.71	0.00	74,562.92	0.00	323,499.79	81.3
Total: 1000 - 7000		398,062.71	398,062.71	0.00	74,562.92	0.00	323,499.79	81.3
Total: Net Increase/(Decrease) in Fund Balance		(\$74,562.71)	(\$74,562.71)	\$60,717.51	(\$10,799.56)	\$0.00	(\$63,763.15)	85.5
Total: Beginning Balance		56,124.27	97,065.04	0.00	97,065.04			
Total: Ending Fund Balance (9790)		(\$18,438.44)	\$22,502.33	\$60,717.51	\$86,265.48			
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	(74,562.71)			
Total: Undesignated		(18,438.44)	22,502.33	60,717.51	160,828.19			

Board Report

From 12/01/2023 thru 12/31/2023

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5108 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$503,455.36	\$503,455.36	\$111,591.48	\$116,772.12	\$0.00	\$386,683.24	76.8
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	0.00	0.00	0.00	0.0
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	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		625,618.07	625,618.07	0.00	132,088.01	0.00	493,530.06	78.9
Total: 1000 - 7000		625,618.07	625,618.07	0.00	132,088.01	0.00	493,530.06	78.9
Total: Net Increase/(Decrease) in Fund Balance		(\$122,162.71)	(\$122,162.71)	\$111,591.48	(\$15,315.89)	\$0.00	(\$106,846.82)	87.5
Total: Beginning Balance		115,730.07	165,907.69	0.00	165,907.69			
Total: Ending Fund Balance (9790)		(\$6,432.64)	\$43,744.98	\$111,591.48	\$150,591.80			
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	(625,618.07)			
Total: Undesignated		(6,432.64)	43,744.98	111,591.48	776,209.87			

Paid Date(s) From: 12/8/2023 To: 1/16/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3346-Alive Studios LLC	512605752	PO-240936	Letters Alive Reading Support Prog	0100-30100-0-1110-1000-430000-082	1,427.54
Warrant Total:					1,427.54
Vendor Total:					1,427.54
33-Amazon.com LLC	512598464	PO-240822	Maintenance- Vevor Tube Notcher K	0100-81500-0-0000-8110-430000-000	170.00
Warrant Total:					170.00
	512600510	PO-240920		0100-33150-0-5730-1110-430000-000	480.22
		PO-240828	California American History Growt	0100-09000-0-1110-1000-430000-081	122.12
		PO-240865	gumdrop headphones	0100-30100-0-1110-1000-430000-060	3,229.50
		PO-240880	1000 pcs party favor fidget	0100-09000-0-1110-1000-430000-060	74.95
		PO-240880	1000 pcs party favor fidget	0100-09000-0-1110-1000-430000-060	250.19
		PO-240881	4 rolls of 100 yards christmas ribbo	0100-09000-0-1110-1000-430000-060	108.08
		PO-240885	DELTA 50-859 3-Pocket Inner Fi	0100-63870-0-7110-1000-430000-090	41.20
		PO-240885	DELTA 50-859 3-Pocket Inner Fi	0100-63870-0-7110-1000-430000-090	160.71
		PO-240888	B014PYGTUQ Logitech Creator B	0100-26000-0-1110-1000-430000-000	270.66
		PO-240889	ALadrs 0.4mm Brass Nozzles 12p	0100-09000-0-1110-1000-430000-090	158.63
		PO-240890	snowflake stickers	0100-09000-0-1110-1000-430000-060	43.56
		PO-240818	Nabisco Team Favorites Variety	0100-26000-0-1110-1000-430000-000	1,681.64
		PO-240896	STUDENT CHRISTMAS WEEK	0100-26000-0-1110-1000-430000-000	1,343.82
		PO-240896	STUDENT CHRISTMAS WEEK	0100-26000-0-1110-1000-430000-000	647.10
		PO-240897	Basic Blue Medical Nitrile Exam G	0100-65000-0-5760-1120-430000-000	66.42
		PO-240901	full mount tv wall mount	0100-30100-0-1110-1000-430000-060	792.23
		PO-240902	100 pack white bags	0100-09000-0-1110-1000-430000-060	327.88
		PO-240884	Seasonblow 8ft LED Light Up Inf	0100-11000-0-1110-1000-430000-085	116.58
		PO-240891	Golden State Art 8.5x11 Picture M	0100-11000-0-1110-1000-430000-085	38.83
		PO-240903	Items for Community Parent Event	0100-63320-0-0000-2700-430000-000	213.55
		PO-240818	Nabisco Team Favorites Variety	0100-26000-0-1110-1000-430000-000	192.12
		PO-240818	Nabisco Team Favorites Variety	0100-26000-0-1110-1000-430000-000	145.65
		PO-240818	Nabisco Team Favorites Variety	0100-26000-0-1110-1000-430000-000	3,980.58
		PO-240284	Neenah Cardstock 250 sheets	0100-11000-0-1110-1000-430000-085	186.10
		CM-240035	Amazon.com LLC	0100-30100-0-1110-1000-430000-060	(322.95)
Warrant Total:					14,349.37
	512603787	PO-240747	micro fiber towels 40 pack	0100-00000-0-3550-1000-430000-081	142.61
		PO-240915	Baby Toys 12-18 Months - Montes	0100-65470-0-1110-1000-430000-000	32.67
		PO-240919		0100-65460-0-5760-3120-430000-000	63.94
		PO-240928	Maintenace- Bulletpoint dash moun	0100-81500-0-0000-8110-430000-000	266.19
		PO-240928	Maintenace- Bulletpoint dash moun	0100-81500-0-0000-8110-430000-000	249.93
		PO-240928	Maintenace- Bulletpoint dash moun	0100-81500-0-0000-8110-430000-000	117.88

Paid Date(s) From: 12/8/2023 To: 1/16/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512603787	PO-240937	ASUS Chromebox 5 with Intel® C	0100-00000-0-0000-2420-430000-000	435.31
		PO-240915	Baby Toys 12-18 Months - Montes	0100-65470-0-1110-1000-430000-000	59.23
				Warrant Total:	1,367.76
	512605753	PO-240958	ACDelco 8-Count 9 Volt Batteries f	0100-09000-0-1110-1000-430000-085	176.69
				Warrant Total:	176.69
				Vendor Total:	16,063.82
3443-Amplify Education Inc	512605754	PV-240144	INV-158215	0100-63000-0-1110-1000-410000-000	1,061.00
				Warrant Total:	1,061.00
				Vendor Total:	1,061.00
1794-AT&T Global Services	512598465	PO-240008	Monthly Charges/CVHS Site July	0100-00000-0-0000-2700-590004-082	165.25
		PO-240007	Monthly Charges for District	0100-00000-0-0000-8200-590004-000	1,902.90
		PO-240009	HSI BUS Elite-S Service July 1,	0100-00000-0-1110-1000-590008-082	244.14
				Warrant Total:	2,312.29
				Vendor Total:	2,312.29
3451-AXA Equitable Life Insurance C	512602432	PO-240006	Employee Life Insurance Benefit P	0100-00000-0-0000-0000-951400-000	751.89
				Warrant Total:	751.89
				Vendor Total:	751.89
3890-Barnett, Melissa	512602435	PV-240137	Fingerprint/Reimb	0100-00000-0-0000-7300-580015-000	70.00
				Warrant Total:	70.00
				Vendor Total:	70.00
803-California Dept of Justice	512602436	PO-240014	Fingerprint Charges July 1, 2023 th	0100-00000-0-0000-7300-580015-000	439.00
				Warrant Total:	439.00
				Vendor Total:	439.00
3050-California Teaching Fellows	512602437	PO-240987	Washington ES AM	0100-32190-0-1110-1000-580000-000	14,788.08
				Warrant Total:	14,788.08
				Vendor Total:	14,788.08
2671-Canon Financial Services Inc	512602438	PO-240005	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-060	1,165.84
		PO-240005	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-080	1,238.02
		PO-240005	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-070	1,355.66
		PO-240005	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-085	1,234.58
		PO-240005	Monthly Payment-Canon	0100-11000-0-1110-1000-560000-090	1,199.55
		PO-240005	Monthly Payment-Canon	0100-00000-0-1110-1000-560000-082	791.96
		PO-240005	Monthly Payment-Canon	0100-00000-0-0000-7300-560000-000	251.44

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149-CDW Government LLC	512602438	PO-240005	Monthly Payment-Canon	0100-81500-0-0000-8110-560000-000	185.71		
		PO-240005	Monthly Payment-Canon	0100-65000-0-5760-1120-560000-000	219.31		
						Warrant Total:	7,642.07
						Vendor Total:	7,642.07
	512605755	PO-240409	Lenovo 14e Chromebook Gen 3-1	0100-09000-0-1177-1000-430000-080	3,101.74		
		PV-240140	LW91156	0100-09000-0-1177-1000-430000-060	516.18		
		PO-240087	Synology Rack Rail Kit - RKS-02, C	0100-00000-0-0000-2420-430000-000	114.91		
		PO-240169	Bretford Cube TVC36USBC - cart -	0100-26000-0-1110-2420-440000-000	775.00		
						Warrant Total:	4,507.83
						Vendor Total:	4,507.83
3805-CENCAL Services Inc	512600511	PO-240168	Demo/Abatement: Kingsburg	0100-32130-0-0000-8500-620012-265	35,743.75		
		PO-240168	Demo/Abatement: Kingsburg	0100-32130-0-0000-8500-620012-266	24,106.25		
		PO-240168	Demo/Abatement: Kingsburg	0100-32130-0-0000-8500-620012-267	23,275.00		
						Warrant Total:	83,125.00
					Vendor Total:	83,125.00	
162-Childs & Co Inc	512605756	PO-240398	Maintenance Stock- Quote 195383	0100-81500-0-0000-8110-430000-000	2,438.83		
		PO-240487	Rafer- McKinney Wide Throw Hin	0100-81500-0-0000-8110-430000-000	2,957.96		
		PO-240702	Maintenance- Lockset ND80JD RH	0100-81500-0-0000-8110-430000-000	1,110.70		
		PO-240632	Rafer, Counseling Office Restrooms	0100-81500-0-0000-8110-430000-000	379.23		
		PO-240797	Maintenance- Quote 195985	0100-81500-0-0000-8110-440000-000	4,098.69		
						Warrant Total:	10,985.41
					Vendor Total:	10,985.41	
166-City of Kingsburg	512603788	PO-240015	Monthly District Garbage Fees	0100-00000-0-0000-8200-550008-000	8,857.42		
		PO-240015	Monthly District Garbage Fees	0100-00000-0-0000-8200-550009-000	724.34		
						Warrant Total:	9,581.76
					Vendor Total:	9,581.76	
2320-Comcast Corporation	512602441	PO-240016	Monthly Charges for CVHS	0100-00000-0-0000-8200-590004-000	772.68		
					Warrant Total:	772.68	
3726-Comcast Corporation	512602442	PO-240017	Internet Service at Roosevelt Site	0100-00000-0-0000-7200-590008-000	416.64		
					Warrant Total:	416.64	
					Vendor Total:	1,189.32	
1923-CSUF Foundation	512603789	PV-240139	51867	0100-40350-0-1110-1000-520000-000	200.00		
					Warrant Total:	200.00	

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					Vendor Total: 200.00	
3067-Darden Architects Inc	512602443	PO-240531	Washington MPR HVAC Project 2	0100-00000-0-0000-8500-620002-278	461.50	
		PO-240531	Washington MPR HVAC Project 2	0100-00000-0-0000-8500-620002-279	461.50	
		PO-240931	Washington, Roosevelt and Linco	0100-00000-0-0000-8500-620002-000	1,518.00	
			Warrant Total:	2,441.00		
				Vendor Total:	2,441.00	
215-Decker Equipment/School Fix	512598466	PO-240823	Washington, Bus Drive- Quote	0100-81500-0-0000-8110-430000-000	499.70	
					Warrant Total:	499.70
					Vendor Total:	499.70
217-Dell Marketing LP	512603790	PO-240955	OptiPlex Small Form Factor Plus	0100-30100-0-1110-1000-430000-060	1,394.90	
					Warrant Total:	1,394.90
					Vendor Total:	1,394.90
298-EDCARE GROUP, THE	512602444	PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-7600-370100-000	55,124.75	
		PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-7600-370200-000	17,246.00	
		PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-7110-370200-000	6,561.00	
		PO-240002	Insurance Premiums July 1, 2023 t	0100-00000-0-0000-0000-951400-000	286,825.79	
			Warrant Total:	365,757.54		
			Vendor Total:	365,757.54		
2587-EMCOR Services MESA Energy	512598467	PO-240758	Reagan, MPR Kitchen HVAC-	0100-81500-0-0000-8110-560000-000	170.00	
		PO-240594	Roosevelt, Room 13- Replace AC U	0100-67620-0-0000-8110-580000-283	24,995.00	
		PO-240595	Lincoln, Room 31- Replace HVAC	0100-67620-0-0000-8110-580000-282	21,797.00	
		Warrant Total:	46,962.00			
	512600513	PO-240923	Washington, Room 4 HVAC-	0100-81500-0-0000-8110-560000-000	1,025.00	
		PO-240925	Washington, Office HVAC-	0100-81500-0-0000-8110-560000-000	1,762.61	
		PO-240926	Reagan, Library HVAC- Service	0100-81500-0-0000-8110-560000-000	998.80	
		PO-240927	Roosevelt, IT Office HVAC-	0100-81500-0-0000-8110-560000-000	685.00	
		PO-240944	Lincoln, Room 34 HVAC- Service	0100-81500-0-0000-8110-560000-000	3,712.99	
		Warrant Total:	8,184.40			
		Vendor Total:	55,146.40			
2453-Enterprise Rent-A-Car Company	512598468	PO-240752	SUV Premium Time & Distance, 1	0100-07140-0-1110-1000-580000-090	1,714.48	
					Warrant Total:	1,714.48
					Vendor Total:	1,714.48
3830-E-Therapy LLC	512600512	PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	1,575.00	

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	512600512	PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	1,890.00
		PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	1,260.00
				Warrant Total:	4,725.00
	512605757	PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	2,677.50
		PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	2,835.00
		PO-240502	AUG. 21, 2023- JUNE 30, 2024	0100-32130-0-5760-3150-580000-000	3,150.00
				Warrant Total:	8,662.50
				Vendor Total:	13,387.50
3153-Executive Office Interiors	512605758	PO-240802	T9F255688 Bltless Metal Racks 3	0100-00000-0-1110-1000-430000-082	3,779.94
				Warrant Total:	3,779.94
				Vendor Total:	3,779.94
3012-Fastenal Company	512603791	PO-240843	Maintenance- HVAC Pleated air	0100-81500-0-0000-8110-430000-000	1,547.19
		PO-240310	Maintenance- HVAC Pleated air	0100-67620-0-0000-8110-430000-000	2,343.19
		PO-240310	Maintenance- HVAC Pleated air	0100-67620-0-0000-8110-430000-000	4,642.67
				Warrant Total:	8,533.05
				Vendor Total:	8,533.05
2331-Ferguson Enterprises Inc	512605759	CM-240036	PYCM029277*8	0100-81500-0-0000-8110-430000-000	(48.53)
		PO-240082	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	341.53
		PO-240082	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	682.05
				Warrant Total:	975.05
				Vendor Total:	975.05
309-Follett Content Solutions LLC	512603792	PO-240882	The chalic of the gods	0100-09000-0-1110-2420-430000-090	311.56
		PO-240882	The chalic of the gods	0100-09000-0-1110-2420-430000-090	93.37
				Warrant Total:	404.93
				Vendor Total:	404.93
310-Follett School Solutions LLC	512603793	PO-240916	District Member LM - Hosted Servi	0100-09000-0-1110-1000-580000-000	6,255.56
				Warrant Total:	6,255.56
				Vendor Total:	6,255.56
324-Fresno County Superintendent	512598469	PO-240932	FCSS professional	0100-09000-0-1110-1000-580000-000	87,175.00
				Warrant Total:	87,175.00
				Vendor Total:	87,175.00
2782-Fresno State	512602447	PO-240970	NASA AEROSPACE Academy P	0100-26000-0-1110-1000-580000-000	56,705.00
				Warrant Total:	56,705.00

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Vendor Total:					56,705.00	
3892-Gallardo Iniguez, Jasmine	512602448	PV-240134	Fingerprint/Reimb	0100-00000-0-0000-7300-580015-000	70.00	
					Warrant Total:	70.00
					Vendor Total:	70.00
3891-Garcia, Gilbert	512602449	PV-240136	Fingerprint/Reimb	0100-00000-0-0000-7300-580015-000	70.00	
					Warrant Total:	70.00
					Vendor Total:	70.00
343-Gas Company, The	512602450	PO-240023	Monthly Utility Fees	0100-00000-0-0000-8200-550003-000	12,622.69	
					Warrant Total:	12,622.69
					Vendor Total:	12,622.69
1387-Golden Eagle Charter Inc	512602451	PO-240810	Quote/Confirmation of Following	0100-26000-0-1110-1000-580000-000	6,800.00	
					Warrant Total:	6,800.00
					Vendor Total:	6,800.00
3896-Gonzalez, Vanesa	512602452	PV-240138	Reimb/Book	0100-00000-0-0000-0000-869900-000	80.00	
					Warrant Total:	80.00
					Vendor Total:	80.00
1626-Gottschalk Music Center	512605760	PV-240141	1192513	0100-07140-0-1110-1000-430000-090	108.65	
		PV-240142	1192512	0100-41270-0-1110-1000-430000-000	1,954.74	
		PV-240143	10/13/2023	0100-07140-0-1110-1000-430000-090	765.00	
		Warrant Total:		2,828.39		
		Vendor Total:		2,828.39		
3893-Hernandez, Dulce	512602453	PV-240135	Fingerprint/Reimb	0100-00000-0-0000-7300-580015-000	70.00	
					Warrant Total:	70.00
					Vendor Total:	70.00
403-Home Depot	512600515	PO-240831	top frezer refrigerator in white	0100-11000-0-1110-1000-430000-060	721.26	
		PO-240947	Maintenance- 1/2 RTD SHTG 0.4	0100-81500-0-0000-8110-430000-000	213.50	
		PO-240947	Maintenance- 1/2 RTD SHTG 0.4	0100-81500-0-0000-8110-430000-000	107.27	
		PO-240946	Maintenance- Gladiator 4-Tier wel	0100-81500-0-0000-8110-430000-000	926.77	
		Warrant Total:		1,968.80		
		Vendor Total:		1,968.80		
3503-Image 2000 Fresno Inc	512602454	PO-240875	Service Contract Riso/RISO	0100-26000-0-0000-2420-580000-000	149.39	
Warrant Total:					149.39	

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
					Vendor Total: 149.39
730-Joe Saubert Inc	512600517	PO-240929	Tested Backflow Device and it	0100-81500-0-0000-8110-580000-000	330.00
		PO-240929	Tested Backflow Device and it	0100-81500-0-0000-8110-580000-000	440.00
		PO-240929	Tested Backflow Device and it	0100-81500-0-0000-8110-580000-000	550.00
					Warrant Total: 1,320.00
					Vendor Total: 1,320.00
435-J's Communications Inc	512600516	PO-240664	Motorola Radio	0100-09000-0-1110-1000-430000-070	2,713.48
					Warrant Total: 2,713.48
	512603795	PO-240506	Motorola XPR7000-series Battery w	0100-09000-0-0000-8300-430000-090	266.99
		PO-240819	Motorola XPR3500e UHF Radio	0100-26000-0-1110-1000-440000-000	8,141.52
					Warrant Total: 8,408.51
				Vendor Total: 11,121.99	
465-KENOYER PUMP COMPANY INC	512598471	PO-240798	Reagan, Water Well Pump-	0100-81500-0-0000-8110-580000-000	3,693.57
					Warrant Total: 3,693.57
					Vendor Total: 3,693.57
3167-Kings Industrial Occ Med Ctr I	512600518	PO-240025	Physicals/Drug Screening/E&M Se	0100-81500-0-0000-8110-580025-000	351.00
		PO-240025	Physicals/Drug Screening/E&M Se	0100-81500-0-0000-8110-580025-000	318.00
					Warrant Total: 669.00
					Vendor Total: 669.00
3894-Kingsburg Glass & Screen Inc	512602455	PV-240133	614	0100-81500-0-0000-8110-440000-000	1,300.94
					Warrant Total: 1,300.94
					Vendor Total: 1,300.94
482-Kingsburg Jt Un Elementary	512602456	PO-240969	Fuel Purchases	0100-81500-0-0000-8110-430009-000	2,366.19
					Warrant Total: 2,366.19
					Vendor Total: 2,366.19
2835-KRC Safety Co Inc	512603796	PO-240948	Maintenance- Estimate 23-1108	0100-81500-0-0000-8110-430000-000	562.07
					Warrant Total: 562.07
					Vendor Total: 562.07
494-Kulow Brothers	512602457	PO-240026	Printing Charges for District	0100-00000-0-0000-7300-580000-000	456.79
		PO-240026	Printing Charges for District	0100-00000-0-0000-7300-580000-000	308.19
					Warrant Total: 764.98
					Vendor Total: 764.98

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498-Lakeshore Learning Materials	512600519	PO-240904	Backpack storage	0100-60530-0-1110-1000-430000-000	2,016.97
				Warrant Total:	2,016.97
	512603797	PO-240938	Link and Go! EV360X	0100-30100-0-1110-1000-430000-082	2,106.64
				Warrant Total:	2,106.64
				Vendor Total:	4,123.61
2266-Lee Silva Village Tire Sales	512600520	PO-240949	2019 Dodge Ram 1500 Vin 1374-	0100-81500-0-0000-8110-560000-000	33.17
				Warrant Total:	33.17
				Vendor Total:	33.17
520-Lozano Smith LLP	512602458	PO-240027	Legal Services July 1, 2023 throug	0100-00000-0-0000-7100-580018-000	280.00
		PO-240027	Legal Services July 1, 2023 throug	0100-00000-0-0000-7100-580018-000	2,835.00
		PO-240027	Legal Services July 1, 2023 throug	0100-00000-0-0000-7100-580018-000	132.75
				Warrant Total:	3,247.75
				Vendor Total:	3,247.75
3791-Mark Wilson Construction Inc	512600521	PO-240149	Construction Management	0100-32130-0-0000-8500-620010-265	6,756.96
		PO-240149	Construction Management	0100-32130-0-0000-8500-620010-266	4,557.02
		PO-240149	Construction Management	0100-32130-0-0000-8500-620010-267	4,399.87
				Warrant Total:	15,713.85
				Vendor Total:	15,713.85
546-McMaster-Carr Supply Company	512598472	PO-240080	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	237.88
				Warrant Total:	237.88
	512603798	PO-240080	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	144.79
				Warrant Total:	144.79
				Vendor Total:	382.67
3644-MS Fire Protection Inc	512605761	PO-240945	Reagan- Repair PIV Tamper	0100-81500-0-0000-8110-560000-000	770.66
				Warrant Total:	770.66
				Vendor Total:	770.66
1450-NAPA Auto Parts of Selma	512598473	PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	162.61
				Warrant Total:	162.61
	512600522	PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	584.63
		PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	9.31
				Warrant Total:	593.94
	512603799	PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	22.86
		PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	10.00

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					Warrant Total: 32.86
	512605762	PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	18.71
		PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	79.29
		PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	27.78
		PO-240079	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	44.33
					Warrant Total: 170.11
					Vendor Total: 959.52
595-Nelson's Ace Hardware	512598474	PO-240084	Maintenance Materials and Suppli	0100-81500-0-0000-8110-430000-000	2,887.54
					Warrant Total: 2,887.54
	512605763	PO-240084	Maintenance Materials and Suppli	0100-81500-0-0000-8110-430000-000	2,293.19
					Warrant Total: 2,293.19
					Vendor Total: 5,180.73
2711-Newsela Inc	512603800	PO-240780	Newsela License	0100-09000-0-1110-1000-580000-090	5,250.00
					Warrant Total: 5,250.00
					Vendor Total: 5,250.00
3683-ODP Business Solutions LLC	512598475	PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	40.42
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	116.36
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	13.23
		CM-240034	335131268001	0100-11000-0-1110-1000-430000-070	(98.01)
		PO-240057	Classroom Materials and Supplies -	0100-63000-0-1110-1000-430000-090	107.92
		PO-240057	Classroom Materials and Supplies -	0100-63000-0-1110-1000-430000-090	32.02
		PO-240278	Open PO for School supplies such a	0100-11000-0-1110-1000-430000-060	58.58
		PO-240278	Open PO for School supplies such a	0100-11000-0-1110-1000-430000-060	108.96
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	177.47
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	326.99
		PO-240414	Materials and Supplies for Beyond t	0100-26000-0-1110-1000-430000-000	55.15
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	45.76
		PO-240414	Materials and Supplies for Beyond t	0100-26000-0-1110-1000-430000-000	698.20
		PO-240251	Crayola Colored Pencils set of 12 5	0100-00000-0-1110-1000-430000-082	255.08
		PO-240552	Not to exceed \$2000 in materials a	0100-11000-0-1110-1000-430000-070	84.98
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	133.32
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	283.69
		PO-240278	Open PO for School supplies such a	0100-11000-0-1110-1000-430000-060	131.85
		PO-240278	Open PO for School supplies such a	0100-11000-0-1110-1000-430000-060	128.05
		PO-240278	Open PO for School supplies such a	0100-11000-0-1110-1000-430000-060	54.92

Paid Date(s) From: 12/8/2023 To: 1/16/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512598475	PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	69.38
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	160.74
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	40.64
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	124.22
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	236.39
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	74.24
		PO-240251	Crayola Colored Pencils set of 12 5	0100-00000-0-1110-1000-430000-082	58.89
		PO-240552	Not to exceed \$2000 in materials a	0100-11000-0-1110-1000-430000-070	60.70
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	241.33
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	494.72
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	323.57
		PO-240552	Not to exceed \$2000 in materials a	0100-11000-0-1110-1000-430000-070	114.31
		PO-240552	Not to exceed \$2000 in materials a	0100-11000-0-1110-1000-430000-070	81.04
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	83.00
Warrant Total:					4,918.11
	512600523	PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	89.21
		PO-240813	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	2,186.94
		PO-240815	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	112.26
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	21.78
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	196.80
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	135.06
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	243.59
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	247.31
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	14.50
		PV-240131	330352914001	0100-30100-0-1110-1000-430000-085	2,427.75
Warrant Total:					5,675.20
	512603801	PO-240690	9x12 Light brown construction pap	0100-09000-0-1110-1000-430000-060	308.55
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	217.93
		PO-240815	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	136.72
		PO-240816	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	89.34
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	16.61
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	238.85
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	65.12
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	277.64
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	26.14
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	240.46
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	248.44

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512603801	PO-240813	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	163.19
		PO-240813	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	649.13
				Warrant Total:	2,678.12
	512605764	PO-240900	Electric comb binding machine	0100-09000-0-1177-1000-430000-060	829.94
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	14.34
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	29.41
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	122.04
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	52.16
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	229.49
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	247.36
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	76.01
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	26.24
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	355.57
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	14.16
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	19.60
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	171.39
		PO-240086	Office Supplies: Pens, staples,	0100-11000-0-0000-7300-430000-000	15.25
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	241.18
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	84.94
		PO-240814	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	163.21
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	236.14
		PO-240341	Classroom supplies NOT to exceed	0100-11000-0-1110-1000-430000-085	106.95
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	10.90
		PO-240815	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	76.26
		PO-240815	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	81.14
		PO-240204	SPECIAL EDUCATION &	0100-65000-0-5760-1120-430000-000	231.24
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	32.68
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	194.36
		PO-240811	Materials and supplies not to	0100-26000-0-1110-1000-430000-000	80.62
				Warrant Total:	3,742.58
				Vendor Total:	17,014.01
1036-Oriental Trading Company	512603803	PO-240935	Pool Noodles 24 pc. #13732160	0100-30100-0-1110-1000-430000-082	102.94
				Warrant Total:	102.94
				Vendor Total:	102.94
2708-Otis Elevator Company	512602459	PO-240031	Survey Service on the Following	0100-81500-0-0000-8110-580000-000	967.74
				Warrant Total:	967.74

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
Vendor Total:					967.74
3801-Overhead Door Co Fresno Inc	512603804	PO-240943	Food Service Storage- Service Call	0100-81500-0-0000-8110-560000-000	333.00
Warrant Total:					333.00
Vendor Total:					333.00
618-Pacific Gas & Electric	512598477	PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	95.47
Warrant Total:					95.47
	512602460	PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	23,033.40
		PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	209.00
		PO-240032	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	136.40
Warrant Total:					23,378.80
Vendor Total:					23,474.27
3425-Pacific Shredding	512602461	PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	57.12
		PO-240033	Shredding Service, District Wide - J	0100-00000-0-0000-8200-580000-000	44.80
Warrant Total:					101.92
Vendor Total:					101.92
3889-Personalized Learning Games	512605766	PO-240922	CENTERVENTION STUDENT	0100-65460-0-5760-3120-580000-000	200.00
Warrant Total:					200.00
Vendor Total:					200.00
3320-Positivity Project LLC, The	512598478	PO-240899	XLarge PP shirts	0100-09000-0-1110-1000-580000-060	2,861.08
Warrant Total:					2,861.08
Vendor Total:					2,861.08
3432-Quadient Inc	512598480	PO-240035	District Postage - July 1, 2023 thro	0100-00000-0-0000-7300-590010-000	2,000.00
Warrant Total:					2,000.00
Vendor Total:					2,000.00
3431-Quadient Leasing USA Inc	512602462	PO-240034	Postage Machine Lease Payment - J	0100-00000-0-0000-7300-580000-000	589.70
Warrant Total:					589.70
Vendor Total:					589.70
3682-Rex Moore Integrated Systems I	512600524	PO-240077	Fire and Security Monitoring Servic	0100-81500-0-0000-8110-580000-000	928.60
Warrant Total:					928.60
	512603805	PO-240077	Fire and Security Monitoring Servic	0100-81500-0-0000-8110-580000-000	928.60
Warrant Total:					928.60

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount				
					Vendor Total:	1,857.20			
3895-Rogers, Gary William	512602463	PO-240984	Piano Repair	0100-07140-0-1156-1000-560000-085	617.50				
		PO-240984	Piano Repair	0100-07140-0-1156-1000-560000-090	617.50				
		Warrant Total:				1,235.00			
					Vendor Total:	1,235.00			
486-Rotary Club of Kingsburg	512602464	PO-240189	Membership Dues: Wesley Sever	0100-00000-0-0000-7100-530000-000	165.00				
					Warrant Total:				165.00
					Vendor Total:				165.00
2649-Rush Advertising Specialties	512600525	PO-240883	District Recognition Award	0100-11000-0-1110-1000-580000-000	953.53				
					Warrant Total:				953.53
					Vendor Total:				953.53
3710-Sanchez, Arlette G	512598481	PO-240921	MILEAGE REIMBURSEMENT	0100-65000-0-5760-3600-580000-000	282.44				
					Warrant Total:				282.44
					Vendor Total:				282.44
741-Scholastic Inc	512602465	PO-240898	Classroom library bins 4 set	0100-60530-0-1110-1000-430000-000	10.59				
		PO-240898	Classroom library bins 4 set	0100-60530-0-1110-1000-430000-000	863.58				
		Warrant Total:				874.17			
					Vendor Total:	874.17			
3519-Sebastian	512605767	PO-240985	Lincoln, Phone Lines- Cross	0100-81500-0-0000-8110-580000-000	1,810.00				
					Warrant Total:				1,810.00
					Vendor Total:				1,810.00
3645-Seesaw Learning Inc	512602466	PO-240244	SEESAW - Computer Program - D	0100-32190-0-1110-1000-580000-000	7,370.00				
					Warrant Total:				7,370.00
					Vendor Total:				7,370.00
2349-Sever, Wesley	512605768	PO-240036	Monthly Expenses - Mileage,	0100-00000-0-0000-7100-520000-000	872.46				
					Warrant Total:				872.46
					Vendor Total:				872.46
3690-SiteOne Landscape Supply LLC	512598482	PO-240075	Grounds Irrigation Supplies purch	0100-00000-0-0000-8400-430010-000	310.81				
		PO-240075	Grounds Irrigation Supplies purch	0100-00000-0-0000-8400-430010-000	152.16				
		Warrant Total:				462.97			
					Vendor Total:	462.97			

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0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
1294-SouthCounty Support Services	512598483	PO-240755	Sweet Thistle Farms Trip	0100-09000-0-1110-1000-430000-060	3,243.45
		PO-240041	Late Bus Transportation Fees for a	0100-26000-0-0000-3600-510000-000	4,566.93
		PO-240041	Late Bus Transportation Fees for a	0100-26000-0-0000-3600-510000-000	6,710.31
		PO-240041	Late Bus Transportation Fees for a	0100-26000-0-0000-3600-510000-000	5,947.55
		PO-240039	Transportation Fees/Field Trips	0100-09000-0-0000-3600-580014-000	3,025.63
		PO-240039	Transportation Fees/Field Trips	0100-09000-0-0000-3600-580014-000	5,782.01
		PO-240039	Transportation Fees/Field Trips	0100-09000-0-0000-3600-580014-000	3,829.61
			Warrant Total:		33,105.49
			Vendor Total:		33,105.49
2010-Sparkletts	512598484	PO-240074	Maintenance Department and Bus G	0100-81500-0-0000-8110-430000-000	69.93
			Warrant Total:		69.93
	512603806	PO-240074	Maintenance Department and Bus G	0100-81500-0-0000-8110-430000-000	69.93
			Warrant Total:		69.93
			Vendor Total:		139.86
3183-Teachers Pay Teachers	512600527	PO-240933	Writers Workshop, First Grade and	0100-30100-0-1110-1000-430000-082	255.99
					Warrant Total:
					255.99
					Vendor Total:
					255.99
3119-Textbook Warehouse	512600528	PO-240879	McGraw Hill My Math, Grade 2 V	0100-09000-0-1110-1000-430000-082	249.28
			Warrant Total:		249.28
	512602467	PO-240879	McGraw Hill My Math, Grade 2 V	0100-09000-0-1110-1000-430000-082	294.34
			Warrant Total:		294.34
			Vendor Total:		543.62
3285-THE HOME DEPOT PRO	512603807	PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080	78.20
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	141.99
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080	60.90
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080	116.52
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080	92.19
			Warrant Total:		489.80
	512605769	PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090	51.27
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-080	533.04
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	16.55
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	1,647.39
		PO-240085	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090	1,553.97
			Warrant Total:		3,802.22

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount	
Vendor Total:					4,292.02	
3512-T-MOBILE	512598486	PO-240686	Hot Spot Fees	0100-74220-0-1172-1000-590008-000	787.80	
Warrant Total:					787.80	
Vendor Total:					787.80	
872-Tulare County Office of Ed.	512602468	PO-240871	Confirming Registration for Nicole	0100-09000-0-1110-1000-520000-085	225.00	
Warrant Total:					225.00	
Vendor Total:					225.00	
3349-UniFirst Corporation	512598488	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	177.08	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	112.83	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31	
	Warrant Total:					638.36
	512600529	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	141.18	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	108.81	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31	
	Warrant Total:					598.44
	512603808	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	108.81	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	148.44	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	109.77	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	148.44	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	116.47	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74	
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31	

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Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512603808	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	266.51
			Warrant Total:		1,943.79
	512605770	PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	94.09
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	96.31
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	148.44
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	109.77
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	122.74
		PO-240090	Service for Uniforms, Rugs, Mops d	0100-00000-0-0000-8200-550005-000	35.31
			Warrant Total:		606.66
			Vendor Total:		3,787.25
2534-US Bank National Association	512600530	PO-240718	Professional Development	0100-09000-0-1110-1000-430000-000	425.00
		PO-240824	Maintenance- Replacement Pin Set f	0100-81500-0-0000-8110-430000-000	205.65
		PO-240718	Professional Development	0100-09000-0-1110-1000-430000-000	349.48
		PO-240718	Professional Development	0100-09000-0-1110-1000-430000-000	51.84
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	70.96
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	20.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	29.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	75.51
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	56.03
		PV-240129	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000	8.70
		PO-240718	Professional Development	0100-09000-0-1110-1000-430000-000	200.00
		PO-240733	Grounds- Rotary #13598 String Tr	0100-81500-0-0000-8110-430000-000	165.75
		PO-240782	Food for CCSPP, Raising Highly C	0100-63320-0-0000-2700-430000-000	209.59
		PV-240129		0100-09000-0-1110-1000-430000-000	159.85
		PO-240835	Parent Engagement Bilingual Night	0100-09000-0-1110-1000-430000-000	2,250.00
		PO-240863	Book Creator Subscription (1000	0100-32180-0-1110-1000-430000-000	120.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	53.15
		PO-240817	Parent Engagement Biligual Night	0100-09000-0-1110-1000-430000-000	588.00
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	35.50
		PO-240144	Professional Development	0100-09000-0-1110-1000-430000-000	91.43
		PO-240894	Hotel Registration for CAASFEP	0100-40350-0-1110-1000-520000-000	508.94
		PO-240178	Hotel Stay: Dr. Wesley Sever	0100-00000-0-0000-7100-520000-000	895.32
		PO-240346	DYLAN ALBIANI	0100-32180-0-1110-1000-520000-000	841.38
		PV-240132	4246-0445-5572-0782	0100-26000-0-1110-1000-580000-000	2,587.50
		PV-240132	4246-0445-5572-0782	0100-26000-0-1110-1000-580000-000	4,657.50

Paid Date(s) From: 12/8/2023 To: 1/16/2024

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512600530	PO-240950	SCREENCASTIFY UNLIMITED	0100-09000-0-1110-1000-580000-000	84.00
		PO-240142	Monthly Renewal for Tech Dept	0100-00000-0-0000-2420-580000-000	34.95
		PV-240130	4246-0445-5572-0782	0100-11000-0-0000-7300-590010-000	59.57
		PO-240856	Overnight Postage: US Bank	0100-11000-0-0000-7300-590010-000	59.44
					Warrant Total: 14,894.04
					Vendor Total: 14,894.04
1567-Verizon Wireless	512598490	PO-240043	Cell Phone Usage	0100-81500-0-0000-8110-590006-000	821.47
		PO-240688	Business UNL Mob Clt/Dsk Phn	0100-26000-0-0000-8200-590006-000	35.86
					Warrant Total: 857.33
					Vendor Total: 857.33
918-Weco Supply Company Inc	512598491	PO-240091	Monthly Rental for Torch Welding T	0100-81500-0-0000-8110-560000-000	137.40
					Warrant Total: 137.40
	512603809	PO-240091	Monthly Rental for Torch Welding T	0100-81500-0-0000-8110-560000-000	141.98
					Warrant Total: 141.98
					Vendor Total: 279.38
1741-WESTERN PSYCHOLOGICAL SERVI	512602469	PO-240934	W-622AP25 ABAS-3 Parent	0100-90530-0-1110-1000-580000-000	588.00
					Warrant Total: 588.00
					Vendor Total: 588.00
				Total # of Warrants:	112
				Fund Total:	963,718.24

Paid Date(s) From: 12/8/2023 To: 1/16/2024

1200-Child Development Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3451-AXA Equitable Life Insurance C	512602433	PO-240006	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	512602439	PO-240005	Monthly Payment-Canon	1200-61050-0-0001-2700-560000-000	65.39
Warrant Total:					65.39
Vendor Total:					65.39
298-EDCARE GROUP, THE	512602445	PO-240002	Insurance Premiums July 1, 2023 t	1200-61050-0-0001-2700-370200-000	1,726.25
		PO-240002	Insurance Premiums July 1, 2023 t	1200-00010-0-0000-0000-951400-000	1,640.25
Warrant Total:					3,366.50
Vendor Total:					3,366.50
3683-ODP Business Solutions LLC	512598476	PO-240276	Classroom Supplies 23-24	1200-61050-0-0001-1000-430000-000	265.70
Warrant Total:					265.70
	512603802	PO-240276	Classroom Supplies 23-24	1200-61050-0-0001-1000-430000-000	300.20
		PO-240276	Classroom Supplies 23-24	1200-61050-0-0001-1000-430000-000	11.36
		PO-240276	Classroom Supplies 23-24	1200-61050-0-0001-1000-430000-000	32.23
		PO-240276	Classroom Supplies 23-24	1200-61050-0-0001-1000-430000-000	459.41
		PO-240276	Classroom Supplies 23-24	1200-61050-0-0001-1000-430000-000	97.65
Warrant Total:					900.85
	512605765	PO-240276	Classroom Supplies 23-24	1200-61050-0-0001-1000-430000-000	32.67
Warrant Total:					32.67
Vendor Total:					1,199.22
Total # of Warrants:					6
Fund Total:					4,637.11

Paid Date(s) From: 12/8/2023 To: 1/16/2024

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3451-AXA Equitable Life Insurance C	512602434	PO-240006	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	512602440	PO-240005	Monthly Payment-Canon	1300-53100-0-0000-3700-560000-000	265.07
Warrant Total:					265.07
Vendor Total:					265.07
298-EDCARE GROUP, THE	512602446	PO-240002	Insurance Premiums July 1, 2023 t	1300-53100-0-0000-3700-370200-000	4,010.75
		PO-240002	Insurance Premiums July 1, 2023 t	1300-00010-0-0000-0000-951400-000	4,143.96
Warrant Total:					8,154.71
Vendor Total:					8,154.71
349-GOLD STAR FOODS INC	512598470	PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	2,437.41
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	13,088.17
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	146.32
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	4,292.30
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	2,295.05
Warrant Total:					22,259.25
	512600514	PO-240136	SSO & NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	11,621.18
		PO-240136	SSO & NSLP, ASSP Food Items	1300-53200-0-0000-3700-470000-000	734.17
Warrant Total:					12,355.35
Vendor Total:					34,614.60
3828-Imperial Bag & Paper Co LLC	512603794	PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	126.70
		PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	1,265.47
		PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	878.86
		PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	500.00
		PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	434.04
		PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	502.50
		PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	1,722.68
		PO-240952	NSLP Paper Product Purchases	1300-53100-0-0000-3700-430000-000	1,464.25
Warrant Total:					6,894.50
Vendor Total:					6,894.50
2322-PRODUCERS DAIRY FOODS INC	512598479	CM-240033	58030992	1300-53200-0-0000-3700-470000-000	(88.50)
		CM-240032	PRODUCERS DAIRY FOODS I	1300-53100-0-0000-3700-470000-000	(90.54)
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	999.42
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	810.97

Paid Date(s) From: 12/8/2023 To: 1/16/2024

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512598479	CM-240031	PRODUCERS DAIRY FOODS I	1300-53100-0-0000-3700-470000-000	(17.51)
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	919.24
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	1,865.40
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53100-0-0000-3700-470000-000	868.86
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	51.89
		PO-240137	SSO NSLP ASSP Milk Purchases f	1300-53200-0-0000-3700-470000-000	25.94
					Warrant Total: 5,345.17
					Vendor Total: 5,345.17
835-SYSCO FOODSERVICES OF MODEST	512598485	PO-240138	SSO NSLP ASSP Food Purchases	1300-53100-0-0000-3700-430000-000	610.97
		PO-240138	SSO NSLP ASSP Food Purchases	1300-53100-0-0000-3700-430000-000	1,458.43
		PO-240138	SSO NSLP ASSP Food Purchases	1300-53100-0-0000-3700-470000-000	50.12
					Warrant Total: 2,119.52
	512600526	PO-240138	SSO NSLP ASSP Food Purchases	1300-53100-0-0000-3700-470000-000	755.81
		PO-240138	SSO NSLP ASSP Food Purchases	1300-53100-0-0000-3700-470000-000	191.80
					Warrant Total: 947.61
					Vendor Total: 3,067.13
3064-Uline	512598487	PO-240836	Electric Pallet Truck	1300-53100-0-0000-3700-440000-000	9,861.13
					Warrant Total: 9,861.13
					Vendor Total: 9,861.13
				Total # of Warrants: 10	Fund Total: 68,214.31

Paid Date(s) From: 12/8/2023 To: 1/16/2024

2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
1035-USBank Corp Trust Service	512598489	PO-240054	COP Payment/Reagan Principal	2500-90510-0-0000-9100-743800-000	6,581.25
Warrant Total:					6,581.25
Vendor Total:					6,581.25
Total # of Warrants: 1 Fund Total:					6,581.25

Paid Date(s) From: 12/8/2023 To: 1/16/2024

RECAP BY FUND OF WARRANTS ISSUED

0100-General Fund	112	963,718.24
1200-Child Development Fund	6	4,637.11
1300-Cafeteria Fund	10	68,214.31
2500-Capital Facilities Fund	1	6,581.25
Total # of Warrants:	129	Grand Total: 1,043,150.91



DONATION APPROVAL FORM

Required for all donations; personal, private, business

Date of Donation:	11/27/2023		
School/Department Receiving Donation:	Roosevelt Elementary		
Donor Name:	Simarjeet Kaur		
Donor Address:	2617 8th Avenue		
City, State:	Kingsburg	Zip:	93631
Phone:	(559) 909-4782	Email:	Kaursimarjeet70@yahoo.com

Value of Donation:	Cash \$ 1000.00	Non-Cash \$
<i>For donations of supplies/equipment, give the location the item(s) will be stored and description of the items donated. (Model number, serial number, brand, if possible) Attach any relevant documentation or photos.</i>		
ASB account		
Please note, <u>all</u> donations must be approved PRIOR to acceptance.		

- Regardless of cost**, donations of the following items shall be reviewed by the Business Services department and other departments as applicable:
 - Computer and technology equipment;
 - Contracted services;
 - Furniture, chairs, shelving, or similar items
 - Equipment that requires additional electrical capacity or additional space; and
 - Additions, removal or modifications of any district facilities, structures or grounds.**
- Once accepted, a donation becomes the sole property of the District.
- A letter from the Superintendent will be issued to notify the donor if the gift was approved for use in the District.
- The Board shall reject any gift/donation which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities
- ALL donations shall comply with KECSD Board Policy 3290 and criteria for acceptance.**


	Print Name	Signature	Date	Approved	Denied
Principal/Director	Shawn Marshall		12-6-23	X	
Chief Business Official	Bobby Rodriguez		12/12/2023	X	
MOT Director	N/A				
Technology Coordinator	N/A				
Other (if applicable)					
Board Approval Date (if applicable)					

LOVENEET SANDHU
SIMARJEET KAUR
1931 WATERSTONE PL
SAN RAMON, CA 94582-3019

190

11-35/1210 CA
70079

11/27/2023
Date

Pay to the Order of Roosevelt Elementary School ASB \$ 1000 ⁰⁰/₁₀₀
One Thousand dollars Only — Dollars  Photo Safe Deposit® Details on back

Bank of America 

ACH R/T 121000358

For School donation Simarjeet Kaur MP
⑆ 121000358⑆ 325019676139⑆ 0190

Sarah, Here is a
copy of the check of
the parent who donated money
to our ASB

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:

2. Agenda Item Category:

- ☐ Consent Agenda
- ☐ Action Item
- ☐ Presentation
- ☐ Public Hearing
- ☐ Closed Session

3. Submitted By:

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:

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!"

Washington Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Washington Elementary School
Street	1501 Ellis Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-2955
Principal	Mrs. Amy Winchell
Email Address	awinchell@kesd.org
School Website	https://www.kesd.org/washington
County-District-School (CDS) Code	10-62240-6006720

2023-24 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2023-24 School Description and Mission Statement

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible.

Principal's Message

Washington's mission statement which was created and upheld by every staff member is simple. Every student will learn in an environment in which they feel loved, safe, and respected. All children in every classroom will learn a rigorous curriculum differentiated to prepare them for the next grade level. Each student's success will be acknowledged. We will form the foundation for building productive citizens of our community and the world.

We have a strong, common core standards-based program. Teachers utilize the thematic approach incorporating all areas of the curriculum in the basic theme. We use the Sheltered Instruction Observation Protocol (SIOP) for lesson design and delivery, which ensures that the English Language Learners' needs are met. This method of teaching provides for differentiation and checking for understanding throughout the lessons. The Washington staff is a highly qualified and enthusiastic group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches for understanding. The staff collaborates through professional learning communities, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal, and personnel.

In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Washington School to become a charter school within the Kingsburg Elementary Charter School District, the second in the State. Through this living document, the charter, Washington, has been able to adopt creative methods of educating, using research-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Today, Washington is a family of 370 (preschool-kindergarten) and 47 staff members with a commitment to excellence. The current building was constructed in 1939-1940. The building has served as a primary school site and district offices, and now currently houses the Transitional Kindergarten and Kindergartners students of Kingsburg. In 2010, Washington School became

2023-24 School Description and Mission Statement

an Early Childhood School with many programs to meet the needs of students ages 3 - kindergarten. The school program is a modified all-day kindergarten schedule. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. The state preschool and early intervention programs are on the Washington campus in the northwest corner. This is a new addition to our Washington campus and was officially opened for students in August 2020. Washington Preschool is forming the foundation for our students and they are making the transition from preschool to kindergarten an easy transition. Washington School has a kindergarten transition plan that all local preschools and childcare providers use in order to make the transition to kindergarten informative and easy for the students and families. Washington School also has a two-year kindergarten program called Transitional Kindergarten. This program has been developed in line with the Kindergarten Readiness Act of 2010, SB 1381. All students with fall birth dates will be enrolled in the transitional kindergarten program. The staff has developed strong friendships where tolerance is accepted and diversity is welcomed. Washington 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. In 2019-2020 Washington Elementary was under construction. The Early childhood learning center was built along with two new playgrounds. One is specifically for ages 3-5 years old for our preschool students and the other is for 5+ years old for TK and K students. This was because of our school bond that was passed by the citizens of our great community.

The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. Washington creates a stimulating and aesthetically pleasing environment that is enjoyed by the community. Washington is proud to be a member of the Kingsburg Elementary Community Charter District.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	285
Total Enrollment	285

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
Asian	4.9%
Black or African American	0.4%
Hispanic or Latino	63.5%
Two or More Races	3.9%
White	25.3%
English Learners	18.6%
Foster Youth	0.7%
Homeless	6.3%
Socioeconomically Disadvantaged	71.6%
Students with Disabilities	11.6%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	91.67	91.40	94.72	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	8.33	3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41
Unknown	0.00	0.00	1.30	1.44	18854.30	6.86
Total Teaching Positions	12.00	100.00	96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	84.62	93.10	93.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	15.38	3.80	3.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	0.99	11953.10	4.28
Unknown	0.00	0.00	1.60	1.64	15831.90	5.67
Total Teaching Positions	13.00	100.00	100.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	2.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Washington utilizes Harcourt My Math mathematics and Houghton Mifflin Harcourt Journeys for English language arts. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home. We have purchased through categorical funds, PRESS, Cullinan, and Guided Reading to assist with intervention needs of students.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt-Journeys/ 2016	Yes	0%
Mathematics	My Math/ 2018	Yes	0%
Science	TWIG Science (2020 Adoption)	Yes	0%
History-Social Science	District Developed Units of Study 2017	Yes	0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Washington Elementary School was originally constructed in 1938. The Washington Elementary School campus is currently comprised of 21 classrooms, a multi-purpose room/cafeteria, a library, one staff lounge, two playgrounds, and a workroom.

Cleaning Process: The principal works with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		cafeteria floors need to be repaired
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced

Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)					29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for

these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Washington Elementary School and participate in the School Site Council. The English Learners Advisory Committee is another opportunity for parents to participate in the daily life of the school. The Parent Club is very active for the benefit of all students attending Washington School. Parenting Workshops are provided for parents who desire to participate. Parents also volunteer in classrooms and on field trips. The district offers Parenting workshops to all parents. Parents can also be involved by helping with the Santa Lucia float for the local Santa Lucia parade in December. Preschool parents are invited to volunteer each month in their child's class. All transitional and traditional kindergarten classes have many opportunities for parent involvement such as Grandparents Day, volunteering in the classrooms, and attending field trips. In addition to Kindergarten orientation and open house, we also have a Welcome to Washington Night for all incoming students to get them ready for school. This coincides with our annual Open House.

Washington Elementary School receives assistance from Kingsburg Community Assistance Programs (KCAPS.) KCAPS provides students from needy families with backpacks, coats, clothes, and food. Newly added last year is mental health support to students and families through All4Youth.

Parents who wish to participate in Washington Elementary School's leadership teams, school committees, and school activities, or become a volunteer may contact the school office staff. Parents who wish to be on the School Site Council or English Learner Advisory Committee, are given an opportunity to be nominated and elected by their peers.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	301	297	3	1.0
Female	140	139	2	1.4
Male	161	158	1	0.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	193	189	2	1.1

Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	0	0.0
White	74	74	0	0.0
English Learners	56	56	0	0.0
Foster Youth	3	3	0	0.0
Homeless	25	24	0	0.0
Socioeconomically Disadvantaged	220	218	3	1.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	40	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.99	0.57	2.51	4.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.30	0.87	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.99	0
Female	0	0
Male	3.73	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.67	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.07	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0

White	0	0
English Learners	1.79	0
Foster Youth	0	0
Homeless	4	0
Socioeconomically Disadvantaged	2.27	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Washington Elementary School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Washington Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the staff and the School Site Council review the school safety plan. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Revisions are shared with the staff. Fire drills are held once a month and earthquake and lockdown drills are held yearly.

The teachers and paraprofessionals supervise students throughout the day. Parents are asked to park their cars in front of the school and walk their students to the cafeteria in the morning. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects during a normal year. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was last reviewed with staff on August 17th, 2023

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	9	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	12	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	12	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,091	\$359	\$5,732	68278
District	N/A	N/A	\$8,447	\$73,239
Percent Difference - School Site and District	N/A	N/A	-38.3	-3.6
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-29.0	-21.4

Fiscal Year 2022-23 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF
 Title I
 Lottery Prop 20
 ESEA (ESSA) T IV Part A
 Education Protection Account
 CRF funds
 ESSER funds

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,020	\$54,046
Mid-Range Teacher Salary	\$68,150	\$84,515
Highest Teacher Salary	\$105,141	\$110,867
Average Principal Salary (Elementary)	\$115,732	\$136,841
Average Principal Salary (Middle)	\$114,596	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,104	\$217,473
Percent of Budget for Teacher Salaries	30.47%	32.43%
Percent of Budget for Administrative Salaries	6.02%	5.62%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and professional development throughout the year. The District offers two staff development days annually during which teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include the Sheltered Instruction Observation Protocol, Professional Learning Communities, and the implementation of Common Core standards. All professional development includes on-site coaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. This year there are no new teachers needing BTSA support.

This year the staff at Washington School was trained in math and ELD standards, and Sheltered Instruction Observation Protocol (SIOP) strategies. SIOP is the district instructional model. Local county offices of education, district personnel, and the site principal provide professional development. SIOP training takes place during the afternoon. Washington School believes in professional development that is ongoing and sustainable.

In recent years and this year, the Fresno County Office of Education and Tulare County Office of Education have worked with our teachers to help them understand the process of Writing and guided reading. This training happens during the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4

Roosevelt Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Roosevelt Elementary School
Street	1185 10th Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5193
Principal	Shawn Marshall
Email Address	smarshall@kesd.org
School Website	roosevelt.kesd.org
County-District-School (CDS) Code	10-62240-6006712

2023-24 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website	http://www.kesd.org

2023-24 School Description and Mission Statement

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens, who will be literate, have problem solving skills, be self-motivated, able to utilize technology, and become socially responsible. We work everyday to find a way for all students to learn.

Principal's Message

Linking community traditions to our continuously working to meet educational goals and providing universal access is the core of Roosevelt School's philosophy. The first Roosevelt School established in 1921 was the third school built in Kingsburg. The Works Project Administration under Franklin D. Roosevelt constructed the current building in 1938. We are currently an all First Grade School. Roosevelt was initially established as a sixth, seventh, and eighth grade school and was restructured into a fifth and sixth grade school in 1992. In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Roosevelt School to become a charter school within the Kingsburg Elementary School District, the second in the State. Through this living document, the charter, Roosevelt, has been able to adopt creative methods of educating, using researched-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Roosevelt is a family of 221 students and 34 staff members with a commitment to excellence. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where diversity is welcomed. The staff takes pride in knowing generations of families. Roosevelt 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 in the framework of a caring community. The parent community who works alongside our students on a regular basis are evidence of this fact.

The Roosevelt staff is a highly-qualified and enthusiastic group of professionals, who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches so students gain understanding. The staff collaborates in many ways, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials,

2023-24 School Description and Mission Statement

fiscal and personnel. The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. In addition to maintaining grounds and facilities, it is not uncommon to find this staff assisting students, decorating Christmas trees, and enjoying each other’s company. Roosevelt is proud to be a member of the Kingsburg Elementary Community Charter District. We will find a way for all students to learn!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	231
Total Enrollment	231

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7%
Male	56.3%
Asian	2.2%
Black or African American	0.4%
Hispanic or Latino	64.5%
Two or More Races	3.9%
White	27.7%
English Learners	16.5%
Foster Youth	0.9%
Homeless	0.9%
Socioeconomically Disadvantaged	70.1%
Students with Disabilities	8.2%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	100.00	91.40	94.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41
Unknown	0.00	0.00	1.30	1.44	18854.30	6.86
Total Teaching Positions	10.00	100.00	96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	100.00	93.10	93.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	3.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	0.99	11953.10	4.28
Unknown	0.00	0.00	1.60	1.64	15831.90	5.67
Total Teaching Positions	10.00	100.00	100.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00

Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roosevelt utilizes McGraw Hill math, Houghton Mifflin for English Language Arts and for our English Learner (EL) instruction. All textbooks are adopted from the most recent State-approved list and consistent with the content of the California Frameworks. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Adopted in 2016	Yes	0%

Mathematics	McGraw Hill Adopted in 2014	Yes	0%
Science	Twig Science Adopted Spring 2021	Yes	0%
History-Social Science	District Developed Units of Study 2017	Yes	0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A

School Facility Conditions and Planned Improvements

Roosevelt Elementary School was originally constructed in 1938 and is comprised of 22 classrooms, an auditorium, a cafeteria, a library, computer lab, staff room, and a playground.

Cleaning Process: The principal coordinates with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review. Additional steps to reduce the chance of virus' spreading have been taken, such as each room is treated with a sanitizing mist before the next school session. Surfaces are wiped down daily.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

September 19, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Order submitted girl's RR chipping paint on walls in hallway near room 31 and ceiling near room 14. Boy's RR one urinal not working in courtyard
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy					47	46

(grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)					29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for

these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Roosevelt Elementary School, and participate on the School Site Council/English Learner Advisory Council. The Roosevelt Parent Club benefits all children and is open for all parents to participate. Roosevelt Elementary School's students in need receive assistance from Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, clothes, food, and counseling services. We also have several staff members that when they see a need take care of it themselves out of the kindness of their heart. In addition we have one Community Liaisons that help families as needed. Our district receive a community schools grant and we partner with that new department to reach out to help families in need and also just to have fun events to connect with families. Events such as Goodies with Guardians.

Parents who wish to participate in Roosevelt Elementary School's Site Council, English Learner Advisory Council, school committees, school activities, or become a volunteer may contact the school at (559) 897-5193.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	245	240	0	0.0
Female	109	107	0	0.0
Male	136	133	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	158	155	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	0	0.0
White	68	66	0	0.0
English Learners	44	44	0	0.0
Foster Youth	2	2	0	0.0

Homeless	11	9	0	0.0
Socioeconomically Disadvantaged	183	178	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	23	23	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.43	1.22	0.57	2.51	4.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.30	0.87	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0
Female	0	0
Male	2.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.47	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.09	0

Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.35	0

2023-24 School Safety Plan

Roosevelt Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Roosevelt Elementary School.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year the staff and School Site Council review the safety plan. Key elements of the safety plan include identifying the level of a potential threat, protective options, staff initial action/response, incident coordinator, and incident management team. We practice fire drills once a month and earthquake as well as lockdown drills at least twice a year.

The teachers, paraprofessionals, and the principal supervise students continuously throughout the day. There are designated areas for student drop-off and pick-up. Visitors must register at the office and receive a visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was reviewed with staff in August 2023 and approved by School Site Council on 11-30-23.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	25	1	7	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	24		8	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	25	0	9	1
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,317	\$445	\$6,872	82590
District	N/A	N/A	\$8,447	\$73,239
Percent Difference - School Site and District	N/A	N/A	-20.6	15.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-4.2	-2.4

Fiscal Year 2022-23 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF
Title I
Lottery Prop 20
ESEA (ESSA) T IV Part A
CRF funds
ESSER funds

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,020	\$54,046
Mid-Range Teacher Salary	\$68,150	\$84,515
Highest Teacher Salary	\$105,141	\$110,867
Average Principal Salary (Elementary)	\$115,732	\$136,841
Average Principal Salary (Middle)	\$114,596	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,104	\$217,473
Percent of Budget for Teacher Salaries	30.47%	32.43%
Percent of Budget for Administrative Salaries	6.02%	5.62%

Professional Development

Staff members build teaching skills and concepts through participation in professional learning communities (PLCs) and workshops throughout the year such as SIOP, ELD, Guided Reading, and ELA training. This includes district wide, two professional development days.

Kingsburg Elementary Charter School District’s Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. Mentoring is also provided for new administrative and experienced staff on site and through Fresno County.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	5	4

Lincoln Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Lincoln Elementary School
Street	1900 Mariposa Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5141
Principal	Lauren Galli
Email Address	lgalli@kesd.org
School Website	https://www.kesd.org/Domain/10
County-District-School (CDS) Code	10-62240-6006704

2023-24 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Wes Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2023-24 School Description and Mission Statement

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible.

Principal's Message

As you read this School Accountability Report Card (SARC), you will find a picture of a thriving school community. Our staff is professionally skilled and deeply committed to meeting the diverse needs of all our students. Lincoln Eagles are disciplined, motivated, and display great citizenship. Our school is proud of a tradition of high academics while still focusing on the development of the whole child. Lincoln's parents are actively involved and provide support in and out of the classroom through volunteerism and fundraising. For over 50 years, Lincoln has established a tradition of high standards wherein our students and staff strive for academic excellence and continual self-improvement.

If you have any questions about the SARC, please feel free to contact me at (559) 897- 5141.

Sincerely,
Lauren Galli, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	200
Grade 3	214

Total Enrollment	414
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2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
Asian	1.2%
Black or African American	0.2%
Filipino	0.2%
Hispanic or Latino	68.6%
Two or More Races	4.3%
White	23.9%
English Learners	10.6%
Foster Youth	0.7%
Homeless	3.6%
Socioeconomically Disadvantaged	75.4%
Students with Disabilities	8.9%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	95.51	91.40	94.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	4.49	3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41
Unknown	0.00	0.00	1.30	1.44	18854.30	6.86
Total Teaching Positions	20.90	100.00	96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.90	100.00	93.10	93.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	3.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	0.99	11953.10	4.28
Unknown	0.00	0.00	1.60	1.64	15831.90	5.67
Total Teaching Positions	21.90	100.00	100.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our textbooks are from the most recent State-approved list and consistent with the content and cycles of the Curriculum Frameworks. Each student has access to his or her own textbooks and instructional materials to use in class and to take home. In our most recent adoption, each grade level was provided with the opportunity to examine the choices for math and ELA adoption. Each teacher gave a first, second, and third choice. The results were compiled into a grade level recommendation. The District Best Practices Committee analyzed those recommendations and a recommendation was given to the Superintendent and School Board. The teacher's first recommendation was adopted.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt (2-3) Adopted in 2016	Yes	0%
Mathematics	McGraw Hill - My Math Adopted in 2014	Yes	0%
Science	TWIG Adopted 2020	Yes	0%
History-Social Science	Harcourt Adopted in 2006	Yes	0%

School Facility Conditions and Planned Improvements

Lincoln Elementary School was originally constructed in 1952 and has been regularly maintained. The Lincoln Elementary School campus is currently comprised of 31 classrooms, a multipurpose room/cafe/tertia, a library, one computer lab, one staff lounge, and a playground. There are three custodians that work overlapping shifts, a grounds team, and a support maintenance staff. The teachers, principal, and classified staff provide supervision before, during, and after school.

Cleaning Process: The principal works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

School Facility Conditions and Planned Improvements

Facility Improvements: New LED lights for the outdoor corridors and inside the buildings were added. Fencing was added around the entire school. A new telephone system was added. The library was remodeled in the last few years. Recently a new HVAC system was installed for the classrooms connected to that system.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	58	49	49	47	46
Mathematics (grades 3-8 and 11)	53	58	36	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	214	213	99.53	0.47	58.22
Female	98	98	100.00	0.00	63.27
Male	116	115	99.14	0.86	53.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	150	149	99.33	0.67	52.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	76.92
White	50	50	100.00	0.00	70.00
English Learners	18	18	100.00	0.00	27.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	166	165	99.40	0.60	55.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	24.14

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	214	99.53	0.47	58.41
Female	98	98	100.00	0.00	56.12
Male	117	116	99.15	0.85	60.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	151	150	99.34	0.66	54.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	61.54
White	50	50	100.00	0.00	70.00
English Learners	18	18	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	166	165	99.40	0.60	55.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	20.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)					29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Lincoln Elementary School and participate on the School Site Council (SSC) and English Learners Advisory Committee (ELAC). Parents also volunteer in classrooms and on field trips. Lincoln Elementary School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from families in need with backpacks, coats, clothes, and food.

Parents who wish to participate in Lincoln Elementary School's leadership teams (SSC or ELAC), school committees, school activities (parade-float decoration), or become a volunteer may contact Principal Lauren Galli at (559) 897-5141.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	429	426	1	0.2
Female	215	214	0	0.0
Male	214	212	1	0.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	0	0.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	295	292	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	18	18	0	0.0
White	100	100	0	0.0
English Learners	51	51	0	0.0
Foster Youth	5	5	0	0.0
Homeless	23	23	0	0.0
Socioeconomically Disadvantaged	329	327	1	0.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	47	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.49	1.54	1.63	0.57	2.51	4.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.30	0.87	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0
Female	0	0
Male	3.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.56	0
White	2	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.38	0

2023-24 School Safety Plan

Lincoln Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Lincoln Elementary School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team.

In order to stay connected, the administrative staff all have cell phones and digital two-way radios for emergencies. There are many digital two-way radios on Lincoln's campus for staff to communicate with during emergency situations. Fire drills are held monthly and earthquake and lockdown drills are held periodically too.

Teachers, paraprofessionals, and the principal supervise students throughout the day. There is a designated area for student drop-off and pickup. The school is gated, with open access during non-school hours only. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed and updated on 10/24/23.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	25	1	7	1
3	23	2	6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	26		8	1
3	24		9	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	25	0	8	1
3	24	0	9	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,854	\$422	\$5,432	80841
District	N/A	N/A	\$8,447	\$73,239
Percent Difference - School Site and District	N/A	N/A	-43.4	13.3
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-20.4	-4.6

Fiscal Year 2022-23 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF
Title I
Lottery Prop 20
ESEA (ESSA) T IV Part A
Education Protection Act
CRF funds
ESSER funds

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,020	\$54,046
Mid-Range Teacher Salary	\$68,150	\$84,515
Highest Teacher Salary	\$105,141	\$110,867
Average Principal Salary (Elementary)	\$115,732	\$136,841
Average Principal Salary (Middle)	\$114,596	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,104	\$217,473
Percent of Budget for Teacher Salaries	30.47%	32.43%
Percent of Budget for Administrative Salaries	6.02%	5.62%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually during which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. This year new teachers received two pre-service days. Also, teachers have the opportunity to receive additional development throughout the school year. Professional development topics include SIOP, technology professional learning communities, and curriculum alignment to the standards, writing and math.

Kingsburg Elementary Charter School District’s New Teacher Induction program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the district also provides time and resources for collaboration, planning, and professional development for all staff.

In recent years the Tulare County Office of Education has worked with our teachers to help them understand the process of writing and guided reading. These trainings happen during the school year. In 21-22, our professional development was focused on math, with The Fresno County Office of Education providing the training. In 2023, teachers have received professional development in the areas of Press Intervention, Guided Reading, ELD, and CAASPP.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	6

Ronald W. Reagan Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Ronald W. Reagan Elementary School
Street	1180 Diane Ave.
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6986
Principal	Kerry Pickrell
Email Address	kpickrell@kesd.org
School Website	reagan.kesd.org
County-District-School (CDS) Code	10-62240-0113142

2023-24 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Wesley Sever, Ed. D.
Email Address	wsever@kesd.org
District Website	www.kesd.org

2023-24 School Description and Mission Statement

Linking community traditions to our continuously evolving educational goals of providing universal access is the core of Reagan School's philosophy. Ronald W. Reagan Elementary welcomed students and staff to the campus for the first time in August 2007. Reagan School was built, thanks to the help of its caring community, through Measure R funds and money from the state. Reagan Elementary is a charter school, within the Kingsburg Elementary Charter School District. Through this living document, the charter, the school has been able to adopt creative methods of education, using researched based best practices, while maintaining the traditional high standards expected by the Kingsburg Community. Ronald W. Reagan is a family of 631 4th, 5th, and 6th grade students and 65 staff members committed to assisting our students in excelling.

With the unique grade configuration of the schools in our district, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where tolerance is accepted and diversity is welcomed. The staff takes pride in knowing generations of families. Reagan 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.

The Reagan staff is a highly qualified and enthusiastic group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching and teaches for understanding. The staff collaborates in many ways, with a focus on the academic success of every student embedded into every aspect of planning, organization, and use of resources, materials, and personnel. The maintenance staff is an important part of the learning community taking pride in keeping this new school a place where students and staff are honored to attend. In addition to maintaining beautiful grounds and facilities, it is not uncommon to find this staff assisting students, playing tetherball, decorating Christmas trees, and enjoying each other's company. Reagan creates a stimulating and aesthetically pleasing environment that is enjoyed by the community including multiple community sports teams. Reagan is proud to be a member of the Kingsburg Elementary Charter School District. Our mission is simple, "We will find a way for ALL students to learn."

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	214
Grade 5	195
Grade 6	223
Total Enrollment	632

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
Asian	2.7%
Black or African American	0.2%
Hispanic or Latino	67.2%
Two or More Races	4%
White	25.5%
English Learners	13.1%
Foster Youth	0.8%
Homeless	3%
Socioeconomically Disadvantaged	71.2%
Students with Disabilities	12.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	99.80	91.40	94.72	228366.10	83.12

Intern Credential Holders Properly Assigned	0.00	0.24	3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41
Unknown	0.00	0.00	1.30	1.44	18854.30	6.86
Total Teaching Positions	24.50	100.00	96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	100.00	93.10	93.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	3.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.90	0.99	11953.10	4.28
Unknown	0.00	0.00	1.60	1.64	15831.90	5.67
Total Teaching Positions	25.20	100.00	100.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adopted 2016	Yes	0
Mathematics	McGraw-Hill Adopted 2014	Yes	0
Science	TWIG Adopted 2020	Yes	0
History-Social Science	Harcourt Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

Ronald W. Reagan Elementary School was constructed in 2007 and is comprised of 24 classrooms, 2 music rooms, a multi-purpose room, a library, 3 special education rooms, an administration building which houses the staff room, 5 offices and a main office which is the entrance into the facility, and a playground.

In the fall of 2011, a new freezer and canopy over the freezer were installed, in the kitchen area at Reagan School. In 2020 a shade structure was installed near the outdoor stage.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Grass field is not level do to old gopher tunnels. Blacktop has cracks that continue to spread even after being filled multiple times.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	47	49	49	47	46
Mathematics (grades 3-8 and 11)	36	33	36	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	647	638	98.61	1.39	47.34
Female	321	318	99.07	0.93	52.20
Male	326	320	98.16	1.84	42.50
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	62.50
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	439	434	98.86	1.14	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	76.92
White	159	156	98.11	1.89	54.49
English Learners	90	86	95.56	4.44	20.93
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	42.31
Military	48	48	100.00	0.00	50.00
Socioeconomically Disadvantaged	476	469	98.53	1.47	43.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	80	97.56	2.44	15.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	648	642	99.07	0.93	33.49
Female	322	320	99.38	0.62	30.00
Male	326	322	98.77	1.23	36.96
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	58.82
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	439	436	99.32	0.68	26.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	61.54
White	160	157	98.13	1.87	45.22
English Learners	90	90	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00	0.00	25.93
Military	48	48	100.00	0.00	33.33
Socioeconomically Disadvantaged	476	471	98.95	1.05	29.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	80	96.39	3.61	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.48	24.50			29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent
---------------	------------------	---------------	----------------	--------------------	---------

					Met or Exceeded
All Students	201	200	99.50	0.50	24.50
Female	104	104	100.00	0.00	22.12
Male	97	96	98.97	1.03	27.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	143	142	99.30	0.70	18.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100.00	0.00	35.71
English Learners	26	26	100.00	0.00	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.32	0.68	25.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Reagan Elementary. Parents participate in the Reagan Parent/Teacher Association, School Site Council, ELAC, and Safety Committees. Parents also volunteer in classrooms, help with fundraising projects, and attend field trips. During the school year, the district offers parenting classes in learning the English language, Positive Parenting Classes, and technology. In addition, Reagan School receives assistance from the Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, coats, clothes, and food. The following organizations also provide the school with support: Lions Club, Kiwanis Club, the Kingsburg Police Department, Kingsburg Fire Department, Park Kingsburg, Rotary Club, City of Kingsburg Parks and Recreation, Veterans of Foreign War, Local Girl Scout and Boy Scout Troops, and the American Legion. Parents who wish to participate in Reagan School's leadership teams, school committees, and school activities, or become a volunteer may contact Principal, Kerry Pickrell at (559) 897-6986.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	671	663	12	1.8
Female	329	327	4	1.2
Male	342	336	8	2.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	17	17	0	0.0
Black or African American	5	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	454	447	8	1.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	25	25	2	8.0
White	166	166	2	1.2
English Learners	105	103	0	0.0
Foster Youth	5	5	0	0.0
Homeless	32	30	0	0.0
Socioeconomically Disadvantaged	497	490	10	2.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	89	4	4.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.29	2.55	2.53	0.57	2.51	4.23	0.20	3.17	3.60
Expulsions	0.00	0.15	0.45	0.00	0.30	0.87	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.53	0.45
Female	0.91	0
Male	4.09	0.88
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.3	0.66
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.2	0
English Learners	1.9	0
Foster Youth	0	0
Homeless	3.13	0
Socioeconomically Disadvantaged	2.62	0.2
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.4	0

Reagan Elementary School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Reagan School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. There is also a strong focus on drug awareness and maintaining a drug-free school, as well as an emphasis on evacuation plans. Fire, earthquake/severe weather, and lockdown drills are implemented multiple times each year. This year we scheduled with the Kingsburg Police Department to do an active shooter training. The most recent School Safety Plan was amended and reviewed by our SSC (consisting of parents and staff members) in November 2022.

Students are supervised throughout the day by the teachers, paraprofessionals, support staff, learning director, and the principal. There is a designated area for student drop off and pick up, in the front and back of the school. Visitors must check-in and register at the office and receive a green visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, fundraising efforts, and with special projects. All school volunteers in direct contact with students are required to complete a district application form, provide evidence of clear tuberculosis (TB) screening, and receive a Megan's Law Check. The District will be clearing all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit for fingerprinting.

PBIS (Positive Behavior Interventions and Supports) is in its ninth year of implementation at Reagan Elementary. PBIS is a way for staff to support students who have violated school or educational code rules and assist them in learning from their digressions. The goal is to create a positive atmosphere at Reagan where all students are aware of behavioral expectations in different locales, such as in the classroom, library, office, cafeteria, etc. Reagan adopted the acronym HONOR (Hard work, On task, Never give up, Outstanding Respect) as a means to monitor all students' behavior. All staff members at Reagan Elementary know what HONOR stands for and hold students accountable for it. We have a student service aide and a behavior support assistant that is on campus every day to run our behavior academies for students who are falling short in any of the HONOR areas as well as checking in with our at-risk students. We also have a counselor that is here three days a week to support our students who are needing social/emotional help through counseling or small groups. This year a program called "Ripple Effects" was bought as a tool to help correct and teach appropriate behaviors when a student has violated an education code or behavior standard.

The Stop, Walk, Talk Bullying Prevention Program has been introduced to the staff and students at Reagan Elementary. At the beginning of the year, students and staff alike sign an anti-bullying contract, which states, "We will not bully others." In each classroom, the anti-bullying message is posted and students and staff are able to see and refer to it. The program utilizes classroom meetings, open communication, and follow-up as means to improve the culture at the school site. The school counselor visits each classroom four times a year to teach the curriculum to students. The school counselor also runs a peer support group (Undercover Anti-Bullying Team) throughout the year that goes into more depth about the bullying program and how students can be advocates for their peers on the playground. If a classroom is struggling with any of these areas the school counselor goes and does individualized lessons with the class. This year we have also implemented our Watch Dog program which invites parents, grandparents, or guardians to come onto campus and help supervise our students while building relationships.

We also run behavior academies using the curriculum of Ripple Effects. Students are assigned behavior academies if they break one of our schools' rules. They spend their free time working with our BSA going over restorative justice lessons to make sure they are learning from their mistakes. With this program, we have seen fewer repeat offenders as students are learning from their mistakes and are given tools to use the next time that a situation arises.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	30		7	
5	30		7	
6	32		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	26		7	
5	31		7	
6	32		6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	31	0	7	0
5	28	0	7	0
6	32	0	7	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1053.33

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,271	\$330	\$3,941	69906
District	N/A	N/A	\$8,447	\$73,239
Percent Difference - School Site and District	N/A	N/A	-72.7	-1.3
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-57.8	-19.0

Fiscal Year 2022-23 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF
 Title I
 Lottery Prop 20
 ESEA (ESSA) T IV Part A
 CRF funds
 ESSER funds

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,020	\$54,046
Mid-Range Teacher Salary	\$68,150	\$84,515
Highest Teacher Salary	\$105,141	\$110,867
Average Principal Salary (Elementary)	\$115,732	\$136,841
Average Principal Salary (Middle)	\$114,596	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,104	\$217,473
Percent of Budget for Teacher Salaries	30.47%	32.43%
Percent of Budget for Administrative Salaries	6.02%	5.62%

Professional Development

Staff members build teaching skills and concepts through participation in workshops throughout the year and weekly Professional Learning Communities. This is done on Wednesdays when teachers get together to plan, discuss best practices, as well as review data. We also have two district PD days, one before school starts and another on November 1.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Before the school year began, all new teachers attended a 1-day training on SIOP and best practices in the classroom.

We have two days of math PD and one day of writing PD for our site where the county office came in to work with our teachers.

Our Designated ELD teachers, which we have one per grade, will attend 5 half-days of training through the county office. These days will be spent developing a curriculum focused on the ELD standards to help our EL students acquire the English language.

#Days Teachers Participated in PD/Subs : 15/16=2, 16/17=2, 17/18=3, 18/19 = 3 19/20 = 2 20/21 = 2

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	5	5

Rafer Johnson Junior High

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Rafer Johnson Junior High
Street	1300 Stroud Avenue
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-1091
Principal	Melody Lee
Email Address	mlee@kesd.org
School Website	https://rjjh.kesd.org/
County-District-School (CDS) Code	10-62240-6108328

2023-24 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website	http://www.kesd.org

2023-24 School Description and Mission Statement

While honoring Kaizen, "What can I do better today, than yesterday" and adhering to our District's vision of "We Believe," the mission of Rafer Johnson Junior High School is to collectively teach, demonstrate, acknowledge, and provide opportunities for our core values of patience, integrity, justice, humanity, and courage to be displayed on campus and in the community by all stakeholders to create exceptional students who are curious, eager learners, responsible citizens, and to strive to be "The Best They Can Be."

SCHOOL BELIEFS

RJJH will establish high academic, personal, and behavioral expectations for ALL students. Our goal is to establish an environment of respect, and a reputation for extra-curricular, athletic, and academic excellence as a result of reinforcing strong work ethics coupled with self-awareness, self-discipline, and self-respect.

The Staff of Rafer Johnson Junior High is committed to lifelong learning and are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn, become better thinkers and independent learners. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions. We are committed to setting the precedence for teaching and learning. We encourage the qualities of honesty, respect, responsibility, and empowering students to acquire habits of effectiveness and distinction that will guide them in their future.

The goal of Rafer Johnson Junior High is to prepare our students for high school and beyond by providing a safe environment that nurtures their intellectual, physical, social and moral capacities as individuals so they can contribute to their community.

On behalf of the entire faculty and staff at Rafer Johnson, we want to welcome you to a new school year. You are an important part of the success of the Rafer team. We hope that your two years at RJJH will be challenging, rewarding and engaging.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	216
Grade 8	226
Total Enrollment	442

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.8%
Male	53.2%
American Indian or Alaska Native	0.2%
Asian	3.4%
Filipino	0.2%
Hispanic or Latino	69.2%
Two or More Races	2.7%
White	24%
English Learners	8.8%
Foster Youth	0.2%
Homeless	2.5%
Socioeconomically Disadvantaged	69.5%
Students with Disabilities	8.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	86.52	91.40	94.72	228366.10	83.12

Intern Credential Holders Properly Assigned	1.00	4.35	3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.87	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.17	0.50	0.52	12115.80	4.41
Unknown	1.30	6.04	1.30	1.44	18854.30	6.86
Total Teaching Positions	23.00	100.00	96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	78.58	93.10	93.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	2.14	0.50	0.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	7.93	3.80	3.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	4.24	0.90	0.99	11953.10	4.28
Unknown	1.60	7.03	1.60	1.64	15831.90	5.67
Total Teaching Positions	23.30	100.00	100.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.80
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	0.50	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are adopted from the most recent State-approved list, consistent with the content of the California Frameworks, and are aligned to the California Common Core State Standards (CCSS). Each student, including English Learners, have access to his or her own textbooks to use in class and to take home.

Year and month in which the data were collected September, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync McGraw Hill Adopted 2016	Yes	0%
Mathematics	College Preparatory Math Adopted in 2014	Yes	0%
Science	Amplify Science Adopted in 2020	Yes	0%
History-Social Science	Pearson Adopted in 2019	Yes	0%

School Facility Conditions and Planned Improvements

Rafer Johnson Junior High School was established in 1993 and is comprised of 25 classrooms, counseling offices, a multipurpose room/cafeteria/gym, library/media center with a computer lab, one staff room, one workroom, and outdoor area, which includes an all weather track, a baseball diamond, two softball fields, three basketball courts, and 4 tennis courts that can also be used for pickleball. This summer, a shade structure for an outdoor education setting will be installed over the quad.

Cleaning Process: Administration works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review. In accordance with best practices, our classrooms are fogged daily with a probiotic spray.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority given to emergency repairs.

Year and month of the most recent FIT report

September, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	53	49	49	47	46
Mathematics (grades 3-8 and 11)	30	40	36	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	440	438	99.55	0.45	52.74
Female	202	202	100.00	0.00	59.90
Male	238	236	99.16	0.84	46.61
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	78.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	301	301	100.00	0.00	46.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	100.00
White	107	106	99.07	0.93	61.32
English Learners	37	37	100.00	0.00	10.81
Foster Youth	0	0	0	0	0
Homeless	16	15	93.75	6.25	26.67
Military	24	24	100.00	0.00	20.83
Socioeconomically Disadvantaged	308	307	99.68	0.32	45.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	8.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	440	438	99.55	0.45	39.73
Female	202	202	100.00	0.00	39.60
Male	238	236	99.16	0.84	39.83
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	301	301	100.00	0.00	32.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	75.00
White	107	106	99.07	0.93	51.89
English Learners	37	37	100.00	0.00	5.41
Foster Youth	0	0	0	0	0
Homeless	16	15	93.75	6.25	13.33
Military	24	24	100.00	0.00	16.67
Socioeconomically Disadvantaged	308	307	99.68	0.32	30.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	8.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.48	18.14			29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	226	100.00	0.00	18.14
Female	102	102	100.00	0.00	16.67
Male	124	124	100.00	0.00	19.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	159	159	100.00	0.00	11.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	49	100.00	0.00	30.61
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	0.00
Socioeconomically Disadvantaged	165	165	100.00	0.00	14.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	10.53

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94	97	93	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are considered an integral component of the education program at Rafer Johnson Junior High School. Parents participate on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Olympian Parent Club (OPC), and Music Boosters. The Olympian Parent Club has been very active this year and is supportive of staff and students. Rafer Johnson Junior High School receives assistance from several local sponsors during events such as our Medalist "Reward" Days and the 8th grade promotion celebration.

Parents wanting to participate on Rafer Johnson Junior High School's leadership teams, school committees, school activities, or would like to become a volunteer, may contact the Principal, Melody Lee at (559) 897-1091. Volunteers must fill out a district volunteer application located on our district website at <http://www.ksd.org>. This application along with current TB clearance is needed to begin the process of being cleared as a site volunteer. Any volunteer that plans to be on campus for more than 10 days per month must also have a fingerprint clearance on file with the district office.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	469	26	5.5
Female	223	221	14	6.3
Male	253	248	12	4.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	15	15	0	0.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	327	323	23	7.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	0	0.0
White	116	113	2	1.8
English Learners	46	46	4	8.7
Foster Youth	1	1	0	0.0
Homeless	20	19	0	0.0
Socioeconomically Disadvantaged	342	336	25	7.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	44	4	9.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.90	6.12	13.24	0.57	2.51	4.23	0.20	3.17	3.60
Expulsions	0.00	1.22	3.36	0.00	0.30	0.87	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.24	3.36
Female	7.17	2.69
Male	18.58	3.95
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.67	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	14.98	3.98
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	10.34	2.59
English Learners	19.57	6.52
Foster Youth	0	0
Homeless	10	0
Socioeconomically Disadvantaged	16.67	4.39
Students Receiving Migrant Education Services	0	0
Students with Disabilities	26.09	4.35

2023-24 School Safety Plan

Rafer Johnson Junior High School provides a safe and clean environment for students, staff, and volunteers. Student safety is a primary concern of Rafer Johnson Junior High School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include, identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Different safety drills are held throughout the year in accordance with junior high school regulations.

Certificated teachers or classified support staff supervise students throughout the day. There is a designated area for student drop-off and pick-up in front of the school. All visitors are expected to check in at the office and will wear a visitor's badge while on campus. Kingsburg Elementary Charter School District encourages volunteers in the classroom, on field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, provide proof of vaccination status or test negative for COVID-19 weekly, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council on December 6, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	42		
Mathematics	11	41		
Science	12	36		
Social Science	12	36		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	3	14	1
Mathematics	23	4	16	
Science	23	12	8	
Social Science	28	2	14	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	15	0
Mathematics	23	7	13	0
Science	22	12	8	0
Social Science	27	3	13	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	442

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,968	\$179	\$5,789	71056
District	N/A	N/A	\$8,447	\$73,239
Percent Difference - School Site and District	N/A	N/A	-37.3	0.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-18.5	-17.4

Fiscal Year 2022-23 Types of Services Funded

Rafer Johnson Junior High receives 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 based on the enrollment of high needs students (foster youth, English Learners, and low-income students). With this funding the school provides basic services, intervention services, professional development and training, mental health services, staffing to ensure student needs are being met, and technology services to support 21st century learning.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,020	\$54,046
Mid-Range Teacher Salary	\$68,150	\$84,515
Highest Teacher Salary	\$105,141	\$110,867
Average Principal Salary (Elementary)	\$115,732	\$136,841
Average Principal Salary (Middle)	\$114,596	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,104	\$217,473
Percent of Budget for Teacher Salaries	30.47%	32.43%
Percent of Budget for Administrative Salaries	6.02%	5.62%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The District offers staff development days annually during which teachers are given a variety of professional growth opportunities. This year's focus is on SIOP, technology, writing across the curriculum, History, Next Generation Science Standards, Mathematics, and English.

Professional Development

Every Wednesday is set aside as a professional development and PLC time. In this time teachers meet in their PLC's and discuss data, techniques, and curriculum. Teachers work together with their department to create pacing guides, common formative assessments, and develop strategies for strategic instruction and reteaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

2023-2024

Departmentalized PD is provided to Rafer's Math, Science, History, ELA, and ELD teachers.

Ongoing Designated ELD PD is being provided to Rafer's two designated ELD teachers.

All teachers will receive two half day Integrated ELD PD.

Science Department will attend the county Science PLCs.

2022-2023

Departmentalized PD is provided to Rafer's Math, Science, History, ELA, and ELD teachers.

Ongoing Designated ELD PD is being provided to Rafer's two designated ELD teachers.

All teachers will receive a half day Integrated ELD PD.

Science Department will attend the county Science PLCs.

All staff is able to access individualized PD via the Badge Project.

2021-2022

All professional development was shifted to after school time on Wednesdays due to the lack of subs and uncertainty during COVID.

The focus this year was Math and Data Science for the District.

The preservice day was Math focused, but Departmentalized PD was provided to Rafer's History, Science, ELA, and ELD teachers.

Ongoing ELD PD was provided to Rafer's two designated ELD teachers, Math, History & ELA.

Science Department attended the county Science PLCs.

All staff was able to access individualized PD via the Badge Project.

2020-2021

(The annual preservice PD days were cancelled, due to COVID. This year teachers had the option to participate in a half day virtual professional development series of workshops.)

New teacher SIOP training- (1 day/all day)

Imagine Learning- 1 hour

1 day voluntary PD- Teachers were able to select and personalize their training to support their needs

2019-2020

Mathematics - 6 days (grade level meetings, in class coaching)

Science - 8 days (workshops with FCSS)

ELA/Writing - 11 days (in class coaching with TCOE)

SIOP - 2 days with Pearson/2 follow-up Wednesday afternoons

PLC - 1 day with DuFour training by Marc Johnson/5 Wednesday afternoons (District)/Staff meetings throughout the year

ELD - 1 day with TCOE

2018-2019

Writing - 2 days of professional development (workshops)

Mathematics - 8 days (grade level meetings, in class coaching with FCSS)

Science - 8 days (workshops with FCSS)

History - 4 days (department meetings with FCSS)

ELA - 8 days (department meetings, in class coaching with TCOE)

SIOP - 2 days with Pearson

PLC - 2 days with DuFour training by Marc Johnson/5 Wednesday afternoons (District)/Staff meetings throughout the year

Professional Development

2017-2018
Writing - 1 day of professional development (workshops)
Mathematics - 5 days (College Preparatory Mathematics training/in class coaching with FCSS)
Science - 8 days (workshops with FCSS)
History - 1 day FCSS
ELA - 8 days with TCOE (in class coaching/observations)
SIOP - 2 days with Pearson
PLC - 5 Wednesday afternoons (District)/Staff meetings throughout the year

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	2	2

Central Valley Home School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Central Valley Home School
Street	1776 Sixth Avenue Drive
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Lisa Regier
Email Address	lregier@kesd.org
School Website	www.kesd.org
County-District-School (CDS) Code	10-62240-6114805

2023-24 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wes Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2023-24 School Description and Mission Statement

District Vision:

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem-solving skills, be self-motivated, able to utilize technology, and become socially responsible. Our mission is simple, "We will find a way for ALL students to learn!"

Central Valley Home School (formerly known as, Kingsburg Community Charter Extension) was established to partner with parents who choose to homeschool their children. We believe that education must be REAL to be maximized. REAL means relevant, enriching, and accountable for learning to take place. CVHS provides credentialed teachers to partner with our parents in the homeschool journey. Master teachers provide assistance in curriculum selection, pacing, research topics, and courses of study, as well as encouragement. We want to give our parents as much support as possible so they can spend their time investing in the education of their children. When a child enrolls with CVHS, their entire family joins us and becomes part of ours.

When you visit our school, you will see that everything about our school has been designed with the intention to support parents in fully participating in the successful education of their children. We take our task seriously and strive to make education both enriching and engaging.

Lisa Regier, Principal,
Central Valley Home School

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	16
Grade 2	18
Grade 3	14
Grade 4	18
Grade 5	11
Grade 6	7
Grade 7	15
Grade 8	14
Total Enrollment	125

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.8%
Asian	0.8%
Black or African American	0.8%
Hispanic or Latino	68.8%
Two or More Races	5.6%
White	20.8%
English Learners	5.6%
Homeless	10.4%
Socioeconomically Disadvantaged	86.4%
Students with Disabilities	14.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00	91.40	94.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41
Unknown	0.00	0.00	1.30	1.44	18854.30	6.86
Total Teaching Positions	6.00	100.00	96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.60	100.00	93.10	93.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.50	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.80	3.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.90	0.99	11953.10	4.28
Unknown	0.00	0.00	1.60	1.64	15831.90	5.67
Total Teaching Positions	6.60	100.00	100.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00

Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned curriculum, textbooks, and/or instructional materials, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses thousands of books to further enrich their academic experience. Students at CVHS are also provided a Chromebook in an effort to increase our tech-to-student ratio to 1:1.

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. In addition, we offer online learning opportunities for our students using companies such as Edgenuity, Google, Raz Kids, Reading A-Z, Mystery Science and other educational programs.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Journeys (K-5) 2016 HMH Collections (6-8) 2016 Online-Edgenuity-Common Core (6-8) Adopted in 2013	Yes	0%
Mathematics	McGraw Hill, MyMath (K-8) Adopted in 2014 Online-Edgenuity-Common Core (6-8) Adopted in 2013	Yes	0%
Science	Mystery Science (K-5) (Adopted in 2020) California Science Dimensions (K-8) (Adopted in 2020) Online-Edgenuity-(6-8) Adopted in 2013	Yes	0%
History-Social Science	Harcourt Brace (K-6) Adopted in 2007 Holt (7-8) Adopted in 2007 Online-Edgenuity-(6-8) Adopted in 2013	Yes	0%
Foreign Language	Online-Edgenuity-(6-8) Spanish Adopted in 2013	Yes	0%
Health	Online-Edgenuity-(7-8) Adopted in 2013	Yes	0%
Visual and Performing Arts			0%

School Facility Conditions and Planned Improvements

Central Valley Home School was originally constructed in 1994. The Central Valley Home School campus is currently comprised of two classrooms, a library, a staff PLC workroom, and teacher work cubicles.

Cleaning Process: The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

School Facility Conditions and Planned Improvements

A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

September 29, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	23	49	49	47	46
Mathematics (grades 3-8 and 11)	28	16	36	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	102	100	98.04	1.96	23.00
Female	50	50	100.00	0.00	28.00
Male	52	50	96.15	3.85	18.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	67	100.00	0.00	22.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88	1.12	19.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	103	102	99.03	0.97	15.69
Female	51	51	100.00	0.00	15.69
Male	52	51	98.08	1.92	15.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	67	100.00	0.00	16.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	16.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.00	0.00	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.50	14.71			29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	34	100.00	0.00	14.71
Female	18	18	100.00	0.00	16.67
Male	16	16	100.00	0.00	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	11.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	12.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Central Valley Home School. Upon enrolling the student the parent agrees to meet with a credentialed teacher a minimum of every 20 school days. In addition to this meeting, we also check in daily as a way to keep the communication flowing. These meetings are held to discuss student progress, review work samples, and serve as an opportunity for the parent to gain any support regarding academics they need. Parents not only serve as their student's primary educators but also volunteer in fundraisers and teach enrichment classes. We also have parent representatives on our School Site Council as well. Parents who wish to participate in Central Valley Home School's leadership teams, school committees, and school activities, or become a volunteer, may contact Principal Lisa Regier at the main office at (559) 897-6740.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	212	180	4	2.2
Female	101	86	0	0.0
Male	111	94	4	4.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	1	0	0.0
Asian	2	2	0	0.0
Black or African American	3	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	146	128	1	0.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	8	0	0.0
White	46	35	2	5.7
English Learners	16	13	0	0.0
Foster Youth	0	0	0	0.0
Homeless	19	17	0	0.0
Socioeconomically Disadvantaged	182	156	4	2.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	25	22	0	0.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.36	0.00	0.57	2.51	4.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.30	0.87	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Central Valley Home School provides a safe, clean, and welcoming environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Central Valley Home School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and identification of an incident management team.

Students are supervised throughout the day by parents and teachers. Visitors are required to sign in at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and site council in November 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	23	2	4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	20	4	5	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	19	3	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,536	\$542	\$3,994	55595
District	N/A	N/A	\$8,447	\$73,239
Percent Difference - School Site and District	N/A	N/A	-71.6	-24.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-20.4	-41.4

Fiscal Year 2022-23 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF
Title 1
ESEA (ESSA) T IV Part A
CRF funds
ESSER funds

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,020	\$54,046
Mid-Range Teacher Salary	\$68,150	\$84,515
Highest Teacher Salary	\$105,141	\$110,867
Average Principal Salary (Elementary)	\$115,732	\$136,841
Average Principal Salary (Middle)	\$114,596	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,104	\$217,473
Percent of Budget for Teacher Salaries	30.47%	32.43%
Percent of Budget for Administrative Salaries	6.02%	5.62%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Professional Development the past year has focused on our district writing development. Experts from Tulare County Office of Education have been contracted to provide technical assistance to staff to help enrich our writing program. In addition, we continue to implement guided reading across the curriculum and in every classroom as well as administering the Developmental Reading Assessment (DRA) and utilizing those results to guide instruction. Teachers have attended full-day and half-day training specifically focused on the implementation of guided reading to help our students build those pivotal foundational skills as part of a balanced literacy program. Administrators and members of the academic leadership team participate in ongoing walk-throughs with representatives from the Tulare County Office of Education related to guided reading. In addition to workshops and walkthroughs related to writing, the staff is working in vertical teams to really understand the "oxygen" of writing the student will need as they prepare to enter the next grade level.

CVHS teachers are given time to collaborate weekly during their Professional Learning Community (PLC) time. Topics of collaboration may vary but consist of common core state standards-based curriculum, instruction, assessment, analysis of data, and the cycle of inquiry. KESD certificated staff recently participated in an illuminate professional development and CAASPP training with our KESD coaching staff. Illuminate is the system we use to house and disaggregate all of our assessment data.

Additionally, for the past four summers, our district has offered up to two weeks of time in summer dedicated to our staff to plan, pace, and align our programs. CVHS used the summer leading up to the 23-24 school year to really revamp our Math, writing, and ela programs offered. We were fortunate that the district provided the coaching assistance of Fresno County Superintendent of Schools Director of STEM and he helped us design and define a Multi-tiered System of Support for Mathematics instruction. In addition, CVHS staff worked to create live pacing guides.

Teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, SIOP strategies, and test disaggregation. New teachers are provided a full day of SIOP training and all staff was provided 2 hours of IReady training to support our students K-8. During the 2022-2023 academic year, they have had Eric Crantz teach problem-solving and Lisa Clark teaching EL strategies and assessment skills.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2-4	2-4	2-4

Island Community Day School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Island Community Day School
Street	1776 Sixth Avenue Dr.

City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Lisa Regier
Email Address	lregier@kesd.org
School Website	https://cvhs.kesd.org/
County-District-School (CDS) Code	10-62240-0114587

2023-24 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wes Sever
Email Address	wsever@kesd.org
District Website	www.kesd.org

2023-24 School Description and Mission Statement

Island Community Day School Vision:

Island Community Day School will serve as a pathway to empower students who have experienced some form of school challenge (academic, attendance, behavior, or social) in the general education setting. We strive to provide the skills and support students lack in an effort to successfully transition them back to the general education seated program.

School Mission:

Island Community Day School will prepare students to successfully enter a traditional school setting and achieve their academic and social-emotional goals.

Island Community Day School has students from the Kingsburg Elementary Charter School District. Island Community Day School faculty and staff believe in each of our student's potential to succeed! We believe earning an education is both their right and their responsibility. Each student must do their part, as a student at Island Community Day School, to make this a reality. Students are enrolled at Community Day Schools after a parent/student conference where alternative education options are considered. Referrals to Island Community Day School are the result of California Educational Code violations, late enrollment to the district without prior school attendance, or attendance problems at their home school. The length of placement at CDS can range from 45 to 180 school days or as determined by the site administration.

Goals

1. The Island Community Day School staff will continue to create a safe and warm environment for our students.
2. The PBIS model school framework will be implemented to ensure our students are in a safe learning environment.
3. Island Community Day School will be properly maintained to create a safe, warm learning environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	1
Grade 7	2
Grade 8	2
Total Enrollment	6

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	16.7%
Male	83.3%
Hispanic or Latino	83.3%
White	16.7%
Socioeconomically Disadvantaged	100%
Students with Disabilities	16.7%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			91.40	94.72	228366.10	83.12
Intern Credential Holders Properly Assigned			3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			0.50	0.52	12115.80	4.41
Unknown			1.30	1.44	18854.30	6.86
Total Teaching Positions			96.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			93.10	93.01	234405.20	84.00

Intern Credential Holders Properly Assigned			0.50	0.50	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			3.80	3.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			0.90	0.99	11953.10	4.28
Unknown			1.60	1.64	15831.90	5.67
Total Teaching Positions			100.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses hundreds of books to further enrich their academic experience.

Each student has a Chromebook with internet capabilities. Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Students are trained on google tools, keyboarding programs as well as additional online applications.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Journeys (4-6) 2016	Yes	0
	Houghton Mifflin - Collections (6-8) 2016 Adopted in 2016		
	Edgenuity CCSS ELA (6-8) Adopted 2013		
Mathematics	McGraw Hill, My Math (4-8) Adopted in 2014	Yes	0
	Edgenuity CCSS Math (6-8) Adopted 2013		
	Amplify (7-8)		
Science	Amplify Science (7-8)	Yes	0
	Harcourt Science (K-8) Adopted in 2008		
	Edgenuity CCSS Science (6-8) Adopted in 2013		
History-Social Science	Harcourt Brace (K-6) Adopted in 2007	Yes	0
	Holt (7-8) Adopted in 2007		
	Edgenuity CCSS History-Social Science		

	Adopted in 2013		
Foreign Language			0
Health			0
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements

Island Community Day School was originally constructed in 1994. The campus is currently comprised of one classroom and small office space.

Cleaning Process: The principal works with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process (School Dude) is used to ensure efficient service and the highest priority is given to emergency repairs.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

September 29, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
<p>This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.</p> <p>Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.</p>						
Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	49	49	47	46
Mathematics (grades 3-8 and 11)	--	--	36	38	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

2023 School Accountability Report Card

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Island Community Day School

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--			29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Island Community Day School encourages parent involvement at all levels. Prior to any student entering our program, we meet as a team with the administrator, parent, student, teacher, and school staff from their prior placement. During this meeting, we go over our behavior contract, handbook, expectations, incentives, and all other pertinent items. Parents are welcome to come and participate and observe our classes. In addition, a quarterly newsletter is sent home with information regarding academics, PBIS, upcoming events, and opportunities. Our staff establishes strong connections with our families. They often text, call, email, and have face-to-face conversations.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	20	20	10	50.0
Female	8	8	4	50.0
Male	12	12	6	50.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	19	19	10	52.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	3	3	0	0.0
Foster Youth	1	1	1	100.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	18	18	10	55.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	3	3	2	66.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions			15.00	0.57	2.51	4.23	0.20	3.17	3.60
Expulsions			5.00	0.00	0.30	0.87	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15	5
Female	0	0
Male	25	8.33
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	15.79	5.26
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	16.67	5.56
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Island Community Day School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Island Community Day School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues and the administration does a safety walk each month. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and incident management, team.

Students are supervised throughout the day by teachers and paraprofessionals. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,657	\$0	\$13,657	39306
District	N/A	N/A	\$8,447	\$73,239
Percent Difference - School Site and District	N/A	N/A	47.1	-57.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	165.2	-73.1

Fiscal Year 2022-23 Types of Services Funded

Island Community Day School is an alternative placement for students in grades 4-8 within Kingsburg Elementary Charter School District. Each student that attends ICDS receives a free, fair, and appropriate education in core academic subjects. These sessions teach students how to be successful in school and beyond and are an opportunity for our students to form positive relationships with adults within our district.

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

LCFF

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,020	\$54,046
Mid-Range Teacher Salary	\$68,150	\$84,515
Highest Teacher Salary	\$105,141	\$110,867
Average Principal Salary (Elementary)	\$115,732	\$136,841
Average Principal Salary (Middle)	\$114,596	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,104	\$217,473
Percent of Budget for Teacher Salaries	30.47%	32.43%
Percent of Budget for Administrative Salaries	6.02%	5.62%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Additionally, the district offers several days during the year in which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, Common Core, SIOP strategies, PBIS Model Program training, and test disaggregation.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

Teachers are attending professional development that is focused on the implementation of the common core standards specifically in the area ela, math, and writing.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	4

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:

Audit Report June 30, 2023

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:

Present for approval the June 30, 2023 Financial Audit Report by Scott Faeth.

6. Financial Impact:

Annual review of financial activity from fiscal year 2022-2023

7. Funding Source:

All funds

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
COUNTY OF FRESNO
KINGSBURG, CALIFORNIA**

AUDIT REPORT

JUNE 30, 2023

**BORCHARDT, CORONA, FAETH & ZAKARIAN
Certified Public Accountants
1180 E. Shaw Ave., Ste. 110
Fresno, California 93710-7809**

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

AUDIT REPORT

YEAR ENDED JUNE 30, 2023

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Independent Auditor's Report

Board of Trustees
Kingsburg Elementary Charter School District
Kingsburg, California

Report on the Audit of the Financial Statements**Opinions**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District (the District), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District as of June 30, 2023, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly after.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, Schedules of the District's Proportionate Share of the Net Pension Liability, Schedules of District's Pension Contributions, and Schedule of Changes in the Total OPEB Liability and Related Ratios, as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Kingsburg Elementary Charter School District's basic financial statements. The other supplementary information schedules listed in the table of contents are presented for purposes of additional analysis as required by the State's audit guide, *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and is also not a required part of the basic financial statements. Such information is the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information schedules listed in the table of contents and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Governmental Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2023, on our consideration of Kingsburg Elementary Charter School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kingsburg Elementary Charter School District's internal control over financial reporting and compliance.

*Borchardt, Corona, Faeth
& Hakavian*

Fresno, California
December 15, 2023

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Introductory Section

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KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
Management's Discussion and Analysis (MD&A)
June 30, 2023

INTRODUCTION

Our discussion and analysis of Kingsburg Elementary Charter School District (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2023. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- ❑ Total net position was a negative \$2,314,942 on June 30, 2023.
- ❑ Overall revenues of \$44,722,486 were greater than expenditures of \$33,544,154 by \$11,178,332.
- ❑ The General Fund balance increased by \$9,086,474 from \$15,125,315 at June 30, 2022 to \$24,211,789 at June 30, 2023.

OVERVIEW OF FINANCIAL STATEMENTS

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- ❑ **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- ❑ **Fund financial statements** focus on reporting the individual parts of the District operations in more detail. The fund financial statements comprise the remaining statements.
 - ❑ **Governmental funds** statements tell how general government services were financed in the short term as well as what remains for future spending.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required supplementary information that further explains and supports the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. The net position the difference between the assets and liabilities, is one way to measure the District's financial health or position.

- ❑ Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- ❑ To assess the overall health of the District, one needs to consider additional nonfinancial factors such as changes in enrollment, changes in the property tax base, and changes in program funding by the Federal and State governments, and condition of facilities.

The government-wide financial statements of the District include government activities. Most of the District's basic services are included here, such as regular education, food service, maintenance, and general administration. LCFF sources funding and federal and state grants finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds-not the District as a whole. Funds are accounting devices that the District uses to keep track of specific sources of funding and spending for particular programs. Some funds are required to be established by state law and by bond covenants. The Board of Trustees establishes other funds to control and manage money for particular purposes or to show that the District is meeting legal responsibilities for using certain revenues. The District has one kind of fund:

- Governmental funds - Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information at the bottom of the government funds statements that explain the relationship (or differences) between them.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The "Statement of Net Position" provides the perspective of the District as a whole. Table 1 provides a summary of the District's net position for fiscal years 2022-23 and 2021-22.

Table 1
Net Position

	Total Activities		Percentage of Change
	2023	2022	2023-2022
Assets:			
Current and Other Assets	\$ 30,970,190	\$ 19,858,039	55.96%
Capital Assets, Net of Accumulated Depreciation	30,361,019	29,384,392	3.32%
Total Assets	61,331,209	49,242,431	24.55%
Deferred Outflows of Resources	13,147,116	12,050,613	9.10%
Liabilities:			
Current and Other Liabilities	4,106,123	2,448,972	67.67%
Long-Term Liabilities	65,421,186	61,163,517	6.96%
Total Liabilities	69,527,309	63,612,489	9.30%
Deferred Inflows of Resources	7,265,958	11,173,829	(34.97%)
Net Position:			
Net Investment in Capital Assets	10,058,275	8,744,490	15.02%
Restricted	7,998,759	3,397,115	> 100.00%
Unrestricted	(20,371,976)	(25,634,879)	(15.70%)
Total Net Position	\$ (2,314,942)	\$ (13,493,274)	33.15%

Change in Net Position

The District's total revenues were \$44,722,486. A majority of the revenue comes from LCFF sources (60.82%).

The total cost of all programs and services was \$33,554,154. The District's expenses are predominately related to educating and caring for students (72.44%). Administrative activities accounted for 10.15% of total costs. Comparative financial information as of June 30, 2023 and 2022 from the Statement of Activities is summarized in Table 2.

Table 2
Change in Net Position

	Total Activities		Percentage of Change
	2023	2022	2023-2022
Revenues:			
Program Revenues:			
Operating Grants and Contributions	\$ 15,049,356	\$ 7,894,590	90.63%
General Revenues:			
LCFF Sources	27,199,288	23,500,377	15.74%
Federal Revenues	-	158,036	(100.00%)
State Revenues	553,624	452,739	22.28%
Local Revenues	1,920,218	2,389,032	(19.62%)
TOTAL REVENUES	44,722,486	34,394,774	30.03%
Expenses:			
Instruction	16,135,785	12,910,546	24.98%
Instruction-Related Services	4,587,206	3,682,129	24.58%
Pupil Services	3,575,634	3,104,298	15.18%
Ancillary Services	240,762	289,351	(16.79%)
General Administration	3,406,172	2,873,266	18.55%
Plant Services	4,732,735	4,005,028	18.17%
Other Outgo	90,972	60,463	50.46%
Interest on Long-Term Obligations	774,888	769,527	0.70%
TOTAL EXPENSES	33,544,154	27,694,608	21.12%
INCREASE (DECREASE) IN NET POSITION	11,178,332	6,700,166	66.84%
BEGINNING NET POSITION	(13,493,274)	(20,183,999)	33.15%
PRIOR PERIOD ADJUSTMENT	-	(9,441)	(100.00%)
ENDING NET POSITION	\$ (2,314,942)	\$ (13,493,274)	82.84%

Governmental Activities

Table 3 presents the cost of each of the District's functions as well as each function's net cost (total cost less fees generated by the activities and intergovernmental aid). The net cost reflects what was not funded by charges for services, operating grants and capital grants and contributions.

Table 3
Net Cost of Governmental Activities

	Total Cost of Services		Net Cost of Services	
	2023	2022	2023	2022
Instruction	\$ 16,135,785	\$ 12,910,546	\$ 9,151,179	\$ 9,833,270
Instruction-Related Services	4,587,206	3,682,129	2,564,239	2,501,402
Pupil Services	3,575,634	3,104,298	1,114,955	1,407,327
Ancillary Services	240,762	289,351	31,227	15,249
General Administration	3,406,172	2,873,266	2,103,412	2,118,109
Plant Services	4,732,735	4,005,028	2,663,926	3,094,671
Other Outgo	90,972	60,463	90,972	60,463
Interest on Long-Term Obligations	774,888	769,527	774,888	769,527
TOTAL	\$ 33,544,154	\$ 27,694,608	\$ 18,494,798	\$ 19,800,018

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

Governmental Funds

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed the year, its governmental funds reported a combined fund balance of \$26,864,067 which is an increase of \$9,455,000 from last year's ending fund balance of \$17,409,067 as reported in Table 4.

Table 4
Governmental Funds Balances and Activity

	Balances and Activity			June 30, 2023
	July 1, 2022	Revenues & Other Sources	Expenditures & Other Uses	
General	\$ 13,133,927	\$ 42,257,261	\$ 33,217,799	\$ 22,173,389
Student Activity	169,864	209,535	240,762	138,637
Child Development	135,331	335,979	307,126	164,184
Cafeteria	347,866	1,559,375	1,327,389	579,852
Special Reserve Fund for Other than Capital Outlay Projects	1,991,388	47,012	-	2,038,400
Building	6,251	136	-	6,387
Capital Facilities	1,119,887	321,043	210,147	1,230,783
Bond Interest and Redemption	504,553	963,496	935,614	532,435
Total	\$ 17,409,067	\$ 45,693,837	\$ 36,238,837	\$ 26,864,067

The primary reason for the overall increase during the 2022-23 school year was due to the District receiving additional funds from federal and state revenues; thus, increasing the ending fund balance in the General Fund.

General Fund Budgetary Highlights

The District as a general rule requires restricted budgets to stay within their entitlements or allocations. The only exceptions are Special Education, Food Service, Transportation and Preschool. The District contributes to these programs to keep their operations going.

Over the course of the year, the District revised its annual budget to reflect unexpected changes in revenues and expenditures. A schedule of the District's original and final budget amounts compared with actual revenues and expenses is provided in the supplemental section of the audited financial report.

The primary factors for the variation between original and final budget amounts are as follows:

Revenues – increased by \$11,183,596 due to increased LCFF COLA and additional one-time revenues from the State of California.

Employee Salaries and Benefits - increased by \$1,353,670 due to an 8% salary increase over the 2021-22 salary schedule.

Other non-personnel expenditures increased by \$3,547,741 due to not spending down the COVID-19 one-time money. The District has plans to spend the one-time money on capital projects; however, they were not completed at the end of the fiscal year.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2023, the District had invested \$30,361,019 (Net of Depreciation) in a broad range of capital assets, including land, land improvements, buildings, equipment, work in progress and lease assets. See Table 5. More detailed information about the District's capital assets is presented in the notes to the financial statements.

Table 5
Capital Assets

	Governmental Activities		Percentage
	2023	2022	of Change 2023-2022
Land	\$ 505,676	\$ 505,676	-
Land Improvements, Net	613,916	657,154	(6.58%)
Buildings, Net	27,335,414	27,779,167	(1.60%)
Equipment, Net	337,376	334,342	0.91%
Work in Progress	1,216,752	66,317	>100.00%
Lease Assets, Net	351,885	41,736	>100.00%
Total Net Capital Assets	\$ 30,361,019	\$ 29,384,392	3.32%

Long-Term Debt

At year end, the District had \$65,421,186 in debt consisting of Net Pension Liability, General Obligation Bonds, Accreted Interest, Certificates of Participation, OPEB Liability, Qualified Zone Academy Bond, Compensated Absences and Leases Payable, as shown in Table 6. More detailed information about the District's debt is presented in the notes to the financial statements.

Table 6
Long-Term Debt

	Governmental Activities		Percentage of Change
	2023	2022	2023-2022
Net Pension Liability	\$ 20,634,903	\$ 12,530,629	64.68%
General Obligation Bonds	17,629,932	18,069,152	(2.43%)
Accreted Interest	1,136,916	958,855	18.57%
Certificates of Participation	1,730,000	1,860,000	(6.99%)
Total OPEB Liability	22,552,633	26,242,924	(14.06%)
Qualified Zone Academy Bond	1,202,824	1,336,471	(10.00%)
Compensated Absences	176,374	149,371	18.08%
Leases Payable	357,604	16,115	>100.00%
Total Long-Term Debt	\$ 65,421,186	\$ 61,163,517	6.96%

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

At the time these financial statements were prepared and audited, the District was aware of a circumstance that could affect its future financial health:

- ❑ The State budget for the 2022-23 school year is based on the following assumptions: 1) Revenue projections are based on the FCMAT LCFF Calculator. 2) The District CBEDS enrollment change during the year.
- ❑ The original budget was approved by the Governing Board in June of 2023 before official state budgets were announced. The District made its projections based on the information available at the time, knowing that adjustments would have to be made as the year progressed.
- ❑ The State enacted budget called for an 8.22% increase to LCFF over the 2022-2023 school year.
- ❑ The State plans to fully fund the 8.22% COLA with one-time money
- ❑ LCFF gives school districts a base amount of revenue for basic operations and then a supplemental/concentration grant that will be tied to the number of low-income students, English language learners and foster youth enrolled in a school district. School districts will be accountable for expenses related to services for these students and a district wide Local Control Accountability Plan (LCAP) that will contain input from all educational partner groups within the district.
- ❑ The Expanded Learning Opportunity Program provided the District with additional on-going funding for it's after school program.
- ❑ The District is spending down the Arts, Music, and Instructional Materials Discretionary Grant and will begin spending the Learning Recovery Emergency Block Grant as the one-time money from the COVID-19 pandemic expire.
- ❑ As the deadlines draw near to expend the COVID-19 one-time money, the District understands that expenditures may be more than revenues coming in.
- ❑ The District received the CCSPP (California Community Schools Partnership Program) grant that will bring in \$7,837,500 over 5 years.
- ❑ Continued increase in social/emotional needs for our students has reinforced the needed increase in personnel to combat these behaviors.
- ❑ CBEDS enrollment for P-1 is higher than in 2022-2023.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, participants, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report, or need additional financial information, contact Bobby Rodriguez, Chief Business Official, at the District Office (559) 897-2331.

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Financial Section

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KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

Functions/Programs	Expenses	Program Revenues Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position Governmental Activities
PRIMARY GOVERNMENT:			
Governmental Activities:			
Instruction	\$ 16,135,785	\$ 6,984,606	\$ (9,151,179)
Instruction-Related Services	4,587,206	2,022,967	(2,564,239)
Pupil Services	3,575,634	2,460,679	(1,114,955)
Ancillary Services	240,762	209,535	(31,227)
General Administration	3,406,172	1,302,760	(2,103,412)
Plant Services	4,732,735	2,068,809	(2,663,926)
Other Outgo	90,972	--	(90,972)
Interest on Long-Term Obligations	774,888	--	(774,888)
Total Governmental Activities	33,544,154	15,049,356	(18,494,798)
Total Primary Government	<u>\$ 33,544,154</u>	<u>\$ 15,049,356</u>	<u>(18,494,798)</u>
General Revenues:			
LCFF Sources			27,199,288
State Revenues			553,624
Local Revenues			1,920,218
Total General Revenues			<u>29,673,130</u>
Change in Net Position			11,178,332
Net Position - Beginning			(13,493,274)
Net Position - Ending			<u>\$ (2,314,942)</u>

The accompanying notes are an integral part of this statement.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT**STATEMENT OF NET POSITION**

JUNE 30, 2023

	Governmental Activities
ASSETS:	
Cash in County Treasury	\$ 27,670,225
Cash on Hand and in Banks	138,259
Cash in Revolving Fund	3,000
Cash with a Fiscal Agent/Trustee	26
Investments	196,500
Accounts Receivable	2,921,594
Stores Inventories	8,216
Prepaid Expenses	32,370
Capital Assets:	
Land	505,676
Land Improvements, Net	613,916
Buildings, Net	27,335,414
Equipment, Net	337,376
Work in Progress	1,216,752
Lease Assets, Net	351,885
Total Assets	<u>61,331,209</u>
DEFERRED OUTFLOWS OF RESOURCES:	
Deferred Expenses	221,715
Deferred Outflows of Resources - Pensions	6,763,359
Deferred Outflows of Resources - OPEB	<u>6,162,042</u>
Total Deferred Outflows of Resources	<u>13,147,116</u>
LIABILITIES:	
Accounts Payable	3,607,403
Unearned Revenue	498,720
Noncurrent Liabilities:	
Net Pension Liability	20,634,903
Total OPEB Liability	22,552,633
Due within one year	535,506
Due in more than one year	<u>21,698,144</u>
Total Liabilities	<u>69,527,309</u>
DEFERRED INFLOWS OF RESOURCES:	
Deferred Inflows of Resources - Pensions	2,596,139
Deferred Inflows of Resources - OPEB	<u>4,669,819</u>
Total Deferred Inflows of Resources	<u>7,265,958</u>
NET POSITION:	
Net Investment in Capital Assets	10,058,275
Restricted For:	
Federal and State Programs	6,229,157
Debt Service	532,431
Capital Projects	1,237,171
Unrestricted	<u>(20,371,976)</u>
Total Net Position	<u>\$ (2,314,942)</u>

The accompanying notes are an integral part of this statement.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT**BALANCE SHEET - GOVERNMENTAL FUNDS**

JUNE 30, 2023

	General Fund	Other Governmental Funds	Total Governmental Funds
ASSETS:			
Cash in County Treasury	\$ 25,226,853	\$ 2,443,372	\$ 27,670,225
Cash on Hand and in Banks	--	138,259	138,259
Cash in Revolving Fund	3,000	--	3,000
Cash with a Fiscal Agent/Trustee	15	11	26
Investments	196,500	--	196,500
Accounts Receivable	2,672,911	248,683	2,921,594
Due from Other Funds	108,854	67,922	176,776
Stores Inventories	--	8,216	8,216
Prepaid Expenditures	32,370	--	32,370
Total Assets	<u>28,240,503</u>	<u>2,906,463</u>	<u>31,146,966</u>
LIABILITIES AND FUND BALANCE:			
Liabilities:			
Accounts Payable	\$ 3,478,689	\$ 128,714	\$ 3,607,403
Due to Other Funds	67,922	108,854	176,776
Unearned Revenue	482,103	16,617	498,720
Total Liabilities	<u>4,028,714</u>	<u>254,185</u>	<u>4,282,899</u>
Fund Balance:			
Nonspendable Fund Balances:			
Revolving Cash	3,000	--	3,000
Stores Inventories	--	8,216	8,216
Prepaid Items	32,370	--	32,370
Restricted Fund Balances	5,800,869	2,326,092	8,126,961
Assigned Fund Balances	4,706,131	317,970	5,024,101
Unassigned:			
Reserve for Economic Uncertainty	983,866	--	983,866
Other Unassigned	12,685,553	--	12,685,553
Total Fund Balance	<u>24,211,789</u>	<u>2,652,278</u>	<u>26,864,067</u>
Total Liabilities and Fund Balances	<u>\$ 28,240,503</u>	<u>\$ 2,906,463</u>	<u>\$ 31,146,966</u>

The accompanying notes are an integral part of this statement.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2023

Total fund balances - governmental funds balance sheet	\$ 26,864,067
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Amounts reported for governmental activities in the Statement of Net Position
("SNP") are different because:

Capital assets used in governmental activities are not reported in the funds.	30,009,134
Payables for bond principal which are not due in the current period are not reported in the funds.	(17,012,316)
Payables for leases which are not due in the current period are not reported in the funds.	(357,604)
Payables for notes which are not due in the current period are not reported in the funds.	(1,730,000)
Payables for compensated absences which are not due in the current period are not reported in the funds.	(176,374)
Other long-term liabilities which are not due and payable in the current period are not reported in the funds.	(1,202,824)
Other long-term assets are not available to pay for current period expenditures and are deferred in the funds.	221,715
Recognition of the District's proportionate share of the net pension liability is not reported in the funds.	(20,634,903)
Deferred Resource Inflows related to the pension plans are not reported in the funds.	(2,596,139)
Deferred Resource Outflows related to the pension plans are not reported in the funds.	6,763,359
The accumulated accretion of interest on capital appreciation bonds is not reported in the funds.	(1,136,916)
Bond premiums are amortized in the SNA but not in the funds.	(617,616)
Recognition of the District's proportionate share of the net OPEB liability is not reported in the funds.	(22,552,633)
Deferred Resource Inflows related to the OPEB plans are not reported in the funds.	(4,669,819)
Deferred Resource Outflows related to the OPEB plans are not reported in the funds.	6,162,042
Lease assets used in governmental activities are not reported in the funds.	<u>351,885</u>

Net position of governmental activities - Statement of Net Position	\$ <u>(2,314,942)</u>
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The accompanying notes are an integral part of this statement.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2023

	General Fund	Other Governmental Funds	Total Governmental Funds
Revenues:			
LCFF Sources:			
State Apportionment or State Aid	\$ 21,671,321	\$ --	\$ 21,671,321
Education Protection Account Funds	1,779,237	--	1,779,237
Local Sources	3,748,730	--	3,748,730
Federal Revenue	3,841,979	1,041,661	4,883,640
Other State Revenue	8,923,570	836,529	9,760,099
Other Local Revenue	1,917,174	1,511,375	3,428,549
Total Revenues	<u>41,882,011</u>	<u>3,389,565</u>	<u>45,271,576</u>
Expenditures:			
Current:			
Instruction	17,024,923	177,320	17,202,243
Instruction - Related Services	4,915,576	107,930	5,023,506
Pupil Services	2,346,663	1,287,718	3,634,381
Ancillary Services	--	240,762	240,762
General Administration	2,701,885	61,547	2,763,432
Plant Services	3,939,760	--	3,939,760
Other Outgo	85,272	5,700	90,972
Capital Outlay	1,983,703	--	1,983,703
Debt Service:			
Principal	206,349	545,000	751,349
Interest	13,668	595,062	608,730
Total Expenditures	<u>33,217,799</u>	<u>3,021,039</u>	<u>36,238,838</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>8,664,212</u>	<u>368,526</u>	<u>9,032,738</u>
Other Financing Sources (Uses):			
Other Sources	422,262	--	422,262
Total Other Financing Sources (Uses)	<u>422,262</u>	<u>--</u>	<u>422,262</u>
Net Change in Fund Balance	9,086,474	368,526	9,455,000
Fund Balance, July 1	15,125,315	2,283,752	17,409,067
Fund Balance, June 30	<u>\$ 24,211,789</u>	<u>\$ 2,652,278</u>	<u>\$ 26,864,067</u>

The accompanying notes are an integral part of this statement.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2023

Net change in fund balances - total governmental funds \$ 9,455,000

Amounts reported for governmental activities in the Statement of Activities
("SOA") are different because:

Capital outlays are not reported as expenses in the SOA.	2,142,964
The depreciation of capital assets used in governmental activities is not reported in the funds.	(1,054,224)
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.	415,000
Repayment of lease principal is an expenditure in the funds but is not an expense in the SOA.	80,773
Repayment of loan principal is an expenditure in the funds but is not an expense in the SOA.	263,647
Bond issuance costs and similar items are amortized in the SOA but not in the funds.	11,903
The accretion of interest on capital appreciation bonds is not reported in the funds.	(178,061)
Compensated absences are reported as the amount earned in the SOA but as the amount paid in the funds.	(27,003)
Proceeds of leases do not provide revenue in the SOA, but are reported as current resources in the funds.	(422,262)
Implementing GASB 68 required certain expenditures to be de-expended and recorded as DRO.	3,269,695
Pension expense relating to GASB 68 is recorded in the SOA but not in the funds.	(1,931,199)
Implementing GASB 75 required certain expenditures to be de-expended and recorded as DRO.	1,041,573
OPEB expense relating to GASB 75 is recorded in the SOA but not in the funds.	(1,777,361)
The amortization of lease assets used in governmental activities is not reported in the funds.	(112,113)

Change in net position of governmental activities - Statement of Activities \$ 11,178,332

The accompanying notes are an integral part of this statement.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

A. Summary of Significant Accounting Policies

The District accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Charter School

On July 1, 1996, The District became a Charter School District. The charter was formed to enable the District to exercise local control, to preserve the values and future goals of the District's educational system, and to create more parental involvement.

2. Reporting Entity

The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the District's reporting entity, as set forth in GASB Statement No. 14 (as amended), *The Financial Reporting Entity*, include whether:

- the organization is legally separate organization (can sue and be sued in its name) for which the primary government is financially accountable.
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

The District also evaluated each legally separate, tax-exempt organization whose resources are used principally to provide support to the District to determine if its omission from the reporting entity would result in financial statements which are misleading or incomplete. GASB Statement No. 14 requires inclusion of such an organization as a component unit when: 1) The economic resources received or held by the organization are entirely or almost entirely for the direct benefit of the District, its component units or its constituents; and 2) The District or its component units is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the organization; and 3) Such economic resources are significant to the District.

Based on these criteria, the District has no component units. Additionally, the District is not a component unit of any other reporting entity as defined by the GASB Statement.

3. Basis of Presentation, Basis of Accounting

a. Change in Accounting Principle

As of July 1 2022, the District adopted GASB Statement No. 96, Subscriptions-Based Information Technology Arrangements (SBITAs). The implementation of this standard establishes a single model for SBITA accounting based on the principle that they are financing the right to use an underlying asset. The standard requires recognition of certain SBITA assets and liabilities that previously were classified as outflows of resources based on the payment provisions of the contract. The implementation of GASB 96 resulted in no adjustments to the financial statement presentation since the District does not have any material SBITA's or does not have SBITA's with terms longer than 12 months.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

b. Basis of Presentation

Government-Wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other non exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the preparation of the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

The District reports the following major governmental funds:

The General Fund is the District's primary operating fund. It is used to account for and report all financial resources not accounted for and reported for in another fund.

The District reports the following non-major governmental funds:

Special Revenue Funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The following special revenue funds are utilized by the District:

- The Student Activity Fund is used to account separately for the operating activities of the associated student body accounts that are not fiduciary in nature, including student clubs, general operations, athletics, and other student body activities.
- The Child Development Fund is used to account separately for federal, state, and local revenues to operate child development programs.
- The Cafeteria Fund is used to account separately for federal, state, and local resources to operate the food service program.

Debt Service Funds are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for principal and interest. The following debt service fund is maintained by the District:

- The Bond Interest and Redemption Fund is used to account for the accumulation of resources for, and the repayment of, District bond principal, interest, and related costs.

Capital Projects Funds are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays including the acquisition or construction of capital facilities and other capital assets. The District maintains the following capital projects funds:

- The Capital Facilities Fund is used to account for resources received from developer impact fees levied on development projects as a condition of approval.
- The Building Fund is used to account for capital outlay funded by the proceeds from the sale of bonds.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

c. Measurement Focus, Basis of Accounting

Government-wide Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within one year after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

4. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

5. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all government funds. By state law, the District's Board of Trustees must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's Board of Trustees satisfied these requirements.

These budgets are revised by the District's Board of Trustees and District Superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code.

6. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/Fund Balance

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
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In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Fresno County Treasury. The County pools these funds with those of other entities in the County and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the County are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with Fresno County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefitting period. The District has chosen to report the expenditure in the benefitting period.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Lives</u>
Buildings	25-50
Improvements	20
Equipment	5-20

d. Right to Use Lease Assets and Liabilities

Right to use lease assets are assets which the District leases for a term of more than one year. The value of the leases is determined by the net present value of the leases at the District's estimated incremental borrowing rate at the time of the lease agreement, amortized on a straight-line basis over the term of the agreement.

Leases payable are reported as liabilities in the government-wide financial statements in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources with an equal amount reported as a capital outlay in the year of lease inception.

e. Subscriptions-Based Information Technology Arrangements

Subscriptions-Based Information Technology Arrangement (SBITA) assets are assets which the District has entered into an arrangement to use the information technology software for a term of more than one year. The value of the SBITA is determined by the net present value of the SBITA at the District's estimated incremental borrowing rate at the time of the arrangement, amortized on a straight-line basis over the term of the arrangement.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
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SBITA subscription payables are reported as liabilities in the government-wide financial statements in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources with an equal amount reported as a capital outlay in the year of SBITA inception.

f. Receivable and Payable Balances

The District has provided detail of the receivable balances in Note F. The District believes that sufficient detail of payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates the payable balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

g. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in noncurrent liabilities - due within one year at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

h. Unearned Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Unearned revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenditures.

i. Long-Term Obligation

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective-interest method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts is reported as other financial sources/uses. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from actual debt proceeds, are reported as debt service expenditures.

j. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefitting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

k. Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The Counties of Fresno, Kings, and Tulare bill and collect the taxes for the District.

l. Deferred Outflows/Inflows of Resources

Deferred outflows of resources is a consumption of net assets or position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net assets or net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

m. Fund Balances

Fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Governmental fund balance is classified as non-spendable, restricted, committed, assigned or unassigned. Following are descriptions of fund classifications used by the District:

Non-spendable fund balance includes items that cannot be spent. This includes activity that is not in a spendable form (inventories, prepaid amounts, long-term portion of loans/notes receivable, or property held for resale unless the proceeds are restricted, committed, or assigned) and activity that is legally or contractually required to remain intact, such as a principal balance in a permanent fund.

Restricted fund balance includes amounts that have constraints placed upon the use of the resources either by an external party or imposed by law through a constitutional provision or enabling legislation.

Committed fund balance includes amounts that can be used only for the specific purposes pursuant to constraints imposed by a formal action of the Board, the District's highest level of decision-making authority. This formal action is the passage of a resolution by a simple majority vote.

Assigned fund balance includes amounts that are constrained by the District's intent to be used for a specific purpose, but are neither restricted nor committed. For governmental funds, other than the general fund, this is the residual amount within the fund that is not restricted or committed. Assignments of fund balance are created by the Chief Business Official pursuant to authorization established by Board Policy 3470.

Unassigned fund balance is the residual classification for the general fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. The general fund should be the only fund that reports a positive unassigned fund balance amount. In other governmental funds, it may be necessary to report a negative unassigned fund balance.

When expenditures/expenses are incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) resources are available, it is the District's general policy to use restricted resources first. When expenditures/expenses are incurred for purposes for which unrestricted (committed, assigned, and unassigned) resources are available, and amount in any of these unrestricted classifications could be used, it is the District's general policy to spend committed resources first, followed by assigned amounts, and then unassigned amounts.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than two months of general fund operating expenditures, or 3 percent of General Fund expenditures and other financing uses.

n. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan) and additions to/deductions from the CalPERS Plan and CalSTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

Valuation Date (VD)	June 30, 2021
Measurement Date (MD)	June 30, 2022
Measurement Period (MP)	July 1, 2021 to June 30, 2022

o. Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the District's single-employer defined benefit OPEB Plan ("the Plan") have been determined on the same basis as they are reported by the Plan. For this purpose, the Plan recognizes benefit payments when due and payable in accordance with the benefit terms.

p. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

<u>Violation</u>	<u>Action Taken</u>
None reported	Not applicable

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

<u>Fund Name</u>	<u>Deficit Amount</u>	<u>Remarks</u>
None Reported	Not applicable	Not applicable

C. Excess of Expenditures over Appropriations

As of June 30, 2023, expenditures exceeded appropriations in individual funds as follows:

<u>Appropriations Category</u>	<u>Excess Expenditures</u>
General Fund:	
Capital Outlay	\$ 1,057,444

The District incurred additional expenses related to Capital Outlay that were not included in the budget including \$422,262 of capital outlay related to the new copier lease.

D. Cash and Investments

Cash and investments at June 30, 2023 are classified in the accompanying financial statements as follows:

Statement of Net Position:

Governmental Activities:

Cash in County Treasury	\$ 27,670,225
Cash on Hand and in Banks	138,259
Cash in Revolving Fund	3,000
Cash with Fiscal Agent/Trustee	26
Investment in Joint Power Authority	196,500
Grand Total Cash and Investments	<u>\$ 28,008,010</u>

Cash and investments as of June 30, 2023 consist of the following:

Deposits with Financial Institutions	\$ 141,259
Deposits with County Treasury	27,670,225
Deposits with a Fiscal Agent/Trustee	26
Investment in Joint Power Authority	196,500
Total Cash and Investments	<u>\$ 28,008,010</u>

Cash in County Treasury

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Fresno County Treasury as part of the common investment pool (the District's portion was \$27,670,225 as of June 30, 2023). The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's portion of this pool as of June 30, 2022, as provided by the pool sponsor, was \$26,414,944. Assumptions made in determining the fair value of the District's pooled investment portfolios are available from the County Treasurer. The County is restricted by Government Code Section 53635 pursuant to Section 53601 to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The amount recorded on these financial statements is the balance available for withdrawal based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

Cash on Hand, in Banks, and in Revolving Fund

Cash balances on hand and in banks (\$138,259) and in the revolving fund (\$3,000) are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). All cash held by the financial institution is fully insured or collateralized.

Cash With a Fiscal Agent/Trustee

The Cash with a Fiscal Agent/Trustee was \$26, representing the remaining reserves for proceeds from Certificates of Participation.

Investment in Joint Power Authority (JPA) – Fresno Area Self-Insured Benefits Organization dba The EdCare Group (FASBO)

In July 2019 the District entered into a premium advance funding arrangement as a JPA member with Fresno Area Self-Insurance Benefits Organization dba the EdCare Group (FASBO) to advance premium funding to the JPA in their pro rata share, for the aggregate amount of \$4,000,000. The District's share of the premium advance funding amount is \$524,000 which represents 13.1% of the total membership enrolled in EdCare at the time of the arrangement. The payback period from the JPA, without interest, began October 2019 and may take up to a maximum of six years to complete payback of the premium advance funding amount to the District, ending no later than October 2025. The District received payback from the JPA of \$87,333 during the fiscal year and has a remaining balance of \$196,500 as of June 30, 2023.

Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported at an amount determined by the fair value per share of the pools underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940. The District's investment policy does not contain any specific provisions intended to limit the District's exposure to interest rate risk, credit risk, and concentration of credit risk.

Investments Authorized by Debt Agreements

Investment of debt proceeds held by trustees is governed by provisions of the debt agreements, rather than the general provisions of the California Government Code or the District's investment policy. The table below identifies the investments types that are authorized for investments held by trustees. The table also identifies certain provisions of these debt agreements that address interest rate risk, credit risk, and concentration of credit risk.

<u>Authorized Investment Type</u>	<u>Maximum Security</u>
U.S. Treasury Obligations	None
U.S. Agency Securities	None
Banker's Acceptances	180 days
Commercial Paper	270 days
Money Market Mutual Funds	N/A
Investment Contracts	30 years

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

Disclosures Relating to Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates.

Disclosures Relating to Credit Risk

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization.

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond that stipulated by the California Government Code. The District has no investments.

Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provisions for deposits: The California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies.

None of the District's deposits with financial institutions were in excess of federal depository insurance limits.

The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover the value of its investment or collateral securities that are in the possession of another party. The California Government code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for investments. With respect to investments, custodial credit risk generally applies only to direct investments in marketable securities. Custodial credit risk does not apply to a local government's indirect investment in securities through the use of mutual funds of government investment pools.

E. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices (unadjusted) in active markets for identical assets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized – Cash in County Treasury (Investments in county treasury) in the Fresno County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
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Uncategorized – Investment in Joint Power Authority is not measured using the input levels above because the District's transactions are based on a stable net asset value.

The District's fair value measurements at June 30, 2023 were as follows:

	<u>Uncategorized</u>	<u>Total</u>
Cash in County Treasury (Investments in county treasury)	<u>\$ 27,670,225</u>	<u>\$ 27,670,225</u>
Investment in Joint Power Authority	<u>\$ 196,500</u>	<u>\$ 196,500</u>

F. Accounts Receivable

Accounts receivable as of June 30, 2023, consist of the following:

	<u>General Fund</u>	<u>Other Governmental Funds</u>	<u>Total</u>
Federal Government:			
Federal Programs	<u>\$ 1,680,872</u>	<u>\$ 197,016</u>	<u>\$ 1,877,888</u>
State Government:			
Categorical Aid Programs	690,114	23,632	713,746
Lottery	140,808	-	140,808
Other	-	9,056	9,056
Total State Government	<u>830,922</u>	<u>32,688</u>	<u>863,610</u>
Local Government:			
Other	11,507	782	12,289
Interest	149,605	16,801	166,406
Miscellaneous	5	1,396	1,401
Totals	<u>\$ 2,672,911</u>	<u>\$ 248,683</u>	<u>\$ 2,921,594</u>

G. Capital Assets

Capital asset activity for the period ended June 30, 2023, was as follows:

	<u>Beginning Balances</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balances</u>
Governmental activities:				
Capital assets not being depreciated:				
Land	\$ 505,676	\$ -	\$ -	\$ 505,676
Work in Progress	66,317	1,261,531	111,096	1,216,752
Total capital assets not being depreciated	<u>571,993</u>	<u>1,261,531</u>	<u>111,096</u>	<u>1,722,428</u>
Capital assets being depreciated:				
Buildings	41,440,306	407,397	-	41,847,703
Land Improvements	965,152	-	-	965,152
Equipment	3,650,324	162,870	-	3,813,194
Total capital assets being depreciated	<u>46,055,782</u>	<u>570,267</u>	<u>-</u>	<u>46,626,049</u>
Less accumulated depreciation for:				
Buildings	13,661,139	851,150	-	14,512,289
Land Improvements	307,998	43,238	-	351,236
Equipment	3,315,982	159,836	-	3,475,818
Total accumulated depreciation	<u>17,285,119</u>	<u>1,054,224</u>	<u>-</u>	<u>18,339,343</u>
Total capital assets being depreciated, net	<u>28,770,663</u>	<u>(483,957)</u>	<u>-</u>	<u>28,286,706</u>
Governmental activities capital assets, net	<u>\$ 29,342,656</u>	<u>\$ 777,574</u>	<u>\$ 111,096</u>	<u>\$ 30,009,134</u>

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
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Depreciation was charged to functions as follows:

Instruction	\$ 15,685
Instruction-Related Services	8,821
Pupil Services	31,714
General Administration	2,751
Plant Services	995,253
	<u>\$ 1,054,224</u>

H. Right to Use Lease Assets

The District has recorded right to use lease assets. The assets are right to use assets for equipment. The related leases are discussed in the Leases Payable subsection of the Long-Term Obligations of Note (J). The right to use lease assets are amortized on a straight-line basis over the terms of the related leases.

Right to use lease asset activity for the fiscal year ended June 30, 2023, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Intangible right to use assets	<u>\$ 413,053</u>	<u>\$ 422,262</u>	<u>\$ 413,053</u>	<u>\$ 422,262</u>
Totals at historical cost	413,053	422,262	413,053	422,262
Less: accumulated amortization	371,317	112,113	413,053	70,377
Right to Use Lease Assets - Net	<u>\$ 41,736</u>	<u>\$ 310,149</u>	<u>\$ -</u>	<u>\$ 351,885</u>

I. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2023, consisted of the following:

<u>Due to Other Fund</u>	<u>Due From Other Fund</u>	<u>Amount</u>	<u>Purpose</u>
General Fund	Cafeteria Fund	\$ 47,307	To cover accounts payable and closing contribution.
General Fund	Capital Facilities Fund	20,615	To reclass expenditure to General Fund.
Child Development Fund	General Fund	21,876	To charge indirect costs to the Child Development Fund.
Cafeteria Fund	General Fund	86,978	To charge indirect costs and cover accounts payable.
		<u>\$ 176,776</u>	

All amounts due are scheduled to be repaid within one year.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

J. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the period ended June 30, 2023, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental Activities:					
General Obligation Bonds	\$ 17,427,316	\$ -	\$ 415,000	\$ 17,012,316	\$ 10,000
Accreted Interest - 2016 Refunding Bonds	958,855	178,061	-	1,136,916	-
Bond Issuance Premium	641,836	-	24,220	617,616	-
Compensated Absences	149,371	27,003	-	176,374	176,374
Direct Borrowings:					
Certificates of Participation	1,860,000	-	130,000	1,730,000	135,000
Qualified Zone Academy Bond	1,336,471	-	133,647	1,202,824	133,647
Leases Payable	16,115	422,262	80,773	357,604	80,485
Totals	<u>\$ 22,389,964</u>	<u>\$ 627,326</u>	<u>\$ 783,640</u>	<u>\$ 22,233,650</u>	<u>\$ 535,506</u>

2. General Obligation Bonds

The outstanding general obligation bonded debt of the District as of June 30, 2023, is:

Date of Issue	Interest Rate%	Maturity Date	Original Issue	Outstanding July 1, 2022	Issued Current Year	Redeemed Current Year	Outstanding June 30, 2023
2016	1.25-4.00	2032	\$ 5,440,000	\$ 4,675,000	\$ -	\$ 410,000	\$ 4,265,000
2016	3.99-4.35	2042	3,252,316	3,252,316	-	-	3,252,316
2016	2.00-4.25	2047	5,000,000	4,500,000	-	-	4,500,000
2018	2.63-5.50	2049	5,000,000	5,000,000	-	5,000	4,995,000
			<u>\$ 18,692,316</u>	<u>\$ 17,427,316</u>	<u>\$ -</u>	<u>\$ 415,000</u>	<u>\$ 17,012,316</u>

On April 5, 2016, the District issued general obligation refunding bonds in the amount of \$8,692,316. The bonds were issued to advance refund \$2,999,999 of the outstanding 2004 Series B capital appreciation bonds including the related accreted interest of \$1,947,176 and the 2006 refunding serial bonds of \$3,235,000 and pay the related costs of issuing the new bonds. These bonds along with the accreted interest were fully redeemed in July 2016. On the Government-Wide Statements, the defeasance of these bonds resulted in a deferred outflow of resources of \$320,253 and is being amortized as a component of interest expense over the life of the new bonds. The unamortized balance at June 30, 2023 was \$221,715. The bonds bear interest of 1.25 - 4.35% and mature in July 2041.

In August 2016, the District issued \$5,000,000 of the 2016 Series A Bonds. The District issued these bonds to finance the renovation, construction, and improvement of school facilities. Semi-annual payments will be made beginning in February 2017 with the interest rates ranging from 2.00% to 4.25% and maturing in August 2046.

In September 2018, the District issued \$5,000,000 of the 2016 Series B Bonds. The District issued these bonds to finance the renovation, construction, and improvement of school facilities and refund \$1,570,000 of the 2007 Certificates of Participation including related accrued interest of \$15,775 (NOTE J.3.). Semi-annual payments will be made beginning in February 2019 with the interest rates ranging from 2.63% to 5.50% and maturing in August 2048. The bonds were issued at a premium of \$726,607 which is reported as a Long-Term Obligation and is being amortized over the bond period against interest expense. The unamortizable balance at June 30, 2023 was \$617,616.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

The annual requirements to amortize general obligation bonds payable, outstanding as of June 30, 2023, are as follows:

2016 Refunding Bonds (Serial Bonds)

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2024	\$ -	\$ 56,212	\$ 56,212
2025	440,000	103,644	543,644
2026	480,000	90,044	570,044
2027	515,000	80,094	595,094
2028	505,000	69,263	574,263
2029-2032	2,325,000	138,166	2,463,166
Totals	<u>\$ 4,265,000</u>	<u>\$ 537,423</u>	<u>\$ 4,802,423</u>

2016 Refunding Bonds (Capital Appreciation Bonds)

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2033-2036	\$ 1,436,871	\$ 1,503,130	\$ 2,940,001
2037-2041	1,728,982	2,706,023	4,435,005
2042	86,463	173,531	259,994
Totals	<u>\$ 3,252,316</u>	<u>\$ 4,382,684</u>	<u>\$ 7,635,000</u>

2016 Series A Bonds

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2024	\$ -	\$ 149,125	\$ 149,125
2025	-	149,125	149,125
2026	-	149,125	149,125
2027	-	149,125	149,125
2028	55,000	148,575	203,575
2029-2033	515,000	713,284	1,228,284
2034-2038	855,000	624,226	1,479,226
2039-2043	1,355,000	472,666	1,827,666
2044-2047	1,720,000	154,062	1,874,062
Totals	<u>\$ 4,500,000</u>	<u>\$ 2,709,313</u>	<u>\$ 7,209,313</u>

2016 Series B Bonds

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2024	\$ 10,000	\$ 244,025	\$ 254,025
2025	30,000	243,425	273,425
2026	40,000	242,375	282,375
2027	50,000	241,025	291,025
2028	55,000	239,450	294,450
2029-2033	405,000	1,167,084	1,572,084
2034-2038	560,000	1,091,840	1,651,840
2039-2043	1,000,000	935,750	1,935,750
2044-2048	2,045,000	553,977	2,598,977
2049	800,000	22,010	822,010
Totals	<u>\$ 4,995,000</u>	<u>\$ 4,980,961</u>	<u>\$ 9,975,961</u>

During the year, the District made payments on General Obligation Bonds of \$935,614, including interest of \$520,614. Capital Appreciation Bonds are accretive. Bond interest accumulates in the initial years and will be repaid in later years.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

3. Certificates of Participation

The outstanding Certificates of Participation of the District as of June 30, 2023, is:

Date of Issue	Original Issue	Outstanding July 1, 2022	Redeemed Current Year	Outstanding June 30, 2023
2007	\$ 3,000,000	\$ 375,000	\$ 30,000	\$ 345,000
2014	2,220,000	1,485,000	100,000	1,385,000
	<u>\$ 5,220,000</u>	<u>\$ 1,860,000</u>	<u>\$ 130,000</u>	<u>\$ 1,730,000</u>

In March 2007, the District issued Certificates of Participation (COP) in the amount of \$3,000,000 with interest rates ranging from 3.50% to 4.20%. The District issued the COP to finance construction and pay costs of delivery of the Certificates. As noted at Note J.2., a portion of the District's 2016 Series B Bonds were issued to refund \$1,570,000 of the 2007 Certificates of Participation. This produced an additional cash outflow of \$483,264 over the next 22 years. The economic loss resulting from the refunding transaction, calculated on a present value basis was \$28,765. The District's portion of future payments are as follows:

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2024	\$ 30,000	\$ 13,781	\$ 43,781
2025	30,000	12,544	42,544
2026	30,000	11,306	41,306
2027	30,000	10,068	40,068
2028	35,000	8,715	43,715
2029-2032	150,000	19,740	169,740
2033	40,000	840	40,840
Totals	<u>\$ 345,000</u>	<u>\$ 76,994</u>	<u>\$ 421,994</u>

On May 14, 2014 the District issued a Certificate of Participation (COP) of \$2,220,000 with interest rates ranging from 2.00% to 4.50%. The District issued the COP to finance acquisition construction and installation of certain capital improvements and pay costs of delivery of the Certificates. The District's portion of future payments are as follows:

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2024	\$ 105,000	\$ 56,475	\$ 161,475
2025	105,000	53,062	158,062
2026	110,000	49,388	159,388
2027	115,000	45,262	160,262
2028	120,000	40,663	160,663
2029-2033	675,000	124,512	799,512
2034	155,000	6,975	161,975
Totals	<u>\$ 1,385,000</u>	<u>\$ 376,337</u>	<u>\$ 1,761,337</u>

During the year the District made payments on the certificates of participation of \$204,447, including interest of \$74,447.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

4. Qualified Zone Academy Bond

On June 1, 2015 the District issued a Qualified Zone Academy Bond (QZAB) of \$2,272,000 with a zero interest rate. In lieu of interest payments from the District, the lender receives a tax credit against its annual tax liability to the federal government. The District issued the QZAB to finance solar energy facilities and energy upgrades and pay for issuance costs. The District's portion of future payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	\$ 133,647	\$ -	\$ 133,647
2025	133,647	-	133,647
2026	133,647	-	133,647
2027	133,647	-	133,647
2028	133,647	-	133,647
2029-2032	534,589	-	534,589
	<u>\$ 1,202,824</u>	<u>\$ -</u>	<u>\$ 1,202,824</u>

During the year the District made principal payments on the QZAB of \$133,647.

5. Leases Payable

The District has entered into agreements to lease certain equipment. The lease agreements qualify as other than short-term leases under GASB 87 and, therefore, have been recorded at the present value of the future minimum lease payments as of their inception.

A lease agreement was executed in September 2022, to lease copiers and requires 60 monthly payments of approximately \$7,800 per month. There are no variable payment components of the lease. The lease liability is measured at a discount rate of 4.00%, which is the District's estimated incremental borrowing rate. As a result, the district has recorded a right to use asset.

The future lease payment maturity schedule is as follows:

Year Ending June 30,	Principal	Interest	Total
2024	\$ 80,485	\$ 12,839	\$ 93,324
2025	83,764	9,560	93,324
2026	87,176	6,148	93,324
2027	90,728	2,596	93,324
2028	15,451	103	15,554
Totals	<u>\$ 357,604</u>	<u>\$ 31,246</u>	<u>\$ 388,850</u>

In September 2022, upon the execution of the above new lease the old lease was bought out and the final four payments amounting to \$8,071 were waived. The \$8,071 discount has been included in the principle payments reported with an offsetting credit to local revenues.

K. Detail of Fund Balance Classifications

Details of assigned Fund Balances are as follows:

	General Fund	Other Governmental Funds
Assigned for:		
Additional 6% for Economic Uncertainties	\$ 1,967,732	\$ -
Retiree Health and Welfare Benefits	2,738,399	-
Preschool Services and Site Improvements	-	100,514
Cafeteria	-	207,022
Bond Capital Projects	-	6,387
Capital Facilities	-	4,047
	<u>\$ 4,706,131</u>	<u>\$ 317,970</u>

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

L. Joint Ventures (Joint Powers Agreements)

The District participates in joint ventures under joint powers agreements (JPAs) with the Fresno Area Self-Insurance Benefits Organization dba The EdCare Group, Fresno County Self-Insurance Group, and the Organization of Self-Insured Schools. The relationship between Kingsburg Elementary Charter School District and the JPAs is such that none of the JPAs is a component unit of Kingsburg Elementary Charter School District for financial reporting purposes.

Condensed audited financial information for the above JPAs (the most current information available) can be obtained through each respective authority.

Fresno Area Self-Insured Benefits Organization dba The EdCare Group (FASBO)

FASBO arranges for and provides medical, dental, and prescription insurance for its member districts. FASBO is governed by a Board consisting of a representative from each member district. The Board controls the operations of FASBO, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in FASBO.

Fresno County Self-Insurance Group (FCSIG)

FCSIG arranges for and provides workers' compensation insurance for its member districts. FCSIG is governed by a Board consisting of a representative from each member district. The Board controls the operations of FCSIG, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in FCSIG.

Organization of Self-Insured Schools (OSS)

OSS arranges for and provides property and liability insurance for its member districts. OSS is governed by a Board consisting of a representative from each member district. The Board controls the operations of OSS, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in OSS.

M. Pension Plans

1. General Information About the Pension Plans
2. Plan Descriptions

Qualified employees are covered under cost-sharing multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

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- b. Benefits Provided

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

The Plans' provisions and benefits for the measurement period ending June 30, 2022 are summarized as follows:

	CalSTRS		CalPERS	
	Before Jan. 1, 2013	After Jan. 1, 2013	Before Jan. 1, 2013	After Jan. 1, 2013
Hire Date				
Benefit Formula	2% at 60	2% at 62	2% at 55	2% at 62
Benefit Vesting Schedule	5 Years	5 Years	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life	Monthly for Life	Monthly for Life
Retirement Age	55-60	55-62	50-62	52-67
Monthly benefits, as a % of eligible compensation	1.1 - 2.4%	1.0 - 2.4%*	1.1 - 2.5%	1.0 - 2.5%

* Amounts are limited to 120% of Social Security Wage Base.

c. Contributions – CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. For the year ended June 30, 2023, employees hired prior to January 1, 2013 contributed 7.00%, employees hired on or after January 1, 2013 contributed 8.00% of annual pay, and the employer's contribution rate is 25.37% of annual payroll. District contributions to the pension plan were \$1,135,545 for the year ended June 30, 2023, and equal 100% of the required contributions for the year.

d. Contributions – CalSTRS

For the year ended June 30, 2023, Section 22950 of the California Education code requires CalSTRS 2% at 60 and 2% at 62 members to contribute monthly to the system 10.25% and 10.205% of the creditable compensation, respectively, upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS Board have been established at 19.10% of creditable compensation. Rates are defined in Section 22950.5 through measurement period ending June 30, 2023. Beginning in the fiscal year 2021-22 and for each year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary. District contributions to the pension plan were \$2,134,150 for the year ended June 30, 2023, and equal 100% of the required contributions for the year.

e. On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the year ended June 30, 2023, the State contributed \$982,016 on behalf of the District to CalSTRS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures.

Accordingly, these amounts have been recorded in these financial statements.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2023, the District reported net pension liabilities for its proportionate shares of the net pension liability of each plan. The CalSTRS net pension liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability of each plan, the related CalSTRS State support, and the total portion of the net pension liability that is associated with the District is as follows:

	CalSTRS	CalPERS	Total
District's proportionate share of the net pension liability	\$ 11,740,339	\$ 8,894,564	\$ 20,634,903
State's proportionate share of the net pension liability associated with the District	5,879,596	-	5,879,596
Total	<u>\$ 17,619,935</u>	<u>\$ 8,894,564</u>	<u>\$ 26,514,499</u>

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2022, and the total pension liability for each Plan used to calculate the net pension liability was determined by the actuarial valuation as of June 30, 2021 rolled forward to June 30, 2022 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2021 and 2022 was as follows:

	CalSTRS	CalPERS
Proportion - June 30, 2021	0.016300%	0.025143%
Proportion - June 30, 2022	<u>0.016896%</u>	<u>0.025849%</u>
Change - Increase (Decrease)	<u>0.000596%</u>	<u>0.000706%</u>

For the year ended June 30, 2023, the District recognized pension expense of \$2,356,054 and revenue of \$424,855 for support provided by the State. At June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 3,269,695	\$ -
Differences between actual and expected experience	49,829	1,101,588
Change in assumptions	1,240,204	-
Change in employer's proportion and differences between the employer's contributions and the employer's proportionate share of contributions	1,153,425	920,426
Net difference between projected and actual earnings on plan investments	<u>1,050,206</u>	<u>574,125</u>
Total	<u>\$ 6,763,359</u>	<u>\$ 2,596,139</u>

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

\$3,269,695 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. The other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year Ended June 30	
2024	\$ 258,801
2025	(229,288)
2026	(542,250)
2027	1,545,755
2028	(163,676)
Thereafter	28,183
Total	<u>\$ 897,525</u>

a. Actuarial Assumptions

The total pension liabilities in the June 30, 2021 actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Valuation Date	June 30, 2021	June 30, 2021
Measurement Date	June 30, 2022	June 30, 2022
Actuarial Cost Method	Entry Age - Normal Cost Method	Entry Age - Normal Cost Method
Actuarial Assumptions:		
Discount Rate	7.10%	6.90%
Inflation	2.75%	2.30%
Payroll Growth	3.50%	(3)
Post Retirement Benefit Increase	(1)	(4)
Investment Rate of Return	7.10%	6.90%
Mortality	(2)	(5)

(1) CalSTRS post retirement benefit increases assumed at 2% simple for DB (annually) maintaining 85% purchasing power level for DB. Increases are not applicable for DBS/CBB.

(2) CalSTRS base mortality tables are custom tables delivered to best fit the patterns of mortality among CalSTRS members. The projection scale was set to equal 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

(3) Varies by entry age and service.

(4) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.30% thereafter.

(5) CalPERS mortality table was developed based on CalPERS specific data. The rates incorporate generational mortality to capture ongoing mortality improvement using 80% of the scale MP 2020 published by the Society of Actuaries. For more details, please refer to the 2021 experience study report that can be found on the CalPERS website.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

b. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 6.90% for CalPERS. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, employers, and state contributing agencies will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate and the use of the District bond rate calculation is not necessary for either plan. The stress test results are presented in a detailed report that can be obtained from CalSTRS and CalPERS websites.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expenses. The investment return assumption used in the accounting valuations is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review all actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. CalSTRS completed their ALM in November 2019. CalPERS completed their ALM in 2021 with new policies in effect on July 1, 2022. Both CalSTRS and CalPERS conduct new ALM's every four years.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalSTRS and CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return and arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

The tables below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

CalPERS

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Real Return (Years 1-10) (1)(2)</u>
Global Equity - cap-weighted	30.00%	4.45%
Global Equity non-cap-weighted	12.00%	3.84%
Private Equity	13.00%	7.28%
Treasury	5.00%	0.27%
Mortgage-backed Securities	5.00%	0.50%
Investment Grade Corporates	10.00%	1.56%
High Yield	5.00%	2.27%
Emerging Market Debt	5.00%	2.48%
Private Debt	5.00%	3.57%
Real Assets	15.00%	3.21%
Leverage	-5.00%	-0.59%
	<u>100.00%</u>	

(1) An expected inflation of 2.30% used for this period.

(2) Figures are based on the 2021-22 Asset Liability Management study.

CalSTRS

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Public Equity	42.00%	4.80%
Real Estate	15.00%	3.60%
Private Equity	13.00%	6.30%
Fixed Income	12.00%	1.30%
Risk Mitigating Strategies	10.00%	1.80%
Inflation Sensitive	6.00%	3.30%
Cash/Liquidity	2.00%	-0.40%
	<u>100.00%</u>	

* 20-year average.

c. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	<u>CalSTRS</u>	<u>CalPERS</u>
1% Decrease	6.10%	5.90%
Net Pension Liability	\$ 19,939,450	\$ 12,848,648
Current Discount Rate	7.10%	6.90%
Net Pension Liability	\$ 11,740,339	\$ 8,894,564
1% Increase	8.10%	7.90%
Net Pension Liability	\$ 4,932,612	\$ 5,626,659

d. Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

N. Post-Employment Benefits Other than Pension Benefits

1. General Information about the OPEB Plan

Plan Description

In addition to the pension benefits described in Note M the District provides post-employment health care and supplementary early retirement plan benefits to employees based on the date they were hired. Employees hired on or before January 13, 1994 who retire from the District on or after attaining age 55 receive benefits until age 70, age 75 or life, based on length of service. Employees hired after January 13, 1994 who retire from the District on or after attaining age 55 with at least 15 years of service, receive benefits until age 65. The plan is a single-employer defined benefit OPEB plan administered by District's board of directors. Authority to establish and amend the benefit terms and financing requirements lies with the District's board of directors. No assets are accumulated in a trust that meets the criteria in paragraph 4 of the GASB 75 statement.

Employees Covered by Benefit Terms

As of June 30, 2023, the following employees were covered by the benefit terms:

Inactive Employees or Beneficiaries Currently Receiving Benefits	71
Inactive Employees Entitled to But Not Yet Receiving Benefits	-
Participating Active Employees	154
Total Number of participants	<u>225</u>

Contributions

The contribution requirements of OPEB Plan members and the District are established and may be amended through negotiations between the District and the respective bargaining units. The voluntary contribution is based on projected pay-as-you-go financing requirements. Therefore, a schedule of OPEB contributions is not presented in the Required Supplementary Information. For the fiscal year ended June 30, 2023, the District contributed \$1,041,573 to the Plan, of which \$1,041,573 was used for current premiums.

An actuarially determined contribution was not calculated for OPEB for the fiscal year, therefore a 10-year schedule is not presented in the required supplementary information.

2. Total OPEB Liability

The District's total OPEB liability of \$22,552,633 was measured as of June 30, 2022 and was determined by an actuarial valuation date of June 30, 2021.

Actuarial Assumptions and Other Inputs

The total OPEB liability on the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified.

Inflation	2.50 percent
Salary Increases	2.75 percent, average, including inflation
Discount Rate	3.54 percent
Healthcare Cost Trend Rates	4.00 percent

Mortality assumptions were based on the 2020 CalSTRS Mortality Table for certificated employees and the 2017 CalPERS Active Mortality for Miscellaneous and Schools Employee Table for classified employees.

The actuarial assumptions used on the June 30, 2021 valuation were based on a review of plan experience which included a validation of experience studies prepared by CalSTRS for retirement

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

Discount Rate

The discount rate was based on the Bond Buyer 20-bond General Obligation Index. It was assumed that contributions would be sufficient to fully fund the obligation over a period not to exceed 30 years.

3. Changes in Total OPEB Liability

	Total OPEB Liability
Balance at June 30, 2022	<u>\$ 26,242,924</u>
Changes for the year:	
Service cost	617,894
Interest on Total OPEB Liability	563,230
Expected Investment Income	-
Administrative Expenses	-
Employee Contributions	-
Employee Contributions to Trust	-
Employer Contributions as Benefit Payments	(952,822)
Actual Benefit Payments from Trust	-
Actual Benefit Payments from Employer	-
Experience (Gains)/Losses from Expected Minus Actual Benefit Payments	-
Expected Balance at June 30, 2023	<u>27,424,048</u>
Experience (Gains)/Losses	-
Changes in Assumptions	(3,918,593)
Changes in Benefit Terms	-
Investment Gains/(Losses)	-
Other	-
Net changes	<u>(3,690,291)</u>
Balance at June 30, 2023	<u><u>\$ 22,552,633</u></u>

The discount rate of 3.54% for fiscal year ended June 30, 2023 increased by 1.38% from the discount rate of 2.16% in the prior measurement period of June 30, 2021. There were no other changes in benefit terms or assumptions and other inputs for the fiscal year ended June 30, 2023.

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the District if it were calculated using a discount rate that is one percentage point lower or one percentage point higher than the current discount rate:

	District's OPEB Plan
1% decrease	2.54%
Total OPEB Liability	\$ 25,365,952
Current discount rate	3.54%
Total OPEB Liability	\$ 22,552,633
1% increase	4.54%
Total OPEB Liability	\$ 20,578,562

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the District if it were calculated using health care cost trend rates that are one percentage point lower or one percentage point higher than the current healthcare cost trend rates:

	<u>District's OPEB Plan</u>
1% decrease	3.00%
Total OPEB Liability	\$ 19,836,654
Current healthcare cost trend rate	4.00%
Total OPEB Liability	\$ 22,552,633
1% increase	5.00%
Total OPEB Liability	\$ 25,609,017

4. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the fiscal year ended June 30, 2023, the District recognized OPEB expense of \$1,777,361. As of fiscal year ended June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Contributions made subsequent to measurement date	\$ 1,041,573	\$ -
Differences between expected and actual experience	1,084,607	707,825
Change in assumptions	4,035,862	3,961,994
Net difference between projected and actual earnings on OPEB plan investments	-	-
	<u>\$ 6,162,042</u>	<u>\$ 4,669,819</u>

\$1,041,573 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of total OPEB liability in the year ended June 30, 2024. The other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as OPEB expense as follows:

<u>Year Ended June 30:</u>	
2024	\$ 117,636
2025	117,636
2026	117,636
2027	117,636
2028	117,642
Thereafter	(137,536)
Total	<u>\$ 450,650</u>

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

O. Commitments and Contingencies

State and Federal Allowances, Awards and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

Work in Progress

The District has the following commitments related to construction contracts which will be funded from federal grants:

	<u>Contract Authorization</u>	<u>Expended to June 30, 2023</u>	<u>Committed</u>
Window Replacement	<u>\$ 2,212,206</u>	<u>\$ 1,178,193</u>	<u>\$ 1,034,013</u>
Other Project Costs		<u>38,559</u>	
Total Work in Progress		<u>\$ 1,216,752</u>	

Required Supplementary Information

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KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
Revenues:				
LCFF Sources:				
State Apportionment or State Aid	\$ 16,000,392	\$ 21,648,423	\$ 21,671,321	\$ 22,898
Education Protection Account Funds	5,400,535	1,779,237	1,779,237	--
Local Sources	3,187,118	3,748,731	3,748,730	(1)
Federal Revenue	3,939,969	5,615,508	3,841,979	(1,773,529)
Other State Revenue	1,829,023	8,506,020	8,923,570	417,550
Other Local Revenue	1,196,418	1,439,132	1,917,174	478,042
Total Revenues	<u>31,553,455</u>	<u>42,737,051</u>	<u>41,882,011</u>	<u>(855,040)</u>
Expenditures:				
Current:				
Certificated Salaries	11,600,440	12,218,966	11,599,950	619,016
Classified Salaries	4,260,532	4,701,917	4,616,764	85,153
Employee Benefits	8,650,503	8,944,262	8,306,552	637,710
Books And Supplies	3,268,906	4,627,625	1,685,149	2,942,476
Services And Other Operating Expenditures	3,907,738	6,358,501	4,781,939	1,576,562
Other Outgo	107,899	119,899	85,272	34,627
Direct Support/Indirect Costs	(56,210)	(56,210)	(61,547)	5,337
Capital Outlay	1,200,000	926,259	1,983,703	(1,057,444)
Debt Service:				
Principal	328,647	328,647	206,349	122,298
Interest	54,000	54,000	13,668	40,332
Total Expenditures	<u>33,322,455</u>	<u>38,223,866</u>	<u>33,217,799</u>	<u>5,006,067</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(1,769,000)</u>	<u>4,513,185</u>	<u>8,664,212</u>	<u>4,151,027</u>
Other Financing Sources (Uses):				
Transfers Out	(140,000)	(140,000)	--	140,000
Other Sources	--	--	422,262	422,262
Total Other Financing Sources (Uses)	<u>(140,000)</u>	<u>(140,000)</u>	<u>422,262</u>	<u>562,262</u>
Net Change in Fund Balance	(1,909,000)	4,373,185	9,086,474	4,713,289
Fund Balance, July 1	15,125,315	15,125,315	15,125,315	--
Fund Balance, June 30	<u>\$ 13,216,315</u>	<u>\$ 19,498,500</u>	<u>\$ 24,211,789</u>	<u>\$ 4,713,289</u>

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY
CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM
LAST TEN FISCAL YEARS*

	Fiscal Years**								
	2015	2016	2017	2018	2019	2020	2021	2022	2023
District's proportion of the net pension liability (asset)	0.016719%	0.017267%	0.017234%	0.016465%	0.015897%	0.016544%	0.017177%	0.016300%	0.016896%
District's proportionate share of the net pension liability (asset)	\$ 9,769,800	\$11,625,097	\$13,938,705	\$15,227,136	\$14,610,167	\$14,941,730	\$16,646,134	\$ 7,417,913	\$11,740,339
State's proportionate share of the net pension liability (asset) associated with the District	5,899,486	6,148,379	7,936,224	9,008,318	8,365,045	8,151,777	8,581,015	3,732,484	5,879,596
Total	<u>\$15,669,286</u>	<u>\$17,773,476</u>	<u>\$21,874,929</u>	<u>\$24,235,454</u>	<u>\$22,975,212</u>	<u>\$23,093,507</u>	<u>\$25,227,149</u>	<u>\$11,150,397</u>	<u>\$17,619,935</u>
District's covered-employee payroll	\$ 7,499,270	\$ 8,175,447	\$ 8,629,355	\$ 8,688,908	\$ 8,505,845	\$ 8,885,433	\$ 9,573,171	\$ 9,756,220	\$ 9,806,205
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	130.28%	142.20%	161.53%	175.25%	171.77%	168.16%	173.88%	76.03%	119.72%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%	70.99%	72.56%	71.82%	87.21%	81.20%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

** Information presented is for the fiscal year ended on the measurement date of the net pension liability.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM
LAST TEN FISCAL YEARS*

	Fiscal Years								
	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually required contribution	\$ 725,992	\$ 924,701	\$ 1,092,681	\$ 1,227,054	\$ 1,446,322	\$ 1,636,617	\$ 1,575,143	\$ 1,659,683	\$ 2,134,150
Contributions in relation to the contractually required contributions	(725,992)	(924,701)	(1,092,681)	(1,227,054)	(1,446,322)	(1,636,617)	(1,575,143)	(1,659,683)	(2,134,150)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's covered-employee payroll	\$ 8,175,444	\$ 8,629,355	\$ 8,688,908	\$ 8,505,845	\$ 8,885,433	\$ 9,573,171	\$ 9,756,220	\$ 9,806,205	\$11,175,590
Contributions as a percentage of covered-employee payroll	8.88%	10.72%	12.58%	14.43%	16.28%	17.10%	16.15%	16.92%	19.10%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY
CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM
LAST TEN FISCAL YEARS*

	Fiscal Years**								
	2015	2016	2017	2018	2019	2020	2021	2022	2023
District's proportion of the net pension liability (asset)	0.027549%	0.027663%	0.026560%	0.024667%	0.025052%	0.025322%	0.026260%	0.025143%	0.025849%
District's proportionate share of the net pension liability (asset)	\$ 3,127,529	\$ 4,077,603	\$ 5,245,655	\$ 5,888,771	\$ 6,679,651	\$ 7,379,846	\$ 8,057,420	\$ 5,112,716	\$ 8,894,564
District's covered-employee payroll	\$ 2,896,862	\$ 3,062,834	\$ 3,186,132	\$ 3,146,077	\$ 3,304,347	\$ 3,492,822	\$ 3,783,726	\$ 3,607,954	\$ 3,961,655
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	107.96%	133.13%	164.64%	187.18%	202.15%	211.29%	212.95%	141.71%	224.52%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.90%	71.87%	70.85%	70.05%	70.00%	80.97%	69.76%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

** Information presented is for the fiscal year ended on the measurement date of the net pension liability.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM
LAST TEN FISCAL YEARS*

	Fiscal Years								
	2015	2016	2017	2018	2019	2020	2021	2022	2023
Contractually required contribution	\$ 360,173	\$ 374,430	\$ 436,930	\$ 513,198	\$ 630,885	\$ 746,207	\$ 746,836	\$ 907,606	\$1,135,545
Contributions in relation to the contractually required contribution	(360,173)	(374,430)	(436,930)	(513,198)	(630,885)	(746,207)	(746,836)	(907,606)	(1,135,545)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's covered-employee payroll	\$ 3,062,834	\$ 3,186,132	\$ 3,146,077	\$ 3,304,347	\$ 3,492,822	\$ 3,783,726	\$ 3,607,954	\$ 3,961,655	\$4,476,017
Contributions as a percentage of covered-employee payroll	11.759%	11.752%	13.888%	15.531%	18.062%	19.721%	20.700%	22.910%	25.370%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF CHANGES IN THE TOTAL OPEB LIABILITY AND RELATED RATIOS
LAST TEN FISCAL YEARS*

	Fiscal Year**					
	2018	2019	2020	2021	2022	2023
Total OPEB Liability						
Service Cost	\$ 402,387	\$ 413,453	\$ 404,317	\$ 575,952	\$ 738,646	\$ 617,894
Interest on total OPEB liability	714,503	787,275	771,103	701,525	525,481	563,230
Difference between expected and actual experience	-	-	(1,157,241)	526,076	861,605	-
Change of Assumptions	-	(768,304)	642,187	3,368,627	1,519,938	(3,918,593)
Benefit payments	(808,399)	(840,735)	(984,147)	(1,413,491)	(1,360,738)	(952,822)
Net change in total OPEB liability	308,491	(408,311)	(323,781)	3,758,689	2,284,932	(3,690,291)
Total OPEB liability - beginning	20,622,904	20,931,395	20,523,084	20,199,303	23,957,992	26,242,924
Total OPEB liability - ending	<u>\$20,931,395</u>	<u>\$20,523,084</u>	<u>\$20,199,303</u>	<u>\$23,957,992</u>	<u>\$26,242,924</u>	<u>\$22,552,633</u>
Covered-employee payroll	\$11,840,192	\$11,840,192	\$12,528,255	\$13,361,097	\$13,418,874	\$14,338,060
Total OPEB liability as a percentage of covered-employee payroll	176.79%	173.33%	161.23%	179.31%	195.57%	157.29%

*This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

**Information presented is for the fiscal year ended on the measurement date of the total OPEB liability.

Supplementary Information Section

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KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
ORGANIZATION
YEAR ENDED JUNE 30, 2023

The District was established in 1874, and its boundaries are located in Fresno, Kings, and Tulare Counties. There were no changes in the boundaries of the District during the current year. The District is currently operating five elementary schools, one intermediate school, and one home school.

Board of Trustees

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Brad Bergstrom	President	December 2026
Frank Yanes	Clerk	December 2024
Constance Lunde	Member	December 2024
Reverend Edward Ezaki	Member	December 2024
Karyll Smith Quinn	Member	December 2026

Administration

Wesley Sever, Ed.D.
District Superintendent Since July 2012

Matt Stovall
Assistant Superintendent – Curriculum and Instruction, and Special Projects Since June 2022

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2023

	**Second Period Report **Original	*Annual Report	
		Original	*Revised
TK/K-3:			
Regular ADA - Classroom-Based	856	858	858
Regular ADA - Non Classroom-Based	130	125	125
TK/K-3 Totals	<u>986</u>	<u>983</u>	<u>983</u>
Grades 4-6:			
Regular ADA - Classroom-Based	596	602	601
Regular ADA - Non Classroom-Based	72	68	69
Community Day School	2	2	2
Grades 4-6 Totals	<u>670</u>	<u>672</u>	<u>672</u>
Grades 7 and 8:			
Regular ADA - Classroom-Based	412	413	413
Regular ADA - Non Classroom-Based	54	54	54
Community Day School	6	6	6
Grades 7 and 8 Totals	<u>472</u>	<u>473</u>	<u>473</u>
ADA Totals	<u>2,128</u>	<u>2,128</u>	<u>2,128</u>

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

*Revised amounts include a change in ADA. See finding 2023-001.

**The average daily attendance above are the original and audited amounts, since the District did not have findings that impact average daily attendance on the Second Period Report of Attendance.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2023

<u>Grade Level</u>	<u>Ed. Code 47612 Minutes Requirement</u>	<u>2022-23 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Number of Days Multitrack Calendar</u>	<u>Status</u>
TK/Kindergarten	36,000	51,495	180	N/A	In Compliance
Grade 1	50,400	51,725	180	N/A	In Compliance
Grade 2	50,400	51,510	180	N/A	In Compliance
Grade 3	50,400	51,590	180	N/A	In Compliance
Grade 4	54,000	55,380	180	N/A	In Compliance
Grade 5	54,000	55,380	180	N/A	In Compliance
Grade 6	54,000	55,380	180	N/A	In Compliance
Grade 7	54,000	57,407	180	N/A	In Compliance
Grade 8	54,000	57,507	180	N/A	In Compliance

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts, including basic aid districts.

This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
YEAR ENDED JUNE 30, 2023

<u>General Fund⁽²⁾</u>	(Budget) ⁽¹⁾ <u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>
Revenues and Other Financial Sources	\$ 42,922,772	\$ 42,304,273	\$ 31,467,336	\$ 28,213,362
Expenditures	47,592,562	33,217,799	26,943,128	26,555,365
Other Uses and Transfers Out	120,000	-	28,408	155,338
Total Outgo	47,712,562	33,217,799	26,971,536	26,710,703
Change in Fund Balance (Deficit)	(4,789,790)	9,086,474	4,495,800	1,502,659
Ending Fund Balance	\$ 19,421,999	\$ 24,211,789	\$ 15,125,315	\$ 10,629,515
Available Reserves ⁽³⁾	\$ 15,393,551	\$ 13,669,419	\$ 9,184,675	\$ 5,878,347
Available Reserves as a Percentage of Total Outgo	32.26%	41.15%	34.05%	22.01%
Total Long-Term Debt	\$ 64,885,680	\$ 65,421,186	\$ 71,507,011	\$ 65,971,615
Average daily attendance	2,126	2,128	2,161	2,150

(1) Budget 2024 is included for analytical purposes only and has not been subjected to audit.

(2) The Special Reserve Fund for Other Than Capital Outlay Projects has been included due to their consolidation into the General Fund.

(3) Available reserves consist of all unassigned fund balance and all funds reserved for economic uncertainties contained within the General Fund. The 2024 Budget does not include the Additional 6% for Economic Uncertainties assignment.

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

The General Fund balance has increased by \$13,582,274 over the past two years. The fiscal year 2023-24 budget projects a decrease of \$4,789,790 (19.78%). For a district of this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses (total outgo).

The District has not incurred an operating deficit in the past three years, but anticipates incurring an operating deficit during the 2023-24 fiscal year. The total long-term debt has decreased by \$550,429 over the past two years. This decrease is mostly a result of the decrease in net pension liabilities.

Average daily attendance has decreased by 22 over the past two years. A decrease of two in ADA is anticipated during fiscal year 2023-24.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023

Federal Grantor/Pass-Through Grantor/ Program Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education:			
Passed through California Department of Education (CDE):			
ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 781,668
Special Education (IDEA) Cluster:			
Special Ed: IDEA, Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	467,635
Special Ed: ARP IDEA Part B, Sec. 611, Local Assistance Entitlement	84.027	15638	89,307
Special Ed: ARP IDEA Part B, Sec. 619, Preschool Grants	84.173	15639	14,048
Special Ed: IDEA, Preschool Grants, Part B, Sec 619	84.173	13430	24,739
Subtotal - Special Education (IDEA) Cluster)			595,729
ESSA: Title III, English Learner Student Program	84.365	14346	39,619
ESSA: Title III, Immigrant Student Program	84.365	15146	3,374
ESSA: Title II, Part A Supporting Effective Instruction	84.367	14341	44,861
ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	51,101
COVID-19 - Elementary & Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	13,160
COVID-19 - Elementary & Secondary School Emergency Relief (ESSER II) Fund	84.425D	15547	339,227
COVID-19 - Elementary & Secondary School Emergency Relief (ESSER III) Fund	84.425	15559	1,252,150
COVID-19 - Elementary & Secondary School Emergency Relief (ESSER III) Fund Learning Loss	84.425U	10155	445,949
COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	84.425	15618	149,633
COVID-19 - Expanded Learning Opportunities (ELO) Grant: GEER II	84.425	15619	53,535
COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSER III State Emergency Needs	84.425	15620	541
COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSER III State Learning Loss	84.425	15621	66,129
COVID-19 - Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation	84.425C	15517	1,391
COVID-19 - American Rescue Plan-Homeless Children and Youth (ARP - Homeless I)	84.425	15566	3,913
Subtotal			2,325,628
Total passed through CDE			3,841,980
Total U.S. Department of Education			3,841,980
U.S. Department of Agriculture:			
Passed through California Department of Education (CDE):			
Child Nutrition Cluster:			
National School Breakfast Program	10.553	13390	179,293
National School Lunch Program	10.555	13391	457,527
Food Distribution - Commodities	10.555	13391	80,056
Child Nutrition: Supply Chain Assistance (SCA) Funds	10.555	15655	50,969
Subtotal - Child Nutrition Cluster			767,845
Child & Adult Care Food Program	10.558	13393	3,929
Total passed through CDE			771,774
Total U.S. Department of Agriculture			771,774
Total Expenditures of Federal Awards			\$ 4,613,754

The accompanying notes are an integral part of this schedule.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023

Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal award activity of Kingsburg Elementary Charter School District under programs of the federal government for the year ended June 30, 2023. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position or changes in financial position of the District.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures may or may not be allowable or may be limited as to reimbursement.

The District has elected not to use the 10-percent de minimis indirect cost rate as allowable under the Uniform Guidance.

Non-Cash Assistance

Non-cash assistance in the form of donated foods was received from California Department of Education as a pass-through grant from the U.S. Department of Agriculture. The District reports the donated foods received on the Schedule at the fair value at time of receipt. The amount received during 2022-23 was \$80,056.

Reconciliation of Expenditures

Reconciliation of expenditures per schedule of federal grant activity with the federal revenue reported on the District's Statement of Revenue, Expenditures, and Changes in Fund Balances - Governmental Funds follows:

Schedule of Expenditures of Federal Awards	\$ 4,613,754
Child & Adult Care Food Program received in 2022-23	4,645
Child & Adult Care Food Program spent in 2022-23	(3,929)
National School Lunch and Breakfast Program received in 2022-23	861,132
National School Lunch and Breakfast Program spent in 2022-23	(636,820)
Child Nutrition: Supply Chain Assistance (SCA) Funds received in 2022-23	65,227
Child Nutrition: Supply Chain Assistance (SCA) Funds spent in 2022-23	(50,969)
Child Development: ARP California State Preschool Program One-time Stipend received in 2022-23	<u>30,600</u>
Federal Revenue reported on the Statement of Revenues, Expenditures and Changes in Fund Balances-Governmental Funds	<u>\$ 4,883,640</u>

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET
REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023

	<u>General Fund</u>	<u>Other Governmental Funds</u>
June 30, 2023 Annual Financial and Budget Report Fund Balances	<u>\$ 24,219,067</u>	<u>\$ 2,587,049</u>
Adjustments and Reclassifications:		
Increasing (Decreasing) the Fund Balance:		
Accounts Receivable Understatement	-	65,227
Investment in Joint Power Authority (Overstatement)	(7,278)	-
Rounding	<u>-</u>	<u>2</u>
Net Adjustments and Reclassifications	<u>(7,278)</u>	<u>65,229</u>
June 30, 2023 Audited Financial Statement Fund Balances	<u>\$ 24,211,789</u>	<u>\$ 2,652,278</u>
	<u>Noncurrent Liabilities</u>	
June 30, 2023 Annual Financial and Budget Report - Form Debt	<u>\$ 61,163,517</u>	
Adjustments and Reclassifications:		
Increase (Decrease) in Total Liabilities:		
General Obligation Bonds	(439,220)	
Certificates of Participation	(130,000)	
Leases Payable	341,489	
Other General Long-Term Debt	44,414	
Net Pension Liability	8,104,274	
OPEB Liability	(3,690,291)	
Compensated Absences	<u>27,003</u>	
Net Adjustments and Reclassifications	<u>4,257,669</u>	
June 30, 2023 Noncurrent Liabilities	<u><u>\$ 65,421,186</u></u>	

This schedule provides the information necessary to reconcile the fund balances of all funds and the total long-term liabilities as reported on the annual financial and budget report to the audited financial statements. Funds that required no adjustment are not presented.

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Other Independent Auditor's Reports

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Independent Auditor's Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance With *Government Auditing Standards*

Board of Trustees
Kingsburg Elementary Charter School District
Kingsburg, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Kingsburg Elementary Charter School District's basic financial statements, and have issued our report thereon dated December 15, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Kingsburg Elementary Charter School District's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Kingsburg Elementary Charter School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Governmental Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Borchardt, Corona, Faith
& Gpakavian

Fresno, California
December 15, 2023

Independent Auditor's Report on State Compliance and on Internal Control
over Compliance for State Programs

Board of Trustees
Kingsburg Elementary Charter School District
Kingsburg, California

Report on State Compliance

Opinion on State Compliance

We have audited Kingsburg Elementary Charter School District's, (the District's) compliance with the requirements specified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the California Education Audit Appeals Panel applicable to the District's state program requirements identified below for the fiscal year ended June 30, 2023.

In our opinion, Kingsburg Elementary Charter School District complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the State's audit guide, *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the California Education Audit Appeals Panel. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for State Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on state compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;

- Obtain an understanding of the District's internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

Procedures in
Audit Guide
Performed?

Compliance Requirements

LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS:

Attendance Accounting:	
Attendance Reporting	N/A
Teacher Certification and Misassignments	N/A
Kindergarten Continuance	N/A
Independent Study	N/A
Continuation Education	N/A
Instructional Time:	N/A
School Districts	N/A
Instructional Materials	N/A
Ratios of Administrative Employees to Teachers	N/A
Classroom Teacher Salaries	N/A
Early Retirement Incentive	N/A
GANN Limit Calculation	N/A
School Accountability Report Card	N/A
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Transportation Maintenance of Effort	N/A
Apprenticeship: Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	N/A
District of Choice	N/A
Home to School Transportation Reimbursement	N/A
Independent Study Certification for ADA Loss Mitigation	N/A

**SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND
CHARTER SCHOOLS:**

California Clean Energy Jobs Act	Yes
After/Before school Education and Safety Program:	
After School	N/A
Before School	N/A
General Requirements	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	N/A
Immunizations	N/A
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	N/A
Transitional Kindergarten	Yes

CHARTER SCHOOLS:

Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	N/A

The term "N/A" is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance with the above requirements, which are required to be reported in accordance with the State's audit guide, *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the California Education Audit Appeals Panel and which are described in the accompanying Schedule of Findings and Questioned Costs as item 2023-001. Our opinion on state compliance is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over State Compliance

A *deficiency in internal control over state compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over state compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over state compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section above and was not designed to identify all deficiencies in internal control over state compliance that might be a material weaknesses or significant deficiencies in internal control over state compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over state compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over state compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over state compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over state compliance is solely to describe the scope of our testing of internal control over state compliance and the results of that testing based on the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

*Borchardt, Corona, Faith
& Gakavian*

Fresno, California
December 15, 2023

Independent Auditor's Report on Compliance for Each Major Federal Program
and on Internal Control over Compliance Required by the Uniform Guidance

Board of Trustees
Kingsburg Elementary Charter School District
Kingsburg, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Kingsburg Elementary Charter School District's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Kingsburg Elementary Charter School District's major federal programs for the year ended June 30, 2023. Kingsburg Elementary Charter School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Kingsburg Elementary Charter School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Kingsburg Elementary Charter School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Kingsburg Elementary Charter School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirement referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of law, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Kingsburg Elementary Charter School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Kingsburg Elementary Charter School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Kingsburg Elementary Charter School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Kingsburg Elementary Charter School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Borchardt, Corona, Faith
& Hakavian*

Fresno, California
December 15, 2023

Findings and Recommendations Section

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KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

Summary of Auditor's Results

1. Financial Statements

Type of auditors' opinion issued: **Unmodified**

Internal control over financial reporting:

Material weakness (es) identified? _____ Yes X No

Significant deficiency (ies) identified not considered to be material weakness (es) _____ Yes X None reported

Noncompliance material to financial statements noted? _____ Yes X No

2. Federal Awards

Internal control over major programs:

Material weakness (es) identified? _____ Yes X No

Significant deficiency (ies) identified not considered to be material weakness (es) _____ Yes X None reported

Type of auditors' opinion issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with Title 2 CFR 200.516(a)? _____ Yes X No

Identification of major programs:

Federal Assistance Listing Number

Name of Federal Program or Cluster

84.425D	COVID-19 – Elementary & Secondary School Emergency Relief (ESSER) Fund
84.425D	COVID-19 – Elementary & Secondary School Emergency Relief (ESSER II) Fund
84.425	COVID-19 – Elementary & Secondary School Emergency Relief (ESSER III) Fund
84.425U	COVID-19 – Elementary & Secondary School Emergency Relief (ESSER III) Fund: Learning Loss
84.425	COVID-19 – Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve
84.425	COVID-19 – Expanded Learning Opportunities (ELO) Grant: GEER II
84.425	COVID-19 – Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve: Emergency Needs
84.425	COVID-19 – Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve: Learning Loss
84.425C	COVID-19 – Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**

YEAR ENDED JUNE 30, 2023

Federal Assistance Listing NumberName of Federal Program or Cluster

84.425

COVID-19 – American Rescue Plan –
Homeless Children and Youth (ARP –
Homeless I)

84.027

Special Ed: IDEA, Basic Local
Assistance Entitlement, Part B, Sec 611
Special Ed: ARP IDEA Part B, Sec. 611,
Local Assistance Entitlement

84.027

Dollar threshold used to distinguish between
Type A and Type B programs\$750,000

Auditee qualified as low-risk Auditee?

 X Yes No

3. State Awards

Internal control over state programs:

Material weakness (es) identified?

 Yes X NoSignificant deficiency (ies) identified not considered
to be material weakness(es) Yes X None reportedType of auditors' opinion issued on compliance for
state programs:Unmodified

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

State Award Findings and Questioned Costs

Finding Identification

2023 - 001 Attendance - *Records* #10000

Criteria or Specific Requirement

Education Code Section 46000

Condition

During our audit of attendance records, we noted the Annual Report of Attendance was not properly prepared due to the following:

- Transitional Kindergarten Classroom-based ADA was not properly prepared due to the summary used to prepare the Annual Report of Attendance having clerical errors.
- Grades 4-6 Resident Classroom-based and Resident Nonclassroom-based ADA was not properly calculated due to the summary used to prepare the Annual Report of Attendance having clerical errors.

Effect

The effect of the Transitional Kindergarten Classroom-based error noted above is an understatement of 0.79 ADA on Line I-1 and Line I-3 of the Annual Report of Attendance. This is an information line item, therefore the total TK/K-3 ADA is not effected.

The effect of the Grades 4-6 Resident Classroom-based and Resident Nonclassroom-based error noted above is an overstatement of 0.70 ADA on Line B-1 and Line B-6, and understatement of 0.70 ADA on Line C-1 and C-6 of the Annual Report of Attendance for Grades 4-6, resulting in no overall effect on Grades 4-6 ADA.

Cause

There was a clerical error on the calculation of the Transitional Kindergarten Classroom-based ADA due to the formula on the District summary using the incorrect cell when calculating the Transitional Kindergarten Classroom-based ADA for the Annual Report of Attendance. There was a clerical error on the Grades 4-6 Resident Classroom-based and Nonclassroom-based ADA due an input error on the District summary used to prepare the Annual Report of Attendance.

Questioned Costs

There are no questioned costs due to the errors in the Annual Report being informational only, and the district is funded off P-2 ADA and the P-2 Report of Attendance was properly prepared.

Identification of Repeat Finding

This audit finding is not a repeat of a finding in the immediately prior audit.

Recommendation

The district should review the summarization of attendance to ensure ADA is properly reported prior to report submission to its County Office and CDE.

Views of responsible officials and planned corrective actions

The District agrees with this finding. Please refer to the corrective action within the Findings and Recommendations Section.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
CORRECTIVE ACTION PLAN
YEAR ENDED JUNE 30, 2023

State Award Findings and Questioned Costs

Finding Identification: 2023 – 001 Attendance Records #10000

Name of contact person: Bobby Rodriguez, Chief Business Official

Corrective Action: The District has taken steps to ensure that the clerical errors in the Annual Report of Attendance are not made through the ensuing reporting periods. The calculations will be made on clean spreadsheets by the CALPADS Administrative Assistant and will be reviewed by the Chief Business Official prior to being certified.

Proposed Completion Date: The finding has been discussed and the proposed plan will take into effect with the 2023-24 P1 Attendance reporting period, P2 Attendance reporting period, and then for the Annual Report of Attendance reporting period.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
SUMMARY OF SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2023

1. **Finding/Recommendation: 2022-001 Attendance – Records #10000**

During our audit of attendance records, we noted the P-2 Report of Attendance was not properly prepared. The Non-Resident Classroom-based ADA was not properly calculated and reported on the P-2 Report of Attendance.

It was recommended that the District should review the summarization of attendance to ensure ADA is properly reported prior to report submission to its County Office and CDE.

Current Status

Implemented

District Explanation if Not Implemented

Not Applicable

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:

Blackburn Consulting

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 partner with Blackburn Consulting to provide Geotechnical Services for expansion at Reagan for the intervention classroom, and to determine the cause of the playground cracking for future projects.

6. Financial Impact:

\$13,202

7. Funding Source:

LCFF

8. District Goals This Item Will Meet:

☒ Increase Student Achievement

☒ Provide a Safe, Positive and Healthy Learning Environment

Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

☒ Increase Parent Involvement and Continue to Promote Public Relations

Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Fresno Office:
4186 W. Swift Avenue, Ste 107
Fresno, CA 93722
(559) 438-8411



Auburn (530) 887-1494
West Sacramento (916) 375-8706

File No. 4594.P
January 11, 2024

Kingsburg Elementary Charter School District
Mr. Bobby Rodriguez
1310 Stroud Avenue
Kingsburg, California 93631

Subject: PROPOSAL FOR GEOTECHNICAL SERVICES
Reagan Elementary – New Modular Buildings and Play Court Improvements
1180 Diane Avenue
Kingsburg, California

Dear Bobby,

Blackburn Consulting (Blackburn) prepared this proposal to provide geotechnical services for the new modular buildings (portables) and play court improvements project at Reagan Elementary School in Kingsburg, California. Below we present a brief Project Understanding, Scope, Assumptions and Limitations, Fee, Schedule, Risk Management, and Agreement.

PROJECT UNDERSTANDING

Blackburn reviewed sketches prepared by Darden Architects (Darden) showing the location, approximate dimensions, and layout of the new portables. Based on our review of the sketches and discussions with Ms. Carli Criado (Darden) and Mr. Michael Fennesy (Darden) we understand the project includes:

- Construction of one new permanent portable (24 x 40 feet) on concrete curb foundations.
- Future construction of three additional permanent portables (each 24 x 40 feet) on concrete curb foundations.
- Demolition of the existing asphalt-surfaced play court.
- Reconstruction of the play court (same footprint as existing play courts) with 5- to 6-inch thick concrete.

Blackburn reviewed Kleinfelder's Geotechnical Report (May 19, 2005) prepared for the design and construction of Reagan Elementary. In the report, we observed:

- The boring logs show the upper approximately 5 to 10 feet consists of loose to medium-dense silty sand (SM). Borings were not drilled within the existing play court area or the portables footprint.
- Groundwater was encountered within 40 feet of the ground surface.
- Seismic design criteria was based on the 2001 California Building Code (CBC).

Blackburn assumes the project complies with Section 3.2.1 of DSA IR-4 "Geohazard Report Requirements: 2019 CBC" and does not require an updated Geohazard Report.

PROPOSAL FOR GEOTECHNICAL SERVICES

Reagan Elementary – New Modular Buildings and Play Court Improvements, Kingsburg, CA
January 10, 2024



SCOPE

Based on the information above we propose the following scope of services:

Task 1: Preparation, Site Visit, and USA

Blackburn will:

- Review project plans and needs with you and Darden.
- Review publicly available data covering the project area (Department of Water Resources groundwater level data, GeoTracker, GeoDOG, CGS regulatory maps, and topographic/geologic maps/aerial photos).
- Coordinate site access with a District representative.
- Visit the site to review existing conditions and mark exploratory boring locations and submit an Underground Services Alert (USA) ticket(s).

Task 2: Subsurface Exploration

To observe subsurface conditions, Blackburn's engineer or geologist will:

- Use a hand auger to advance soil borings to 5 feet deep or effective refusal at two locations within the portable's footprint.
- Perform a dynamic cone penetrometer (DCP) test within one foot of each hand auger location to 5 feet deep or effective refusal.
- Use hand sampling equipment to collect bulk soil samples and undisturbed tube samples from hand auger borings.
- Classify material encountered and log borings. Backfill borings with soil cuttings.
- In the play court:
 - Core (approximately 6-inch diameter) through the asphalt at two locations.
 - Measure existing pavement section thickness (asphalt and aggregate base) and collect bulk samples of subgrade soil at each core location.
- Patch the asphalt with rapid-set concrete dyed black.
- Deliver samples to our laboratory.

Task 3: Laboratory Testing

Blackburn's engineer will review the samples and assign laboratory testing. Blackburn's lab will perform the following tests:

- Moisture/density tests to evaluate in-situ soil properties.
- No. 200 sieve wash for soil classification.
- R-value for play court design recommendations.

PROPOSAL FOR GEOTECHNICAL SERVICES

Reagan Elementary – New Modular Buildings and Play Court Improvements, Kingsburg, CA
January 10, 2024



Task 4: Geotechnical Analysis

Blackburn will review existing geotechnical data at the school site, published data, and our field and lab data to evaluate:

- Seismic design criteria.
- Expansive soil potential.
- Shallow foundation design parameters (allowable bearing capacity, settlement potential, lateral capacity, and minimum embedment and dimensions) for the portables.

Task 5: Geotechnical Design Memo

Blackburn will prepare one Geotechnical Design Memo (GDM) that contains:

- Scope of services.
- Project and site description.
- General geologic conditions.
- Subsurface exploration program.
- Subsurface soil and groundwater conditions.
- Laboratory tests.
- 2022 *California Building Code* (CBC) seismic design parameters.
- Recommendations for:
 - Site preparation for portables and play court (including site clearing and over-excavation, subgrade preparation, fill quality and compaction, and over-optimum soil moisture considerations).
 - Utility trench backfill and compaction.
 - Shallow foundation design parameters (allowable bearing capacity, settlement potential, lateral capacity, and minimum embedment and dimensions) for the portables.
 - Play court concrete flatwork (minimum thickness and subgrade preparation).
- Trench excavatability and stability considerations and preliminary OSHA soil type.
- Potential construction difficulties due to subsurface conditions.
- Limitations and risk management.
- Vicinity map.
- Site plan showing the approximate boring locations.
- Boring logs and DCP test results.
- Laboratory test results.

Blackburn will submit one final Geotechnical Design Memo (PDF).

The recommendations in our Geotechnical Design Memo are preliminary. We must observe actual subsurface conditions exposed during construction to confirm our assumptions and provide updated recommendations as appropriate.

PROPOSAL FOR GEOTECHNICAL SERVICES

Reagan Elementary – New Modular Buildings and Play Court Improvements, Kingsburg, CA
January 10, 2024



Task 6: Consultation and Plan Review

Blackburn will review 90% civil plans and specifications to check conformance with our GDM recommendations. We will prepare and submit a brief letter to document our review, comment on the conformance of the plans and specifications with our GDM and provide recommendations for changes to plans/specifications where they are out of conformance with the GDM.

ASSUMPTIONS AND LIMITATIONS

We assume:

- The project complies with Section 3.2.1 of DSA IR-4 "Geohazard Report Requirements: 2019 CBC" and does not require an updated Geohazard Report.
- The project does not need to comply with California Geological Survey (CGS) Note 48 requirements.
- Unencumbered free site access Monday through Friday 7 am to 5 pm to perform the subsurface exploration.
- No improvement within public right-of-way therefore encroachment permits are not needed for the subsurface investigation.
- Soil boring depths are limited to 5 feet deep and Fresno County does not require a soil boring permit.
- Performing the subsurface investigation in one mobilization.

Our scope does not include:

- A Geohazards Report.
- Private underground utility location of the project area.
- A characterization of potential or known hazardous materials (Phase I/II ESA).
- Evaluation of flood potential or biological pollutants.
- Offsite disposal of excess soil generated during exploration.
- Mass grading recommendations.
- Lime or cement-treated soil recommendations.
- ASCE 7-16 site-specific ground motion analysis.
- Pavement design recommendations for vehicular traffic.
- Liquefaction and seismic settlement evaluation.
- Evaluation of existing pavement condition.
- Landscape suitability tests for soil amendment recommendations.
- Construction observation and testing.
- Engineering support during construction including RFI review.

If needed, we can provide the above services for an additional scope and fee. Please contact us to provide a proposal for engineering support and construction observations and testing (including structural testing) after you or your client obtains a building permit for the project.

PROPOSAL FOR GEOTECHNICAL SERVICES

Reagan Elementary – New Modular Buildings and Play Court Improvements, Kingsburg, CA
January 10, 2024



FEE

Blackburn will provide the above scope of services on a time and expense basis per our 2024 fee schedule. We estimate fees for the following tasks:

- | | |
|---|----------|
| • Geotechnical Design Memo (Task 1 – 5) | \$11,852 |
| • Plan review and letter (Task 6) | \$ 1,350 |

We append our fee itemization and 2024 fee schedule for reference. We will not exceed the fee without a change in scope and your written authorization. Our proposal is valid for 90 calendar days.

SCHEDULE

Blackburn proposes the following schedule:

- Two weeks after receiving a fully executed agreement to complete the subsurface exploration (assuming dry weather conditions).
- Four to five weeks after completing the subsurface exploration to prepare the GDM (includes time for lab testing and evaluations).
- One week to review the 90% plans and specifications and prepare a letter after receipt.

We are available to start immediately after receiving a fully executed agreement.

RISK MANAGEMENT

Our experience and that of our profession indicate that the risk of costly design, construction, and maintenance problems can be significantly lowered by retaining the geotechnical engineer of record to provide services during construction. If we are not retained to perform construction observation and testing, we are not responsible for any other party's interpretation of our report, and later addendums, letters, and discussions (written or oral).

For this project, retain Blackburn to:

- Review and respond to geotechnical-related requests for information (RFI) from the contractor.
- Monitor construction to check and document our report assumptions for:
 - Subgrade preparation (including compaction testing) and aggregate base for concrete.
 - Geotechnical aspects of footing excavations.
 - Trench backfill and compaction.

PROPOSAL FOR GEOTECHNICAL SERVICES

Reagan Elementary – New Modular Buildings and Play Court Improvements, Kingsburg, CA
January 10, 2024



AGREEMENT

If the above scope, fee, and schedule are acceptable, we will send you our standard consulting agreement for your review and signature. We look forward to working with you. Please call if you have questions or require additional information about our services.

Sincerely,

BLACKBURN CONSULTING

Rob Sandquist, PE
Project Manager

Haze Rodgers, PE, GE
Geotechnical Services Director - Principal

Attached: Fee Itemization
 2024 Schedule of Fees & Services

Fresno Office:
4186 W Swift Ave, Ste 107
Fresno, CA 93722
(559) 438-8411



Auburn Office:
(530) 887-1494
West Sacramento Office:
(916)375-8706

FEE ITEMIZATION FOR GEOTECHNICAL SERVICES
Reagan Elementary - New Modular Buildings and Play Court Improvements
Kingsburg, CA

Date: January 10, 2024

File No. 4594.P

TASK	ITEM	QUANTITY	RATE	UNIT	MULT.	ITEM COST	TASK SUBTOTAL
<u>TASK 1: Preparation, Site Visit, and USA</u>							
	Principal	1	\$ 330	hour	1	\$330	
	Project Manager	2	\$ 255	hour	1	\$510	
	Project Engineer/Geologist	4	\$ 195	hour	1	\$780	
	Contract Administration	1	\$ 175	hour	1	\$175	
	Project Assistant	1	\$ 145	hour	1	\$145	
	Mileage	50	\$ 1	mile	1	\$50	
						Task 1	\$1,990
<u>TASK 2: Subsurface Exploration</u>							
	Project Manager	1	\$ 255	hour	1	\$255	
	Project Engineer/Geologist	5	\$ 195	hour	1	\$975	
	Hand Sampling Equipment	1	\$ 348	day	1	\$348	
	Dynamic Cone Penetrometer	1	\$ 348	day	1	\$348	
	Mileage	50	\$ 1	mile	1	\$50	
	Concrete Coring Machine and Generator	1	\$ 480	day	1.2	\$576	
	Rapid-set Concrete	1	\$ 30	each	1	\$30	
						Task 2	\$2,582
<u>TASK 3: Laboratory Testing</u>							
	Project Manager	0.5	\$ 255	hour	1	\$128	
	Project Engineer/Geologist	0.5	\$ 190	hour	1	\$95	
	Lab Manager	0.5	\$ 190	hour	1	\$95	
	Moisture/Density	3	\$ 106	test	1	\$318	
	No. 200 Sieve Wash	2	\$ 156	test	1	\$312	
	R-Value	1	\$ 467	test	1	\$467	
						Task 3	\$1,415
<u>TASK 4: Geotechnical Analysis</u>							
	Principal	1	\$ 330	hour	1	\$330	
	Project Manager	6	\$ 255	hour	1	\$1,530	
	Project Engineer/Geologist	4	\$ 195	hour	1	\$780	
						Task 4	\$2,640
<u>TASK 5: Geotechnical Report</u>							
	Principal	2	\$ 330	hour	1	\$660	
	Project Manager	8	\$ 255	hour	1	\$2,040	
	CAD/GIS	2	\$ 190	hour	1	\$380	
	Project Assistant	1	\$ 145	hour	1	\$145	
						Task 5	\$3,225
						Geotechnical Report (Task 1 to 5) Total	\$11,852
<u>TASK 6: Consultation and Plan Review</u>							
	Principal	1	\$ 330	hour	1	\$330	
	Project Manager	4	\$ 255	hour	1	\$1,020	
						Task 6	\$1,350

Auburn Main Office:

11521 Blocker Drive, Suite 110
Auburn, CA 95603
(530) 887-1494, Fax (530) 887-1495

West Sacramento Office:

2491 Boatman Avenue
West Sacramento, CA 95691
(916) 375-8706, Fax (916) 375-8709



www.blackburnconsulting.com

Fresno Office:

4186 W. Swift Avenue, Suite 107
Fresno, CA 93722
(559) 438-8411, Alt. (559) 276-4246

2024 SCHEDULE OF FEES & SERVICES

Geotechnical ▪ Geo-Environmental ▪ Construction Services ▪ Forensics ▪ □ Laboratory

PROFESSIONAL HOURLY RATES:

Project Engineer / Geologist I	\$195	CAD/GIS	\$190
Project Engineer / Geologist II	\$210	Lab Aide	\$130
Senior Engineer / Geologist	\$230	Lab Manager	\$195
Project Manager	\$255	Field Services Manager	\$220
Construction Manager	\$260	Clerical	\$115
Senior Project Manager	\$285	Project Assistant	\$145
Principal / Senior Consultant	\$330	Administrative	\$175
Senior Principal	\$375	Senior Administrative	\$195

SPECIAL INSPECTION PERSONNEL HOURLY RATES:

	Non-Prevailing Wage	Prevailing Wage
Group 1	\$170	\$225
<i>ASNT Level II-III, DSA Shotcrete, Lead Inspector, NICET Level IV</i>		
Group 2	\$170	\$220
<i>AWS-CWI, ICC Certified Structural Inspector, NICET Level III, Building/Construction Inspector, Shear Wall/Floor System Inspector</i>		
Group 3	\$150	\$205
<i>Soils/Asphalt, Earthwork Grading, Excavation and Backfill, NICET Level II</i>		

MINIMUM BASIC CHARGES:

Outside Equipment & Services	Cost plus 20%
Vehicle Charge	\$8.00 per hour or \$1.00 per mile
Per Diem	Location specific, minimum \$185 per night
Technician Services	Charge includes time from office and return to office, minimum charge - 4 hours
Overtime	Over 8 hours: 1.5 x Hourly Rate Before 7:00am or after 4:00pm: 1.5 x Hourly Rate Rush Charge (less than 24 hours notice): 1.5 x Hourly Rate Saturday: 1.5 x Hourly Rate (minimum: 4 hr. increments) Sunday & Holiday: 2.0 x Hourly Rate (minimum: 4 hr increments)

EQUIPMENT: (personnel not included)

Hand Sampling Equipment	\$348 / Day	Double Ring Infiltrometer Equipment	\$386 / Day
Nuclear Moisture/Density Testing	\$23 / Test	Level Survey Equipment	\$330 / Day
6" Sand Cone Testing	\$60 / Test	Pachometer	\$168 / Day
12" Sand Cone Testing	\$242 / Test	Rock Point Load Test Equipment	\$168 / Day
Coring Bit Charge	\$60 / Core	Roto Hammer	\$163 / Day
Coring Machine	\$336 / Day	Schmidt Hammer	\$138 / Day
Dynamic Cone Penetrometer	\$348 / Day	Torque Wrench	\$94 / Day
Electrical Resistivity Equipment	\$318 / Day	Seismic Refraction: 12 / 24 Channel	\$597 / Day
Generator	\$94 / Day	MASW Survey Equipment	\$597 / Day
Groundwater Level Indicator	\$88 / Day	Traffic Control/Safety	\$386 / Day
Inclinometer Survey Equipment	\$809 / Day	Concrete Vapor Emission Test Kit	\$50 / Ea
pH Test Strip Package	\$74 / Ea	Pull Testing Equipment	\$212 / Day
PID (MiniRAE)	\$100 / Day or \$300 / Week		

12/7/2023

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2024 LABORATORY FEE SCHEDULE

Geotechnical ▪ Geo-Environmental ▪ Construction Services ▪ Forensics ▪ Laboratory

Page 1 of 2

SOIL CLASSIFICATION		
#200 Sieve Wash	ASTM D1140	\$156
Sieve Analysis to #200	ASTM D6913, CAL 202	\$240
Standard Hydrometer with Sieve Analysis	ASTM D422	\$472
Plasticity Index	ASTM D4318	\$343
Specific Gravity - Soils	AASHTO T100	\$149
Organic Matter	ASTM D2974	\$31
MOISTURE / DENSITY		
Moisture Content	ASTM D2216, CT 226, AASHTO T329	\$56
Moisture/Density		\$106
SOIL COMPACTION		
Standard Proctor (4" or 6" mold)	ASTM D698	\$430
Modified Proctor (4" or 6" mold)	ASTM D1557	\$430
California Impact	CAL 216	\$430
Check Point (Standard or Modified)		\$199
VOLUME CHANGE		
One-Dimensional Consolidation	ASTM D2435	\$679
<i>(6 load increments, includes 2 time rate curves and 2 rebound decrements)</i>		
Additional Load or Rebound Decrement (each)		\$47
Additional Time Rate Curves (each)		\$147
Expansion Index	ASTM D4829	\$412
One-Dimensional Settlement Swell	ASTM D4546	\$304
STRENGTH		
Unconfined Compression	ASTM D2166	\$199
Compression, Rock <i>Prep & Photos included</i>	ASTM D7012	\$231
Rock Point Load	ASTM D5731	\$94
California Bearing Ratio (CBR), with curve	ASTM D1883	\$1,057
California Bearing Ratio (CBR), without curve	ASTM D1883	\$634
Resistance Value	CAL 301	\$467
Direct Shear: (per point)		
Undisturbed	ASTM D3080	\$267
Remolded	ASTM D3080	\$343
Triaxial Compression: (per point) Photos of failure upon request		
Undrained, Unconsolidated w/out Pore Pressure	ASTM D2850	\$242
Consolidated, Undrained w/ Pore Pressure Measurements	ASTM D4767	\$703
Consolidated, Drained		\$1,006
Consolidated, Undrained, no Pore Pressure Measurements		\$398
Specimen Remolding		\$156

* Client requests for rush testing require pre-approval and 20% surcharge.

CORROSIVITY ANALYSIS

Corrosion Analysis Package	CAL 643, 417, 422	\$436
<i>Includes Soil Resistivity, Soil pH, Sulfates / Chlorides. Minimum size is 1,000 grams</i>		
pH	CTM643	\$56
Resistivity	CTM643	\$182

PERMEABILITY

Flex-wall Permeability	ASTM D5084	
<i>Either Constant head or Falling Head / rising Tail Water. Method depends on soil type</i>		
Each Additional Effective Stress		\$156
Specimen Remolding		\$153

TREATED SOIL TESTS

% Lime for Stabilization - per point (%)	ASTM D6276	\$173
pH of Soil	CTM643	\$56
Modified Proctor	ASTM D1557	\$511
Unconfined Compression Test	ASTM D5102	\$286
One Dimensional Swell	ASTM D4546	\$286

AGGREGATES

Bulk Specific Gravity - Course & Fine Aggregate	ASTM C127 & 128, CAL 206, 207	\$149
Coarse Durability	CAL 229	\$254
Fine Durability	CAL 229	\$254
Sand Equivalent	CT 217, ASTM D2419, AASHTO T176	\$178
Cleanness Value	CAL 227	\$240
Moisture Content	CAL 226/370	\$138
Percent of Crushed Particles (per size fraction)	CAL 205, AASHTO T335	\$225
Fine Aggregate Angularity	AASHTO T304, Method A	\$225
Flat and Elongated Particles (per size)	AASHTO D 4791	\$225
Combined Grading 1" through no. 200	CAL 202/AASHTO T27	\$239
Bin Grading (First 2 Bins)	CAL 201/202	\$239
Each Bin Thereafter		\$94
LP-9 (RAP) Burn	LP-9, CT382	\$149
LA Rattler	CAL 211, AASHTO T96	\$464
Soundness of Aggregates by Sodium Sulfate		\$283

ASPHALT

Bulk Specific Gravity - Compacted Hot Mix Asphalt	CAL 308, AASHTO T275	\$74
Theoretical Max Specific Gravity (Rice)	CAL 309, AASHTO T209	\$262
LTMD (Set of 5)	CAL 375	\$516

Binder Content

Ignition Oven Correction Factor	CAL 382, AASHTO T308	\$442
Ignition Oven	CAL 382, AASHTO T308	\$262
Solvent	AASHTO T164	\$330
Stability (Set of 3)	CAL 366	\$460

Void Content

With Stability and Rice	CAL 367	\$50
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SuperPave Vendor Tests**

Hamburg Wheel Track**	AASHTO T324	\$2,200
Tensile Strength Ratio (TSR) Moisture Susceptibility**	AASHTO T283	\$2,200
Superpave Bulk specific gravity (Air Voids)**	AASHTO T312/T275/T269	\$825

CONCRETE & MASONRY

Concrete Compression Test 6" x 12" or 4" x 8"	ASTM C39	\$50
Masonry or Grout Compression		\$72
Compression Test of Cored Concrete Spec. (per core)		\$163
Compression Test of Shotcrete Cores (per core)		\$204

Other Tests Quoted Upon Request

* Client requests for rush testing require pre-approval and 20% surcharge.

** Vendor tests subject to 20% markup

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:

Emmerson College MOU- Speech

2. Agenda Item Category:

- ☒ Consent Agenda
- ☐ Action Item
- ☐ Presentation
- ☐ Public Hearing
- ☐ Closed Session

3. Submitted By:

Erin Pasillas

4. Attachments:

Not Applicable

- ☒ To Be Enclosed with Board Packets

***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. Purpose:

In order for Bibi Ruiz to complete the final hours of her SLP certification program within the district under the supervision of Courtney Collins, we need to enter in to this agreement with her school- Emerson College.

This MOU outlines the professional agreement and expectations for both parties.

6. Financial Impact:

Prevents the need for Bibi to take a leave of absence and prevents the district from hiring a sub to cover for her.

7. Funding Source:

n/a

8. District Goals This Item Will Meet:

- ☒ Increase Student Achievement
- ☒ Provide a Safe, Positive and Healthy Learning Environment
 - Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
 - Increase Parent Involvement and Continue to Promote Public Relations
- ☒ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

EMERSON COLLEGE
CLINICAL AFFILIATION AGREEMENT

This Clinical Affiliation Agreement (including all exhibits, attachments and appendices, the “Agreement”), effective as of January 8, 2024 (the “Effective Date”), is by and between Emerson College, a Massachusetts non-profit educational corporation and its agents, employees, affiliates, invitees, or representatives (collectively, “Emerson”) and Kingsburg Elementary Charter School District, a California school district, and its agents, employees, affiliates, invitees, or representatives (collectively, the “Affiliate”). Emerson and Affiliate referred herein individually as a “Party”; collectively, as the “Parties”.

RECITALS

WHEREAS, Emerson desires to engage Affiliate for the purpose of providing supervised, practical learning experiences in connection with a clinical program (the “Program”) to students of Emerson (each a “Student” and collectively, the “Students”); and

WHEREAS, Affiliate is willing to participate in the Program in accordance with the terms and conditions of this Agreement.

NOW, THEREFORE, in consideration of the premises and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. Purpose. Emerson hereby engages Affiliate, and Affiliate hereby accepts such engagement, to participate in the Program pursuant to the terms and conditions set forth herein. The objective of the Agreement is to help the Students learn about, and engage and exhibit as appropriate, the following:

- 1.1 Role and responsibilities of the Student within the practice setting.
- 1.2 Assessments (both formal and informal, direct and dynamic) specific to the populations in that practice setting.
- 1.3 Treatment approaches/techniques that are evidence-based and appropriate for the populations in that practice setting.
- 1.4 Patient/client/family centered education and counseling appropriate to and within that practice setting.
- 1.5 Related disciplines within the practice setting and working collaboratively with patients/families and other team members to ensure an optimal outcome for the client.
- 1.6 Clinical problem-solving across age span, disorder, and setting.
- 1.7 Professional and clinical oral and written communication skills appropriate to that practice setting.
- 1.8 Cultural competency when working with patients/clients/families in all practice settings.
- 1.9 Adherence to ASHA’s Code of Ethics and appropriate ethical behavior.

2. Program Structure; Telehealth Program Contingency.

- 2.1. Emerson and Affiliate agree that in the normal course of business, the Program will be conducted on-site by the Student at the Affiliate location consistent with all ASHA guidelines.
- 2.2. In the event of (a) a declared emergency by the federal government or the state government in which either Emerson or Affiliate are located, (b) a continued emergency circumstance in the discretion of either Party, or (c) for the health and safety of the Student as determined by either Party (each, an “Emergency Circumstance”), Emerson or Affiliate may determine to restrict or prohibit on-site placement of the Student at Affiliate.
 - 2.2.1. If either Party decides to restrict or prohibit on-site placement of the Student in response to an Emergency Circumstance, Emerson may request that Affiliate permit the Student to engage in the Program remotely using telecommunication technologies (“Telehealth Program”).
 - 2.2.2. If Affiliate agrees to permit a Telehealth Program, the Telehealth Program will be subject to the following terms and conditions:
 - 2.2.2.1. The Telehealth Program will continue for the duration of the time that Emerson is prohibiting on-site placements or until Affiliate allows on-site placements, whichever is later;
 - 2.2.2.2. The Affiliate has or will establish telecommunication capabilities to facilitate telehealth services to its clients for which Students may engage in as part of the Telehealth Program;
 - 2.2.2.3. Any such Telehealth Program shall comply with state licensing and telehealth practice laws as well as ASHA rules (which include compliance with the Council on Academic Accreditation and Council for Clinical Certification), guidelines or recommendations for internship or clinical programs, as either may be modified from time to time in consideration of any Emergency Circumstance;
 - 2.2.2.4. Emerson shall instruct the Student to adhere to all Telehealth Program rules and procedures of the Affiliate made known to the Student, which are necessary for Affiliate to conduct telehealth services in accordance with any applicable laws or regulations; and
 - 2.2.2.5. Student will continue to be covered by Emerson’s professional liability insurance as set forth in this Agreement for the duration of such Telehealth Program.
 - 2.2.3. If Affiliate permits a Telehealth Program in accordance with Section 2.2.2, the Parties will work cooperatively in close consultation to help facilitate the Telehealth Program for the Student. Accordingly, all references to “Program” in this Agreement will mean the “Telehealth Program” as herein defined and the terms of this Agreement will continue to apply in full force and effect to any such Telehealth Program as it would to the Program, provided such terms are not inconsistent with Section 2.2.
- 2.3. If Affiliate does not permit a Telehealth Program in accordance with Section 2.2.2 of this Agreement, either Party may terminate the Agreement immediately upon written notice to the other Party.
- 2.4. Affiliate recognizes that during the time of the COVID-19 pandemic or other Emergency Circumstance, there may be increased risk to a Student, employees of Affiliate, or individuals served by Affiliate as a result of or relating to the Student’s in-person placement. Nevertheless, if (i) the Parties do not restrict or prohibit on-site placement pursuant to Section 2.2.1, and (ii) Affiliate and Student agree to pursue the on-site placement, then Emerson and Student will execute appropriate waivers for the Student to participate in the on-site placement. Affiliate acknowledges that Emerson may restrict or prohibit such on-site placement and terminate the Agreement if the Student does not execute applicable waivers.

3. Responsibilities of Emerson.

- 3.1. Program. Emerson shall be responsible for all academic and accreditation aspects of the Program. Emerson shall maintain custody and control of all educational records and reports relating to Students' clinical learning experience in the Program. Emerson may withdraw any Student from the Program and/or assignment with Affiliate in Emerson's sole discretion.
- 3.2. Policies, Rules & Regulations of Affiliate. Emerson shall instruct Students participating in the Program (and faculty members, if applicable) to abide by the applicable lawful policies, rules and regulations of Affiliate made known to them during the Program.
- 3.3. Insurance. Emerson shall ensure that it maintains the following insurance with an AM Best rating of A-VII or better: (a) professional liability insurance covering students, interns and professional staff members in the amount of two million dollars (\$2M USD) per claim and four million dollars (\$4M USD) in the aggregate, and (b) general commercial liability insurance covering personal or bodily injury and property damages in the amount of one million dollars (\$1M USD) per occurrence and three million dollars (\$3M USD) in the aggregate.
- 3.4. Vaccinations. If requested by Affiliate, Emerson shall advise Students of their obligation to provide at their own expense, evidence of vaccinations, as applicable.
- 3.5. Background Checks. If reasonably requested by Affiliate, Emerson shall ensure that a background investigation of Students is conducted prior to their assignment to Affiliate. Specifically, Emerson will require Students to have completed an appropriate criminal background check consistent with Education Code 45125.1, tuberculosis certification requirements of Education Code 49406, and to have documented appropriate immunizations on file with Emerson.
- 3.6. Health Insurance. If requested by Affiliate, Emerson shall ensure that each Student participating in the Program is covered by health insurance.
- 3.7. Indemnification. Emerson agrees to defend, indemnify and hold harmless Affiliate, its corporations, trustees, officers, employees, faculty, students, representatives and agents (collectively, the "Indemnitees") from and against any and all claims, demands, suits, settlements, damages, losses, obligations, liabilities, costs and expenses, including, without limitation, reasonable attorneys' fees and expenses (collectively, "Losses") of any kind or nature paid or incurred by, imposed on, or asserted against the Indemnitees relating to, arising out of, directly or indirectly, or in connection with Emerson's breach of this Agreement, negligence, or willful misconduct related in any way to this Agreement or the Program; provided that the maximum aggregate liability under this provision shall not exceed the applicable insurance coverage or benefits set forth in this Agreement.

4. Responsibilities of Affiliate.

- 4.1. Program Opportunities and Activities. Affiliate shall appoint an individual to supervise each Student (the "Student Supervisor"). Affiliate shall provide to Students opportunities for suitable clinical learning experiences and supervision consistent with the Program's curriculum and objectives, and shall complete such records and reports necessary for the conduct and evaluation of Student's participation in the Program. Upon request by the Student, Affiliate shall provide the Student with documentation or other information as required for the Student's submission to applicable licensing bodies or agencies.
- 4.2. Emergency Care. Affiliate acknowledges Emerson's interest in ensuring its Students receive medical care during an emergency at Affiliate, and Affiliate shall make emergency medical care available to Students at Student's expense in case of accident or illness and shall promptly notify Emerson of such medical care.
- 4.3. Withdrawal. Affiliate reserves the right to withdraw any Student or, if applicable, a faculty member of Emerson, from the Program with Affiliate if (i) the achievement, progress, adjustment, or health of such person does not warrant continuation in the Program; or (ii) the behavior of such person fails to

conform to the applicable policies, rules or regulations of Affiliate. Except in unusual circumstances, Affiliate shall make reasonable efforts to consult with Emerson before withdrawing any Student.

- 4.4. **Insurance.** Affiliate shall ensure that it maintains (i) comprehensive commercial general liability insurance for personal or bodily injury and property damages of not less than one million dollars (\$1M USD) per occurrence and three million dollars (\$3M USD) in the aggregate and professional liability insurance in amounts, in each case, of not less than two million dollars (\$2M USD) per claim and four million dollars (\$4M USD) in the aggregate; or (ii) a program of self-insurance reasonably satisfactory to Emerson, in both cases covering the employees, officers, directors, agents and representatives of Affiliate. Evidence of such insurance or self-insurance reasonably satisfactory to Emerson shall be provided to Emerson upon request. Such insurance shall not be canceled without thirty (30) days' prior written notice to Emerson.
- 4.5. **Indemnification.** Affiliate agrees to defend, indemnify and hold harmless Emerson, its corporations, trustees, officers, employees, faculty, students, representatives and agents (collectively, the "Indemnitees") from and against any and all claims, demands, suits, settlements, damages, losses, obligations, liabilities, costs and expenses, including, without limitation, reasonable attorneys' fees and expenses (collectively, "Losses") of any kind or nature paid or incurred by, imposed on, or asserted against the Indemnitees relating to, arising out of, directly or indirectly, or in connection with Affiliate's breach of this Agreement, negligence, or willful misconduct related in any way to this Agreement or the Program; provided that the maximum aggregate liability under this provision shall not exceed the applicable insurance coverage or benefits set forth in this Agreement.

5. Term and Termination.

- 5.1. The term of this Agreement ("Term") shall be one (1) year commencing on the Effective Date, and shall automatically renew for successive one (1) year terms unless earlier terminated as set forth herein.
- 5.2. This Agreement may be terminated at any time with or without cause by either Party upon sixty (60) days' written notice; *provided, however*, that such notice shall not impair the activities of the Students then at the Affiliate and participating in the Program.
- 5.3. In the event of a material breach of this Agreement by either Party, the other Party may terminate this Agreement immediately upon written notice.
- 5.4. Notwithstanding the on-going nature of this Agreement, Emerson is not obligated to place a Student with Affiliate, and Affiliate is not obligated to accept a placement of a Student. Both placement and acceptance are at the complete discretion of the respective Party. Each student placement will be memorialized by a Student-Supervisor Agreement signed by both the Student and the Affiliate's Student Supervisor.

6. **Education Records.** If Affiliate obtains student "education records" as defined by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C § 1232g; 34 C.F.R. § 99.3), Affiliate acknowledges that Affiliate is receiving such education records as an agent of Emerson and agrees to comply with FERPA with respect to such records. Additionally, if Students have access to records of Affiliate's students, Emerson agrees to comply with, and instruct students to comply with, the Family Educational Rights and Privacy Act of 1974, Education Code 49060 et. seq., and Code of Regulations Title 5 Section 430 et. seq., to the end that the rights and privacy of the students enrolled in Affiliate and of their parents are not violated or invaded. This section shall survive any cancellation or termination of this Agreement.

7. **Confidentiality.** The Parties agree to keep all non-public information shared between them, including but not limited to personal information about Students (including background checks, if any) and FERPA "education records," strictly confidential. This section shall survive any cancellation or termination of this Agreement.

8. **Status of the Parties.** Each Party to this Agreement shall be considered an independent contractor and this Agreement shall not create a relationship of a joint venture, employer and employee, principal and agent and the like. In no case other than an ongoing and separate employment relationship shall Students in the Program replace or be deemed to be employees of Affiliate. For the purposes of this Agreement, all Students participating in the Program shall be, at all times, unpaid externs of Affiliate without expectation of or entitlement to compensation or employment benefits from Affiliate, including, without limitation, workman's compensation insurance benefits.
9. **No Discrimination.** In connection with the Program, neither Party shall discriminate against any person on the basis of gender or sex (including pregnancy), gender identity or expression, race, color, religion or religious creed, sexual orientation, national origin, ancestry, disability or handicap, age, genetics, marital status, veteran status and any other category protected by federal or state law, including but not limited to Title IX of the Education Amendments Act of 1972.
10. **Compliance with Policies.** Affiliate understands that the Students in the Program are subject to and protected by Emerson policies on academics and conduct. Affiliate agrees to cooperate with Emerson's actions taken or inquiries made pursuant to policies.
11. **Use of Name; Public Disclosure.** Unless Emerson provides prior written approval, Affiliate may not use the name of "Emerson" or any Emerson logo or mark; disclose the terms of this Agreement externally; or communicate with members of the media or otherwise make any public announcement regarding the Program. Notwithstanding the foregoing, Affiliate may disclose the terms of this Agreement as required by law or to comply with a regulatory, accreditation, legal or financial reporting obligation. Affiliate may disclose the terms of this Agreement to legal, tax, or financial advisors. Nothing in this paragraph prevents Affiliate from stating that Students are enrolled in Emerson's program or from publicizing Students' placement if Students agree.
12. **Notices.** Any notices permitted or required by this Agreement shall be in writing and deemed made on the day such notices are sent via email, delivery receipt requested, to the other Party at the address set forth below or to such other persons and address as either Party may designate in writing:
- If to the Affiliate: Kingsburg Elementary Charter School District
1310 Stroud Ave
Kingsburg, CA 93631
- If to Emerson: Emerson College

120 Boylston St. Boston, MA 02116

Attn: Laura Glufling-Tham

Email: laura_gluflingtham@emerson.edu
- With a copy to: Emerson College's Office of the General Counsel:
Email: kenneth_danton@emerson.edu
13. **Assignment.** The Parties bind themselves and their successors, assigns, and legal representatives to the other Party to the Agreement and to the successors and assigns of such other Party with respect to all covenants of the Agreement. Affiliate shall not assign or transfer any rights or obligations of Affiliate under this Agreement without the prior written consent of Emerson.
14. **Governing Law.** This Agreement shall be governed by and interpreted in accordance with the laws of the state of California, without regard to its conflict of law principles. The Parties agree that disputes pertaining to this Agreement must be brought in state and federal courts in the State of California and will not contest venue or jurisdiction in those courts.

15. **Entire Agreement; Amendment; Waiver.** This Agreement and the exhibits attached hereto in this Agreement set forth the entire understanding between the Parties hereto regarding the subject matter hereof and may not be amended except by an instrument in writing signed by both Parties. Neither the failure nor delay by either Party to exercise any right, remedy, power or privilege under this Agreement shall operate or be construed as a waiver thereof, nor shall any waiver with respect to any occurrence be construed as a waiver with respect to any other occurrence.

<signature page to follow>

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed by their respective duly authorized representatives as of the Effective Date.


EMERSON COLLEGE

By: _____

Title: _____

Name: _____

Kingsburg Elementary Charter School District

By:  _____

Title: Superintendent

Name: 1/11/24

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 a 10.25% Increase to All 2023-24 Salary Schedules Retro to 7/1/23.

2. Agenda Item Category:

Consent Agenda

✓ Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Carol Bray

4. Attachments:

Not Applicable

✓ To Be Enclosed with Board Packets

*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. Purpose:

To consider approval of 10.25% increase to the 2023-24 Certificated Management, Certificated-Pupil Personnel, Certificated-PreSchool, Certificated, Classified Management/Supervisor/Confidential, Classified Pages 1 and 2 Salary Schedules to be retroactive to July 1, 2023. To consider approval of the Classified Hourly Rates to be effective January 2, 2024.

6. Financial Impact:

\$2,540,000.00

7. Funding Source:

All salary funding sources

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**2023-24****CERTIFICATED MANAGEMENT SALARY SCHEDULE****ASSISTANT SUPERINTENDENT - CURR & INSTR/SPECIAL PROJECTS***

1	2	3	4	5	6	7	8	9	10	
160,936	163,932	166,927	169,924	172,919	175,915	178,911	181,907	184,902	187,902	219 day minimum 2% longevity every 3 years after Step 10

K-6 PRINCIPAL*Washington/Roosevelt/CVHS198 day minimum
2% longevity every 3 years after Step 10

1	2	3	4	5	6	7	8	9	10
129,325	130,707	132,092	133,468	134,847	136,229	137,606	138,987	140,366	141,746

Lincoln/Reagan

1	2	3	4	5	6	7	8	9	10
131,883	133,267	134,647	136,025	137,406	138,785	140,165	141,543	142,924	144,302

MIDDLE SCHOOL PRINCIPAL/COMMUNITY SCHOOLS COORDINATOR*

1	2	3	4	5	6	7	8	9	10	
136,450	137,868	139,281	140,696	142,109	143,525	144,938	146,352	147,768	149,181	203 day minimum 2% longevity every 3 years after Step 10

DIRECTOR OF SPECIAL EDUCATION & STUDENT SERVICES*

1	2	3	4	5	6	7	8	9	10	
144,591	146,078	147,561	149,045	150,529	152,013	153,498	154,982	156,468	157,949	213 day minimum 2% longevity every 3 years after Step 10

DIRECTOR OF EXPANDED LEARNING & ENGLISH LEARNER PROGRAMS*

1	2	3	4	5	6	7	8	9	10	
149,334	150,886	152,418	153,951	155,484	157,017	158,551	160,083	161,614	163,149	220 day minimum 2% longevity every 3 years after Step 10

ACADEMIC LEARNING DIRECTOR (2-3)/LEARNING DIRECTOR (4-5-6, 7-8)*

1	2	3	4	5	6	7	8	9	10	
109,235	111,466	113,698	115,929	118,162	120,393	122,624	124,856	127,088	129,325	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
2023-24
PUPIL PERSONNEL SERVICES SALARY SCHEDULE

SCHOOL PSYCHOLOGIST

193 day minimum, 8 hours

2% longevity every 3 years after Step 10

1	2	3	4	5	6	7	8	9	10
83,415	87,091	90,768	94,443	98,120	101,798	105,473	109,151	112,825	116,503

CREDENTIALLED SCHOOL NURSE - with Master's Degree

184 day minimum, 8 hours

2% longevity every 3 years after Step 15

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
82,480	84,683	86,886	89,089	91,291	93,494	95,697	97,900	100,103	102,305	104,508	106,711	108,914	111,117	113,318

CREDENTIALLED SCHOOL NURSE

184 day minimum, 8 hours

2% longevity every 3 years after Step 15

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
80,395	82,598	84,801	87,004	89,207	91,409	93,612	95,815	98,018	100,221	102,423	104,626	106,829	109,032	111,232

CREDENTIALLED SPEECH/LANGUAGE PATHOLOGIST

184 day minimum, 7 hours

2% longevity every 3 years after Step 15

Additional Stipend of \$1,500 per 1.0 FTE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
70,739	73,617	76,496	79,374	82,253	85,132	88,010	90,889	93,768	96,646	99,525	102,404	105,282	108,161	111,039

SPEECH/LANGUAGE PATHOLOGIST (Variable Term Waiver)

184 day minimum, 7 hours

2% longevity every 3 years after Step 15

Additional Stipend of \$1,500 per 1.0 FTE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
66,329	69,207	72,086	74,964	77,843	80,722	83,600	86,479	89,358	92,236	95,115	97,994	100,872	103,751	106,629

- 1) Step placement on the salary schedule will be based on full time years of experience. (1,472 hours = 1 year)
- 2) Hourly rates - School Psychologist - \$47.00/hr; Credentialed Nurse - \$46.00/hr; Substitute Registered Nurse hourly rate - \$35.00/hr; SLP - Based on years of service as SLP
- 3) \$1,751 for doctorate degree paid annually in equal monthly installments over time

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
2023-24
CERTIFICATED SALARY SCHEDULE (PRE-SCHOOL)

SITE SUPERVISOR

190 day minimum

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
32.12	33.47	34.74	36.04	37.35	38.09	38.86	39.58	40.33	41.12	41.87	42.63	43.43	44.19	44.96
2% longevity every 3 years after Step 15														

PRE-SCHOOL TEACHER (with Bachelor's Degree)

182 day minimum

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
26.54	27.25	27.93	29.30	30.00	31.13	31.96	32.77	33.60	34.44	35.60	36.11	36.93	37.77	38.65
2% longevity every 3 years after Step 15														

PRE-SCHOOL TEACHER (with AA/AS Degree)

182 day minimum

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
24.02	24.71	25.36	26.66	27.32	28.41	29.18	29.95	30.76	31.55	32.66	33.14	33.93	34.72	35.58
2% longevity every 3 years after Step 15														

- 1) Must hold appropriate Child Development Permit from CTC for these positions
- 2) Step placement on the salary schedule will be determined by verification of out-of-district experience up to 8 years
- 3) Day to day substitutes will be paid Step 1 of the appropriate position
- 4) \$1,500.00 Special Education Stipend for Pre-School Teachers working in a Special Education classroom, per FTE per year, paid in equal installments over time.
- 5) Extra Work Agreements will be paid at the employee's regular hourly rate.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
2023-24
Certificated Salary Schedule

STEP	BA-0 PIP/STSP/Intern	BA-15 Intern	BA-30	BA-45	BA-45 +M	BA-60	BA-60 +M	BA-75	BA-75 +M	BA-90	BA-90 +M
1	57,178	59,267	61,421	63,663	65,716	65,863	67,917	68,685	70,739	71,506	73,561
2	58,132	60,224	62,377	64,611	66,665	67,464	69,517	70,314	72,369	73,166	75,220
3	59,109	61,184	63,339	65,562	67,617	68,412	70,466	71,264	73,320	74,116	76,166
4	60,740	62,459	64,612	66,840	68,892	69,702	71,757	72,568	74,623	75,432	77,486
5	61,740	63,808	65,964	68,176	70,231	71,038	73,094	73,907	75,962	76,769	78,824
6	63,592	65,640	67,753	69,933	71,988	72,786	74,842	75,636	77,690	78,486	80,540
7	65,740	67,771	69,864	72,026	74,081	74,875	76,930	77,724	79,779	80,575	82,629
8	67,886	69,903	71,979	74,116	76,166	76,967	79,021	79,817	81,872	82,662	84,717
9	70,025	72,029	74,088	76,207	78,262	79,057	81,111	81,907	83,962	84,754	86,809
10	72,176	74,161	76,200	78,294	80,348	81,146	83,201	83,997	86,051	86,844	88,898
11	74,303	76,280	78,308	80,389	82,443	83,235	85,289	86,089	88,143	88,935	90,989
12	76,455	78,412	80,420	82,476	84,533	85,326	87,381	88,177	90,232	91,025	93,081
13	78,619	80,553	82,534	84,566	86,621	87,416	89,471	90,268	92,323	93,117	95,170
14	80,753	82,674	84,642	86,657	88,710	89,506	91,562	93,878	95,934	96,206	97,260
15	81,791	83,713	85,680	87,691	89,746	90,544	92,598	95,431	97,485	97,019	99,073
16	83,228	85,158	87,134	89,155	91,209	92,017	94,072	97,450	99,504	99,308	101,363
17	84,250	86,188	88,170	90,191	92,245	93,058	95,114	99,009	101,063	101,127	103,183
18	86,809	88,762	90,759	92,802	94,856	95,700	97,755	102,516	104,570	105,058	107,112
19	89,353	91,328	93,346	95,414	97,465	98,341	100,395	106,021	108,075	108,988	111,042

\$1,751 for doctorate degree paid annually in equal monthly installments over time.

2% added every 3 years after Step 19

1. Annual Salary based on 184 duty days. Library/Media Specialist and Academic Coaches are 191 duty days
2. "Acceptable units" are defined as those applicable toward a credential or as units determined as being those which in all probability will benefit the students, teacher, and/or the district.
 - a. Courses for credit must be of graduate level or higher, and taken at an accredited college or university.
 - b. Courses must be appropriate and relevant to the grade level and instructional program in which the teacher is involved.
 - c. Courses must be approved before enrollment for courses 76-90 units.
3. Step placement on the salary schedule will be determined by verification of out-of-district full-time experience up to 8 years or a higher step placement may be added for hard to fill positions as determined by the Superintendent.
4. \$1,500.00 Special Education Stipend for Counselors, RSP Teachers, Academic Coach/Special Ed & Student Services per FTE per year, paid in equal installments over time.
5. \$2,500.00 Choral Director Stipend; \$2,500 Band Director Stipend, per FTE per year, paid in equal installments over time.
6. Arrangements must be made on or before March 1 for a change in classification.
7. Additional salary may be granted for special assignments involving added duties or responsibilities.
8. "Day-to-day" substitute teachers will receive a daily salary of \$175 for a full day and \$90 for a half day. "Long-term" substitute teachers (20 consecutive days or more in the same classroom) will receive \$185 per day.
9. Hourly rates: Classroom Teacher - \$40/hr; Counselor - \$40/hr; Teacher Daily Rate: \$175/day

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
2023-24
Classified Management/Supervisory/Confidential Salary Schedule

SENIOR MANAGEMENT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Chief Business Official	13412	13661	13910	14161	14410	14660	14909	15159	15409	15659					
Director-Human Res Dept	11784	11905	12026	12147	12268	12389	12516	12643	12770	12897	13025	13152	13279	13406	13872

CLASSIFIED MANAGEMENT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mtce/Oper/Trans Director	7691	7802	7914	8025	8136	8247	8357	8467	8577	8688	8798	8908	9018	9129	9240
Child Nutrition Director	5635	5848	6057	6270	6479	6633	6783	6935	7085	7237	7389	7541	7693	7845	7993

SUPERVISORY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Technology Coordinator	7691	7802	7914	8025	8136	8247	8357	8467	8577	8688	8798	8908	9018	9129	9240
BCBA (208 days)	7002	7323	7645	7966	8286	8575	8861	9145	9426	9706	9984	10260	10533	10805	11074
Asst Supv of Oper	5178	5378	5580	5777	5978	6084	6192	6296	6402	6508	6617	6722	6830	6936	7042

CONFIDENTIAL

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Exec Asst to Superintendent	5266	5490	5716	5941	6167	6395	6619	6849	6995	7142	7289	7435	7582	7729	7875
Administrative Assistant	4141	4409	4677	4945	5215	5482	5751	6019	6123	6230	6336	6442	6547	6654	6758
Admin Asst-Spec Ed (222 days)	23.80	25.34	26.88	28.42	29.97	31.51	33.05	34.59	35.19	35.80	36.41	37.02	37.63	38.24	38.84
Food Serv Secretary	3559	3734	3912	4085	4260	4366	4471	4580	4687	4794	4900	5006	5110	5219	5327
Homeless/District Liaison (206/196 days)	27.08	28.28	29.41	30.56	31.72	32.26	32.80	33.31	33.84	34.40	34.93	35.45	35.99	36.50	37.03

2% Longevity applied every three years after Step 15

261 day calendar/8 hours per day unless otherwise noted

Stipend applied annually for approved college units up to 120 units and/or BA/BS degree.

Full stipend based on an 8 hour workday, stipend applied commensurate with contracted daily hours.

10.25% over 2022-23 Salary Schedule.

Proposed to the Board 01/22/2024. Retroactive to 7/1/2023.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2023-24

Classified Employee's Salary Schedule (Page 1)

CLERICAL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
School Secretary	21.63	22.78	23.94	25.04	26.20	27.09	28.01	28.92	29.86	30.76	31.69	32.57	33.50	34.42	35.32
Secretarial Assist	18.76	19.22	20.11	21.01	21.93	22.68	23.45	24.22	24.97	25.73	26.49	27.28	28.01	28.79	29.54
Libr/Media Tech II	19.94	20.52	21.07	21.94	22.81	23.27	23.73	24.18	24.66	25.09	25.56	26.02	26.47	26.95	27.39
Libr/Media Tech I	18.40	18.84	19.28	20.23	21.18	21.59	22.01	22.46	22.83	23.27	23.68	24.10	24.52	24.95	25.39
Office Clerk*	18.40	18.77	19.14	19.52	19.91	20.29	20.68	21.07	21.47	21.88	22.30	22.72	23.15	23.59	24.04
Substitute Secretary/Clerical	17.64														

AIDES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Health Aide	18.40	18.79	19.18	19.58	19.94	20.39	20.79	21.22	21.63	22.05	22.48	22.89	23.31	23.73	24.14
Paraprofessional*	18.40	18.86	19.33	19.81	20.30	20.81	21.12	21.44	21.76	22.09	22.42	22.76	23.10	23.45	23.80
Sub Instr Aides	17.64														

TECHNICAL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Database/Systems Admin	4417	4604	4797	4986	5176	5360	5548	5732	5919	6105	6292	6477	6665	6848	7035
Sys Dev/Integration Specialist	25.39	26.46	27.57	28.64	29.75	30.80	31.88	32.94	34.02	35.09	36.16	37.22	38.30	39.35	40.43
Computer Tech II (12 mo)	3529	3721	3912	4099	4290	4475	4661	4848	5033	5219	5403	5591	5776	5959	6148
Computer Tech I	18.63	18.73	19.19	19.64	20.09	20.55	21.00	21.45	21.91	22.38	22.82	23.28	23.75	24.21	24.67

OTHER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Behavioral Support Asst	22.82	23.84	24.80	25.78	26.80	27.71	28.59	29.50	30.43	31.36	32.27	33.19	34.08	35.00	35.93
Speech-Lang. Path. Assistant	27.08	28.28	29.41	30.56	31.72	32.26	32.80	33.31	33.84	34.40	34.93	35.45	35.99	36.50	37.03

2% Longevity applied every three years after Step 15

Stipend applied annually for approved college units up to 120 units and/or BA/BS degree.

Full stipend based on an 8 hour workday, stipend applied commensurate with contracted daily hours.

10.25% over 2022-23 Salary Schedule. *Salary Alignment.

Proposed to the Board 01/22/2024. Retroactive to 7/1/2023.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
2023-24

Classified Employee's Salary Schedule (Page 2)

OPERATIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
HVAC Person	4396	4605	4820	5032	5230	5393	5492	5585	5680	5777	5874	5970	6068	6162	6257
	25.26	26.47	27.70	28.92	30.06	30.99	31.56	32.10	32.64	33.20	33.76	34.31	34.87	35.41	35.96
Maintenance w/HVAC Cert	4061	4230	4403	4573	4735	4871	4930	4998	5060	5124	5189	5253	5315	5378	5443
	23.34	24.31	25.30	26.28	27.21	27.99	28.33	28.72	29.08	29.45	29.82	30.19	30.55	30.91	31.28
Maintenance	3826	3995	4167	4339	4499	4634	4697	4762	4826	4886	4954	5017	5080	5144	5207
	21.99	22.96	23.95	24.94	25.86	26.63	26.99	27.37	27.74	28.08	28.47	28.83	29.20	29.56	29.93
Maintenance Assistant	3680	3861	4044	4226	4396	4535	4596	4658	4724	4786	4849	4912	4976	5040	5099
	21.15	22.19	23.24	24.29	25.26	26.06	26.41	26.77	27.15	27.51	27.87	28.23	28.60	28.97	29.30
General Maintenance	3680	3861	4044	4226	4396	4535	4596	4658	4724	4786	4849	4912	4976	5040	5099
	21.15	22.19	23.24	24.29	25.26	26.06	26.41	26.77	27.15	27.51	27.87	28.23	28.60	28.97	29.30
Lead Grounds	3680	3861	4044	4226	4396	4535	4596	4658	4724	4786	4849	4912	4976	5040	5099
	21.15	22.19	23.24	24.29	25.26	26.06	26.41	26.77	27.15	27.51	27.87	28.23	28.60	28.97	29.30
Lead Custodian	3680	3861	4044	4226	4396	4535	4596	4658	4724	4786	4849	4912	4976	5040	5099
	21.15	22.19	23.24	24.29	25.26	26.06	26.41	26.77	27.15	27.51	27.87	28.23	28.60	28.97	29.30
Painter	3548	3726	3903	4079	4252	4387	4453	4514	4579	4643	4703	4769	4832	4897	4960
	20.39	21.41	22.43	23.44	24.44	25.21	25.59	25.94	26.32	26.68	27.03	27.41	27.77	28.14	28.51
Groundsperson	3548	3726	3903	4079	4252	4387	4453	4514	4579	4643	4703	4769	4832	4897	4960
	20.39	21.41	22.43	23.44	24.44	25.21	25.59	25.94	26.32	26.68	27.03	27.41	27.77	28.14	28.51
Custodian	3548	3726	3903	4079	4252	4387	4453	4514	4579	4643	4703	4769	4832	4897	4960
	20.39	21.41	22.43	23.44	24.44	25.21	25.59	25.94	26.32	26.68	27.03	27.41	27.77	28.14	28.51
**Bus Driver (50% Stipend)	166.00	174.50	183.00	188.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50	193.50

PART-TIME (Hourly)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
OPERATIONS															
Part-Time Grounds	20.39	21.41	22.43	23.44	24.44	25.21	25.59	25.94	26.32	26.68	27.03	27.41	27.77	28.14	28.51
Part-Time Custodian	20.39	21.41	22.43	23.44	24.44	25.21	25.59	25.94	26.32	26.68	27.03	27.41	27.77	28.14	28.51
Part-Time Painter	20.39	21.41	22.43	23.44	24.44	25.21	25.59	25.94	26.32	26.68	27.03	27.41	27.77	28.14	28.51
Part-Time General Mtc	21.15	22.19	23.24	24.29	25.26	26.06	26.41	26.77	27.15	27.51	27.87	28.23	28.60	28.97	29.30
Temporary/Maintenance	17.64														
Sub Custodian	17.64														

CAFETERIA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cook III*	21.20	21.66	22.13	22.61	23.11	23.62	23.93	24.25	24.57	24.90	25.23	25.56	25.90	26.25	26.60
Cook II*	19.70	20.16	20.63	21.11	21.61	22.12	22.43	22.75	23.07	23.40	23.73	24.06	24.40	24.75	25.10
Cook I*	19.20	19.66	20.13	20.61	21.11	21.62	21.93	22.25	22.57	22.90	23.23	23.56	23.90	24.25	24.60
Café Warehouse Driver/Custodian	20.39	21.41	22.43	23.44	24.44	25.21	25.59	25.94	26.32	26.68	27.03	27.41	27.77	28.14	28.51
Cafeteria Helper*	18.40	18.86	19.33	19.81	20.31	20.82	21.13	21.45	21.77	22.10	22.43	22.76	23.10	23.45	23.80
Temporary Helper	17.64														
Sub Cafeteria Hlpr	17.64														

2% Longevity applied every three years after Step 15

**Stipend applies only to those hired and drove bus prior to 2005-06 school year.

Professional Growth Stipend applied annually for approved college units.

10.25% Over 2022-23 Salary Schedule. *Salary Alignment.

Proposed to the Board 01/22/2024. Retroactive to 7/1/2023



KINGSBURG

ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED. D.
Superintendent
MATT STOVALL
Assistant Superintendent
BOBBY RODRIGUEZ
Chief Business Official
CAROL BRAY
Director, Human Resources
ERIN PASILLAS
Director, Special Education,
Student Services

2023-24

District Document and Title I Parent Communication Services

Classified - \$30.01 per hour

Piano Accompanist

Classified - \$29.94 per hour

Special Education Transportation Driver

Classified - \$24.40 per hour

District Cut Off Dates: 1st of each month
to be paid at the end of that month

Proposed to the Board 01/22/2024. Effective 01/02/2024.

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:

Williams Quarterly Report- January 2024

2. Agenda Item Category:

Consent Agenda

☒ Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Sarah Ballard, Executive Assistant to the Superintendent

4. Attachments:

Not Applicable

☒ To Be Enclosed with Board Packets

**Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board*

5. Purpose:

This quarterly report is required by our County Office. We have received no complaints. A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing certain educational programs.

6. Financial Impact:

None

7. Funding Source:

None

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!"

[Education Code § 35186]

Title: Executive Assistant to the Superintendent

- | | | | |
|-------------------------------------|-------------------------|-------------------------|--------------------|
| <input type="checkbox"/> | 1 st Quarter | July 1 - September 30 | (Due October 2023) |
| <input checked="" type="checkbox"/> | 2 nd Quarter | October 1 – December 31 | (Due January 2024) |
| <input type="checkbox"/> | 3 rd Quarter | January 1 – March 31 | (Due April 2024) |
| <input type="checkbox"/> | 4 th Quarter | April 1 – June 30 | (Due July 2024) |

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Print Name of District Superintendent

Date _____