



**Amended Agenda  
December 04, 2020  
Noted on Pages 1 and 2**

BOARD OF EDUCATION  
REGULAR MEETING  
2309 TULARE STREET  
BOARD ROOM, SECOND FLOOR  
FRESNO, CA 93721-2287  
[www.fresnounified.org/board](http://www.fresnounified.org/board)

**AGENDA  
WEDNESDAY, DECEMBER 09, 2020  
\*4:30 P.M. (CLOSED SESSION) \*5:435 P.M. (OPEN SESSION)**

PLEASE NOTE: \*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES

In accordance with Executive Order N-29-20 Paragraph 3, the December 09, 2020 Board of Education meeting will be held via teleconferencing and will be available for all members of the public seeking to observe via <http://go.fresnounified.org/ustream/>, or on the Ustream App on your [Android](#) or [Apple](#) device, Comcast Xfinity Channel 94 and AT&T U-Verse Channel 99, or through the following teleconference line:

**Teleconference Line - English**

Dial in: +1 559-512-2623 Passcode: 982 851 552#

**Teleconference Line – Spanish**

Dial in: +1 559-512-2623 Passcode: 951 997 541#

Individuals who wish to address the Board may do so by:

- Submitting an email to [publiccomment@fresnounified.org](mailto:publiccomment@fresnounified.org); or
- Leaving a voice message by calling 559-457-6222 (voice message will be transcribed).

Please include your name, agenda item number or subject matter being addressed, along with a 250-word description of the subject matter being addressed. Emails and voicemails received by no later than 8:00 p.m. on December 08, 2020 will be part of the record for the Board's information and/or discussion, will be posted on [www.fresnounified.org/board](http://www.fresnounified.org/board) and will be included in the minutes. Please note, consistent with Board Bylaw 9323, any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening or substantially disruptive to school operations, will either be redacted, or will not be posted.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the teleconference line and/or the electronic platform, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Secretary at 559-457-3727. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations. Public materials are available for public inspection at [www.fresnounified.org/board](http://www.fresnounified.org/board).

**Pursuant to Government Code Section 54953 (b)(2), all action taken during this teleconferenced meeting shall be by roll call vote.**

**\*4:30 P.M.**

**CALL** Meeting to Order

**OPPORTUNITY** for Public Comment on Closed Session Agenda Items

**RECESS** to Cabinet Room for Closed Session to discuss the following:

1. Student Expulsions pursuant to Education Code Section 35146.
2. Conference with Labor Negotiator - (Government Code Section 54957.6); FUSD Negotiator(s): Paul Idsvoog; Employee Organizations(s): FTA, CSEA, Chapter 125, CSEA, Chapter 143, SEIU, Local 521, FASTA/SEIU, Local 521/CTW, CLC, Fresno Unified Building & Construction Trades/FTA; International Association of Machinists and Aerospace Workers (IAMAW), Unrepresented Employees: All Management, Confidential, and Supervisory Employees.
3. Public Employee Discipline/Dismissal/Release/Reassignment/Resignation.
4. Public Employment/Appointment - (Government Code Section 54957).
  - a. **Principal**
5. Conference with Legal Counsel Anticipated/Pending/Threatened Litigation (Government Code Section 54956.9(d)(2)).
  - a. Potential Case: One (1)
6. **Conference with Legal Counsel – Existing Litigation (Government Code Section 54956.9 (d)(1)).**
  - a. **Stephen K. Davis vs. Fresno Unified School District Fresno Superior Court No. 12CECG03718 Claim No. 12-1128-0391**

**\*5:435 P.M., RECONVENE** and report action taken during Closed Session, if any.

### **HEAR Reports from Student Board Representatives**

An opportunity is provided to hear comments/reports from Student Board Representatives from Bullard High School. Contact person: Kim Mecum, 457-3731.

### **HEAR Report from Superintendent**

### **BOARD/SUPERINTENDENT COMMUNICATION**

### **OPPORTUNITY for Public Comment on Consent Agenda Items**

**ALL CONSENT AGENDA** items are considered routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of items unless a Board member so requests, in which event, the item(s) will be considered following approval of the Consent Agenda.

### **A. CONSENT AGENDA**

#### **A-1, APPROVE Personnel List**

Included in the Board binders is the Personnel List, Appendix A, as submitted. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.



## **A. CONSENT AGENDA – continued**

### **A-2, APPROVE Minutes from Prior Meeting**

Included in the Board binders are the draft minutes from the November 18, 2020 Regular Board Meeting. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Robert G. Nelson, telephone 457-3884.

### **A-3, APPROVE Wilderness Outdoor Leadership Foundation Agreement for Sixth Grade Virtual Camp**

Included in the Board binders is an agreement for The Wilderness Outdoor Leadership Foundation provides sixth grade students with an opportunity to experience a virtual day-at-camp complete with direct instruction and synchronous hands-on activities. The entire camp experience aligns with existing sixth grade instructional scheduling and will be presented on the Microsoft Teams platform. The Superintendent recommends approval. Fiscal impact: There is no additional fiscal impact to the district. The cost of the program will be covered by the existing educational enrichment trip budget. Contact person: Kim Mecum, telephone 457-3731.

### **A-4, APPROVE Independent Contractor Services Agreement with Amanda Nicolson, LLC**

Included in the Board binders is a request for approval for Independent Contractor Services Agreement with Amanda Nicolson, LLC. Services support our Autism programs, IEP behavior services, outside evaluations and assessments, coaching and professional learning. Contract services total \$85,000, beginning December 10, 2020 through June 30, 2021. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$85,000 are available through the Special Education budget. Contact person: Kim Mecum, telephone 457-3137.

### **A-5, APPROVE Independent Contractor Services Agreement with Imagine Learning**

Included in the Board binders is an Independent Contractor Services Agreement with Imagine Learning. English Learner Services is requesting approval of an Independent Contractor Services Agreement with Imagine Learning in the amount of \$20,250. This contract allows certified teachers to focus on migrant students and support them with tailored classroom resources to bring them up to grade level. Teachers will address key reading and literacy skills that align to Common Core and other state standards with exposure to a wide range of fiction and nonfiction text, opportunities to use multiple strategies to process complex text, and language development. The Superintendent recommends approval. Fiscal impact: There are sufficient funds of \$20,250 available in the Migrant Program budget. Contact person: Kim Mecum, telephone 457-3731.

### **A-6, APPROVE Use of Individual Piggyback Contracts**

Included in the Board binders is information regarding piggyback contracts

## **A. CONSENT AGENDA – continued**

recommended for use during the remainder of 2020/21 for efficient and cost-effective procurement, in addition to piggyback contracts approved by the Board on June 17, 2020 and subsequently. Use of piggyback contracts is allowed under Public Contract Codes 10299 and 20118 and is a procurement best practice that takes advantage of competitive pricing from a contract formally bid by another school district or public agency.

Piggyback Contract	Supplier	Est. Annual \$
Glendale Unified School District	Apple, Inc.	\$500,000
Irvine Unified School District	Gold Star Foods, Inc.	\$2,500,000

The Superintendent recommends approval. Fiscal impact: Funding will be determined on a project-by-project basis. Contact person: Karin Temple, telephone 457-3134.

### **A-7, APPROVE Revised Measure M Investment Priorities**

The Board will be presented with a revised recommendation for Measure M Investment Priorities based on feedback received at the December 1, 2020 Special Board Meeting. Project implementation depends on final scope and specifications, funding availability, and regulatory and Board approvals. The Superintendent recommends approval. Fiscal impact: Individual projects will be presented for Board approval in the future. Contact person: Karin Temple, telephone 457-3134.

### **A-8, DENY Claim GL20-0924-5107**

Included in the Board binder is a Claim for Damages by Miguel Herrera, case GL20-0924-5107. The Superintendent recommends the Claim be denied, and the matter referred to the district's Executive Director of Benefits and Risk Management for further handling. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Santino Danisi, telephone 457-6226.

### **A-9, DENY Claim GL20-0924-5133**

Included in the Board binder is a Claim for Damages by Sabrina Juarez, case GL20-0924-5133. The Superintendent recommends the Claim be denied, and the matter referred to the district's Executive Director of Benefits and Risk Management for further handling. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Santino Danisi, telephone 457-6226.

### **A-10, RATIFY Independent Contractor Services Agreement with Collaborative Learning Solutions**

Included in the Board binders is an Independent Contractor Services Agreement with Collaborative Learning Solutions. The Collaborative Learning Solutions contract is for technical assistance with developing and implementing a districtwide plan to address significant disproportionality in the identification, and hence

## **A. CONSENT AGENDA – continued**

overrepresentation, of district students with Emotional Disturbance in Multi-Ethnicities and White categories. The contract total is \$45,000. This agreement commenced on July 01, 2020 and ends June 30, 2021. The Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of \$45,000 are available through the Special Education budget. Contact person: Kim Mecum, telephone 457-3731.

### **A-11, RATIFY Grant Application to the California Department of Education – Special Education Alternative Dispute Resolution COVID-19 Grant**

Included in the Board binders is a request for ratification of a grant application for The Special Education Alternative Dispute Resolution (ADR) COVID-19 Grant. The grant funding will provide Fresno Unified School District with resources to augment and enhance the established Special Education ADR Covid-19 grant funded by the California Department of Education. The funding will address the anticipated increased number of local disputes related to the COVID–19 pandemic and special education distance learning. The Superintendent recommends ratification. Fiscal impact: The estimated award amount of \$70,000 is for a period of twenty-four months. Contact person: Kim Mecum, telephone 457-3731.

### **A-12, RATIFY Change Orders for the Projects Listed Below**

Included in the Board binders is information on Change Orders for the following projects:

- Bid 20-20, McLane High School Library Modernization  
Change Order 2 presented for ratification: \$15,670
- Bid 20-42 Sections A and D, Exterior Painting at Balderas, Hidalgo and Winchell Elementary Schools and Ahwahnee Middle School  
Change Order 1 presented for ratification: \$0
- Bid 20-46, Sections A and B, Vinland Elementary School Parking Lot Expansion and Site Access Improvements  
Change Order 2 presented for ratification (Section A): \$16,975
- Bid 20-51, Addicott Elementary School Restroom Accessibility Improvements  
Change Order 1 presented for ratification: \$951

The Superintendent recommends ratification. Fiscal impact: \$33,596 is available in the Measure X Fund for Bids 20-20, 20-46, and 20-51. Contact person: Karin Temple, telephone 457-3134.

### **A-13, RATIFY the Filing of Notices of Completion**

Included in the Board binders is a Notice of Completion for the following project, which has been completed according to plans and specifications.

## **A. CONSENT AGENDA – continued**

- Bid 20-42 Section A and D, Exterior Painting at Balderas, Hidalgo and Winchell Elementary Schools and Ahwahnee Middle School
- Bid 20-53 Burroughs, King and Powers-Ginsburg Elementary Schools HVAC Replacement

The Superintendent recommends ratification. Fiscal impact: Retention funds are released in accordance with contract terms and California statutes. Contact person: Karin Temple, telephone 457-3134.

### **A-14, RATIFY Purchase Orders from September 1, 2020 through September 30, 2020 – Primary Report**

Included in the Board binders is information on purchase orders issued from September 01, 2020 through September 30, 2020. Two agenda items are presented to ratify purchase orders. The first item includes the Primary Report with all purchase orders issued during the reported dates with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining purchase orders are in the Supplemental Report and presented as a second agenda item. The Superintendent recommends ratification. Fiscal impact: Funding is noted on the attached pages. Contact person: Karin Temple, telephone 457-3134.

### **A-15, RATIFY Purchase Orders from September 1, 2020 through September 30, 2020 – Supplemental Report**

Included in the Board binders is information on purchase orders issued from September 01, 2020 through September 30, 2020. Two agenda items are presented to ratify purchase orders. The first item includes the Primary Report with all purchase orders issued during the reported dates with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining purchase orders are in the Supplemental Report and presented as a second agenda item. The Superintendent recommends ratification. Fiscal impact: Funding is noted on the attached pages. Contact person: Karin Temple, telephone 457-3134.

**END OF CONSENT AGENDA  
(ROLL CALL VOTE)**

## **UNSCHEDULED ORAL COMMUNICATIONS**

In accordance with Executive Order N-29-20 Paragraph 3, the December 09, 2020 Board of Education meeting will be held via teleconferencing. Individuals who wish to address the Board may do so by:

- Submitting an email to [publiccomment@fresnounified.org](mailto:publiccomment@fresnounified.org); or
- Leaving a voice message by calling 559-457-6222 (voice message will be transcribed).

Please include your name, agenda item number or subject matter being addressed, along with a 250-word description of the subject matter being addressed. Emails and voicemails received by no later than 8:00 p.m. on December 08, 2020 will be part of the record for the Board's information and/or discussion, will be posted on [www.fresnounified.org/board](http://www.fresnounified.org/board) and will be included in the minutes. Please note that consistent with Board Bylaw 9323, any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening or substantially disruptive to school operations, will either be redacted, or will not be posted.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests that are brought before them at this time. The appropriate staff member will furnish answers to questions.

## **B. CONFERENCE/DISCUSSION AGENDA**

### **\*6:00 P.M.**

#### **B-16, HOLD a Public Hearing in the Matter of the Golden Charter Academy Charter Petition**

Golden Charter Academy, a California non-profit public benefit corporation, has delivered a petition to the district to operate a new charter, Golden Charter Academy, seeking authorization to operate July 01, 2021 through June 30, 2026. The charter proposes to open Fall of 2021 with 176 students in grades transition kindergarten through third. The petition was received by the Charter Office on October 23, 2020 and will appear on the January 13, 2021 board agenda for a decision. Fiscal impact: The estimated fiscal impact to Fresno Unified School District for 2021/22 is \$1,011,727. Contact person: Kim Mecum, telephone 457-3731.

### **\*6:30 P.M.**

#### **B-17, DISCUSS and DECIDE in the Matter of Changing the Fresno High Mascot**

Fresno High administration along with district staff from Equity and Access, Indian Education and Communications have been working collaboratively to gather voice around two petitions that arose over the summer regarding the Fresno High School

## **B. CONFERENCE/DISCUSSION AGENDA - continued**

Warrior mascot. The team has conducted two small listening sessions hearing directly from Fresno High students, alumni, parents, and several Native American community leaders. Fresno High held a student town hall and conducted an exit survey with those in attendance. In addition, a virtual community town hall meeting was held on November 12 with representatives from both sides sharing their voice, including the authors of both petitions. Feedback has been collected from these events, along with the petitions, research material, correspondence and comments from social media and is being presented to the Board to discuss next steps regarding the Warrior mascot. The Superintendent recommends the Board decide in the matter of the changing of the Warrior Mascot at Fresno High School. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Nikki Henry, telephone 457-3653.

### **\*7:00 P.M.**

#### **B-18, DISCUSS and APPROVE the 2019/20 Audited Financial Statements Prepared by Crowe LLP**

Included in the Board binders is the Annual Financial Audit Report as prepared by our external auditors, Crowe LLP. The audit report has been completed for submission to the State Department of Education. Each year the district is required to have its financial statements audited by an independent accounting firm. We are pleased to report that Fresno Unified School District has received an “Unmodified Opinion” for the 2019/20 Audit, which is the best opinion that can be issued. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Santino Danisi, telephone 457-6226.

### **\*7:15 P.M.**

#### **B-19, DISCUSS and APPROVE the 2020/21 First Interim Financial Report and Approve the 2020/21 Budget Overview for Parents**

California school districts are required to approve interim financial reports twice each fiscal year. Fresno Unified School District’s 2020/21 First Interim Financial Report is presented for approval and reflects a positive certification of the district’s financial condition. The report is based on the October 31, 2020 year-to-date revenue and expenditures as required by state law. In addition, Education Code Section 52064.1 requires each school district to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents (BOP). The Superintendent recommends approval of both the First Interim Financial Report and the Budget Overview for Parents. Fiscal impact: A positive certification reflects that the district’s projected reserve for 2020/21 at \$116.25 million exceeds the minimum required reserve for economic uncertainties (2%). Additionally, projections indicate a positive cash balance for the current year and two subsequent years. The support material reflects a multi-year projected budget for the Unrestricted General Fund and utilizes the State assumptions developed by the California County Superintendents Educational Services Association. Contact person: Santino Danisi, telephone 457-6226.



## **B. CONFERENCE/DISCUSSION AGENDA - continued**

**\*7:30 P.M.**

### **B-20, DISCUSS and APPROVE Call for Appointments to the California School Boards Associations' Delegate Assembly**

Included in the Board binders is information pertaining to appointment to the California School Boards Association's (CSBA) Delegate Assembly. Each year member boards elect and/or appoint representatives to CSBA's Delegate Assembly. According to CSBA's Bylaws and Standing Rules, districts with an ADA of 30,000 or above, qualify to appoint or reappoint representative(s) from their board to the CSBA's Delegate Assembly for a two-year term beginning April 1, 2021 through March 31, 2023. The Board President recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3566.

## **C. RECEIVE INFORMATION & REPORTS**

### **C-21, RECEIVE 2019/20 School Facility Fee Public Information Report**

Included in the Board binders is the 2019/20 School Facility Fee (Developer Fee) Public Information Report. School districts are authorized to levy fees on residential and commercial/industrial development for the purpose of mitigating impacts on school facilities as a result of the development. Government Code requires that certain public information regarding the fees collected be presented annually. The 2019/20 School Facility Fee Public Information Report provides the required information.

### **C-22, Receive Notice Regarding Appointment of Board Member Voting Representative and Alternate Voting Representative to the Fresno County Committee on School District Organization Elections**

California Education Code Section 35023 states, *The governing board of each school district of every kind or class shall annually at its initial meeting select one of its members as its representative who shall have one vote for each member to be elected to the county committee provided by Article 1 (commencing with Section 4000) of Chapter 1 of Part 3. The secretary or clerk of the district shall furnish the county superintendent of schools with a certificate naming the representative selected by the board.* Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3566.

## **D. ADJOURNMENT**

**NEXT REGULAR MEETING  
WEDNESDAY DECEMBER 16, 2020**

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-1**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Approve Personnel List**

**ITEM DESCRIPTION:** Included in the Board binders is the Personnel List, Appendix A, as submitted

**FINANCIAL SUMMARY:** There is no fiscal impact to the district at this time.

**PREPARED BY:** Manjit Atwal, Executive Director

**DIVISION:** Human Resources

**PHONE NUMBER:** (559) 457-3548

**CABINET APPROVAL:** Paul Idsvoog  
Chief of Human Resources/Labor Relations

**SUPERINTENDENT APPROVAL:**

Paul Idsvoog

Robert L. Nelson

## Fresno Unified School District

Date: December 9, 2020

The Superintendent respectfully nominates for elections the following certificated and classified personnel. Classification of certificated probationary or temporary teachers is pursuant to their respective classification contained in their employment contracts. Elections are subject to the salary schedule as adopted by the Board of Education and assignment by the Superintendent, school year 2020-2021.

## ELECTIONS

## Certificated Personnel

Romo	Anishia	Teacher, Lrng Hndcp, Sdc	Birney Elementary	11/10/2020
Vidal	Nia	Teacher, ROTC	Mclane High School	11/10/2020
Villalvazo-Romero	Naomy	Teacher, Elementary	Bakman Elementary	11/16/2020
Wisniowski	Joshua	Teacher, Lrng Hndcp, Sdc	Roosevelt High School	11/30/2020

## Classified Personnel

Boushele	Jeremy	Custodian	Fresno High School	11/16/2020
Bravo-Apolinar	Angelica	Paraprof, Moderate/Severe	Bullard High School	11/9/2020
Cameron	Misty	Technician, Libr Media-Middle	Edison-Computech 7-8	11/17/2020
DePaz	Guadalupe	Paraprof, Instructional Asst	Pyle Elementary	11/18/2020
Few	Kaylin	Paraprof, Moderate/Severe	Kirk Elementary	11/9/2020
Flores	Michael	Custodian	Sequoia Middle School	11/9/2020
Hernandez III	Frank	Custodian	Bullard High School	11/13/2020
Herr	Jessie	Nurse, Vocational License	Health Services	11/10/2020
Lopez Jr	Robert	Custodian	Sequoia Middle School	11/9/2020
Marquez	Antoinette	Paraprof, Instructional Asst	Easterby Elementary	11/16/2020
Mays-Meneley	Sienna	Paraprof, Instructional Asst	Pyle Elementary	11/20/2020
Osuna	Adam	Paraprof, Moderate/Severe	Scandinavian Middle School	11/9/2020
Otanis	Nelia	Custodian	Fresno High School	11/16/2020
Palomino	Tiana	Assistant, Attendance Records	Baird	11/18/2020
Portillo-Bolton	Desiree	Custodian	Bullard Talent 7-8	11/13/2020
Pulido	Julissa	Paraprof, Instructional Asst	King Elementary	11/17/2020
Rosas Montero	Brandon	Paraprof, Child Development	Yokomi Elementary	11/12/2020
Thao	Dao	Custodian	Prevention And Intervention	11/17/2020
Thao Martin	Nancy	Translator, Material Hmong	Multi-Lingual/Multi-Cultural	11/30/2020
Xiong	Mai	Paraprof, Child Development	Early Learning Center	11/19/2020
Yang	Swokowski	Custodian	Olmos Elementary	11/23/2020
Zamacona	Magdalena	Custodian	Bullard High School	11/16/2020

## Management Classified

Lara	Clint	Manager II	Food Services	11/16/2020
------	-------	------------	---------------	------------

## RESIGNATIONS OR RETIREMENTS

## Certificated Personnel

Brady	Lee	Specialist, Resource, Sp Ed	Rwoell Elementary	12/30/2020
-------	-----	-----------------------------	-------------------	------------

Finley	Jamillah	Teacher, Senior High	Roosevelt High School	9/24/2020
Haught	Donna	Teacher, Elementary	Burroughs Elementary	11/27/2020
Kinnier	Garth	Teacher, Senior High	Sunnyside High School	11/13/2020

#### Classified Personnel

Baptiste	Astique	Paraprof, Mild/Moderate	Scandinavian Middle School	11/9/2020
Bounkhoun	Andrew	Specialist, Tech Support I	Technology Services	11/25/2020
Chang	Bao	Paraprof, Instructional Asst	Ayer Elementary	12/4/2020
Cordova	Carlos	Noontime Assistant	Ewing Elementary	10/21/2020
Jasso	Cecilia	Nutrition Services Assistant	Food Services	2/5/2021
Lowe	Barbara	Noontime Assistant	Wilson Elementary	11/12/2020
Mkrtychyan	Margarit	Technician, Library Media HS	Fresno High School	11/30/2020
Noradian	Kimberly	Paraprof, Moderate/Severe	Kirk Elementary	12/30/2020
Solis	Angel	Custodian	Rata	10/16/2020
Spradling	Samuel	Custodian	Slater Elementary	10/30/2020
Stucker	Jill	Paraprof, Mild/Moderate	Powers Elementary	11/16/2020
Vang	Kou	Custodian	Balderas Elementary	11/20/2020
Yang	Bliankim	Custodian	Heaton Elementary	12/15/2020

### LEAVE REQUEST

#### Certificated Personnel

Burrill	Katheryn	Therapist, Spch/Lang/Hrng/Dis	Special Ed	12/6/2020
---------	----------	-------------------------------	------------	-----------

#### Classified Personnel

Blanco	Jerome	Worker/Driver, Warehouse I	Warehouse	11/22/2020
Castro-Acosta	Maria	Nutrition Services Cook/Baker	Food Services	9/25/2020
Dhesi	Pawandeep	Nutrition Services Assistant	Food Services	11/15/2020
Garcia	Hannah	Paraprof, Early Chldhd Mil/Mod	Storey Elementary	11/2/2020
Xiong	Kao Lee	Paraprof, Instructional Asst	Ericson Elementary	11/9/2020

### R39-MONTH REEMPLOYMENT RIGHTS

#### Certificated Personnel

Velasco	Rosemary	Teacher, Lrng Hndcp, Sdc	Roosevelt High School	11/8/2020
---------	----------	--------------------------	-----------------------	-----------

### PROMOTIONS

#### Classified Personnel

Candler Jr	Raymond	Nutrition Services Cook/Baker	Food Services	11/9/2020
Huerta	Jacqueline	Liaison, Home/School Spanish	Multi-Lingual/Multi-Cultural	11/30/2020
Landin	Maria	Assistant, Resrce Cnslg	Holland Elementary	11/16/2020
Moua	Nancy	Technician, Libr Media-Elem	Wolters Elementary	12/1/2020
Woodward	Alfredo	Liaison, Home/School Spanish	Multi-Lingual/Multi-Cultural	11/30/2020

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-2**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Approve Minutes from Prior Meeting**

**ITEM DESCRIPTION:** Included in the Board binders are draft minutes for the November 18, 2020 Regular Board Meeting.

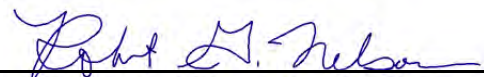
**FINANCIAL SUMMARY:** There is no fiscal impact to the district at this time.

**PREPARED BY:** David Chavez,  
Chief of Staff

**DIVISION:** Superintendent's Office  
**PHONE NUMBER:** (559) 457-3566

**CABINET APPROVAL:** David Chavez,  
Chief of Staff

**SUPERINTENDENT APPROVAL:**





BOARD OF EDUCATION  
REGULAR MEETING  
2309 TULARE STREET  
BOARD ROOM, SECOND FLOOR  
FRESNO, CA 93721-2287  
[www.fresnounified.org/board](http://www.fresnounified.org/board)

## **MINUTES - BOARD OF EDUCATION REGULAR MEETING Fresno Unified School District**

**Fresno, California  
November 18, 2020**

In accordance with Executive Order N-29-20 Paragraph 3, the November 18, 2020 Board of Education meeting was held via teleconferencing and was available for all members of the public seeking to observe via [31T31TUhttp://go.fresnounified.org/ustream/UU31T31T](http://go.fresnounified.org/ustream/UU31T31T), or on the Ustream App on your 31T31TAndroid31T31T or 31T31TApple31T31T device, Comcast Xfinity Channel 94 and AT&T U-Verse Channel 99, or through the following teleconference line:

**Teleconference Line – English:** Dial in: +1 559-512-2623, Passcode: 982 851 552#;  
**Teleconference Line – Spanish:** Dial in: +1 559-512-2623, Passcode: 951 997 541#.

At a Regular Meeting of the Board of Education of Fresno Unified School District, held on November 18, 2020, there were present Board Members Davis, Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, and President Thomas. Superintendent Nelson was also present.

Board President Thomas CONVENED the Regular Board Meeting at 4:30 p.m. and ADJOURNED to Closed Session to address items one through six.

The Board RECONVENED in Open Session at 5:30 p.m.

### **Reporting Out of Closed Session**

For the record there was no action to report out of Closed Session.

### **HEAR Reports from Student Board Representatives**

The Board heard a report from Richard Romero and Maise Aguilar, Student Advisory Board representatives from Fresno High School, and students from Cooper Academy Middle School.



## HEAR Report from Superintendent

- Shared our county has moved back to the purple tier. For our work in returning students to in-person learning, this does not currently change anything in what we are doing with small cohorts on campuses or in-person assessments that are being provided. However, it does make the wait longer until we reach the orange or “moderate” tier, which is the tier we believe is the best time to start phasing back our in-person learning safely.
- Stated earlier today we held a town hall with our teachers and site leaders to share updates to our second semester of learning and what an eventual return to school could look like. We’ll be providing the same information to our parents, students and community tomorrow evening in a virtual town hall from 6:00 p.m.- 8:00 p.m. You can join live at [tinyurl.com/FUSDCommunityTownHall](https://tinyurl.com/FUSDCommunityTownHall), at [go.fresnounified.org/ustream](https://go.fresnounified.org/ustream), or live on our Fresno Unified Facebook Page. To interact in our Q&A session and have the option to select English, Spanish or Hmong captions please join through the [tinyurl.com/FUSDCommunityTownHall](https://tinyurl.com/FUSDCommunityTownHall) link. You can find the links and more information on our website and our social media pages. Following the town hall, elementary parents will receive a survey on Friday to share their intent to send their child back to in-person learning when we reach the orange tier and their preference on potential cohort schedules. Keep an eye on your School Messengers, Rapid Alert texts and announcements through our website and social media.
- Thanked sponsors and contributors who made our IPledge Run/Walk for the Class of 2021 such a success. With contributions we are proud to announce we raised \$50,125 for our Fresno Unified Scholarship Fund. That is a huge feat and I could not be more grateful for our community showing up for kids at this time. These dollars go straight to supporting scholarships for our graduating seniors, and your support is going to make a huge difference for our Class of 2021 scholarship recipients.
- Reminded parents and students that all transfer applications are due by December 1. If you have questions or need assistance, please contact our transfers office at [Transfersoffice@fresnounified.org](mailto:Transfersoffice@fresnounified.org) or at (559) 248-7538.
- Reached out to everyone to make sure you tune in to ABC30 on Sunday, November 22 at 6:30 p.m. for the Fresno County Educator of the Year Awards. Two of our own Fresno Unified family members are nominated and we are so proud of them. Best of luck and our sincerest gratitude to both Rebecca Wheeler and Annette Montague. We will be watching and rooting you both on.
- Reminded Fresno Unified staff of a few upcoming deadlines. First, nominations for Excellence in Education awards closes this Friday, November 20. Second, open enrollment for benefits ends on November 30 so make sure to go through your

materials from our benefits department, ask any questions you need, and get your changes in before deadline. Also, we are currently accepting applications for our Teacher Residency Program until November 30. If you are interested in obtaining your credential, please make sure you get your application in before the deadline. If you have questions, please reach out to Amy Bennet or Jeanna Perry.

- Shared that as he mentioned at the last board meeting, councilmember Luis Chavez was instrumental in the renaming of Lane Avenue in front of Sunnyside High School to Tim Liles Way. A short video of the event was shared.

## **BOARD/SUPERINTENDENT COMMUNICATION**

**Member Major Slatic** – Referenced Board Communication SL2, Comprehensive Sexual Health Education Information, dated November 06, 2020, and stated he did not receive attachment to communication. Referenced a message received regarding the two-week shutdown of the Bullard Cheer Squad, shared that several parents told him they had not been notified of the shut-down; requested answer this week, as to if parents were notified.

**Member Mills** – Wished everyone a safe and Happy Thanksgiving. Encouraged everyone to follow health department guidelines.

**Member Islas** – Wished everyone a safe Thanksgiving. Shared the importance of COVID-19 testing and self-quarantining if a person has been exposed. Shout out to McLane Region for working in partnership with 7 Eleven to recognize 156 students for earning a 4.0 GPA during distance learning in Quarter 1. Shout out to Leavenworth for their virtual gratitude week.

**Member Jonasson Rosas** – Thanked staff for the board communication pertaining to Medicare reimbursement, but shared concern the communication did not contain all the information requested. Requested staff to create log of Board Member requests. Additionally, would like guidelines pertaining to what type of information is reported to Board Members and when it is communicated. Requested staff to revisit when press conferences and media events are scheduled, who gets asked and when calendared.

**Member Davis** – Thanked the Superintendent, Board President Thomas, and Board Member Cazares for attending the Tim Liles Way event. Requested student voice be included in the district's mission and goals.

**Board President Thomas** – Encouraged people to stay engaged and safe during the holidays. Shared information regarding free turkey giveaways. Thanked staff for developing a Winter Session for students.

## **OPPORTUNITY FOR PUBLIC COMMENT ON CONSENT AGENDA ITEMS**

The Board received zero submissions for public comment for items on the Consent Agenda.

On a motion by Board Clerk Davis, seconded by Board Member Mills, the Consent Agenda was approved by a roll call vote of 7-0-0-0 as follows: AYES: Board Members: Cazares, Davis, Islas, Jonasson Rosas, Mills, Major Slatic, and Board President Thomas.

### **A. CONSENT AGENDA**

**A-1, APPROVE Personnel List**

**APPROVED as recommended**, the Personnel List, Appendix A, as submitted.

**A-2, APPROVE Minutes from Prior Meeting**

**APPROVED as recommended**, the draft minutes from the November 04, 2020 Regular Board Meeting.

**A-3, APPROVE and ADOPT Revised Job Description for Deputy Superintendent (General)**

**APPROVED and ADOPTED as recommended**, the job description of Deputy Superintendent (General).

**A-4, APPROVE Position and ADOPT Job Description Chief Financial Officer**

**APPROVED and ADOPTED as recommended**, the job description of Chief Financial Officer

**A-5, APPROVE Position and ADOPT Job Description for Manager I (General)**

**APPROVED and ADOPTED as recommended**, the job description of Manager I (General).

**A-6, APPROVE Position and ADOPT Job Description for Noon Time Assistant**

**APPROVED and ADOPTED as recommended**, the job description of Noon Time Assistant.

**A-7, APPROVE Agreement with California Office to Reform Education (CORE) for Shared Principal II Services by Maria Lynn Rocha Salazar as a Fresno Unified School District Employee on Loan to CORE**

**APPROVED as recommended**, an agreement between Fresno Unified School District and the California Office to Reform Education for the shared services of Principal II, Maria Lynn Rocha Salazar.

**A-8, APPROVE Contract Renewal with Marsh & McLennan Agency**

**APPROVED as recommended**, a contract renewal with Marsh & McLennan Agency to provide health plan consulting services to the Joint Health Management Board.

**A-9, APPROVE Agreement with United Health Centers of the San Joaquin Valley to Operate a School Health and Wellness Center at Juan Felipe Herrera Elementary School**

**APPROVED as recommended**, an agreement with United Health Centers of the San Joaquin Valley to operate a health and wellness center at Herrera Elementary School.

**A-10, APPROVE Agreements Related to Edison High School Solar Energy Project: (A) Fresno Irrigation District Revocable License Encroachment Agreement and (B) Amendment to Energy Services Agreement with Forefront Power**

**APPROVED as recommended**, two contracts related to the Edison High School Solar Energy Project, implementation of which was approved by the Board in December 2017.

**A-11, APPROVE Award of Bid 21-10, Ewing Elementary School Early Learning Building Construction and Parking Lot Improvements**

**APPROVED as recommended**, information on Bid 21-10, for construction of a new early learning complex at Ewing Elementary School.

**A-12, APPROVE Award of Bid 21-11, Edison High School Gymnasium Addition**

**APPROVED as recommended**, information on Bid 21-11, to add a new 15,000 square foot practice gymnasium onto the existing gym at Edison High School.

**A-13, APPROVE Award of Bid 21-12 Sections A and B, Gymnasium Scoreboard Replacement for Hamilton K-8: Ahwahnee, Computech, Cooper, Fort Miller, Kings Canyon, Scandinavian, Sequoia, Tehipite, Tenaya, Terronez, Tioga, Wawona, and Yosemite Middle Schools**

**APPROVED as recommended**, information on Bid 21-12 Sections A and B, to provide upgraded electronic scoreboards and shot clocks in the gymnasiums at Ahwahnee, Computech, Cooper, Fort Miller, Hamilton, Kings Canyon, Scandinavian, Sequoia, Tehipite, Tenaya, Terronez, Tioga, Wawona and Yosemite.

**A-14, APPROVE Two-year Extension of Request for Proposal 20-16, Fresh Bread Products**

**APPROVED as recommended**, the Board rescinds its previous action to disallow extension of Request for Proposal (RFP) 20-16 for fresh bread products after one year and approve extending the RFP for two additional one-year periods.

**A-15, DENY Claim GL20-0422-5118**

**DENIED as recommended**, a Claim for Damages by a minor, case GL20-0422-5118.

## **UNSCHEDULED ORAL COMMUNICATIONS**

For the record, seven submissions of public comment were received for Unscheduled Oral Communications. They are as follows:

### **1. Emma Amann**

I am a parent of a 3rd grade GATE student at Yokomi, and a second grader at Yokomi who I was hoping to have tested this year so she could do GATE next year.

I have reached out to different people within the district, as well as the GATE office itself, multiple times over the last couple weeks and received no answer besides "Our public statement is that there are no current plans for gate testing."

Today I received a different answer from the district. Someone in the curriculum dept told me that the lack of direction and communication at the GATE office is due to the fact that GATE testing is a "board office decision." And since the Board hasn't greenlit anything for GATE, nothing has been put on the table and no plans have been made.

How does the District plan on filling the 3+ classrooms of 2nd grade at Manchester and the dedicated 2nd grade GATE classroom at Yokomi without doing any testing this year? How are parents supposed to plan ahead and apply for a transfer and for the school lotteries if there is no GATE testing? Are we just going to let an entire grade level miss out on life changing educational opportunities?

Why is COVID causing us to continue to let our children down this year? It seems like the kids are the last ones to be considered these days. Hopefully we can get an answer soon.

Emma Amann, FUSD Parent, 559-250-7779.

### **2. Nathaniel Stiers**

I think the fact that a Fresno High School Alumni started a petition to KEEP the mascot is proof that it needs to go.

If you more closely associate an obviously racist mascot with high school football games, "tradition" and school pride, than you do with the actual human beings whose image and culture are being appropriated, then that is proof that Fresno High School failed you by their continued use of this imagery.

By continuing to use this image as your mascot, you are teaching another generation that it is ok to appropriate, profit from, and mock the culture of others. You are teaching insensitivity, apathy, and hatred to generation after generation after generation.

If you really say you honor the people whose likeness you have appropriated then you will listen to them and discontinue the use of this image.

You are not losing your "history" by ending the use of this image, it will not be forgotten, instead, you are courageously and bravely setting the example that our future generations need.

By changing this image you are teaching our youth that when you make a mistake and you hurt someone, you admit your mistake, accept responsibility and make it right because that takes actual courage, respect, strength, and pride.  
-Nathaniel Stiers, 559 392-0349.

**3. Jeremy Kramer – (Voicemail Transcribed)**

Hello Board Members,

My name is Jonas and I am currently a student at Roosevelt High School. I would like to bring attention to the Fresno High mascot. I find that the mascot is extremely racist and should be replaced. The reason why I state this claim is we are generalizing what a Native American is, claiming that all them wear war paint and use hatchets. This just isn't true. There are so many different tribes of natives and each is unique in their own way. I would like to add that 32% of Native Americans are under the age of 18, 65% of Native youth are highly offended by Native mascots. In 1978, we passed the American Indian Religious Freedom Act which allowed Natives to, and I quote, "protects the rights of Native Americans to exercise their traditional religions by worship through ceremonies and traditional rites ensuring access to sites and use and possession of sacred objects and the freedom to worship their ceremonies. Might I add that Fresno High is built on Native American land. If we say that we are honoring the Natives by the mascot it is actually doing the opposite. I would also like to add that Fresno High does not have any kind of appreciation club or class for Natives. According to the APA, and I quote, "In 2005 the EPA called for the immediate retirement of all American Indian mascots, symbols, images, and personalities used by schools, colleges universities **(250-word limit reached)**.

**4. Erin Deis**

Dear FUSD Board,

I am writing as an alumna of Fresno Unified schools, kindergarten through twelfth grade. I graduated from Fresno High in 1994.

My father taught and coached at FHS when I was a young child, and I attended numerous games, events, and the so-called "Tee Pee Talent Shows," dreaming of one day wearing the Purple and Gold myself.



As a student-athlete at Fresno High, nothing made me prouder than donning the name Warrior across my chest, and I loved when we saluted our athletic teams at the seasonal "Pow Wow Awards."

I was a member of the girls athletics club named the "Cheyennes" and my mother served on the parent group known as "Tribal Council."

After I graduated, it was thrilling to watch my younger brother wear a purple FHS football helmet decked with golden tomahawks.

There is a framed painting of Royce Hall in the home where I grew up and where my parents still live.

As sports editor of the Owlet student newspaper, I even wrote an editorial in the early nineties, explaining why I thought it was ridiculous for teams and schools with mascots like the Warrior to have to change them.

I say all of that today, to let you know how much Fresno High meant to me. I loved being a Warrior.

However, after I exited Royce Hall, my own education and evolution continued, and now I know better. I learned what I wish I would have known 25 or honestly 44 years **(250-word limit reached)**.

#### **5. Lana French**

Good Morning Folks: Since sports teams travel to other communities and publicly display a chosen mascot it is appropriate to keep an open mind and consider all input whether the commenters are "locals" or not.

Depicting the "Warrior" image is perceived by Native Americans as disrespectful and sacrilegious. Raising opposition to the request to remove the image by deflecting reveals a hardened heart with an underlying agenda.

Suggest keeping "Warriors" as the team name and change the Native American "Warrior" image only. Everyone likes money how about \$\$ (cash)? \*\* (stars)? Star Warriors!

It is good to bring resolution and just maybe some joy into these times for each other.

Lana French

#### **6. Christine Saviez**

I graduated from FHS in 1990. Even as a 15 year old girl in 1987 I thought the mascot was racist and offensive. I brought it up to faculty but my voice was dismissed and silenced and I was forced to internalize that pain. I'm Mexican-

America, and like most Mexicans, my roots are indigenous. The mascot's profile looks like my uncles.

The fact that FUSD has not changed the mascot is evidence of your White Supremacy. When I went away to college in 1990, my college roommates saw my FHS graduation cup with all the names of my classmates on it. On the front of the cup was the Native American warrior in full headdress. One of my roommates grabbed the cup, and with her mouth open in shock said, "Using Native Americans as mascots? That's hella racist. Objectifying Native Americans." I explained to her that I had no control over the mascot and she sat there shocked shaking her head. My other roommate shook her head at me and immediately left the room. Remember this was 30 years ago in 1990. The fact that FUSD uses Native Americans as mascots is one of the reasons people think Fresno is a hick town run by a bunch of racist red-necks.

As far as the argument that the mascot "honore the courage of Native people", well then why don't we see Jewish people put as mascots? Jewish people are courageous, brave, honorable, and good. In fact many of the Resistance fighters (250-word limit reached).

**7. Sandra D. Wilson**

The Native American culture and history has long been minimized in the classroom. Generations don't even know or understand the genocide that occurred right here in our nation. Natives are characterized through media for almost 100 years as the savage villains. These small images scattered throughout the US in schools, teams and businesses are sadly the only attention left. If these images serve as a reminder that Natives exist and may cause those to ask the question, who are they, and more importantly research and discover one of the most influential culture in history, it's worth the preservation of the images. I hope this campaign to eliminate images of the Native American from view is not an attempt to erase the beliefs, history, and culture. I thought knowledge and education were power. How can erasing the past obtain a place in our educational future.

**B. CONFERENCE/DISCUSSION AGENDA**

**B-16, HOLD a Public Hearing in the Matter of the Carter G. Woodson Public Schools' Renewal Petition**

For the record, the Dr. Linda Scott of Carter G. Woodson had an opportunity to present.

For the record, the Public Hearing in the Matter of the Carter G. Woodson Public School Charter Petition was opened at 6:13 p.m.

## **OPPORTUNITY FOR PUBLIC COMMENT**

For the record twenty-three submissions of public comment were received for Agenda Item B-16. They are as follows:

### **1. Elaine Bulgara**

To whom it may concern:

I'm the parent of Timothy Carrisalez. As a parent I absolutely love what Carter G. Woodson Charter school is all about. I can tell they strive for the very best in helping to flourish my child's academics. They have been and continue to be great role models and encouraging our children to be their very best. I am very happy to say my son's grade and his enthusiasm for school has excelled at this school. They make it fun, so with a child's who may have trouble with their attention span finds it interesting and in return they learn. I was so very proud to hear my son ran for the student body. I can attest that this school has had a positive influence on my son who is normally more introverted. The school obviously has had a great impact on him and has made him feel inspired to want to be apart of the greatness at this school. I can't say enough the teachers, staff, and the principal Have been so very kind and supportive in every way. I ask that you please continue the accreditation of this school. Let them continue to serve our community by giving the best education to our children! I'm one of many parents that can attest to the positivity see in my son because of this great school

Sincerely, Elaine Bulgara.

### **2. Arthuro Olivares**

To whom it may concern,

My name is Arthuro Olivares. I graduated in 2020 from Carter G Woodson Multimedia Public Charter School. I was one of the student founders when it first opened for my freshmen year. I came from Hoover and I had lots of trouble my first week there. A friend recommended me to Multimedia.

Throughout my whole four years of being at Multimedia, all they have done is help me and many other students. The teachers and staff have helped me and other students after school when we needed help. Even took time out of their prep periods and on weekends to help us. In bigger public schools, I really never had help like how they helped me and other students. The teachers there were the best teachers I ever had. They always helped with great advice with life and in school. I joined their sports program and they really kept me out of trouble. I believe that you should keep this school open because they can help a lot of other students who have trouble with bigger public schools. I'm in college now because Multimedia helped me get there. I spent my best years here at Carter G, Woodson Multimedia. Sincerely, Arturo Olivares.

### **3. Veronica DeYoung**

Dear Carter G. Woodson Teachers & Staff,

Thank you for helping my son get through this school year. I know it has been a difficult year due to COVID. Your dedication & continuous support to students &

families is very much appreciated. My son Drion is looking forward to graduating from Carter G. Woodson in the future. Thanks Again! Best Wishes, Veronica DeYoung, 559-473-6787.

**4. Rayvn White**

My name is Rayvn White I Attended Carter G in the year of 2015. I really enjoyed the staff they are very hands-on when it comes to education and building a relationship with their students. Going to school, my peers and I felt like family as well as my peers. Since then, I've gone on to college and became a Medical Assistant. I still remained in contact with some of the staff there. I appreciate all of the staff there and i truly feel if it wasn't for the care and compassion, they showed me during a really trying time in my life, I wouldn't have graduated. The love and support the staff at Carter G has shown me is amazing and inspiring! I think it's very important for students to feel supported by staff and teachers. I'm so appreciative for the support and education I received at Carter G. I've never been to a school where I knew all of my teachers cared about my education and truly wanted me to succeed in life. There was always someone to talk to on campus. Teachers and staff there always made learning fun and involved themselves in school activities. Going above and beyond was never an issue at Carter G the staff & students worked together to make it a fun & safe learning environment and I truly appreciate them for that. The relationship I've built there will forever mean so much to me and have a lot to do with **(250-word limit reached)**.

**5. Sandra Souza**

My Name is Sandra Souza and I Went to Carter G Woodson Multimedia for my Sophomore year to my Senior year. I graduated from Carter G Woodson Multimedia school in 2019. I didn't want to be on Home Studies anymore so I found out about the school through a friend and I decided to enroll and go there for the last three years of my high school years. I attended Carter G and I learned so much from the teachers there. They always believed in me and they knew me very well. They always pushed me to keep going and to not give up. I always had good grades; I was the only person who got accepted to Fresno State college. They were so proud of me and I wouldn't have done it without them always being there and pushing me! I always learned new things while going there, especially on computers. I would learn how to design art on a computer and make music. I remember I would go and record all the games and edit videos. There's so much to learn there if you really want to learn I was always willing to try new things. Now that I've graduated, I've been attending Fresno city college for a year and I am taking a semester off and will be back in Spring! My goal is to finish another year of college and transfer to Fresno state. But, right now I'm currently working and trying to help myself grow **(250-word limit reached)**.

**6. Traunell Moreau**

My name is Traunell Moreau, I attended and graduated from Carter G Woodson Multimedia. I went to Carter G Woodson Multimedia my freshman, sophomore, and

senior year. What I liked about Carter G Woodson Multimedia is that they have great teachers and they make the work easy just by the way they help you out. Another thing I like about Carter G Woodson Multimedia is that they want all their students to be successful. Also, they want to prepare you for the next chapter of life after high school. What I'm doing now after high school is working and planning on attending college in 2021. Thank you, Carter G Woodson Multimedia, for the great years I spent there.

**7. Isaiah Martinez**

My name is Isaiah Martinez. I am an alumni of Carter G. Woodson Multimedia, I attended my freshman to junior year there. I went to Carter G. because I was behind in school and wanted to catch back up. I also came to this school as a way to get my life back on track because felt as if I couldn't handle it being at the time. I remember having great experiences with my friends that I made there and also the teachers I had such as Mr. Lopez was my basketball coach and he was my biology teacher for a little before he became my P.E teacher, helped me realize that if I put in the work, I can achieve any goal I set for myself. Another teacher that made an impact on my years at Carter G. was Mr. Johnson was my art teacher and my computer teacher. He helped me by providing me with an important skill set that I am still using to this day and even more now because of the social distancing learning. The basketball team has helped me grow as a person because I saw this team as a family and we built bonds between us that skills stand to this day. It also helped me really take pride in my school work so I was able to stay on the team and the person I was becoming. Today I am currently attending Clovis Community College Working on becoming an athletic trainer. If **(250-word limit reached)**.

**8. Steven Bosquez**

To whom it may concern,  
My name is Steven Bosquez, I am currently enrolled at Carter G. Woodson, and I have been for 3-4 weeks now. I really enjoy my new School. The teachers are good and do their job good. We meet two days a week and do all our work in class, which is nice and easy. Homework can be overwhelming. I can't wait to go back to school and meet all my teachers in person. I say, overall, Carter G. Woodson is a very good school and I hope I do better here than my last school. They keep us accountable here with a contract we have to sign every month, which is cool.  
Thanks for all you do for us kids. Steven Bosquez 9th grader.

**9. Melanie Garcia**

Carter G. Woodson Charter school has helped me for the past year or two that I have attended. Before I was accepted in Carter G. Woodson I was dropped from 3 previous schools because of my grades. Since I came to Carter G. Woodson my grades have went up and I am finally on track to graduating. Before Covid-19 started I was very fond of their independent study classes. Their

independent study classes have helped me to still be in a class setting while not being overwhelmed by being there every day. Online and regular high schools were not beneficial for my mental health. Regular high schools made my anxiety and depression unbearable to concentrate on school work. And online school wasn't the best option for me because, my depression was still getting the best of me since I was not getting any socialization. At Carter G. Woodson, I was able to get the best of both worlds. Carter G. Woodson provides a small class setting two days out of the week if the student enrolls into the independent study program. I am more than sure that there are students going through similar situations as me. I believe Carter G. Woodson can help those students that have been pushed aside due to their mental health not allowing them to do their best when it comes to their academics. The staff at this school puts their all into helping their students succeed when all odds are against that student. Sincerely, Melanie.

**10. Wendy Garcia**

To whom it may concern

I am a Carter G. Woodson parent writing this letter of appreciation to show how much Carter G. Woodson means to me. When my son first started middle school, he was doing really good until he started getting bullied by someone he just met. It got to a point where my son started getting depressed and did not want to go to school anymore. My cousin had told me she had the same problem with her son. She told me she took her son to Carter G. Woodson and they both really liked it, so I decided to give the school a try. I have seen my son on his Zoom classes and seen how nice, helpful, and patient all the teachers are with all their students. My son is doing very well in all of his classes. We both like Carter G. Woodson and are so happy that Carter G. Woodson was there.

**11. Cherie Rodriguez**

Just want to thank you Carter G Woodson teachers and staff. Me as a parent, I feel you guys are doing a great job during this time in transitioning due to the corona virus working with the students and us parents as well. Reaching out to us letting us know our kids updates and etc. and taking the time for the kids most of all to make sure they are in the right direction with their online education. Thank you Very Much.

**12. Johnny and Priscilla Bosquez**

My name is Johnny and Priscilla Bosquez, parents of Selah Lucio and Steven Bosquez. My children have been at Carter G. Woodson for now 3 weeks. My experience with Carter G has been a delight. Since the first day I called, the Registrar Anna was on it, very sweet, respectful young woman. Very helpful and had my kids transferred in a couple of days. She knows her job and does it well. The Counselor Karen was very responsive as well and emailed us the next day after registering my kids. She emailed us, there teachers, there emails and informed us if we needed anything to let her know and she would help us. We emailed the teachers and most of them emailed me back that they will keep us in



the loop about our kid's interactions and involvement in class. Speaking to our children, they like their new school and hope to get better grades than the last school. They cannot wait to go back and look forward to meeting their teachers in person. We have a great experience at Carter G. Woodson so far.

Keep up the great work Carter G. Woodson! Thank you for your time.

Johnny, Priscilla Bosquez, mother of Selah Lucio and Steven Bosquez.

### **13. La Toya Rowe**

My name is La Toya Rowe parent, of Emerald J. Mejia. Emerald has been attending Carter G. Woodson since her Freshmen year and we honestly love the environment and the smaller class atmosphere. Emerald is much more relaxed and comfortable when navigating through the school versus a larger school campus and the larger school crowds. The teachers are engaged as well as the counselors, principal and all the way down to the receptionist. As a single parent it gives me comfort in knowing that my daughter is surrounded by people who not only care about her grades but, about her growth, career goals, her safety in how she gets home and in her involvement in school roles. We are proud of the positive influence that Carter G. Woodson has on our family and we hope many more families can receive this type of positive experience when they walk through the doors of Carter G. Woodson.

### **14. Lois Mello**

My name is Lois Mello. I am writing this letter to show my support for renewing Carter G. Woodson's charter program. I graduated valedictorian from this school. This school changed my life. I can honestly say if I went to another school, I probably wouldn't have graduated. The programs, support and help they provide their students with is one of a kind. I was lucky enough to be a student their first Medical Program class right before I graduated. I only took the medical terminology class, but I learned medical terms, how to take blood pressure manually and how to draw blood. I was also a part of the leadership program where I was class President my senior year, volunteered in the school office and in the yearly Toys for Tots give outs. This school made sure I graduated and even when I wanted to give up on myself, they showed me the potential I had. They were patient, kind and understanding. Please renew their charter so that they can continue to uplift and influence their students' lives in ways that regular schools could never. Sincerely, Lois Mello, Former Carter G. Woodson Student.

### **15. Stephen and Shannon Cahill**

To whom it may concern,

I would like to thank Carter G Woodson for all the amazing work they have done with our son Mason Nixon. He had completely failed his freshman and sophomore years at Hoover High School. We decided to place him at Carter G because our daughter had been there since her 7th grade year. Our son immediately showed much progress. He was even awarded student of the month multiple times. He graduated in 2020, and is now attending Agape college. Thanks to all the one-on-

one attention he received along with the encouragement and understanding. Our daughter Madison Cahill is currently in her junior year. She is bringing home A's and B's. Carter G is an amazing school with the one-on-one attention and encouragement she also received.

Our children are thriving, and without Carter G, I really don't think either one would have gotten this far.

Sincerely,

Stephen and Shannon Cahill

**16. Aliah Aguilar**

Yes, I'm willing to let you know how I feel about Carter G Woodson. For me personally it's hard to get things done, right away now that I have a son that I'm raising, this school helps me have a flexible schedule to get things done, also I'm able to go to school on the days I'm scheduled and get my homework done. I also like that this school helps me with my credits because to be honest with you; before I wasn't taking school seriously but now, I realize it's what's going to help me in the long run, and I'm happy that I'm focused on school and getting the credits that I need.

**17. Ileana Pineda**

As a former student of Carter G. Woodson, I am truly honored to have been asked to write this letter. My name is Ileana Pineda, class of 2014 graduate.

My journey began at Woodson sometime during 2011. My parents moved from the neighborhood I grew up in and I was forced to leave my high school as well as all my friends. Being the new kid isn't always easy, especially in high school, I was starting sophomore year forced into a whole new high school across town. Unfortunately, my transfer was denied so for a couple months I bounced around from a couple home studies style education schools which I was not into. I'm more of a hands-on learner and I wasn't happy with doing packets and being in school once a week. I like to be involved. So, one day by luck, I ran into an old friend whom happened to go Carter G. Woodson at the time. She filled me in about the school and suggested I check it out. I begged my mom to sign me up and sure enough, she gave in, we went in and proceeded to enroll.

As small as the school itself and population may seem, I was fortunate enough to have been part of such big greatness. During my time there, I learned so much. I gained a lot of knowledge through not just education but wisdom. Wisdom from all my fellow peers as well as the teachers, and of **(250-word limit reached)**.

**18. Anthony Johnson**

I am a former student graduated in 2015 from Carter G Woodson Public Charter School, I'm writing this letter to give an update on how life is today after graduation and also my experience while attending Carter G Woodson. I started Carter G back in 2012 as a freshman, I have nothing but wonderful memories and wonderful relationships still to this day with the staff and students at Carter G. Woodson. While I attended school there, staff always made the effort to ensure students we

performing their best, staff encouraged us to never give up as well as took the time to make sure we understood our assignments even stayed after school and worked closely with us. The Carter G Woodson staff always ensured and made sure the school campus was clean and safe for the students there. I graduated Carter G Woodson in 2015. I went on to attend Milan Institute school of Fresno where I became an aesthetician, I now own my own business in Fresno, California doing what I love I don't think I would be where I am if my teachers at Carter G didn't instill in me never to give up on my dreams, and that every and anything is possible, and picking me up when I felt like giving up Carter G will always be Home to us former students.

-Anthony Johnson

2015 Graduate

#### **19. Melissa Ou**

Hi to anyone reading this, I wanted to talk about why Carter G Woodson saved my life. In many ways the school has changed me for the better especially the staff, when I first went to Carter G Woodson I had little to no people skills and just never wanted to be around anyone. The amazing things that the teachers and students showed me in two and a half years molded my life, if you feel your life is hard and you don't have anyone to talk to, you're worth more than that in the eyes of the faculty, they care and they actually do want to see everyone thrive in life. It's also made my life easier because I was working, going to school, and babysitting all while getting ahead of my classes and schoolwork. Always remember to give what you expect; respect goes a long way, it's not just a school for me, it was my second home and for some people it's definitely appreciated. In my experience the years went by fast and it did have its hiccups but don't let any of the discourage you guys. I will never forget the impression every soul that has stepped into my life there has left.

#### **20. Syphounh Roberts**

Carter G Woodson was an amazing school for me. I looked into going to the school because I heard that it was a great place to start over. Once I started there, I loved it. The staff were great mentors and looked over me like I was their kid. They made sure I had the help I needed. If I had a problem, they took the time to sit with me and figure it out. Since graduating, I've married another former student from the school. Now we currently live in Alaska as he serves in the Army. Overall, I really thank the school and all the staff members for helping me finish school. They pushed me to work as hard as I could and I wouldn't have graduated if it wasn't for them. I've recommended the school to lots of my younger family members, as I would for any other kids looking for a great school.

- Sincerely,

Syphounh Roberts

## **21. Jabaree Means**

My name is Jabaree Means and I go to Carter G Multimedia,  
one reason I like Carter G multimedia because its not  
a lot of people so I get more help from teacher  
and staff.

Jabaree Means  
11-12-20

## **22. Madison Cahill**

My name is Madison, I go to Carter G.  
Woodson Multimedia. What I like about  
Carter G. is that it is a small campus,  
with not too many students, but very  
few. I like that my teachers can  
work 1 on 1 with me and help  
me, they're very helpful.  
-Madison Cahill

## **23. Lizeth Casillas**

I enrolled at Carter G. Woodson Public Charter High School, because I was struggling with regular high school. I was very unhappy that my grades started to slip. My sister who graduated with the class of 2016 at Carter G. suggested I should enroll there. She spoke highly of the school that she convinced my mother to let me drop out of Sunnyside and enroll at Carter G Woodson. I started in my second semester of my freshman year; I was very behind that I was assigned to afterschool tutoring for extra credit to catch up. I can honestly say, it was the best decision I made regarding my education and mental health.

I could immediately feel the shift in atmosphere just in the first month I was there. I appreciated that the staff and teachers were really kind and welcoming, their smiles weren't forced and actually made you feel like you belonged. It made me look forward to going to actually going to school to learn every Tuesday and Thursday. I liked the everything about the school. The campus, the classes, the teachers and staff, even the students. I liked that the campus was small because it was easy to learn and navigate through. I liked that the classes were compact because I had more one on one with my teachers and I was able to learn more

than I was able to before. I liked that all the students kept to themselves and did not cause me any **(250-word limit reached)**.

For the record, Board Members had questions/comments pertaining to the presentation provided by the petitioner Carter G. Woodson. A summary is as follows: Thanked the petitioner for reaching out to students that do not thrive in a regular public-school setting. Requested the material which shows data be provided in larger font. Requested clarity as to demographic breakdown of special education students. Asked if all students receive transportation and if students come from Fresno Unified only or from other districts. Requested clarity as to how many students chose to go into the military. Asked if Carter G. Woodson tracks Armed Services Vocational Aptitude Battery (ASVAB) scores of students going into the military. Dr. Linda Scott was available to provide clarity.

For the record, the Public Hearing in the Matter of the Carter G. Woodson Public School Charter Petition was closed at 6:35 p.m.

## **B-17, PRESENT and DISCUSS the Special Education Update**

### **OPPORTUNITY FOR PUBLIC COMMENT**

For the record, zero submissions were received for public comment on Agenda Item B-17.

For the record, Board Members had questions or comments pertaining to Agenda Item B-17. A summary is as follows: Requested a status check on digital resources for psychologist and teacher use. Requested clarity as to students that prefer distance learning to in class learning. Requested clarity as to if staff have raised further concerns regarding safety. Asked student panel member if she had any advice for the district and board members. Expressed appreciation for the presentation. Requested clarity as to how numbers on slide No. 11 compare to pre-COVID. Encouraged communication between district and families. Commended student panel members for their input. Thanked teachers on panel for their feedback. Requested clarity pertaining to how often engagement, similar to this evening's panel, is taking place. Recommended staff improve communication to families. Requested an example of when feedback from families was taken and changes were then implemented. Recommended more rapid cycle responses be implemented. Asked how assessments have been affected during distance learning. Requested clarity as to how the district is supporting case managers. Requested staff to make sure students and teachers have the resources they need. Requested to hear from Regional Instructional Managers and other staff regarding celebrations and struggles. Brian Beck, Special Education Team and panel members were available to provide clarity.

**C. RECEIVE INFORMATION & REPORTS**

There Board was in receipt of items C-18 – C-20.

**D. ADJOURNMENT**

Board President Thomas ADJOURNED the meeting at 8:16 p.m.

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A -3**

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Wilderness Outdoor Leadership Foundation Agreement for Sixth Grade Virtual Camp

ITEM DESCRIPTION: The Wilderness Outdoor Leadership Foundation (WOLF) provides sixth grade students with an opportunity to experience a virtual day-at-camp complete with direct instruction and synchronous hands-on activities. Each student receives a camp packet that includes three activities that are integral to the overall camp presentation. The student packets are delivered to school sites ten days before the scheduled camp date to allow the sites to integrate the camp packets to their existing parent/student materials pick-up schedule. In addition to the activities, students have opportunities to ask questions and interact directly with the presenting WOLF naturalists.

FINANCIAL SUMMARY: There is no additional fiscal impact to the district. The cost of the program will be covered by the existing educational enrichment trip budget.

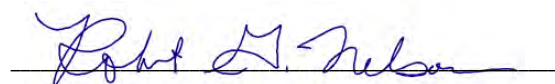
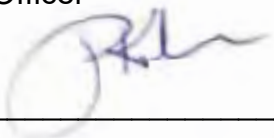
PREPARED BY: Joe Di Filippo,  
Vice Principal on Special Assignment

DIVISION: Instructional Division

PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Kim Mecum  
Chief Academic Officer

SUPERINTENDENT APPROVAL:







# Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Wilderness Outdoor Leadership Foundation (WOLF)

301 Science Drive #142, Moorpark, CA 93021

**Vendor Name**

**Address**

(818) 991-6707

Michael Woodruff

**Phone Number**

**Vendor Contact**

**From:** December 10, 2020

**Through:** June 10, 2021

**Term (Duration)**

**FUSD Contract Administrator:**

Bryan Wells

Goal 2, Leadership

457-3476

**Name**

**Site/ Dept**

**Telephone number**

**Budget (Fund-Unit-Dept.-Activity-Object)**

030-0173-0xxx-G006-5899

**Annual Cost** \$ 150,000.00

(Contract will not be authorized to exceed this amount w/o BOE approval)

**Fingerprint Requirements:** All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☒

No ☐

## Scope of Work Summary:

The Wilderness Outdoor Leadership Foundation (WOLF) virtual camp experience will provide sixth grade students with an opportunity to experience a virtual day-at-camp complete with direct instruction as well as synchronous hands-on activities. Each student receives a camp packet that includes three activities that are integral to the overall presentation. The entire camp experience lasts three hours and conforms to current sixth grade instructional schedules.

Date Item is to appear on **Board of Education Agenda:**

12-09-2020 Agenda Item # (Contracts of \$15,000.00 or more)

Reviewed & approved by **Cabinet Level Officer:**

*Bryan W. Wells*  
Signed

11-09-2020  
Date

Reviewed & approved by **Executive Director, Risk Management:**

*Andrew R. Stone*  
Signed

11.12.2020  
Date

Please return signed contract to:

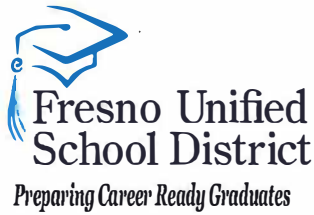
Leticia deSantiago, Goal 2, 457-3476

Goal 2  
Department

457-3476

**Name**





# Fresno Unified School District

## Independent Contractor Services Agreement

### GENERAL INFORMATION Goal 2 Leadership

School/Department Budget: 030-0173-0xxx-G006-5899

District Contact Person: Joe Di Filippo, VPSA

Budget Manager Approval: \_\_\_\_\_

Contractor's Vendor Name: Wilderness Outdoor Leadership Foundation (WOLF)

Contractor's Contact Person: Michael Woodruff

Contractor's Title: Director

Contractor's Telephone  
Number: (818) 991-6707

Contractor's E-mail: woody@wolfadventures.org




Contractor's Address: 301 Science Drive #142, Moorpark, CA 93021

Contractor's Taxpayer ID# or  
SSN#: 95-4563807

This Independent Contractor Services Agreement is made and entered into effective 12/10/20 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

#### 1. Contractor Services. Contractor agrees to provide \_\_\_\_\_

The Wilderness Outdoor Leadership Foundation (WOLF) agrees to provide a virtual camp experience for scheduled sixth grade students providing them with an opportunity to experience a virtual day-at-camp complete with direct instruction by camp naturalists as well as synchronous hands-on activities. Each student participant will receive a camp packet which includes three activities that are integral to the overall presentation. The entire camp experience lasts three hours and aligns with current Fresno Unified School District sixth grade instructional schedules.

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on Click or tap to enter a date. , and shall terminate on Click or tap to enter a date.. There shall be no extension of the term of the agreement without express written consent from all parties.
4. Payment. District agrees to pay Contractor at following rate of \$ 44.00 per Student, Not to exceed \$ 150,000.00. Checks will be made payable to Wilderness Outdoor Leadership Foundation. Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.
5. Incidental Expenses. ☐ Yes (See below) ☒ No, Vendor initial here 
- a. Lodging \_\_\_\_\_ Actual cost of single occupancy. Not to exceed \$100 per night. \*Receipt Required.
  - b. Meals \_\_\_\_\_ Reimbursement limited to actual cost up to the following rates: Breakfast \$12.20, Lunch \$18.30, Dinner \$30.50. \*Receipt Required.
  - c. Travel \_\_\_\_\_ Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
  - d. Supplies \_\_\_\_\_ As negotiated with school/department contracting for service.
  - e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): \$ 150,000.00
  - f. Other \_\_\_\_\_
6. Employment. Are you a current FUSD employee? ☐ Yes ☒ No
7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☒ No
8. California Residency. Contractor is a resident of the state of California: ☒ Yes ☐ No
9. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form online at: <http://www.ppcpas.com/fresno-unified-fraud-alert>. The anti-fraud waste or abuse reporting hotline is available to report alleged fraud in the district. The responsibility for monitoring the hotline rests with the internal auditor for Fresno Unified School District, Price, Page & Company. A report may be made anonymously.
10. Conflict of Interest. In consideration of the District's Conflict of Interest Code, Contractor affirms they do not have, nor does the Contractor anticipate having any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.
- Contractor's initials  District's initials 
11. Anti-discrimination. Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer Paul Idsvoog, by phone at 559-457-3730, by email at [Paul.Idsvoog@fresnounified.org](mailto:Paul.Idsvoog@fresnounified.org), or in person at 2309 Tulare Street Fresno, CA 93721.
12. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice. In the event of early termination, Contractor shall be paid for satisfactory work

performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

Notwithstanding the expiration or termination of this Agreement for any reason (a) any provision of this Agreement that imposes or contemplates continuing obligations on a Party shall survive the expiration or termination of this Agreement, including without limitation, the rights and duties under Paragraphs 12, 13, 15, and 17; and (b) all undisputed fees due and payable hereunder through the termination date in accordance with Paragraphs 4 and 5.

**13. Confidential Information**

- a. For the purposes of this Agreement "Confidential Information" includes any written or oral information or data, disclosed by either Party to the other, which may include, without limitation, information relating to technical, financial, personnel, personal employee information, the network, corporate, administration, plan design, benefits or contractual affairs of either Party or a third party that has been identified as confidential or that by the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.
- b. Contractor hereby agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, except to its own employees, contractor personnel, and to its attorneys, accountants, consultants and other professional advisors having a "need to know," and who are themselves bound by similar nondisclosure restrictions (collectively, "Representatives"). If Contractor becomes aware of any disclosure or use not in compliance with this Agreement, Contractor shall notify the Committee in writing within three (3) business days. Contractor shall use at least the same degree of care in safeguarding Confidential Information as it uses in safeguarding its own confidential information. Representatives shall be bound to comply with all terms of this Paragraph 13.B. Upon the request of the Committee Contractor shall provide a written acknowledgement from each of its Representatives that said Representative is bound by the terms of this Paragraph 13.B.
- c. Contractor's obligation under this Agreement to not disclose Confidential Information shall not apply to information that: (a) becomes generally available to the public other than as the result of unauthorized disclosure by Contractor or a third party; (b) is independently developed by Contractor without the aid, application or use of Confidential Information; or (c) was received by Contractor on a non-confidential basis prior to receipt from the District or from a third-party lawfully possessing and lawfully entitled to disclose such information.
- d. Disclosure of Confidential Information shall not be precluded if such disclosure is: (a) required pursuant to a valid court order; or (b) in the opinion of legal counsel for Contractor, is otherwise required by law, provided that in either circumstance:
  - i. Contractor shall furnish the District with a copy of the demand, summons, subpoena or other legal process to compel such disclosure;
  - ii. Contractor shall give the District reasonable prior notice of its intention to disclose Confidential Information in order to allow the Committee an opportunity to seek appropriate protection; and
  - iii. Contractor shall take all reasonable steps including, without limitation, the pursuit of a protective order, to restrict the disclosure of Confidential Information to the greatest extent possible.
- e. All Confidential Information provided by the District to Contractor is and shall forever remain the sole and exclusive property of the Committee and District. By granting access to Confidential Information, the District does not grant any express or implied right to Contractor to use, publish or disclose any Confidential Information. After its review of the Confidential Information Contractor will return to the District all Confidential Information disclosed to it (including copies or summaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

14. Injunctive Relief. Each Party acknowledges that a breach or threatened breach of this Agreement may cause immediate and irreparable harm to the District and that, to protect against such harm, the District may seek from a court of competent jurisdiction the issuance of a restraining order or injunction to prohibit any threatened disclosure



or misuse of the District's Confidential Information. Such an action for a restraining order or injunction is in addition to and does not limit all other remedies provided by law or in equity or by agreement between the Parties.

15. Indemnification and Hold Harmless. To the fullest extent allowed by law, the Contractor shall defend, indemnify and hold District, its agents, employees, Board of Trustees, members of the Board of Trustees, officials, officers, volunteers, and representatives ("Indemnitees") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnitees, regardless of whether sole or otherwise, as allowed by law), causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death, (collectively "Loss") to the extent arising out of or incident to: 1) the performance or breach of any of the terms and conditions of the contract (including but not limited to) the Contractor's use of the site; or 2) any acts, omissions, negligence, in connection with the performance of Services or otherwise arising from this Contract ("Indemnification"); or 3) the willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. The Contractor's Indemnification includes, but is not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses.

a. The Contractor's defense obligations (with counsel approved by District), shall arise immediately upon tender of any of the Indemnitees, and the defense shall be paid at Contractor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against any of the Indemnitees, notwithstanding whether liability is, can be or has yet been established.

b. The Contractor shall pay and satisfy any judgment, award or decree that may be rendered against any of the Indemnitees, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnitees, and each of them, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided.

c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

16. Insurance. Without limiting "Contractor" indemnification, it is agreed that "Contractor" shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. In the event "Contractor" is working with students individually or providing professional services to students, "Contractor" shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that "Contractor's" Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than \$1,000,000 per claim and \$3,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; 3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by District. The District may require "Contractor" to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the District.

The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The "Contractor" policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. "Contractor" shall produce the policy for District, upon request.

17. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.
18. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
19. Fingerprinting Requirements. Contractor hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Contractor shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Contractor and its consultants, prior to any of the Contractor's employees, or those of any other consultants, coming into contact with the District's pupils submit through the DISTRICT fingerprints to the Department of Justice (DOJ) for the monitoring and supervision of employee(s) and/or affiliated constituents. Contractor will not begin work on the Project site until obtaining a DOJ cleared status through the DISTRICT. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements, including having Consultant certify that none of these employees and/or affiliated constituent(s) will have been convicted of a felony as defined in Education Code section 45122.1. "Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Contractor's initials



District's initials



20. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. District will not withhold FICA (Social Security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
21. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
22. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the contractor and the District and their respective successors and assigns.
23. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
24. Waiver and Amendments. This Agreement may be amended, modified, superseded, cancelled, renewed or extended, and the terms and conditions hereof may be waived, only by a written instrument signed by the parties or, in the case of a waiver, by the party waiving compliance. The waiver by any party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.
25. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior court in Fresno, California.
26. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses, including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

27. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins  
Purchasing Department  
Fresno Unified School District  
4498 N. Brawley Avenue  
Fresno, CA 93722

Contractor: Wilderness Outdoor Leadership Foundation

Name: Michael Woodruff

Address:

301 Science Drive #142  
Moorpark, CA 93021

c: Andrew De La Torre  
Benefits & Risk Management  
Fresno Unified School District  
2309 Tulare Street  
Fresno, CA 93721

28. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this agreement and that failure to do shall constitute material breach.
29. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
30. Construction. The rule of construction that any ambiguity in an agreement be construed against the drafter of such agreement shall not apply to this Agreement.
31. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
32. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
33. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

**DISTRICT**

Fresno Unified School District

Santino Danisi, Interim Chief Financial Officer

Date

**CONTRACTOR**

Wilderness Outdoor Leadership Foundation

Michael S. Woodruff, director  
Name: Michael Woodruff, Title: Director

11/9/20  
Date

Approved As To Form:

Andrew De La Torre  
Andrew De La Torre, Executive Director  
Benefits and Risk Management

11.12.2020  
Date



Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-4**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Approve Independent Contractor Services Agreement for Amanda Nicolson, LLC**

**ITEM DESCRIPTION:** Special Education is requesting the approval of the Independent Contractor Services Agreement for Amanda Nicolson, LLC. This contract will be in lieu of a previously approved contract with Swan Consulting, which has since been dissolved. The scope of services and annual cost of \$85,000 includes supporting Autism programs, Individualized Education Program (IEP) behavior services, outside evaluations and assessments, and coaching and professional learning.

Amanda Nicholson, PH.D., Board Certified Behavioral Analyst (BCBA)-D has provided support services for Fresno Unified School District students with significant behavioral concerns for many years. Approval of the requested contract with Amanda Nicolson, LLC in lieu of the existing contract with Swan Consulting will ensure a continuity of services and supports to students and staff. As this contract will replace a previously approved contract, there will be no additional fiscal impact to the District.

The term of the agreement commences on December 10, 2020 and will end on June 30, 2021.

**FINANCIAL SUMMARY:** Sufficient funds in the amount of \$85,000 are available through the Special Education budget.

**PREPARED BY:** Brian Beck,  
Assistant Superintendent

**DIVISION:** Instructional Division  
**PHONE NUMBER:** (559) 457-3731

**CABINET APPROVAL:** Kim Mecum,  
Chief Academic Officer

**SUPERINTENDENT APPROVAL:**

---

---





**Fresno Unified  
School District**  
*Preparing Career Ready Graduates*

# **Fresno Unified School District Contract Routing Form**

*Completed independent contract agreement must be attached*

Amanda Nicolson, LLC

8249 N Backer Ave Fresno CA, 93720

**Vendor Name**

**Address**

(559) 320-5260

Amanda Nicolson

**Phone Number**

**Vendor Contact**

**From:** 12/10/2020

**Through:** 06/30/2021

**Term (Duration)**

**FUSD Contract Administrator:**

Tess Reid, Program Manager III

Special Education

(559) 457-3220

**Name**

**Site/ Dept**

**telephone number**

**Budget (Fund-Unit-Dept.-Activity-Object)**

060-6500-0785-5770-3120-5110

**Annual Cost \$** \$ 85,000.00 (Contract will not be authorized to exceed this amount w/o BOE approval)

**Fingerprint Requirements:** All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☒

No ☐

Fingerprints verified & cleared by site admin:

TR (initials)

## **Scope of Work Summary:**

Contractor agrees to provide BCBA services, including observations, Behavior Intervention Plan development, coaching and professional learning. Provide up to six Registered Behavior Technicians to provide direct student and parent support and data collection. Focus will be to support site staff in the Intensive Behavior programs in the implementation of evidence based practices to ensure positive student academic and social emotional outcomes. Services also include Functional Behavior Assessments (FBA) requested by parents for Independent Educational Evaluation (IEE) Including testing, evaluation, observation, feedback, reports and attendance of IEP meetings for for Special Education students. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parent/student to vendor.

## **Payment Rates:**

RBT Level: \$40 per hour

BCBA Level: \$80 per hour

IEE: \$80 an hour not to exceed \$3,000 per assessment including IEP meeting

Date Item is to appear on Board of Education Agenda:

(Contracts of \$15,000.00 or more)

12/09/2020

N/A

Reviewed & approved by Cabinet Level Officer:

Signed

Date

Reviewed & approved by Executive Director, Risk Management:

Signed

11/5/2020

Date

Please return signed contract to:

Shoushan Krikorian

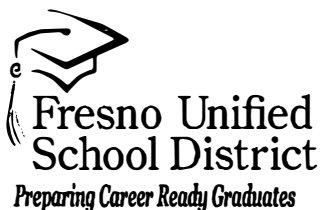
Special Education

457-3220

**Name**

**Department**

**Telephone**



# Fresno Unified School District

## Independent Contractor Services Agreement

*Routing sheet must be completed and placed on top of contract agreement*

### GENERAL INFORMATION

School/Department Budget: 060-6500-0785-5770-3120-5110

District Contact Person: Tess Reid, Program Manager III

Budget Manager Approval: \_\_\_\_\_

Contractor's Vendor Name: Amanda Nicolson, LLC

Contractor's Contact Person: Amanda Nicolson

Contractor's Title: Behavior Analyst

Contractor's Telephone Number: (559) 320-5260

Contractor's E-mail: anicolson@centerforaba.com

Contractor's Address: 8249 N Backer Ave Fresno CA, 93720

Contractor's Taxpayer ID# or SSN#: 402-84-0641

This Independent Contractor Services Agreement is made and entered into effective 12/10/2020 (the "Effective Date")  
by and between the Fresno Unified School District ("District") and Amanda Nicolson, LLC ("Contractor").

1. Contractor Services. Contractor agrees to provide

Contractor agrees to provide BCBA services, including observations, Behavior Intervention Plan development, coaching and professional learning. Provide up to six Registered Behavior Technicians to provide direct student and parent support and data collection. Focus will be to support site staff in the Intensive Behavior programs in the implementation of evidence based practices to ensure positive student academic and social emotional outcomes. Services also include Functional Behavior Assessments (FBA) requested by parents for Independent Educational Evaluation (IEE) Including testing, evaluation, observation, feedback, reports and attendance of IEP meetings for for Special Education students. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parent/student to vendor.

**Payment Rates:**

RBT Level: \$40 per hour

BCBA Level: \$80 per hour

IEE: \$80 an hour not to exceed \$3,000 per assessment including IEP meeting

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on 12/10/2020 , and shall terminate on 06/30/2021 . There shall be no extension of the term of the Agreement without express written consent from all parties.
4. Payment. District agrees to pay Contractor at following rate of \$ 85,000.00 per Contract . Checks will be made payable to Amanda Nicolson, LLC . Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.
5. Incidental Expenses: ☐ Yes (see below) ☒ No, Vendor initial here AN
  - a. Lodging \$ 0.00 Actual cost of single occupancy. Not to exceed \$100 per night. \*Receipt Required.
  - b. Meals \$ 0.00 Reimbursement limited to actual cost up to the following rates:  
Breakfast \$12.20; Lunch \$18.30; Dinner \$30.50. \*Receipt Required.
  - c. Travel \$ 0.00 Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
  - d. Supplies \$ 0.00 As negotiated with school/department contracting for service.
  - e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): \$ 85,000.00
  - f. Other \$ 0.00
6. Employment. Are you a current FUSD employee? ☐ Yes ☒ No
7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☒ Yes ☐ No
8. California Residency. Contractor is a resident of the State of California: ☒ Yes ☐ No
9. Conflict of Interest. Contractor does not have, nor does the Contractor anticipate having, any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.
10. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon written notice. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.
11. Indemnity. The Contractor shall defend, indemnify, and hold harmless the District and its agents, employees, Board of Trustees, members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from: performance of the contract (including, but not limited to) the Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property or delay or damage to the District, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
12. Insurance. Without limiting Contractor's indemnification, it is agreed that Contractor shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) dollars annual aggregate limit. Business Automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and Endorsements shall be attached to the Agreement as proof of insurance. The Contractor's policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. Contractor shall produce the policy for District, upon request.
13. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.

14. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
15. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. In particular, District will not withhold FICA (Social Security); state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
16. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
17. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Contractor and the District and their respective successors and assigns.
18. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
19. Amendments. The terms of the Contract Documents shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
20. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior Court in Fresno, California.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins  
Purchasing Department  
Fresno Unified School District  
4498 N. Brawley Avenue  
Fresno, CA 93722

Contractor:

*Name:* Amanda Nicolson, LLC  
*Address:* 8249 N Backer Ave Fresno CA,  
93720

c: Andrew De La Torre  
Benefits & Risk Management  
Fresno Unified School District  
2309 Tulare Street  
Fresno, CA 93721

22. Non-Discrimination. It is the policy of the District that there shall be no discrimination against any of Contractor's prospective or active employees because of race, color, ancestry, national origin, sex or religious creed. Therefore, the Contractor agrees to comply with applicable federal and California laws.
23. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this Agreement and that failure to do so shall constitute material breach.
24. Entire Agreement. This Agreement is intended by the Parties as the final expression of their Agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
25. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
26. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.
27. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

**DISTRICT**

Fresno Unified School District

\_\_\_\_\_  
*Ruth F. Quinto, Deputy Superintendent / CFO*

\_\_\_\_\_  
*Date*

**CONTRACTOR**

Amanda Nicolson, LLC

*Amanda Nicolson*

\_\_\_\_\_  
*Behavior Analyst*

10/29/2020

\_\_\_\_\_  
*Date*

Approved As To Form:

*Andrew De La Torre*

\_\_\_\_\_  
*Andrew De La Torre, Executive Director  
Benefits and Risk Management*

11/5/2020

\_\_\_\_\_  
*Date*

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-5**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Approve Independent Contractor Services Agreement with Imagine Learning**

**ITEM DESCRIPTION:** Included in the Board binders is a request to approve an Independent Contractor Services Agreement with Imagine Learning in the amount of \$20,250. The Migrant Program supports Migrant elementary students through tutoring services using Imagine Learning as a supplemental support for students in grades one through six in an after-school intervention program with the goal to improve their English Learner Development levels before the students matriculate to middle school. Each certificated Migrant teacher will provide support to approximately 25 students in the form of tutoring and mentoring services through a distance learning format using Imagine Learning as a resource for online language practice and English language development. Professional learning will be provided virtually to the certified Migrant teachers by the Migrant Education program on the use of the Imagine Learning program to support students in their development of language.

The contract is being submitted at this time due to budget guidelines with the Fresno County Office of Education (FCOE). The earliest this item could be submitted with approval from FCOE was the first week of November.

**FINANCIAL SUMMARY:** There are sufficient funds of \$20,250 available in the Migrant Program budget.

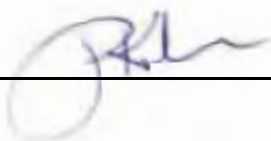
**PREPARED BY:** Sandra Toscano,  
Assistant Superintendent

**DIVISION:** Instructional Division  
**PHONE NUMBER:** (559) 457-3731

**CABINET APPROVAL:** Kim Mecum,  
Chief Academic Officer

**SUPERINTENDENT APPROVAL:**

---



---





# Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Imagine Learning, Inc.

382 W. Park Circle, Ste. 100 Provo, UT 84604

**Vendor Name**

**Address**

(866) 507-9270

Pamela Wyatt

**Phone Number**

**Vendor Contact**

**From:** January 4, 2021

**Through:** June 30, 2022

**Term (Duration)**

**FUSD Contract Administrator:**

Migrant Education Program

457-3916

Sandra Toscano

**Site/ Dept**

**Telephone number**

**Name**

**Budget (Fund-Unit-Dept.-Activity-Object)**

060-3060-0750-7110-1000-5899

**Annual Cost** \$ 20,250.00

(Contract will not be authorized to exceed this amount w/o BOE approval)

**Fingerprint Requirements:** All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

**Yes** ☒

**No** ☐

## Scope of Work Summary:

Migrant Education - Afterschool Program

Certified teachers in grades 1-6 will focus on migrant students and support them with tailored classroom resources to bring them up to grade level. Teachers address key reading and literacy skills that align to Common Core and other state standards with exposure to a wide range of fiction and nonfiction text, opportunities to use multiple strategies to process complex text, and language development.

Use of 135 Imagine Language & Literacy Annual Student License - for 18 months at \$150 per license.

Use of 145 Licenses for use of one-year free pilot for Migrant Students - for 18 months

Date Item is to appear on **Board of Education Agenda:** 12/09/20

**Agenda Item #**

(Contracts of \$15,000.00 or more)

Reviewed & approved by **Cabinet Level Officer:**

**Sandra Toscano**

Digitally signed by Sandra Toscano  
Date: 2020.10.22 15:28:43 -07'00'

**Signed**

**Date**

Reviewed & approved by **Executive Director, Risk Management:**

**Signed**

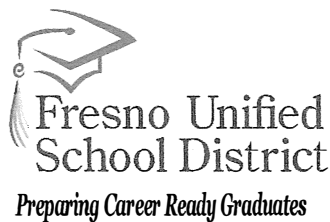
**Date**

Please return signed contract to:

Lisa Vidal

**Name**

**Department**



# Fresno Unified School District

## Independent Contractor Services Agreement

### GENERAL INFORMATION Migrant Education Program

School/Department Budget: 060-3060-0750-7110-1000-5899

District Contact Person: Sandra Toscano

Budget Manager Approval: Sandra Toscano Digitally signed by Sandra Toscano  
Date: 2020.10.25:29:10 -0700'

Contractor's Vendor Name: Imagine Learning, Inc.

Contractor's Contact Person: Pamela Wyatt

Contractor's Title: Partnership Manager

Contractor's Telephone  
Number: (866) 507-9270

Contractor's E-mail: pamelawyatt@imaginelearning.com

Contractor's Address: 382 W. Park Circle, Ste. 100 Provo, UT 84604

Contractor's Taxpayer ID# or  
SSN#: 010814204

This Independent Contractor Services Agreement is made and entered into effective 01/04/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

#### 1. Contractor Services. Contractor agrees to provide \_\_\_\_\_

Migrant Education - Afterschool Program

Certified teachers in grades 1-6 will focus on migrant students and support them with tailored classroom resources to bring them up to grade level. Teachers address key reading and literacy skills that align to Common Core and other state standards with exposure to a wide range of fiction and nonfiction text, opportunities to use multiple strategies to process complex text, and language development.

Use of 135 Imagine Language & Literacy Annual Student License - for 18 months at \$150 per license.


Use of 145 Licenses for use of one-year free pilot for Migrant Students - for 18 months



2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.

3. Term. This Agreement shall begin on Click or tap to enter a date. , and shall terminate on Click or tap to enter a date.. There shall be no extension of the term of the agreement without express written consent from all parties.

4. Payment. District agrees to pay Contractor at following rate of \$ 20,250.00 per contrac Not to exceed \$ 20,250.00 . Checks will be made payable to Imagine Learning, Inc. . Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.

5. Incidental Expenses. ☐ Yes (See below) ☒ No, Vendor initial here 

- a. Lodging \$ 0.00 Actual cost of single occupancy. Not to exceed \$100 per night. *\*Receipt Required.*
- b. Meals \$ 0.00 Reimbursement limited to actual cost up to the following rates: Breakfast \$12.20, Lunch\$18.30, Dinner\$30.50. *\*Receipt Required.*
- c. Travel \$ 0.00 Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
- d. Supplies \$ 0.00 As negotiated with school/department contracting for service.
- e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): \$ 20,250.00
- f. Other \$ 0.00

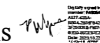
6. Employment. Are you a current FUSD employee? ☐ Yes ☒ No

7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☒ No

8. California Residency. Contractor is a resident of the state of California: ☐ Yes ☒ No

9. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form online at: <http://www.ppcpas.com/fresno-unified-fraud-alert>. The anti-fraud waste or abuse reporting hotline is available to report alleged fraud in the district. The responsibility for monitoring the hotline rests with the internal auditor for Fresno Unified School District, Price, Page & Company. A report may be made anonymously.

10. Conflict of Interest. In consideration of the Districts Conflict of Interest Code, Contractor affirms they do not have, nor does the Contractor anticipate having any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.

Contractor's initials 

District's initials  

11. Anti-discrimination. Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer Paul Idsvoog, by phone at 559-457-3730, by email at [Paul.Idsvoog@fresnounified.org](mailto:Paul.Idsvoog@fresnounified.org), or in person at 2309 Tulare Street Fresno, CA 93721.

12. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice. In the event of early termination, Contractor shall be paid for satisfactory work

performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

Notwithstanding the expiration or termination of this Agreement for any reason (a) any provision of this Agreement that imposes or contemplates continuing obligations on a Party shall survive the expiration or termination of this Agreement, including without limitation, the rights and duties under Paragraphs 12, 13, 15, and 17; and (b) all undisputed fees due and payable hereunder through the termination date in accordance with Paragraphs 4 and 5.

### 13. Confidential Information

- a. For the purposes of this Agreement “Confidential Information” includes any written or oral information or data, disclosed by either Party to the other, which may include, without limitation, information relating to technical, financial, personnel, personal employee information, the network, corporate, administration, plan design, benefits or contractual affairs of either Party or a third party that has been identified as confidential or that by the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.
- b. Contractor hereby agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, except to its own employees, contractor personnel, and to its attorneys, accountants, consultants and other professional advisors having a “need to know,” and who are themselves bound by similar nondisclosure restrictions (collectively, “Representatives”). If Contractor becomes aware of any disclosure or use not in compliance with this Agreement, Contractor shall notify the Committee in writing within three (3) business days. Contractor shall use at least the same degree of care in safeguarding Confidential Information as it uses in safeguarding its own confidential information. Representatives shall be bound to comply with all terms of this Paragraph 13.B. Upon the request of the Committee Contractor shall provide a written acknowledgement from each of its Representatives that said Representative is bound by the terms of this Paragraph 13.B.
- c. Contractor's obligation under this Agreement to not disclose Confidential Information shall not apply to information that: (a) becomes generally available to the public other than as the result of unauthorized disclosure by Contractor or a third party; (b) is independently developed by Contractor without the aid, application or use of Confidential Information; or (c) was received by Contractor on a non-confidential basis prior to receipt from the District or from a third-party lawfully possessing and lawfully entitled to disclose such information.
- d. Disclosure of Confidential Information shall not be precluded if such disclosure is: (a) required pursuant to a valid court order; or (b) in the opinion of legal counsel for Contractor, is otherwise required by law, provided that in either circumstance:
  - i. Contractor shall furnish the District with a copy of the demand, summons, subpoena or other legal process to compel such disclosure;
  - ii. Contractor shall give the District reasonable prior notice of its intention to disclose Confidential Information in order to allow the Committee an opportunity to seek appropriate protection; and
  - iii. Contractor shall take all reasonable steps including, without limitation, the pursuit of a protective order, to restrict the disclosure of Confidential Information to the greatest extent possible.
- e. All Confidential Information provided by the District to Contractor is and shall forever remain the sole and exclusive property of the Committee and District. By granting access to Confidential Information, the District does not grant any express or implied right to Contractor to use, publish or disclose any Confidential Information. After its review of the Confidential Information Contractor will return to the District all Confidential Information disclosed to it (including copies or summaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

14. Injunctive Relief. Each Party acknowledges that a breach or threatened breach of this Agreement may cause immediate and irreparable harm to the District and that, to protect against such harm, the District may seek from a court of competent jurisdiction the issuance of a restraining order or injunction to prohibit any threatened disclosure

or misuse of the District's Confidential Information. Such an action for a restraining order or injunction is in addition to and does not limit all other remedies provided by law or in equity or by agreement between the Parties.

15. Indemnification and Hold Harmless. To the fullest extent allowed by law, the Contractor shall defend, indemnify and hold District, its agents, employees, Board of Trustees, members of the Board of Trustees, officials, officers, volunteers, and representatives ("Indemnitees") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnitees, regardless of whether sole or otherwise, as allowed by law), causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death, (collectively "Loss") to the extent arising out of or incident to: 1) the performance or breach of any of the terms and conditions of the contract (including but not limited to) the Contractor's use of the site; or 2) any acts, omissions, negligence, in connection with the performance of Services or otherwise arising from this Contract ("Indemnification"); or 3) the willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. The Contractor's Indemnification includes, but is not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses.

a. The Contractor's defense obligations (with counsel approved by District), shall arise immediately upon tender of any of the Indemnitees, and the defense shall be paid at Contractor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against any of the Indemnitees, notwithstanding whether liability is, can be or has yet been established.


b. The Contractor shall pay and satisfy any judgment, award or decree that may be rendered against any of the Indemnitees, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnitees, and each of them, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided.


c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

16. Insurance. Without limiting "Contractor" indemnification, it is agreed that "Contractor" shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. In the event "Contractor" is working with students individually or providing professional services to students, "Contractor" shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that "Contractor's" Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than \$1,000,000 per claim and \$3,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; (3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by District. The District may require "Contractor" to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the District.

The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The "Contractor" policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. "Contractor" shall produce the policy for District, upon request.

17. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.
18. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
19. Fingerprinting Requirements. Contractor hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Contractor shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Contractor and its consultants, prior to any of the Contractor's employees, or those of any other consultants, coming into contact with the District's pupils submit through the DISTRICT fingerprints to the Department of Justice (DOJ) for the monitoring and supervision of employee(s) and/or affiliated constituents. Contractor will not begin work on the Project site until obtaining a DOJ cleared status through the DISTRICT. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements, including having Consultant certify that none of these employees and/or affiliated constituent(s) will have been convicted of a felony as defined in Education Code section 45122.1. "Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Contractor's initials 

District's initials 

20. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. District will not withhold FICA (Social Security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
21. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
22. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the contractor and the District and their respective successors and assigns.
23. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
24. Waiver and Amendments. This Agreement may be amended, modified, superseded, cancelled, renewed or extended, and the terms and conditions hereof may be waived, only by a written instrument signed by the parties or, in the case of a waiver, by the party waiving compliance. The waiver by any party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.
25. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior court in Fresno, California.
26. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses, including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

27. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins  
Purchasing Department  
Fresno Unified School District  
4498 N. Brawley Avenue  
Fresno, CA 93722

Contractor: Imagine Learning, Inc.

*Name:* Pamela Wyatt

*Address:*

382 W. Park Circle, Ste 100  
Provo, UT 84604

c: Andrew De La Torre  
Benefits & Risk Management  
Fresno Unified School District  
2309 Tulare Street  
Fresno, CA 93721

28. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this agreement and that failure to do shall constitute material breach.
29. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
30. Construction. The rule of construction that any ambiguity in an agreement be construed against the drafter of such agreement shall not apply to this Agreement.
31. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
32. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
33. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

**DISTRICT**

Fresno Unified School District

\_\_\_\_\_  
**Santino Danisi, Interim Chief Financial Officer**

\_\_\_\_\_  
**Date**

**CONTRACTOR**

Imagine Learning, Inc.



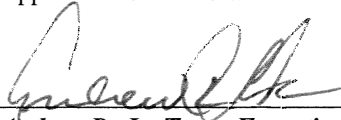
Digitally signed by member: FA93544A-  
A577-40BA-B98A-2B58FB4200C1 3F260D5B-  
F867-43EB-B7D3-05CE97EZ34C4  
Date: 2020.10.22 15:59:56 -07'00'

\_\_\_\_\_  
**Name:** Pamela Wyatt , **Title:** Partnership Manager

**October 22, 2020**

\_\_\_\_\_  
**Date**

Approved As To Form:



\_\_\_\_\_  
**Andrew De La Torre, Executive Director**  
**Benefits and Risk Management**

11/3/2020  
\_\_\_\_\_  
**Date**



## Purchase Contract

**Agreement Terms:**

This purchase contract ("Agreement") documents a purchase made by Fresno USD ("Customer") from Imagine Learning, Inc. ("Company"). In exchange for the consideration described on #166937 (a copy of which is attached hereto as "Exhibit A"), and subject to the terms (including product information, license numbers, payment amounts, payment deadlines, and rates for future years if applicable) listed thereon, Company will provide Customer access to the named education software products.

This Agreement may be revoked by Company if the conditions (such as deadlines for signature of this Agreement, deadlines for Company's receipt of a Customer-approved purchase order, etc.) outlined on **Exhibit A** are not met.

**Onboarding, Implementation, Training, and Support information:**

**Onboarding.** Once we receive your purchase contract, one of our Customer Experience Specialists will contact you to begin the onboarding process..

**Implementation and Training Services.** Customer's purchase of Company's software product(s) includes implementation and virtual training services. Any additional onsite training or professional development will be noted on **Exhibit A**.

**Support and Upgrades.** As part of Customer's purchase of licensed software under the Agreement, Company will, throughout the term of the Agreement, provide the following:

1. Imagine Learning Customer Care is available by telephone at 1-866-ILSUPPORT (1-866-457-8776) Monday through Friday, 6:00 a.m.–6:00 p.m. MST or by email at: [support@imaginelearning.com](mailto:support@imaginelearning.com).
2. Calls to Imagine Learning Customer Care by teachers, administrators, technicians, etc., are answered by a live support agent and handled immediately.
3. Other communications to the support team, including emails and after-hour messages, are answered within one business day.
4. Support services and upgrades are included at no additional charge for the duration of the contract's license term.
5. Company will provide updates to the licensed software product(s) on a regular basis; Customer will be notified regularly of new content and will receive newly developed content for the licensed product(s) when available.

ACCEPTED AND AGREED:


Fresno USD

Imagine Learning, Inc.

By: \_\_\_\_\_  
Print: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

By: \_\_\_\_\_  
Print: J. Brent Taylor  
Title: Vice President, Finance  
Date: \_\_\_\_\_

APPROVED AS TO FORM

  
Andrew De La Torre, Executive Director  
Benefits & Risk Management

**Thank you for choosing Imagine Learning!**

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.

For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:

[privacy@imaginelearning.com](mailto:privacy@imaginelearning.com).

**Exhibit A****Bill To**

Attn: Accounts Payable  
Fresno Unified School District  
2309 Tulare St.  
Accounts.Payable@fresnounified.org  
Fresno CA 93721

**Ship To**

Multicultural/Multilingual Ed.  
Education Center Annex  
2348 Mariposa  
Fresno CA 93721

166937

**Date** 8/21/2020**Valid Until** 11/19/2020**Partnership  
Manager** Pamela Wyatt

This proposal is provided as a courtesy to you, our customer. Please direct any questions to your Area Partnership Manager, at 559-917-3495 or [pamela.wyatt@imaginelearning.com](mailto:pamela.wyatt@imaginelearning.com).

Quantity	Item	Unit Price	Amount
135	Imagine Language & Literacy Annual Student License - for 18 months	\$150.00	\$20,250.00
	145 Licenses for use of one-year free pilot for Migrant Students - for 18 months		

Include the quote number (#166937) and Accounts Payable email on all Purchase Orders.  
Please fax, email or mail to:

Fax: (866) 507-9270  
Email: [PO@imaginelearning.com](mailto:PO@imaginelearning.com)  
Mail: Imagine Learning, Inc.  
382 W. Park Circle, Ste 100  
Provo, UT 84604

**Subtotal** \$20,250.00**Tax Total** \$0.00**Total** \$20,250.00**Thank you for choosing Imagine Learning!**

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.

For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:  
[privacy@imaginelearning.com](mailto:privacy@imaginelearning.com).



## **Exhibit B: Customer Onboarding**

Thank you for considering Imagine Learning as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to you. Once we receive your purchase order or purchase contract, one of our Customer Experience Specialists will contact you to begin the onboarding process. In order to ensure a successful and speedy implementation, please have the following information available for your Customer Experience Specialist:

1. Schools where the licenses will be utilized and approximate number of students using licenses at each school.
2. Target launch date, what is the desired start date for training and/or student access.
3. Rostering contact information
4. Rostering method

Learn more about [System Requirements](#) and how to make the [best rostering decision](#) for your school or district on our [Help Center](#).

### **Thank you for choosing Imagine Learning!**

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.

For information about imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:  
[privacy@imaginelearning.com](mailto:privacy@imaginelearning.com).

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-6**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Approve Use of Individual Piggyback Contracts**

**ITEM DESCRIPTION:** Included in the Board binders is information regarding piggyback contracts recommended for use during the remainder of 2020/21 for efficient and cost-effective procurement, in addition to piggyback contracts approved by the Board on June 17, 2020 and subsequently. Use of piggyback contracts is allowed under Public Contract Codes 10299 and 20118 and is a procurement best practice that takes advantage of competitive pricing from a contract formally bid by another school district or public agency. The district has determined that when appropriate, use of piggyback contracts is advantageous and in the best interest of the district to reduce administrative time and expense and provide favorable pricing. Approval does not commit the district to purchases or require that any specific contract be utilized. All purchases associated with piggyback contracts are presented to the Board for ratification on monthly purchase order reports.

The recommended piggyback contracts/suppliers and estimated annual expenditures are listed below. The complete contracts are available for review in the Purchasing Department.

Piggyback Contract	Supplier	Est. Annual \$
Glendale Unified School District	Apple, Inc.	\$500,000
Irvine Unified School District	Gold Star Foods, Inc.	\$2,500,000

**FINANCIAL SUMMARY:** Funding will be determined on a project-by-project basis.

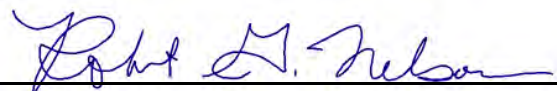
**PREPARED BY:** Edward Collins,  
Executive Director, Purchasing

**DIVISION:** Operational Services  
**PHONE NUMBER:** (559) 457-3134

**CABINET APPROVAL:** Karin Temple,  
Chief Operating Officer

**SUPERINTENDENT APPROVAL:**





PIGGYBACK BACKUP SUPPLEMENTAL LIST  
DECEMBER 09, 2020 BOARD MEETING

Piggyback Contract		Supplier	Estimated Annual \$
1.	Glendale Unified School District Contract: P-13-18/19 Apple Computer Products	Apple, Inc. Austin, TX	\$500,000
2.	Irvine Unified School District South Orange County Purchasing Group Contract: 20/21-01NS Commercial Foods	Gold Star Foods, Inc. Ontario, CA	\$2,500,000

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-7**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Approve Revised Measure M Investment Priorities**

**ITEM DESCRIPTION:** The Board will be presented with a revised recommendation for Measure M Investment Priorities based on feedback received at the December 1, 2020 Special Board Meeting. Project implementation depends on final scope and specifications, funding availability, and regulatory and Board approvals. Backup material will be provided on December 4, 2020.

**FINANCIAL SUMMARY:** Individual projects will be presented for Board approval in the future.

**PREPARED BY:** Karin Temple,  
Chief Operating Officer

**DIVISION:** Operational Services  
**PHONE NUMBER:** (559) 457-3134

**CABINET APPROVAL:** Karin Temple,  
Chief Operating Officer

**SUPERINTENDENT APPROVAL:**

  
\_\_\_\_\_

  
\_\_\_\_\_



# **Measure M Update and Investment Priorities**

December 1, 2020 Special Board Meeting

# Today's Workshop

**Measure M Bond Overview**

**Investment Priority Considerations**

**Opportunity for CTE Projects**

**Potential Project Recommendations**

# Measure M Bond: \$325 Million

- ❑ Board approved bond priority projects on November 20, 2019
- ❑ Voters approved Measure M by 60% on March 3, 2020
- ❑ Measure M projects in progress include Ventura and 10<sup>th</sup> new high school campus, Addams and Columbia new classrooms, Ericson new cafeteria, and Sunnyside Stadium artificial turf
- ❑ Opportunity for new CTE classroom buildings at Duncan, Edison and Sunnyside, not previously prioritized for funding
- ❑ Any State funding received offsets project costs

# Identified Investment Areas

**Classrooms:  
Early Learning, Special  
Education, Alt Ed, CTE,  
Modernization**

**Campus Core:  
Cafeterias, Libraries,  
Performing Arts,  
Athletics, Restrooms**

**Safety and Security  
Improvements**

**Building Systems and  
Site/Grounds  
Improvements**



# Investment Priority Considerations

- ❑ New project funding opportunities
- ❑ Alignment with educational programs, community priorities, and Strategic Plan goals and stakeholder input
- ❑ Response to evolving/emerging initiatives and programs
- ❑ Recognition of previously unidentified critical needs
- ❑ Updated project scope/cost estimates

# Opportunity for CTE Projects

Grant: \$3M

Total est. cost: \$13M

Grant: \$6.3M

Total est. cost: \$17M

Grant: \$3M

Total est. cost: \$8M

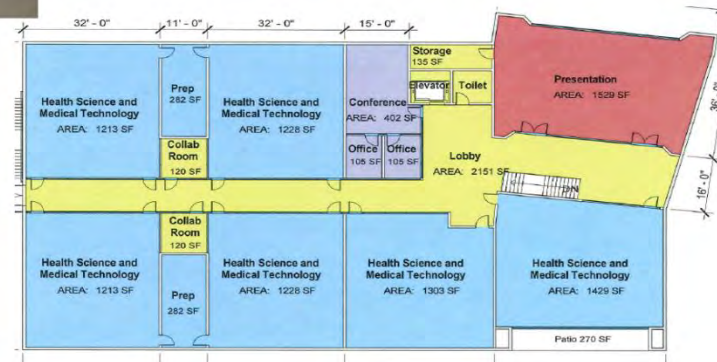
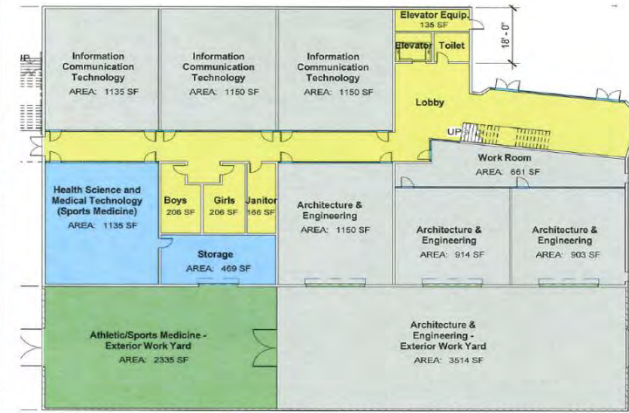
- ❑ Duncan Classroom Building
  - ❑ Health Science & Medical Technology
  - ❑ Ready to advertise for bidding, potential to break ground in Spring 2021
- ❑ Edison Classroom Building
  - ❑ Arch & Eng, Health Sci & Med Tech, Info & Comm
  - ❑ Provides needed classrooms on impacted campus, replaces classrooms built in 1949
  - ❑ Potential to break ground in Fall 2022
- ❑ Sunnyside Classroom Building
  - ❑ Health Science & Medical Technology
  - ❑ Provides needed classrooms on impacted campus and additional weight room space for equity
  - ❑ Potential to break ground in Fall 2022



# Potential Edison CTE Facility



**EDISON HIGH SCHOOL**  
CTE Pathways: Architecture & Engineering, Health Science and Medicine, Technology, Information and Communication

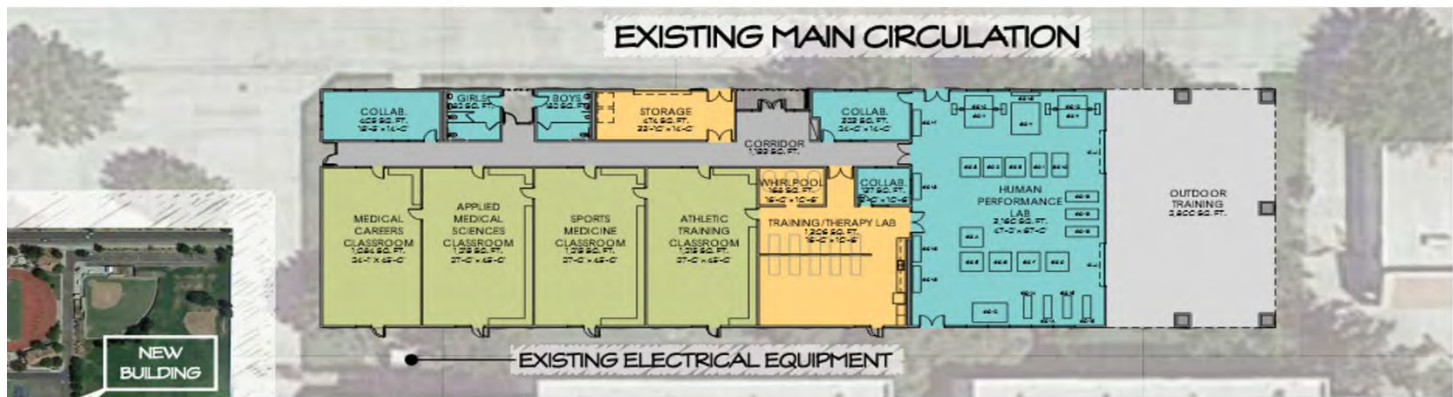




# Potential Sunnyside CTE Facility



SUNNYSIDE  
HIGH SCHOOL  
CTE Health  
Sciences  
Facility



# Classrooms

## Current Recommendation

- ❑ New classroom buildings at Addams, Birney, Calwa, Columbia Del Mar, Lowell and Thomas
- ❑ Special education inclusion, access and program upgrades
- ❑ New specialty high school at Ventura and 10th site

## Revised Recommendation

- ❑ Remove classroom buildings at Lowell and Thomas
- ❑ Add Duncan CTE Facility
- ❑ Add Edison CTE Facility
- ❑ Add Sunnyside CTE Facility
- ❑ Add Yosemite classroom modernization
- ❑ Add Roosevelt West Hall accessibility, and admin/student support spaces renovation

# Campus Core

## Current Recommendation

- ❑ Library renovation at Hoover and Roosevelt
- ❑ New libraries at Centennial, Easterby, Gibson, Homan, Norseman and Wishon
- ❑ Cafeteria replacement at Ericson and Fresno High
- ❑ Second gyms at McLane and Roosevelt
- ❑ Performing arts upgrades at Roosevelt and Sunnyside
- ❑ Social/emotional student services support spaces
- ❑ Kitchen and restroom upgrades

## Revised Recommendation

- ❑ Remove libraries at Centennial, Easterby, Gibson, Homan and Wishon
- ❑ Reduce funding for support spaces, kitchens, and restrooms while addressing greatest needs through existing funding
- ❑ Add E-Sports Center at Tehipite to provide dedicated space for this emerging program

# Safety & Security

## Current Recommendation

- ❑ Entry/access control: Birney, Holland, Lane, Mayfair, Norseman, Powers and Roeding
- ❑ Fencing and gates, drop-off/pick-up areas
- ❑ Cameras and emergency communication systems
- ❑ Education Center security/access improvements

## Revised Recommendation

- ❑ Reduce scope of Holland, Lane, Mayfair and Powers projects while addressing greatest campus needs
- ❑ Reduce general allocations and address greatest needs
- ❑ Add Education Center second floor public spaces improvements



# Building Systems & Site Improvements

## Current Recommendation

- ❑ Heating and air conditioning, electrical, plumbing (water, gas, sewer, irrigation)
- ❑ Paint, flooring, roofing
- ❑ Parking lots and play courts
- ❑ Play equipment and marquees
- ❑ Gym floors, lockers, bleachers
- ❑ Lead and asbestos removal
- ❑ Resource conservation

## Revised Recommendation

- ❑ No changes recommended

# Revised Measure M Recommendation

- ❑ Increases investment in high school CTE facilities
- ❑ Defers some projects until additional funding is available in the future
- ❑ Addresses greatest campus needs through existing funds
- ❑ Recognizes updated project scope/cost
- ❑ Balances available funding between upgrades to existing facilities and opportunities for new programs and academic supports/career readiness investments

# Summary of Revised Measure M Potential Project Recommendation

## ADD (\$59,350,000)

- ✓ Add Duncan CTE Classroom Building
- ✓ Add Edison CTE Classroom Building
- ✓ Add Sunnyside CTE Classroom Building
- ✓ Add Yosemite classroom modernization
- ✓ Add Roosevelt West Hall accessibility, and admin/student support spaces
- ✓ Add E-Sports center at Tehipite
- ✓ Add Education Center second floor public spaces improvements
- ✓ Add existing project scope/cost increases

## REDUCE/REMOVE (\$59,350,000)

- ✓ Remove classroom buildings at Lowell and Thomas
- ✓ Remove libraries at Centennial, Easterby, Gibson, Homan and Wishon
- ✓ Reduce scope of Holland, Lane, Mayfair and Powers projects while addressing greatest campus needs
- ✓ Reduce general allocations for security projects, support spaces, kitchens, and restrooms while addressing greatest needs though other funding sources including deferred maintenance

# Next Steps, Following Board Discussion

- ❑ Action item will be recommended on December 9, 2020 Board meeting agenda to reflect today's Board feedback
- ❑ District must declare intent to State School Facility Program regarding CTE grant funding
- ❑ Project implementation/scheduling depends on available funding, design and regulatory process timelines, campus and community input, bidding process, and Board approval

## BACKUP INFORMATION FOR DECEMBER 9, 2020 BOARD AGENDA ITEM A-7

1. December 1, 2020 Special Board Meeting Presentation
2. Summary of Measure M Revised Recommendation, with Estimated Costs (Slide 15 from December 1, 2020 Presentation)
3. Updated Measure M Revised Recommendation Matrix with Facility Assessment Scores
4. New Chart: Facilities Investment by High School Region, July 1, 2006 through December 1, 2020 with Expanded Backup Detail Showing State Funding Received
5. Description of State School Facility Funding Programs
6. Response to Question Regarding Facility Assessment Appendix A – “Year Built” Column



# **Measure M Update and Investment Priorities**

December 1, 2020 Special Board Meeting

# Today's Workshop

**Measure M Bond Overview**

**Investment Priority Considerations**

**Opportunity for CTE Projects**

**Potential Project Recommendations**



# Measure M Bond: \$325 Million

- ❑ Board approved bond priority projects on November 20, 2019
- ❑ Voters approved Measure M by 60% on March 3, 2020
- ❑ Measure M projects in progress include Ventura and 10<sup>th</sup> new high school campus, Addams and Columbia new classrooms, Ericson new cafeteria, and Sunnyside Stadium artificial turf
- ❑ Opportunity for new CTE classroom buildings at Duncan, Edison and Sunnyside, not previously prioritized for funding
- ❑ Any State funding received offsets project costs



# Identified Investment Areas

**Classrooms:  
Early Learning, Special  
Education, Alt Ed, CTE,  
Modernization**

**Campus Core:  
Cafeterias, Libraries,  
Performing Arts,  
Athletics, Restrooms**

**Safety and Security  
Improvements**

**Building Systems and  
Site/Grounds  
Improvements**



# Investment Priority Considerations

- ❑ New project funding opportunities
- ❑ Alignment with educational programs, community priorities, and Strategic Plan goals and stakeholder input
- ❑ Response to evolving/emerging initiatives and programs
- ❑ Recognition of previously unidentified critical needs
- ❑ Updated project scope/cost estimates

# Opportunity for CTE Projects

Grant: \$3M

Total est. cost: \$13M

Grant: \$6.3M

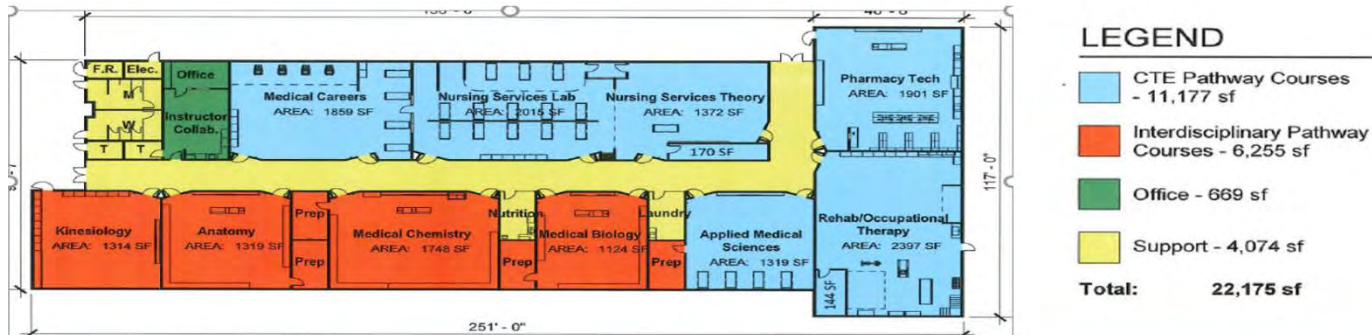
Total est. cost: \$17M

Grant: \$3M

Total est. cost: \$8M

- ❑ Duncan Classroom Building
  - ❑ Health Science & Medical Technology
  - ❑ Ready to advertise for bidding, potential to break ground in Spring 2021
- ❑ Edison Classroom Building
  - ❑ Arch & Eng, Health Sci & Med Tech, Info & Comm
  - ❑ Provides needed classrooms on impacted campus, replaces classrooms built in 1949
  - ❑ Potential to break ground in Fall 2022
- ❑ Sunnyside Classroom Building
  - ❑ Health Science & Medical Technology
  - ❑ Provides needed classrooms on impacted campus and additional weight room space for equity
  - ❑ Potential to break ground in Fall 2022

# Potential Duncan CTE Facility

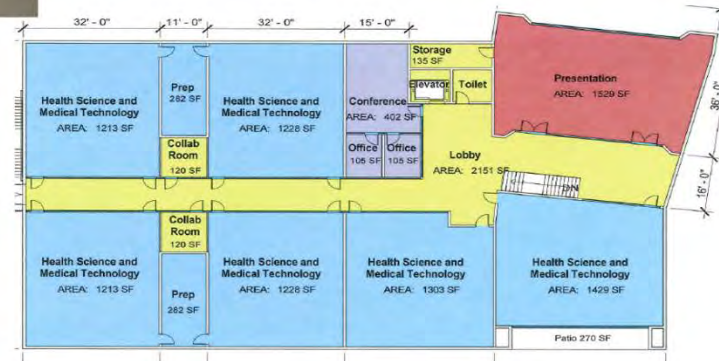
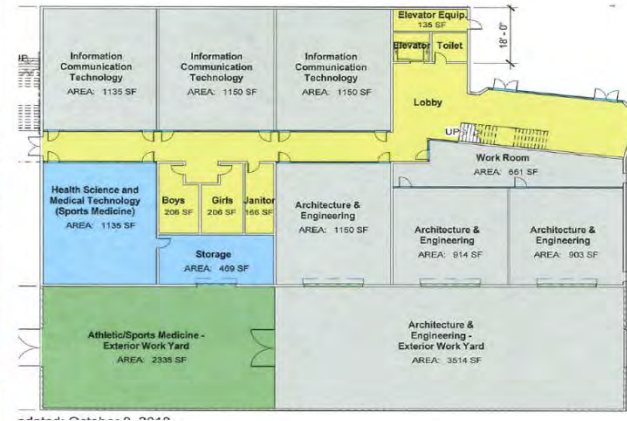


**DUNCAN POLYTECHNICAL HIGH SCHOOL**  
CTE Health Science and Medical Technology

# Potential Edison CTE Facility



**EDISON HIGH SCHOOL**  
CTE Pathways: Architecture & Engineering, Health Science and Medicine, Technology, Information and Communication

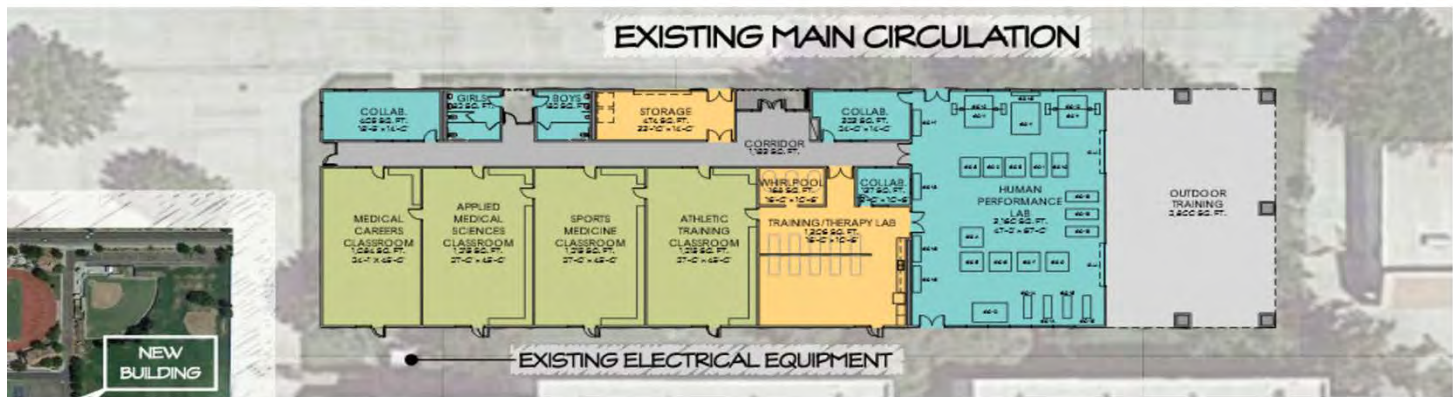




# Potential Sunnyside CTE Facility



SUNNYSIDE  
HIGH SCHOOL  
CTE Health  
Sciences  
Facility





# Classrooms

## Current Recommendation

- ❑ New classroom buildings at Addams, Birney, Calwa, Columbia Del Mar, Lowell and Thomas
- ❑ Special education inclusion, access and program upgrades
- ❑ New specialty high school at Ventura and 10th site

## Revised Recommendation

- ❑ Remove classroom buildings at Lowell and Thomas
- ❑ Add Duncan CTE Facility
- ❑ Add Edison CTE Facility
- ❑ Add Sunnyside CTE Facility
- ❑ Add Yosemite classroom modernization
- ❑ Add Roosevelt West Hall accessibility, and admin/student support spaces renovation



# Campus Core

## Current Recommendation

- ❑ Library renovation at Hoover and Roosevelt
- ❑ New libraries at Centennial, Easterby, Gibson, Homan, Norseman and Wishon
- ❑ Cafeteria replacement at Ericson and Fresno High
- ❑ Second gyms at McLane and Roosevelt
- ❑ Performing arts upgrades at Roosevelt and Sunnyside
- ❑ Social/emotional student services support spaces
- ❑ Kitchen and restroom upgrades

## Revised Recommendation

- ❑ Remove libraries at Centennial, Easterby, Gibson, Homan and Wishon
- ❑ Reduce funding for support spaces, kitchens, and restrooms while addressing greatest needs though existing funding
- ❑ Add E-Sports Center at Tehipite to provide dedicated space for this emerging program



# Safety & Security

## Current Recommendation

- ❑ Entry/access control: Birney, Holland, Lane, Mayfair, Norseman, Powers and Roeding
- ❑ Fencing and gates, drop-off/pick-up areas
- ❑ Cameras and emergency communication systems
- ❑ Education Center security/access improvements

## Revised Recommendation

- ❑ Reduce scope of Holland, Lane, Mayfair and Powers projects while addressing greatest campus needs
- ❑ Reduce general allocations and address greatest needs
- ❑ Add Education Center second floor public spaces improvements

# Building Systems & Site Improvements

## Current Recommendation

- ❑ Heating and air conditioning, electrical, plumbing (water, gas, sewer, irrigation)
- ❑ Paint, flooring, roofing
- ❑ Parking lots and play courts
- ❑ Play equipment and marquees
- ❑ Gym floors, lockers, bleachers
- ❑ Lead and asbestos removal
- ❑ Resource conservation

## Revised Recommendation

- ❑ No changes recommended



# Revised Measure M Recommendation

- ❑ Increases investment in high school CTE facilities
- ❑ Defers some projects until additional funding is available in the future
- ❑ Addresses greatest campus needs through existing funds
- ❑ Recognizes updated project scope/cost
- ❑ Balances available funding between upgrades to existing facilities and opportunities for new programs and academic supports/career readiness investments



# Summary of Revised Measure M Potential Project Recommendation

## ADD (\$59,350,000)

- ✓ Add Duncan CTE Classroom Building
- ✓ Add Edison CTE Classroom Building
- ✓ Add Sunnyside CTE Classroom Building
- ✓ Add Yosemite classroom modernization
- ✓ Add Roosevelt West Hall accessibility, and admin/student support spaces
- ✓ Add E-Sports center at Tehipite
- ✓ Add Education Center second floor public spaces improvements
- ✓ Add existing project scope/cost increases

## REDUCE/REMOVE (\$59,350,000)

- ✓ Remove classroom buildings at Lowell and Thomas
- ✓ Remove libraries at Centennial, Easterby, Gibson, Homan and Wishon
- ✓ Reduce scope of Holland, Lane, Mayfair and Powers projects while addressing greatest campus needs
- ✓ Reduce general allocations for security projects, support spaces, kitchens, and restrooms while addressing greatest needs though other funding sources including deferred maintenance



# Next Steps, Following Board Discussion

- ❑ Action item will be recommended on December 9, 2020 Board meeting agenda to reflect today's Board feedback
- ❑ District must declare intent to State School Facility Program regarding CTE grant funding
- ❑ Project implementation/scheduling depends on available funding, design and regulatory process timelines, campus and community input, bidding process, and Board approval

## Summary of Measure M Revised Recommendation

ADD \$59,350,000				REDUCE/REMOVE (\$59,350,000)		
Action	Description	Estimated Cost	Grant Funding Included	Action	Description	Estimated Cost
Add	Duncan CTE Classroom Building	\$ 10,365,000	Total amount offset by \$3.635M in CTE Grants	Remove	Classroom buildings at Lowell and Thomas	\$ 13,000,000
Add	Edison CTE Classroom Building	\$ 10,400,000	Total amount offset by \$7.107 in CTE Grants	Remove	Libraries at Centennial, Easterby, Gibson, Homan and Wishon	\$ 14,000,000
Add	Sunnyside CTE Classroom Building	\$ 4,635,000	Total amount offset by \$3.635M in CTE Grants	Reduce	Scope of Holland, Lane, Mayfair and Powers projects while addressing greatest campus needs	\$ 10,400,000
Add	Yosemite Classroom modernization	\$ 5,200,000		Reduce	General allocations for security projects, support spaces, kitchens, and restrooms while addressing greatest needs through other funding sources including deferred maintenance	\$ 21,950,000
Add	Roosevelt West Hall accessibility and admin/student support spaces	\$ 16,500,000				
Add	E-Sports center at Tehipite	\$ 1,500,000				
Add	Education Center second floor public spaces improvements	\$ 1,350,000				
Add	Existing project scope/cost increases	\$ 9,400,000				
		\$ 59,350,000				\$ 59,350,000

## Measure M Potential Projects

### Revised Recommendation including CTE Classroom Buildings - December 2020

- Cost estimates provided are preliminary, rough order-of-magnitude projections based on current information; actual project costs will depend on final project scope and specifications, Board direction, and pricing at time of bid.
- Project implementation and scheduling depend on available funding and timelines for campus and community input, the design and regulatory processes, advertising/bidding, and Board approval.

School/Project Type	Facility Condition Assessment Band and Combined Score <sup>(1)</sup>	Potential for State Funding Eligibility <sup>(2)</sup>	Project/Description of Work	Estimated Project Cost	Notes
<b>ELEMENTARY SCHOOLS</b>				<b>\$ 95,900,000</b>	
Addams	57	\$	New Early Learning Classrooms & Office Relocation	\$ 12,600,000	
Birney	56	\$	New Early Learning Classrooms & Office Relocation	\$ 9,300,000	
Calwa	59		New Early Learning Classrooms	\$ 6,500,000	
Columbia	64		New Classrooms, Site/Security Improvements	\$ 12,000,000	Increased scope from 8 to 12 classrooms (\$4M)
Del Mar	55	\$	New Early Learning Classrooms, Office Relocation, Site/Security Improvements	\$ 11,000,000	
Ericson	56		Cafeteria Reconstruction	\$ 5,800,000	
Norseman	43	\$\$	Library, Office Relocation & Access Improvements	\$ 4,800,000	
Roeding	62	\$\$	Office Relocation & Access Improvements	\$ 2,000,000	
Deferred Maintenance & Small Capital Projects	n/a		Projects based on evaluation of need	\$ 31,900,000	Elementary school proration of DM/Small Cap projects
<b>MIDDLE SCHOOLS</b>				<b>\$ 16,560,000</b>	
Yosemite	68	\$\$	Classroom Modernization	\$ 5,200,000	New to Measure M
Tehipite	78		E-Sports Center	\$ 1,500,000	New to Measure M
Deferred Maintenance & Small Capital Projects	n/a		Projects based on evaluation of greatest need	\$ 9,860,000	Middle school proration of DM/Small Cap projects

HIGH SCHOOLS				\$	123,420,000	
Duncan	67	\$\$\$\$	CTE Building: Health Science & Medical Tech	\$	10,365,000	Estimated cost reflects State grant; new to Measure M
Edison	64	\$\$\$\$	CTE Building: Eng/Arch, Health Science & Med Tech, and Info & Comm Tech	\$	10,400,000	Estimated cost reflects State grant; new to Measure M
Fresno	72		Two-Story Cafeteria	\$	22,000,000	
			Interim ROTC in existing cafeteria	\$	3,600,000	
Hoover	79		Library/Student Union Renovation & Expansion	\$	6,000,000	
McLane	81		New Auxiliary Gym	\$	14,900,000	Scope increased to include access improvements; tennis courts previous Measure X priority
Roosevelt	65		New Auxiliary Gym	\$	11,700,000	Increased scope for program needs (\$2.2M)
			Theater Upgrade	\$	6,900,000	
			Library Renovation	\$	3,100,000	
		\$\$\$\$	West Hall Access, Admin/Student Support Spaces	\$	10,900,000	Previous Measure X Priority
Sunnyside	83		Music / Performing Arts Classroom Improvements	\$	3,000,000	
			Stadium artificial turf	\$	2,000,000	
		\$\$\$\$	CTE Building: Health Science & Medical Tech	\$	4,635,000	Estimated cost reflects State grant; new to Measure M
Deferred Maintenance & Small Capital Projects	n/a		Projects based on evaluation of need	\$	13,920,000	High school proration of DM/Small Cap projects
SPECIALIZED PROGRAM SCHOOLS				\$	65,000,000	
Ventura & 10th Site	n/a		New Specialty High School Campus & Offices	\$	65,000,000	
MULTI-SCHOOL / OTHER				\$	24,120,000	
Social/emotional student services spaces	n/a		Projects based on evaluation of need	\$	6,500,000	
Special education classrooms - access, inclusion, program needs	n/a		Projects based on evaluation of need	\$	7,050,000	
Safety/security	n/a		Projects based on evaluation of need	\$	6,000,000	
Deferred Maintenance & Small Capital Projects	n/a		Projects based on evaluation of need	\$	2,320,000	
Education Center	n/a		Access control & 2nd Floor Public Space Improvements	\$	2,250,000	
TOTAL				\$	325,000,000	





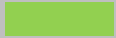
### Potential Projects Removed from 11/20/2020 Recommendation

Implementation of these projects would require additional funding

Centennial	62		Library	\$	2,800,000	
Easterby	67		Library	\$	2,800,000	
Gibson	64		Library	\$	2,800,000	
Holland	66	\$	Relocate Office	\$	3,200,000	
Homan	67		Library	\$	2,800,000	
Lane	60	\$\$	Relocate Office & Improve Access	\$	2,000,000	
Lowell	62		New Early Learning Classrooms	\$	6,500,000	
Mayfair	64	\$	Relocate Office & Improve Access	\$	2,000,000	
Powers	64		New Office & Library	\$	3,200,000	
Thomas	64		New Early Learning Classrooms	\$	6,500,000	
Wishon	65		Library	\$	2,800,000	
Restrooms & Kitchens	n/a		Projects to be identified	\$	13,750,000	Address greatest needs through deferred maintenance and other funds; IEEEP grants for early learning restrooms

#### Notes:

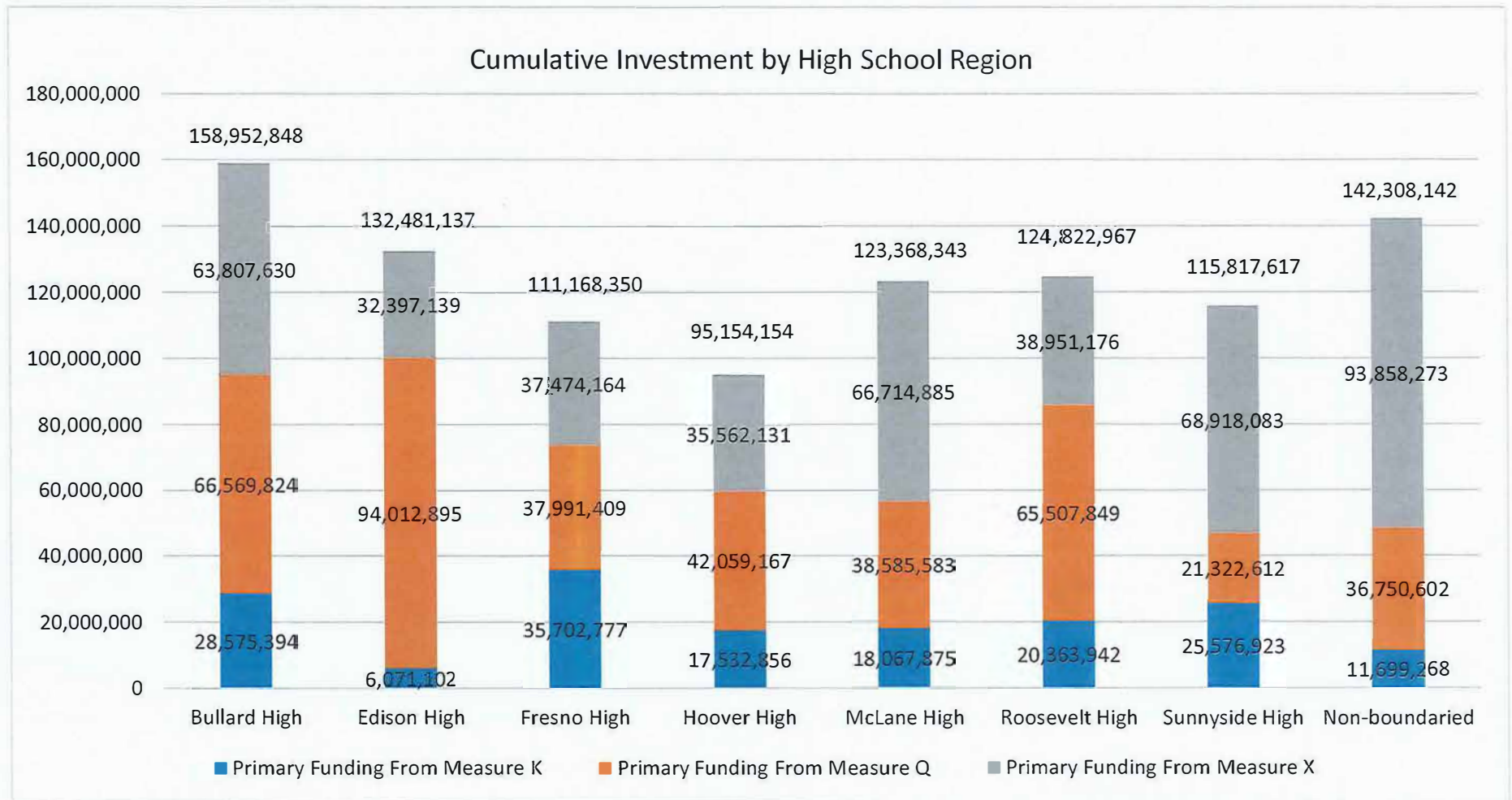
(1) Facility assessment scores are represented in color bands:

	<69	Poor/unsatisfactory condition
	70-79	Fair condition
	80+	Good/excellent condition

(2) Eligibility for state funding is based on qualifying portions of project scope; ranges of potential funding are:

\$	\$500K - \$1M
\$\$	Greater than \$1M
\$\$\$	Greater than \$2M
\$\$\$\$	Greater than \$3M

# Facilities Investment by High School Region and Non-boundaried Schools July 1, 2006 through December 1, 2020



**Facilities Investment by High School Region and Non-boundaried Schools  
July 1, 2006 through December 1, 2020**

<b>High School Region</b>	<b>Primary Funding From Measure K</b>	<b>Primary Funding From Measure Q</b>	<b>Primary Funding From Measure X</b>	<b>Total</b>
<b>Bullard High</b>	28,575,394	66,569,824	63,807,630	158,952,848
<b>Edison High</b>	6,071,102	94,012,895	32,397,139	132,481,137
<b>Fresno High</b>	35,702,777	37,991,409	37,474,164	111,168,350
<b>Hoover High</b>	17,532,856	42,059,167	35,562,131	95,154,154
<b>McLane High</b>	18,067,875	38,585,583	66,714,885	123,368,343
<b>Roosevelt High</b>	20,363,942	65,507,849	38,951,176	124,822,967
<b>Sunnyside High</b>	25,576,923	21,322,612	68,918,083	115,817,617
<b>Non-boundaried</b>	11,699,268	36,750,602	93,858,273	142,308,142

**Facilities Investment by High School Region and Non-boundaried Schools**  
**July 1, 2006 through December 1, 2020**

**Bullard High Region**

Site Name	Total Investment	State Funding
Bullard High School	87,511,955	13,084,233
Figarden Elementary	15,736,305	6,605,075
Forkner Elementary	4,357,244	1,544,057
Gibson Elementary	2,037,828	0
Kratt Elementary	5,282,397	2,034,684
Lawless Elementary	5,745,315	2,627,337
Malloch Elementary	5,076,140	1,656,900
Powers/Ginsburg Elementary	2,375,822	0
Slater Elementary	21,671,725	0
Starr Elementary	4,068,466	1,839,607
Tenaya Middle School	3,026,597	0
Wawona Middle School	2,063,054	0
Grand Total	158,952,848	29,391,893

**Edison High Region**

Site Name	Total Investment	State Funding
Addams Elementary	7,214,499	2,852,261
Carver K-8 (closed 2012)	112,307	0
Columbia Elementary	6,779,568	2,102,650
Edison High School	47,510,614	10,018,369
Gaston Middle School	57,989,560	15,685,743
King Elementary	7,038,370	2,182,979
Kirk Elementary	4,645,743	1,569,543
Lincoln Elementary	1,190,477	1,974,320
Grand Total	132,481,137	36,385,865

**Fresno High Region**

Site Name	Total Investment	State Funding
Del Mar Elementary	2,283,390	0
Fort Miller Middle School	4,513,755	0
Fremont Elementary	3,737,998	1,786,643
Fresno High School	56,886,651	15,926,577
Hamilton K-8	10,359,650	3,550,501
Heaton Elementary	4,931,513	2,012,490
Homan Elementary	1,689,224	0
Muir Elementary	2,567,970	0
Roeding Elementary	2,576,382	0
Williams Elementary	16,219,810	8,658,073
Wilson Elementary	5,402,007	1,645,342
Grand Total	111,168,350	33,579,626

**Hoover High Region**

Site Name	Total Investment	State Funding
Ahwahnee Middle School	7,067,680	2,781,094
Centennial Elementary	6,802,813	1,764,322
Eaton Elementary	5,781,114	0
Holland Elementary	1,960,725	0
Hoover High School	39,199,445	5,960,449
McCardle Elementary	4,379,905	2,349,635
Pyle Elementary	3,222,216	0
Robinson Elementary	7,686,123	2,916,660
Thomas Elementary	2,882,945	0
Tioga Middle School	6,870,694	3,493,272
Viking Elementary	4,439,865	0
Vinland Elementary	3,703,338	0
Wolters Elementary	1,157,289	0
Grand Total	95,154,154	19,265,432

Funding Sources - Deferred Maintenance, Developer Fees, General Fund,  
Measure A, Measure K, Measure Q, Measure X

**Facilities Investment by High School Region and Non-boundaried Schools  
July 1, 2006 through December 1, 2020**

**McLane High Region**

Site Name	Total Investment	State Funding
Birney Elementary	2,299,185	0
Ericson Elementary	13,265,160	1,251,447
Ewing Elementary	8,581,478	0
Hidalgo Elementary	2,289,450	0
Leavenworth Elementary	2,046,496	0
Mayfair Elementary	4,683,278	1,434,622
McLane High School	52,656,465	10,441,064
Norseman Elementary	3,102,232	0
Rowell Elementary	10,546,341	3,591,498
Scandinavian Middle School	5,031,395	0
Turner Elementary	9,469,820	0
Wishon Elementary	2,565,768	0
Yosemite Middle School	6,831,274	1,898,789
Grand Total	123,368,343	18,617,420

**Roosevelt High Region**

Site Name	Total Investment	State Funding
Anthony Elementary	1,150,936	0
Balderas Elementary	2,724,948	0
Calwa Elementary	5,365,415	1,911,144
Jackson Elementary	6,427,707	0
Jefferson Elementary	2,212,186	0
Lane Elementary	3,304,834	908,600
Lowell Elementary	2,026,924	388,185
Roosevelt High School	41,447,785	4,418,654
Sequoia Middle School	13,190,274	5,531,483
Tehipite Middle School	8,097,968	3,255,277
Vang Pao Elementary	30,747,719	13,147,290
Webster Elementary	801,714	0
Winchell Elementary	6,677,222	2,957,175
Yokomi Elementary	647,336	9,390,450
Grand Total	124,822,967	41,908,258

**Sunnyside High Region**

Site Name	Total Investment	State Funding
Ayer Elementary	5,696,097	2,408,448
Aynsworth Elementary	4,652,222	2,283,963
Bakman Elementary	773,394	6,888,727
Burroughs Elementary	4,172,751	2,006,934
Easterby Elementary	8,302,990	3,524,045
Greenberg Elementary	1,480,509	0
Herrera Elementary	50,430,124	0
Kings Canyon Middle School	6,043,593	0
Olmos Elementary	17,094,208	10,143,688
Storey Elementary	2,958,917	0
Sunnyside High School	11,107,695	3,000,000
Terronez Middle School	3,105,117	0
Grand Total	115,817,617	30,255,805

**Non-boundaried Schools**

Site Name	Total Investment	State Funding
Addicott Elementary	5,090,548	0
Adult Transition Program	8,340,188	0
Baird Middle School	13,648,561	1,657,361
Bethune Elementary	3,093,103	1,777,695
Bullard Talent K-8	2,773,903	0
Cambridge High School	830,963	0
Cesar Chavez Adult School	613,376	0
Center for Advanced Research & Technology (CART)	1,118,075	0
Computech Middle School	5,241,383	0
Cooper Middle School	4,193,037	0
Dailey Elementary	3,762,953	1,439,904
Design Science High School	12,347,482	1,720,850
Dewolf High School	313,307	0
Duncan Polytechnical High School	17,320,635	8,154,188
Fulton/Millbrook	12,584	0
JE Young Independent Study	1,331,013	0
Manchester GATE Elementary	2,114,483	0
Patino School of Entrepreneurship	11,661,278	6,885,647
Phoenix Elementary	1,150,020	0
Phoenix Secondary	17,055,426	0
Rata High School	7,645,750	0
Sunset Elementary	3,390,562	1,084,182
Ventura/Tenth	10,833,321	0
Wawona Middle School (DI)	8,426,192	0
Grand Total	142,308,142	22,719,827

Funding Sources - Deferred Maintenance,  
Developer Fees, General Fund,  
Measure A, Measure K, Measure Q,  
Measure X



## **5. Description of State School Facility Funding Programs**

The State of California School Facility Program (SFP) was established in 1998. Information on types of projects funded under the SFP is provided below:

### **New Construction**

- Funding is provided to add classroom capacity to meet future student housing needs
- Eligibility is based on a district's projected need to house students, determined by comparing the district's projected enrollment (five or ten year projection) to its current classroom capacity
- When new classrooms are added, the district's new construction eligibility is adjusted for the added capacity
- Funding is based on a per pupil grant amount adjusted annually for the Class B Construction Cost Index as approved by the State Allocation Board
- Provides funds on a 50/50 State/Local sharing basis
- Districts may submit a funding application before students occupy the classrooms
- Funding may be released to a district months or years after the project has been completed, based on availability of State funds

### **Modernization**

- Funding is provided to extend the useful life of existing facilities, or to enhance a school's physical environment
- Typical projects include structural upgrades, access compliance, air conditioning and heating, plumbing, lighting, electrical, roof replacement, floor and wall finishes, new furniture and equipment, technology upgrades
- Funding can also be used to demolish and replace existing facilities of like kind
- Eligibility is specific to school sites, based on building age (permanent buildings are eligible at 25 years old and portable buildings are eligible at 20 years old), and school enrollment
- Provides funds on a 60/40 State/Local sharing basis
- Funding can be used for a current project or reimbursement for a completed project
- Funding may be released to a district months or years after the project has been completed, based on availability of State funds

### **Career Technical Education Facilities**

- Funding is provided for construction of new CTE facilities, modernization of existing CTE facilities, and/or purchase of equipment for CTE programs
- Maximum grant amounts are \$3 million for new construction projects and \$1.5 million for modernization projects
- Funding provided in defined rounds with specified amounts per round

- The CTE program plans are reviewed and scored; to be eligible for funding, the project must meet or exceed the minimum score established for the funding round
- Funding order is based on the project's locale (urban, suburban, rural) and score received; funds are apportioned to projects in each locale based on score
- Once a district receives an apportionment, it has up to 12 months from the date of apportionment to submit the necessary CDE and DSA approvals, to receive funding; if the deadline is not met, funding is forfeited

#### **Full-Day Kindergarten Facilities**

- One-time grants to construct new school facilities or retrofit existing school facilities for the purpose of providing full-day kindergarten programs
- Funding provided in defined rounds with specified amounts per round
- Provides funds on a 50/50 State/Local sharing basis for new construction and 60/40 State/Local for retrofit
- Grant amounts are on a per pupil basis
- Updated eligibility requirements make this funding inaccessible to Fresno Unified, as only districts converting programs from part-day to full-day are now eligible

## **6. Response to Question Regarding Facility Assessment Appendix A – “Year Built” Column**

The absence of dates on some lines, indicated by zeros, primarily represents portable buildings that have been moved between sites. In other cases, unrelated to portables, the district's historical facilities records are incomplete and a zero is used to indicate no reliable data. Facilities staff is identifying areas where historical data is lacking and will work with state/local agencies and architects-of-record to locate/recreate missing data.



Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-8**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Deny**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Deny Claim GL20-0924-5107**

**ITEM DESCRIPTION:** Included in the Board binder is a Claim for Damages by Miguel Herrera, case GL20-0924-5107. The Superintendent recommends that the Claim be denied, and the matter referred to the district's Executive Director of Benefits and Risk Management for further handling.

**FINANCIAL SUMMARY:** There is no fiscal impact to the district at this time.

**PREPARED BY:** Andrew De La Torre  
Executive Director



**DIVISION:** Administrative Services  
**PHONE NUMBER:** (559) 457-6226

**CABINET APPROVAL:** Santino Danisi  
Interim Chief Financial Officer



**SUPERINTENDENT APPROVAL:**



Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-9**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Deny**

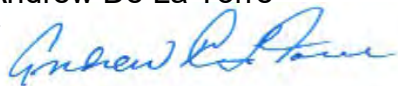
(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Deny Claim GL20-0924-5133**

**ITEM DESCRIPTION:** Included in the Board binder is a Claim for Damages by Sabrina Juarez, case GL20-0924-5133. The Superintendent recommends that the Claim be denied, and the matter referred to the district's Executive Director of Benefits and Risk Management for further handling.

**FINANCIAL SUMMARY:** There is no fiscal impact to the district at this time.

**PREPARED BY:** Andrew De La Torre  
Executive Director

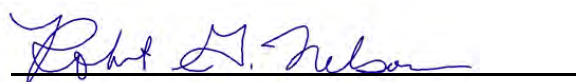


**DIVISION:** Administrative Services  
**PHONE NUMBER:** (559) 457-6226

**CABINET APPROVAL:** Santino Danisi  
Interim Chief Financial Officer



**SUPERINTENDENT APPROVAL:**



# CLAIM FOR DAMAGES

To Person or Property

<p style="text-align: center;"><b>INSTRUCTIONS</b></p> <ul style="list-style-type: none"> <li>Claims for death, injury to person, or to personal property must be filed not later than six (6) months after the occurrence. (Gov. Code Sec. 911.2).</li> <li>Claims for damages to real property must be filed not later than one year after this occurrence. (Gov. Code Sec. 911.2).</li> <li>Read entire Claim Form before filing.</li> <li>Claim must be filed by claimant or person acting on claimant's behalf. Give relationship to claimant.</li> <li>Attach separate sheets, if necessary, to give full detail. (SIGN EACH SHEET)</li> </ul>		<p><b>RESERVED FOR FILING</b>  <b>STAMP CLAIM NO.:</b> _____</p>	
<p><b>Name of Claimant</b></p> <p>1. <u>Sabrina Juarez</u></p>		<p><b>Birth date of Claimant (if natural Person)</b></p> <p>2. _____</p>	
<p><b>Home Address of Claimant</b> <span style="float: right;"><b>City, State</b></span></p> <p>3. <u>135 W. Robinson Fresno, CA</u></p>		<p><b>Home Telephone Number</b></p> <p>4. <u>559-493-1039</u></p>	
<p><b>Business Address of Claimant</b> <span style="float: right;"><b>City, State</b></span></p> <p>5. <u>191 W. Shaw #102 Fresno, CA 93704</u></p>		<p><b>Business Telephone Number</b></p> <p>6. <u>559-222-6672</u></p>	
<p><b>Give Address of which you desire notices or communication to be sent regarding this claim:</b></p> <p>7. <u>191 W. Shaw #102 Fre</u></p>			
<p><b>How and under what circumstances did DAMAGE or INJURY occur? Give full details:</b></p> <p>8. <u>Miguel Herrera was driving north of first heading towards Clinton when the Fresno Unified School District employee merged into his lane &amp; Collided w/ his vehicle. Sabrina Juarez was a passenger in Miguel Herrera's vehicle</u></p>			
<p><b>When did DAMAGE or INJURY occur? Give full particulars, date time of day:</b></p> <p>9. <u>9/24/20</u></p>			
<p><b>Where did DAMAGE or INJURY occur? Describe fully. Use reverse side of this sheet to diagram accident, where appropriate. Give street names, addresses, measurements, etc.</b></p> <p>10. <u>Clinton / First</u></p>			
<p><b>What particular ACT or OMISSION by the District or its employees do you claim caused the alleged INJURY or DAMAGE? Give names of District employees causing the alleged INJURY or DAMAGE, if known:</b></p> <p>11. <u>Merged into plaintiff's lane causing injuries</u></p>			
<p><b>What AMOUNT (Sum) do you claim on account of each item of INJURY or DAMAGE as of date of presentation of this claim, giving basis of computation (attach bills or estimates if possible):</b></p> <p>12. <u>This will be an unlimited civil case.</u></p>			
<p><b>Give ESTIMATED AMOUNT as far as known, you claim on account of each item of prospective INJURY or DAMAGE, giving basis of computation (attach bills or estimates if possible):</b></p> <p>13. <u>Unknown at this time.</u></p>			
<p><b>Insurance payments received, if any, and name(s) of insurance company:</b></p> <p>14. <u>0</u></p>			
<p><b>Expenditures made on account of DAMAGE or INJURY (Date - Item):</b></p> <p>15. <u>0</u></p>			
<p><b>Name and address of Witnesses, Doctors and Hospikals:</b></p> <p>16. <u>Miguel Herrera, Dr. Joseph Martin, D.C.</u></p>			
<p><b>Signature of Claimant or person filing:</b></p> <p>17. <u>N.N</u></p>		<p><b>Typed Name (Relationship to Claimant):</b></p> <p>18. <u>Attorney</u></p>	
		<p><b>Date:</b></p> <p>19. <u>10/15/20</u></p>	

NOTE: Claims must be filed with Public Entity. Section 72 of the California Penal Code provides: "Every person who, with intent to defraud, presents for payment to any school district any false or fraudulent claim, is guilty of a felony punishable by fine and/or imprisonment."

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-10**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Ratify**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Ratify Independent Contractor Services Agreement with Collaborative Learning Solutions**

**ITEM DESCRIPTION:** Included in the Board binders is an Independent Contractor Services Agreement with Collaborative Learning Solutions. The contractor assists Local Education Agencies (LEA) to address improvement efforts in addressing Significant Disproportionality. LEAs host a three to four hour overview which is intended to provide the team with foundational information concerning California's framework for addressing Significant Disproportionality, the requirements for the LEA, the deeper WHY behind these improvement efforts and the root cause strategy options. By the end of the season, the team will have developed a strategy for collecting and analyzing data for the Root Cause Analysis.

The contractor will provide technical assistance, planning, and support implementing a comprehensive districtwide improvement effort towards addressing significant disproportionality in the identification and hence overrepresentation of district students with Emotional Disturbance in Multi-Ethnicities and White categories. Such efforts include but not limited to facilitated meetings with leadership and stakeholder groups, root cause data collection and analysis, plan development and implementation, and monitoring.

Pursuant to the requirements of the Individuals with Disabilities Education Act (IDEA), the contract with Collaborative Learning Solutions is funded by 15 percent of the district IDEA, Part B funds. The total contract is \$45,000. This agreement commenced on July 1, 2020 and ends June 30, 2021.

**FINANCIAL SUMMARY:** Sufficient funds in the amount \$45,000 are available through the Special Education budget.

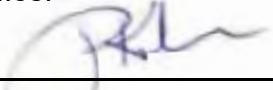
**PREPARED BY:** Brian Beck,  
Assistant Superintendent

**DIVISION:** Instructional Division  
**PHONE NUMBER:** (559) 457-3731

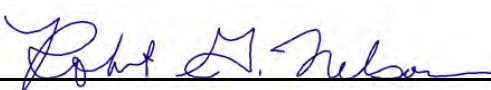
**CABINET APPROVAL:** Kim Mecum,  
Chief Financial Officer

**SUPERINTENDENT APPROVAL:**

---



---



## **Attachment “A”**

### **Collaborative Learning Solutions**

#### **Scope of Work Summary:**

Consultation/Technical Assistance: Assist LEA to address improvement efforts to address Significant Disproportionality:

\*Introduction: LEA will host this 3-4 hour overview which is intended to provide the Stakeholder Teams with foundational information concerning California's framework for addressing Significant Disproportionality, the requirements for the LEA, the deeper WHY behind these improvement efforts and the root cause strategy options. By the end of the season, the team will have developed a strategy for collecting and analyzing data for the Root Causes Analysis.

\*Root Cause Data Collection: This will vary based on indicator and strategy selected by LEA. CONTRACTOR will generate reports and conduct the disaggregated data analysis at the direction of the LEA.

\*Root Cause Data Analysis: Stakeholder teams will work with a trained facilitator to analyze the data and determine root cause of Significant Disproportionality. The team will also engage in identifying ideas and strategies for improvement.

\*Plan Development: CONTRACTOR will provide assistance with writing and editing a complaint and comprehensive CCEIS plan. This support will be provided by a trained SPP-TAP TA Facilitator.

\*Plan Implementation: This level of support is not specified in this contract. It will vary based on the identified needs and strategies of each LEA.

\*Monitoring: This support includes quarterly meetings with the stakeholder team to monitor progress on the implementation of the CCEIS plan and ensure compliance with the CDE reporting requirements. These sessions may be provided in person or via virtual platform (i.e. Zoom).

# Fresno Unified School District

## Independent Contractor Services Agreement

*Routing sheet must be completed and placed on top of contract agreement*

### GENERAL INFORMATION

School/Department Budget: <sup>KD</sup>060-3312-1891-0000-3120-5899

District Contact Person: Sean Virnig, PhD, Executive Director

Budget Manager Approval: Katie DeViccaro

Contractor's Vendor Name: Collaborative Learning Solutions

Contractor's Contact Person: Jon Eyler, Ed.D.

Contractor's Title: Chief Executive Director

Contractor's Telephone Number: 888.267.6096

Contractor's E-mail: rhartman@clsteam.net

Contractor's Address: 43426 Business Park Drive, Temecula, CA 92590

Contractor's Taxpayer ID# or SSN#: 27-3711323

This Independent Contractor Services Agreement is made and entered into effective July 1, 2020 (the "Effective Date")  
by and between the Fresno Unified School District ("District") and Collaborative Learning Solutions ("Contractor").

I. Contractor Services. Contractor agrees to provide


Consultation/Technical Assistance: Assist LEA to address improvement efforts to address Significant Disproportionality:

\*Introduction: LEA will host this 3-4 hour overview which is intended to provide the Stakeholder Teams with foundational information concerning California's framework for addressing Significant Disproportionality, the requirements for the LEA, the deeper WHY behind these improvement efforts and the root cause strategy options. By the end of the season, the team will have developed a strategy for collecting and analyzing data for the Root Causes Analysis.

See complete Scope of Summary on Attachment A

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on July 1, 2020 , and shall terminate on June 30, 2021 . There shall be no extension of the term of the Agreement without express written consent from all parties.
4. Payment. District agrees to pay Contractor at following rate of \$45,000 per contract . Checks will be made payable to . Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.
5. Incidental Expenses:

☐ Yes (see below)

☒ No, Vendor initial here 

a. Lodging 0 Actual cost of single occupancy. Not to exceed \$100 per night. \*Receipt Required.

b. Meals 0 Reimbursement limited to actual cost up to the following rates:  
Breakfast \$12.20; Lunch \$18.30; Dinner \$30.50. \*Receipt Required.

c. Travel 0 Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.

d. Supplies 0 As negotiated with school/department contracting for service.

e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): \$45,000

f. Other 0
6. Employment. Are you a current FUSD employee? ☐ Yes ☐ No
7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☐ No
8. California Residency. Contractor is a resident of the State of California: ☐ Yes ☐ No
9. Conflict of Interest. Contractor does not have, nor does the Contractor anticipate having, any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.
10. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon written notice. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.
11. Indemnity. The Contractor shall defend, indemnify, and hold harmless the District and its agents, employees, Board of Trustees, members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from: performance of the contract (including, but not limited to) the Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property or delay or damage to the District, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
12. Insurance. Without limiting Contractor's indemnification, it is agreed that Contractor shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) dollars annual aggregate limit. Business Automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and Endorsements shall be attached to the Agreement as proof of insurance. The Contractor's policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. Contractor shall produce the policy for District, upon request.
13. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.

14. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
15. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. In particular, District will not withhold FICA (Social Security); state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
16. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
17. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Contractor and the District and their respective successors and assigns.
18. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
19. Amendments. The terms of the Contract Documents shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
20. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior Court in Fresno, California.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins  
Purchasing Department  
Fresno Unified School District  
4498 N. Brawley Avenue  
Fresno, CA 93722

Contractor:

Name: **Collaborative Learning**  
Address: 43426 Business Park Drive, Temecula, CA  
92590

c: Andrew De La Torre  
Benefits & Risk Management  
Fresno Unified School District  
2309 Tulare Street  
Fresno, CA 93721



22. Non-Discrimination. It is the policy of the District that there shall be no discrimination against any of Contractor's prospective or active employees because of race, color, ancestry, national origin, sex or religious creed. Therefore, the Contractor agrees to comply with applicable federal and California laws.
23. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this Agreement and that failure to do so shall constitute material breach.
24. Entire Agreement. This Agreement is intended by the Parties as the final expression of their Agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
25. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
26. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.
27. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

**DISTRICT**

Fresno Unified School District

\_\_\_\_\_  
*Ruth F. Quinto, Deputy Superintendent / CFO*

\_\_\_\_\_  
*Date*

**CONTRACTOR**

**Collaborative Learning Solutions**

\_\_\_\_\_  
*Jon Eyler, Ed.D., Chief Executive Director*

\_\_\_\_\_  
*Date*

*10/19/2020*

Approved As To Form:

\_\_\_\_\_  
*Andrew De La Torre*  
*Andrew De La Torre, Executive Director*  
*Benefits and Risk Management*

\_\_\_\_\_  
*10/22/2020*  
*Date*

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-11**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Ratify**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Ratify Grant Application to the California Department of Education – Special Education Alternative Dispute Resolution COVID-19 Grant**

**ITEM DESCRIPTION:** Ratification is requested for the submitted grant application to the California Department of Education – Special Education Alternative Dispute Resolution (ADR) COVID-19 Grant.

The Special Education ADR COVID-19 Grant funding will provide Fresno Unified with resources to augment and enhance the established Special Education ADR program funded by the California Department of Education. The purpose of the funding is to address the anticipated increased need for resolutions related to special education distance learning as a result of the COVID–19 pandemic.

The grant total is \$70,000 for a total of twenty-four months.

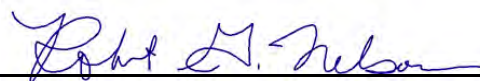
**FINANCIAL SUMMARY:** The estimated award amount of \$70,000 is for a period of twenty-four months.

**PREPARED BY:** Brian Beck,  
Assistant Superintendent

**DIVISION:** Instructional Division  
**PHONE NUMBER:** (559) 457-3731

**CABINET APPROVAL:** Kim Mecum,  
Chief Academic Officer

**SUPERINTENDENT APPROVAL:**





October 2, 2020

Dear Special Education Local Plan Area Directors:

**ALTERNATE DISPUTE RESOLUTION COVID-19 GRANT FOR 2020-21**

Since 2015, the California Department of Education (CDE), Special Education Division (SED), has monitored two grants for Alternate Dispute Resolution (ADR). One grant was distributed to 10 special education local plan areas (SELPA) to carry out specific statewide assignments related to ADR and was allocated in varying amounts based on a selection process conducted when the grant was first authorized. The other grant, the ADR Expansion (ADRE) grant, reflected an increase in the amount of funds allocated for ADR purposes by the California Legislature in the 2015 annual Budget Act.

The Budget Act of 2020 appropriated \$8,600,000 to be allocated by the Superintendent of Public Instruction (SSPI) to SELPAs to assist local educational agencies with establishing and improving local alternative dispute resolutions, in anticipation of an increased number of local disputes related to the COVID-19 pandemic and special education distance learning. These additional funds for the ADR COVID-19 grant will be distributed equitably among applicant SELPAs, with grant amounts calculated based on a formula that considers the number of students with disabilities enrolled in each SELPA.

The application package for the 2020-21 ADR COVID-19 Grant, as well as documents related to expenditure reporting and use of funds, are comprised of the following:

**1. ADR COVID-19 Grant Funding Application (Due October 21, 2020)**

The application form must be completed and returned to the CDE no later than **October 21, 2020**, so the CDE can calculate the number of ADR COVID-19 grant recipients and grant award amounts for the 2020-21 fiscal year.

**2. ADR COVID-19 Grant Budget Summary (Due October 21, 2020)**

The grant budget summary form must be completed and returned to the CDE no later than **October 21, 2020**. Please use the form to provide an estimate of the expenditures for the ADR COVID-19 Grant for the 2020-21 fiscal year, and summarize program resources in the line item budget provided.

### **3. ADR COVID–19 Enhancement Plan (Due October 21, 2020)**

As outlined in the Budget Act of 2020, prior to the receipt of funds, SELPAs must develop and submit a plan to the SSPI, via the SED, describing the alternative dispute resolution process to be enhanced, augmented, or developed, and how the agency will offer and use the alternative dispute resolution process to address special education complaints filed by families related to COVID-19 and distance learning.

For convenience, and to ensure all required elements are addressed, the CDE has provided a template for reporting this information. SELPAs are not required to use the template; however, applicant SELPAs must ensure that the Enhancement Plan submitted to the CDE adequately addresses the required information.

### **4. ADR COVID–19 Report to the Superintendent of Public Instruction (Due April 1, 2021)**

As a condition of receiving grant funds, grantees are required to submit a report to the SSPI, via the SED, by April 1, 2021, that includes all of the following information:

- The number of cases mediated through alternative dispute resolution services.
- The number of cases totally resolved by agreement,
- The number of cases refusing alternative dispute resolution services and requesting due process.
- A list of the issues that generated the request for dispute resolution services.
- Any recommendations for the workgroup developing the statewide Individualized Education Program addendum for distance learning template to ensure issues resulting from special education and related service delivery during the COVID–19 pandemic and distance learning are considered and addressed in the development of the addendum template.

For convenience, and to ensure all required elements are addressed, the CDE has provided a template for reporting this information. SELPAs are not required to use the template; however, applicant SELPAs must ensure that the ADR COVID–19 Report to the SSPI submitted to the CDE by April 1, 2021 adequately addresses the required information.

## 5. ADR COVID–19 Grant Expenditure Report

Please use the grant expenditure report form to report actual expenditures from October 1, 2020, through June 30, 2021. To receive a timely reimbursement of funds, submit the Expenditure Report to the CDE **no later than September 1, 2021**.

Because the ADR COVID–19 grant is funded through federal funds, SELPAs have 24 months to expend the grant award received in the 2020–21 fiscal year. If a SELPA does not expend all the funds allocated during the first year of the grant, the Expenditure Report form should be submitted during the second year of the grant, **no later than September 1, 2022**.

## 6. Guidance for the Use of ADR COVID–19 Grant Funds

This document provides guidance on federal requirements for the use of ADR COVID–19 grant funds.

### Process for Requesting ADR COVID–19 Grant Funds

ADR COVID–19 grant application documents must be submitted via **email**. Please see below for signature requirements on each form. All documents must be submitted to the ADR mailbox at: [ADR@cde.ca.gov](mailto:ADR@cde.ca.gov), attention Venetia Davis, Associate Governmental Program Analyst, **by 4:59 pm on Monday, October 21, 2020** in order to be considered for funding.

To request ADR COVID-19 grant funds, the following documents must be submitted to [ADR@cde.ca.gov](mailto:ADR@cde.ca.gov) by 4:59 pm on Monday, October 21, 2020:

- 1) ADR COVID–19 Grant Funding Application
  - **Email a scanned copy of the ADR COVID–19 Grant Funding Application with a wet signature.** The original, signed copy of the ADR COVID–19 Grant Funding Application must subsequently be mailed to the CDE pursuant to the instructions on the form.
- 2) ADR COVID-19 Grant Budget Summary
  - Digital signatures will be accepted on the ADR COVID–19 Grant Budget Summary. Alternatively, applicants may email a scanned copy of the ADR COVID–19 Grant Budget Summary with a wet signature.
- 3) ADR COVID–19 Enhancement Plan

October 2, 2020

Page 4

If you have any questions regarding this grant, please contact Michael Wimberly, Education Programs Consultant, Special Education Division, by phone at 916-319-0377 or by email at [mwimberly@cde.ca.gov](mailto:mwimberly@cde.ca.gov).

Sincerely,

*The signed copy of this correspondence is on file at the California Department of Education. To request a signed copy, please contact Venetia Davis at [vdavis@cde.ca.gov](mailto:vdavis@cde.ca.gov).*

Heather Calomese, Director  
Special Education Division

HC:mw  
Enclosures

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-12**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Ratify**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Ratify Change Orders for the Projects Listed Below**

**ITEM DESCRIPTION:** Included in the Board binders is information on Change Orders for the following projects:

Bid 20-20, McLane High School Library Modernization

Change Order 2 includes but may not be limited to: provide and install new flashing at windows; provide and install plywood and sealant for attic vents; and install wall for new drinking fountain location.

Total Contract Amount:	\$1,769,639
Change Order(s) previously ratified:	\$ 10,069
Change Order 2 presented for ratification:	\$ 15,670
New Contract Amount:	\$1,795,378

Bid 20-42 Sections A and D, Exterior Painting at Balderas, Hidalgo and Winchell Elementary Schools and Ahwahnee Middle School

Change Order 1 includes non-compensable time extension of 58 calendar days.

Total Contract Amount (Sections A and D):	\$ 210,000
Original Purchase Order Amount (Sections A and D):	\$ 210,000
Change Order(s) previously ratified (Sections A and D):	\$ 0
Change Order 1 presented for ratification (Sections A and D):	\$ 0
New Purchase Order Amount (Sections A and D):	\$ 210,000

Bid 20-46 Sections A and B, Vinland Elementary School Parking Lot Expansion and Site Access Improvements

Change Order 2 includes but may not be limited to: replace damaged utility boxes with new traffic-rated boxes and covers; and seal and stripe existing parking lot along Maple Avenue.

Total Contract Amount (Section A):	\$ 527,100
Original Purchase Order Amount (Section A):	\$ 527,100
Change Order(s) previously ratified (Section A):	\$ 24,900
Change Order 2 presented for ratification (Section A):	\$ 16,975
New Purchase Order Amount (Section A):	\$ 568,975

Bid 20-51, Addicott Elementary School Restroom Accessibility Improvements  
Change Order 1 includes but may not be limited to: provide additional electric receptacle for  
changing table.

Total Contract Amount:	\$ 73,420
Change Order(s) previously ratified:	\$ 0
Change Order 1 presented for ratification:	\$ 951
New Contract Amount:	\$ 74,371

FINANCIAL SUMMARY: \$33,596 is available in the Measure X Fund for Bids 20-20, 20-46, and  
20-51.

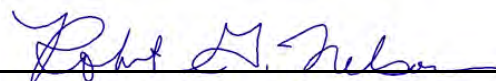
PREPARED BY: Edward Collins,  
Executive Director, Purchasing

DIVISION: Operational Services  
PHONE NUMBER: (559) 457-3134

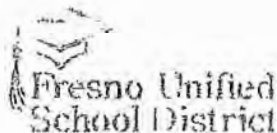
CABINET APPROVAL: Karin Temple,  
Chief Operating Officer

SUPERINTENDENT APPROVAL:

  
\_\_\_\_\_

  
\_\_\_\_\_





## CHANGE ORDER

**PROJECT NAME:**

20-20 McLane High School Library Modernization  
2727 N. Cedar Avenue  
Fresno, CA 93703

**CHANGE ORDER No. :****002****DSA File No. :****10-H8****Application No. :****02-117044****CONTRACTOR :**

Marko Construction  
1675 E. Jensen Avenue  
Fresno, CA 93725

**DESIGNER'S PROJECT No. :****18-29****FUSD BID/CONTRACT No. :****20-20****CONTRACTOR P.O. No. :****607699**

*Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:*

The original Contract Sum was .....	\$ 1,769,639.00
Net change by previously authorized Change Orders .....	\$ 10,068.30
The Contract Sum prior to this Change Order was .....	\$ 1,779,707.30
The Contract Sum will be adjusted by .....	\$ 15,669.41
The new Contract Sum, including this Change Order will be .....	\$ 1,795,376.71
The Contract Completion date prior to this Change Order was .....	23-Nov-20
The Contract Time will be adjusted by .....	(2) Calendar Days
The new Contract Completion date, including this Change Order is therefore .....	25-Nov-20

**NOTE:** Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

**Recommended by:****SIM-PBK**

7790 N. Palm Avenue  
Fresno, CA 93711

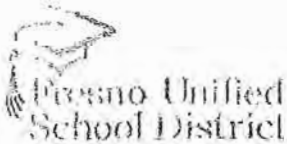
**ARCHITECT/ENGINEER:****By:** John Smith**Date:** 9/16/20**Accepted by:****Marko Construction, Inc.**

3675 E. Jensen Avenue  
Fresno, CA 93725

**CONTRACTOR:****By:** Paul Gonzales**Date:** Sept. 14, 2020**Authorized by:****Fresno Unified School District**

4600 N. Brawley  
Fresno, CA 93722

**OWNER:****By:** Alex Belange**Date:** 9/23/20



## CHANGE ORDER

*You are directed to make the following changes in this Contract:*

### Item 2-1

**DESCRIPTION OF CHANGE:**

Provide and install sill flashing at windows #4 - 13 at east side of Rooms B110 & B119. Provide and install aluminum cladding to existing posts between each window to match new window system.

**REASON FOR CHANGE:**

New windows cannot be installed per details in relation the existing conditions.

**CHANGE CATEGORY:**

Designer E & O.

**DOCUMENT REFERENCE:**

RF1 13.1

Amount of this Change Order Item:

Increase \$ 8,405.30

Time adjustment by this Change Order Item:

Increase 0 Days

### Item 2-2

**DESCRIPTION OF CHANGE:**

Provide and install plywood and sealant to close off 6 attic vents in Rooms B110 and B119.

**REASON FOR CHANGE:**

Attic space was eliminated as a result of ceilings changing from hard lid to tbar.

**CHANGE CATEGORY:**

Designer E & O.

**DOCUMENT REFERENCE:**

None

Amount of this Change Order Item:

Increase \$ 825.00

Time adjustment by this Change Order Item:

Increase 0 Days

### Item 2-3

**DESCRIPTION OF CHANGE:**

Install new furred wall at location of new drinking fountain extending 6" above new suspended ceiling at Vestibule B117. Install plumbing chase at southeast corner of Boys Restroom #B116 extending to ceiling framing.

**REASON FOR CHANGE:**

Existing brick wall will not allow plumbing to be routed as designed.

**CHANGE CATEGORY:**

Designer E & O.

**DOCUMENT REFERENCE:**

RFQ 05



## CHANGE ORDER

Amount of this Change Order Item:  
Time adjustment by this Change Order Item:

Increase \$ 3,172.29  
Increase 1 Days

### Item 2-4

#### DESCRIPTION OF CHANGE:

Cut back Ceiling framing on south side of fire partition between Reading Stacks B110/Checkout B124 and Office B105 including hallways on either side to provide contractor access to install fire rating to roof deck at south side. Provide and install framing at ceiling and at beam.

#### REASON FOR CHANGE:

Details for anchoring of new sheetrock for rated wall and appropriate access for work not included in contract documents.

#### CHANGE CATEGORY:

Designer E & O.

#### DOCUMENT REFERENCE:

None

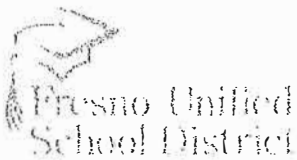
Amount of this Change Order Item:  
Time adjustment by this Change Order Item:

Increase \$ 3,266.82  
Increase 1 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:  
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 15,669.41  
INCREASE 2 DAYS

\*\*\* End of CHANGE ORDER \*\*\*



## CHANGE ORDER

**PROJECT NAME:**

Exterior Painting at Various School Sites

Balderas Elementary School

4625 E. Florence Avenue Fresno, Ca 93725

**CHANGE ORDER No. :**

001

DSA File No. :

NA

Application No. :

NA

**CONTRACTOR :**

Michael's Discount Painting

369 Theresa Way

Chula Vista, CA 91911

**DESIGNER'S PROJECT No. :**

NA

**FUSD-BID/CONTRACT No. :**

20-42/Sec A

**CONTRACTOR P.O. No. :**

608303A2

*Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:*

The original Contract Sum was .....	\$	50,000.00
Net change by previously authorized Change Orders .....	\$	-
The Contract Sum prior to this Change Order was .....	\$	50,000.00
The Contract Sum will be adjusted by .....	\$	-
The new Contract Sum, including this Change Order will be .....	\$	50,000.00
The Contract Completion date prior to this Change Order was .....		5-Aug-20
The Contract Time will be adjusted by .....		(58) Calendar Days
The new Contract Completion date, including this Change Order is therefore .....		2-Oct-20

**NOTE:** Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

**Recommended by:****Accepted by:****Authorized by:**

NA

**ARCHITECT/ENGINEER:**

By:

Date:

*Michael's Discount painting***CONTRACTOR:**

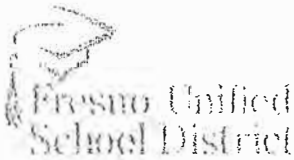
By: Michael Delavega

Date: 10/29/20

*Fresno Unified School District***OWNER:**

By: Jason Duke

Date: 10-29-20



## CHANGE ORDER

*You are directed to make the following changes in this Contract:*

**Item 1-1**

**DESCRIPTION OF CHANGE:**

Non-compensable time extension for project closeout.

Contract Completion Date prior to this change order: August 5, 2020

Date of acceptance/completion of work per Notice of Completion: October 2, 2020

Net Contract Non-Compensable Time Extension Adjustment: 58 Calendar Days

**REASON FOR CHANGE:**

Non-compensable time extension aligning Contract Completion Date with actual acceptance/completion of work, recognizing Excusable, Non-Compensable Delay.

Fresno Unified School District ("FUSD") and Contractor agree to the Net Contract Non-Compensable Time Extension Adjustment stated above as an excusable, non-compensable delay and time extension pursuant to General Requirements, including but not limited to Section 01 26 00.02 Claims for Extensions of Time. The non-compensable adjustment to the contract time set out in this closeout Change Order item shall constitute the final adjustment to the contract time allowed to Contractor arising out of work performed under this contract.

Contractor waives all claims under the contract for further compensation for extra work, delays, disruption, acceleration, constructive acceleration, cumulative impact claims, loss of productivity, equitable adjustment, and any and all other claims of any type attributable to or arising out of the work. FUSD grants such additional time in recognition of excusable and non-compensable delay associated with Contractor's work. Such granting of additional time by FUSD is solely for purposes of compromise in connection with the close-out of the contract with Contractor and resolution of all disputed and undisputed claims of Contractor, and shall not be construed as an admission by FUSD that any delay has occurred which is compensable to Contractor under the contract. FUSD shall continue to withhold project funds in the sum of \$\_0\_, for the Reserved Claims set forth below representing work of Contractor which remains outstanding or requires remediation. Additionally, Contractor acknowledges and agrees that the contract remains in full force and effect, including but not limited to all warranty and other continuing-performance obligations of Contractor, and patent and latent defects in construction, and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the contract or applicable law.

**RESERVED CLAIMS:**

Unknown, Unforeseeable, Hidden condition.

**DOCUMENT REFERENCE:**

N/A

Amount of this Change Order Item:

Increase \$0.00

Time adjustment by this Change Order Item:

Increase 58

**TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE \$0.00**

**TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE 58**

**\*\*\* End of CHANGE ORDER \*\*\***



## CHANGE ORDER

**PROJECT NAME:**

Exterior Painting at Various School Sites  
Hidalgo Elementary School  
3550 E Thomas Ave., Fresno, CA 93702

**CHANGE ORDER No. :****001**

DSA File No. :

**NA**

Application No. :

**NA****CONTRACTOR :**

Michael's Discount Painting  
369 Theresa Way  
Chula Vista, CA 91911

**DESIGNER'S PROJECT No. :****NA****FUSD BID/CONTRACT No. :****20-42/Sec A****CONTRACTOR P.O. No. :****608303A3**

*Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:*

The original Contract Sum was .....	\$	50,000.00
Net change by previously authorized Change Orders .....	\$	-
The Contract Sum prior to this Change Order was .....	\$	50,000.00
The Contract Sum will be adjusted by .....	\$	-
The new Contract Sum, including this Change Order will be .....	\$	50,000.00
The Contract Completion date prior to this Change Order was .....		5-Aug-20
The Contract Time will be adjusted by .....		(58) Calendar Days
The new Contract Completion date, including this Change Order is therefore .....		2-Oct-20

**NOTE:** Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

**Recommended by:****Accepted by:****Authorized by:**

**NA**  
**ARCHITECT/ENGINEER:**

By: \_\_\_\_\_

Date: \_\_\_\_\_

*Michael's Discount Painting*  
**CONTRACTOR:**

By: Michael Delavega

Date: 10/29/20

*Fresno Unified School District*  
**OWNER:**

By: Jason Duke

Date: 10-29-20



## CHANGE ORDER

**You are directed to make the following changes in this Contract:**

**Item 1-1**

**DESCRIPTION OF CHANGE:**

Non-compensable time extension for project closeout.

Contract Completion Date prior to this change order: August 5, 2020

Date of acceptance/completion of work per Notice of Completion: October 2, 2020

Net Contract Non-Compensable Time Extension Adjustment: 58 Calendar Days

**REASON FOR CHANGE:**

Non-compensable time extension aligning Contract Completion Date with actual acceptance/completion of work, recognizing Excusable, Non-Compensable Delay.

Fresno Unified School District ("FUSD") and Contractor agree to the Net Contract Non-Compensable Time Extension Adjustment stated above as an excusable, non-compensable delay and time extension pursuant to General Requirements, including but not limited to Section 01 26 00.02 Claims for Extensions of Time. The non-compensable adjustment to the contract time set out in this closeout Change Order item shall constitute the final adjustment to the contract time allowed to Contractor arising out of work performed under this contract. Contractor waives all claims under the contract for further compensation for extra work, delays, disruption, acceleration, constructive acceleration, cumulative impact claims, loss of productivity, equitable adjustment, and any and all other claims of any type attributable to or arising out of the work. FUSD grants such additional time in recognition of excusable and non-compensable delay associated with Contractor's work. Such granting of additional time by FUSD is solely for purposes of compromise in connection with the close-out of the contract with Contractor and resolution of all disputed and undisputed claims of Contractor, and shall not be construed as an admission by FUSD that any delay has occurred which is compensable to Contractor under the contract. FUSD shall continue to withhold project funds in the sum of \$\_0\_, for the Reserved Claims set forth below representing work of Contractor which remains outstanding or requires remediation. Additionally, Contractor acknowledges and agrees that the contract remains in full force and effect, including but not limited to all warranty and other continuing-performance obligations of Contractor, and patent and latent defects in construction, and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the contract or applicable law.

**RESERVED CLAIMS:**

Unknown, Unforeseeable, Hidden condition.

**DOCUMENT REFERENCE:**

N/A

Amount of this Change Order Item:

Increase \$0.00

Time adjustment by this Change Order Item:

Increase 58

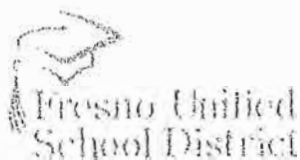
**TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE \$0.00**

**TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE 58**

**\*\*\* End of CHANGE ORDER \*\*\***



## CHANGE ORDER

**PROJECT NAME:**

Exterior Painting at Various School Sites  
Winchell Elementary School  
3722 E Lowe Ave., Fresno CA 93702

**CHANGE ORDER No. :****001**

DSA File No. :

**NA**

Application No. :

**NA****CONTRACTOR :**

Michael's Discount Painting  
369 Theresa Way  
Chula Vista, CA 91911

**DESIGNER'S PROJECT No. :****NA****FUSD BID/CONTRACT No. :****20-42/Sec A****CONTRACTOR P.O. No. :****608303A1**

*Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows.*

The original Contract Sum was .....	\$	50,000.00
Net change by previously authorized Change Orders .....	\$	-
The Contract Sum prior to this Change Order was .....	\$	50,000.00
The Contract Sum will be adjusted by .....	\$	-
The new Contract Sum, including this Change Order will be .....	\$	50,000.00
The Contract Completion date prior to this Change Order was .....		5-Aug-20
The Contract Time will be adjusted by .....	(58) Calendar Days	
The new Contract Completion date, including this Change Order is therefore .....		2-Oct-20

**NOTE:** Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

**Recommended by:****Accepted by:****Authorized by:****NA****ARCHITECT/ENGINEER:**

By:

Date:

**Michael's Discount Painting****CONTRACTOR:**

By: Michael Delavega

Date:

**10/29/20****Fresno Unified School District****OWNER:**

By: Jason Duke

Date:

**10-29-20**





## CHANGE ORDER

**You are directed to make the following changes in this Contract:**

**Item 1-1**

**DESCRIPTION OF CHANGE:**

Non-compensable time extension for project closeout.

Contract Completion Date prior to this change order: August 5, 2020

Date of acceptance/completion of work per Notice of Completion: October 2, 2020

Net Contract Non-Compensable Time Extension Adjustment: 58 Calendar Days

**REASON FOR CHANGE:**

Non-compensable time extension aligning Contract Completion Date with actual acceptance/completion of work, recognizing Excusable, Non-Compensable Delay.

Fresno Unified School District ("FUSD") and Contractor agree to the Net Contract Non-Compensable Time Extension Adjustment stated above as an excusable, non-compensable delay and time extension pursuant to General Requirements, including but not limited to Section 01 26 00.02 Claims for Extensions of Time. The non-compensable adjustment to the contract time set out in this closeout Change Order item shall constitute the final adjustment to the contract time allowed to Contractor arising out of work performed under this contract. Contractor waives all claims under the contract for further compensation for extra work, delays, disruption, acceleration, constructive acceleration, cumulative impact claims, loss of productivity, equitable adjustment, and any and all other claims of any type attributable to or arising out of the work. FUSD grants such additional time in recognition of excusable and non-compensable delay associated with Contractor's work. Such granting of additional time by FUSD is solely for purposes of compromise in connection with the close-out of the contract with Contractor and resolution of all disputed and undisputed claims of Contractor, and shall not be construed as an admission by FUSD that any delay has occurred which is compensable to Contractor under the contract. FUSD shall continue to withhold project funds in the sum of \$\_0\_ for the Reserved Claims set forth below representing work of Contractor which remains outstanding or requires remediation. Additionally, Contractor acknowledges and agrees that the contract remains in full force and effect, including but not limited to all warranty and other continuing-performance obligations of Contractor, and patent and latent defects in construction, and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the contract or applicable law.

**RESERVED CLAIMS:**

Unknown, Unforeseeable, Hidden condition.

**DOCUMENT REFERENCE:**

N/A

Amount of this Change Order Item:

**Increase \$0.00**

Time adjustment by this Change Order Item:

**Increase 58**

**TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE \$0.00**

**TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE 58**

**\*\*\* End of CHANGE ORDER \*\*\***



## CHANGE ORDER

**PROJECT NAME:**

Exterior Painting at Various School Sites  
Ahwahnee Middle School  
1127 E. Escalon Ave. Fresno, CA 93710

**CHANGE ORDER No. :****001**

DSA File No. :

**NA**

Application No. :

**NA****CONTRACTOR :**

Michael's Discount Painting  
369 Theresa Way  
Chula Vista, CA 91911

**DESIGNER'S PROJECT No. :****NA****FUSD BID/CONTRACT No. :****20-42/Sec D****CONTRACTOR P.O. No. :****608303D**

*Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:*

The original Contract Sum was .....	\$	60,000.00
Net change by previously authorized Change Orders .....	\$	-
The Contract Sum prior to this Change Order was .....	\$	60,000.00
The Contract Sum will be adjusted by .....	\$	-
The new Contract Sum, including this Change Order will be .....	\$	60,000.00
The Contract Completion date prior to this Change Order was .....		5-Aug-20
The Contract Time will be adjusted by .....		(58) Calendar Days
The new Contract Completion date, including this Change Order is therefore .....		2-Oct-20

**NOTE:** Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

**Recommended by:****Accepted by:****Authorized by:**

**NA**  
**ARCHITECT/ENGINEER:**

By: \_\_\_\_\_

Date: \_\_\_\_\_

**Michael's Discount Painting**  
**CONTRACTOR:**

By: Michael Delavega

Date: 10/29/20

**Fresno Unified School District**  
**OWNER:**

By: Jason Duke

Date: 10-29-20



## CHANGE ORDER

**You are directed to make the following changes in this Contract:**

### Item 1-1

#### DESCRIPTION OF CHANGE:

Non-compensable time extension for project closeout.

Contract Completion Date prior to this change order: August 5, 2020

Date of acceptance/completion of work per Notice of Completion: October 2, 2020

Net Contract Non-Compensable Time Extension Adjustment: 58 Calendar Days

#### REASON FOR CHANGE:

Non-compensable time extension aligning Contract Completion Date with actual acceptance/completion of work, recognizing Excusable, Non-Compensable Delay.

Fresno Unified School District ("FUSD") and Contractor agree to the Net Contract Non-Compensable Time Extension Adjustment stated above as an excusable, non-compensable delay and time extension pursuant to General Requirements, including but not limited to Section 01 26 00.02 Claims for Extensions of Time. The non-compensable adjustment to the contract time set out in this closeout Change Order item shall constitute the final adjustment to the contract time allowed to Contractor arising out of work performed under this contract.

Contractor waives all claims under the contract for further compensation for extra work, delays, disruption, acceleration, constructive acceleration, cumulative impact claims, loss of productivity, equitable adjustment, and any and all other claims of any type attributable to or arising out of the work. FUSD grants such additional time in recognition of excusable and non-compensable delay associated with Contractor's work. Such granting of additional time by FUSD is solely for purposes of compromise in connection with the close-out of the contract with Contractor and resolution of all disputed and undisputed claims of Contractor, and shall not be construed as an admission by FUSD that any delay has occurred which is compensable to Contractor under the contract. FUSD shall continue to withhold project funds in the sum of \$\_0\_, for the Reserved Claims set forth below representing work of Contractor which remains outstanding or requires remediation. Additionally, Contractor acknowledges and agrees that the contract remains in full force and effect, including but not limited to all warranty and other continuing-performance obligations of Contractor, and patent and latent defects in construction, and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the contract or applicable law.

#### RESERVED CLAIMS:

Unknown, Unforeseeable, Hidden condition.

#### DOCUMENT REFERENCE:

N/A

Amount of this Change Order Item:

Increase \$0.00

Time adjustment by this Change Order Item:

Increase 58

**TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE \$0.00**

**TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE 58**

**\*\*\* End of CHANGE ORDER \*\*\***



## CHANGE ORDER

**PROJECT NAME:**

Parking Lot Improvements at Vinland Elementary School

**CHANGE ORDER No. :****002****DSA File No. :****N 10-48****Application No. :****02-117256****CONTRACTOR :**Bush Engineering  
5828 East Harvard Avenue  
Fresno, CA 93727**DESIGNER'S PROJECT No. :****218-0132****FUSD BID/CONTRACT No. :****20-46****CONTRACTOR P.O. No. :****608385A**

*The Change Order is valid and is signed by the Designer, Contractor and Owner. The Contract is changed as follows:*

The original Contract Sum was	\$ 527,100.00
Net change by previously authorized Change Orders	\$ 24,899.51
The Contract Sum prior to this Change Order was	\$ 551,999.51
The Contract Sum will be adjusted by	\$ 16,974.07
The new Contract Sum, including this Change Order will be	\$ 568,973.58
The Contract Completion date prior to this Change Order was	20-Oct-20
The Contract Time will be adjusted by	0 Calendar Days
The new Contract Completion date, including this Change Order is therefore	20-Oct-20

**NOTE:** Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

**Recommended by:**Alan Mok Engineering  
7415 N. Palm Ave Ste 101  
Fresno, CA 93711**ARCHITECT/ENGINEER:**

By: Alan K. Mok

Date: 9/21/2020

**Accepted by:**Bush Engineering  
5828 East Harvard Avenue  
Fresno, CA 93727**CONTRACTOR:**

By:

Date: 9/22/2020

**Authorized by:**Fresno Unified School District  
4600 N. Bravley  
Fresno, CA 93722**OWNER:**

By: Alex Belanger, Asst. Sup.

Date: 9/23/2020



## CHANGE ORDER

*You are directed to make the following changes in this Contract:*

Item 1-1

**DESCRIPTION OF CHANGE:**

Slurry seal and stripe existing parking lot along Maple Avenue. Install turncated domes at accessible walkway and replace damaged utility boxes with new traffic-rated boxes and covers

**REASON FOR CHANGE:**

Existing parking lot in need of repair and was not in the original scope of work

**CHANGE CATEGORY:**

District requested change.

**DOCUMENT REFERENCE:**

COIR #009

Amount of this Change Order Item:

Increase \$ 16,974.07

Time adjustment by this Change Order Item:

Increase 0 Days

**TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE \$ 16,974.07**

**TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE 0 DAYS**

**\*\*\* End of CHANGE ORDER \*\*\***



## CHANGE ORDER

**PROJECT NAME:**

Addicott Elementary Restroom Modification  
4784 East Dayton Avenue  
Fresno, CA 93726

**CHANGE ORDER No. :****001**

DSA File No. :

**10-H8**

Application No. :

**02-117920****CONTRACTOR :**

R&amp;H Construction

**DESIGNER'S PROJECT No. :****19-84****FUSD BID/CONTRACT No. :****20-51****CONTRACTOR P.O. No. :****00000608134**

*Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows*

The original Contract Sum was .....	\$	73,420.00
Net change by previously authorized Change Orders .....	\$	
The Contract Sum prior to this Change Order was .....	\$	73,420.00
The Contract Sum will be adjusted by .....	\$	951.00
The new Contract Sum, including this Change Order will be .....	\$	74,371.00
The Contract Completion date prior to this Change Order was .....		14-Aug-20
The Contract Time will be adjusted by .....	0 days	
The new Contract Completion date, including this Change Order is therefore .....		14-Aug-20

**NOTE:** Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

**Recommended by:****SIM-PBK.**

7790 N. Palm Avenue  
Fresno, CA 93711

**ARCHITECT/ENGINEER:**

By: Raleigh Sullivan, AIA

Date: 08/14/2020**Accepted by:**

R&H Construction  
4720 N. Blythe Avenue  
Fresno, CA 93722

**CONTRACTOR:**

By: Jacob Belmont

Date: 8/14/2020**Authorized by:**

Fresno Unified School District  
4600 N. Brawley  
Fresno, CA 93722

**OWNER:**

By: Alex Belanger

Date: 10/01/2020



## CHANGE ORDER

*You are directed to make the following changes in this Contract*

Item 1-1

**DESCRIPTION OF CHANGE:**

Provide additional electric receptacle at restroom 28.

**REASON FOR CHANGE:**

Receptacle for changing table not shown in contract documents.

**CHANGE CATEGORY:**

Designer E & O.

**DOCUMENT REFERENCE:**

Bulletin 02

COR1

Amount of this Change Order Item:

Increase \$ 951.00

Time adjustment by this Change Order Item:

Increase N/A

**TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE \$ 951.00**

**TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:**

**INCREASE N/A**

\*\*\* End of CHANGE ORDER \*\*\*

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 9, 2020

**AGENDA ITEM A-13**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Ratify**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Ratify the Filing of Notices of Completion**

**ITEM DESCRIPTION:** Included in the Board binders are Notices of Completion for the following projects, which have been completed according to plans and specifications:

Bid 20-42 Section A and D, Exterior Painting at Balderas, Hidalgo and Winchell Elementary Schools and Ahwahnee Middle School

For Information Only

Original contract amount (Sections A and D): \$ 210,000

Change Order(s) previously ratified (Sections A and D): \$ 0

Contract amount (Sections A and D): \$ 210,000

Bid 20-53 Burroughs, King and Powers-Ginsburg Elementary Schools HVAC Replacement

For Information Only

Original contract amount: \$ 160,741

Change Order(s) previously ratified: \$ 13,465

Contract amount: \$ 174,206

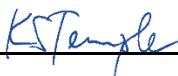
**FINANCIAL SUMMARY:** Retention funds are released in accordance with contract terms and California statutes.

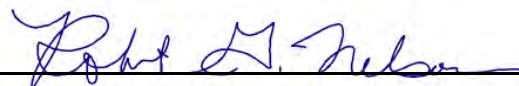
**PREPARED BY:** Edward Collins,  
Executive Director, Purchasing

**DIVISION:** Operational Services  
**PHONE NUMBER:** (559) 457-3134

**CABINET APPROVAL:** Karin Temple,  
Chief Operating Officer

**SUPERINTENDENT APPROVAL:**

  
\_\_\_\_\_

  
\_\_\_\_\_



2

**NO FEE REQUIRED**

No Fee for recording in accordance with California Government Code Sections 6103 and 27383

**RECORDING REQUESTED BY AND  
WHEN RECORDED MAIL TO:**

Fresno Unified School District  
Purchasing Department  
4498 N. Brawley Avenue  
Fresno, CA 93722



**2020-0143656**

**FRESNO County Recorder  
Paul Dictos, CPA**

**Tuesday, Oct 13, 2020 04:09:11 PM**

Titles: 1

Pages: 2

Fees: \$0.00  
CA SB2 Fee: \$0.00  
Taxes: \$0.00  
Total: \$0.00  
FRESNO UNIFIED SCHOOL DISTRICT

**NOTICE OF COMPLETION (AND ACCEPTANCE)**

Notice pursuant to Civil Code Section 9204 must be filed within 15 days after completion.

Notice is hereby given that:


1. The undersigned is owner or corporate officer of the owner if the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is **FRESNO UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is **2309 Tulare Street, Fresno, California 93721**
4. The nature of the interest or estate of the owner is: **IN FEE**

(If other than "In Fee" an insert, for example, "Purchase under contract of Purchase", "or lease")

5. A work of improvement on the property hereinafter described was accepted/completed on **October 2, 2020**.  
The work done was **Exterior Painting for Various School Sites, Sections A & D** **Bid No. 20-42.**  
*This determination of acceptance/completion shall not be construed as a waiver of the undersigned owner's rights to enforce any provision of the contract accepted/completed, including but not limited to requiring any and all punch list, testing, startup, commissioning, or other contract work to be performed in its entirety in accordance with the Contract Documents, which rights are expressly reserved by the undersigned owner.*
6. The Name of the contractor, if any, for such work of improvement was:  
**Michael's Discount Painting 369 Theresa Way, Chula Vista, CA 91911** **June 11, 2020**  
(IF NO CONTRACTOR FOR WORK OR IMPROVEMENT AS A WHOLE, INSERT "NONE") (DATE OF CONTRACT)
7. The property on which said work of improvement was completed is in the City of **Fresno**, County of **Fresno**, State of California, and is described and the address is as follows:

**See Page 2**


Date: **October 13, 2020**

  
Edward Collins, Executive Director of Purchasing  
Fresno Unified School District

**VERIFICATION**

I, the undersigned say: I am the Executive Director of Purchasing the declarant of the foregoing notice of completion (and acceptance); I have read said notice of completion (and acceptance) and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on **October 13, 2020** at **Fresno**,

  
Edward Collins, Executive Director of Purchasing  
Fresno Unified School District

## NOTICE OF COMPLETION (AND ACCEPTANCE) (Continued)

Bid No.: 20-42, Sections A & D

General Contractor: Michael's Discount Painting

Project Name: Exterior Painting for Various School Sites Sections

<u>Balderas Elementary School</u>	<u>4625 E. Florence Ave, Fresno, CA 93725</u>	<u>DSA No.: n/a</u>
<u>Hidalgo Elementary School</u>	<u>3550 E. Thomas Ave, Fresno, CA 93702</u>	<u>DSA No.: n/a</u>
<u>Winchell Elementary School</u>	<u>3722 E. Lowe Ave, Fresno, CA 93702</u>	<u>DSA No.: n/a</u>
<u>Ahwahnee Middle School</u>	<u>1127 E. Escalon Ave, Fresno, CA 93710</u>	<u>DSA No.: n/a</u>

**NO FEE REQUIRED**

No Fee for recording in accordance with California  
Government Code Sections 6103 and 27383

**RECORDING REQUESTED BY AND  
WHEN RECORDED MAIL TO:**

Fresno Unified School District  
Purchasing Department  
4498 N. Brawley Avenue  
Fresno, CA 93722



# 2020-0133475

FRESNO County Recorder  
Paul Dictos, CPA

Tuesday, Sep 29, 2020 12:45:50 PM

Titles: 1 Pages: 1

Fees: \$0.00  
CA SB2 Fee: \$0.00  
Taxes: \$0.00  
Total: \$0.00  
FRESNO UNIFIED SCHOOL DISTRICT

## NOTICE OF COMPLETION (AND ACCEPTANCE)

Notice pursuant to Civil Code Section 9204 must be filed within 15 days after completion.

Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner if the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is **FRESNO UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is **2309 Tulare Street, Fresno, California 93721**
4. The nature of the interest or estate of the owner is: **IN FEE**

(If other than "In Fee" an insert, for example, "Purchase under contract of Purchase", "or lease")

5. A work of improvement on the property hereinafter described was accepted/completed on **September 13, 2020**.  
The work done was **Burroughs, Powers-Ginsburg & King Elementary Schools HVAC Replacement**

**Bid No. 20-53.**

*This determination of acceptance/completion shall not be construed as a waiver of the undersigned owner's rights to enforce any provision of the contract accepted/completed, including but not limited to requiring any and all punch list, testing, startup, commissioning, or other contract work to be performed in its entirety in accordance with the Contract Documents, which rights are expressly reserved by the undersigned owner.*

6. The Name of the contractor, if any, for such work of improvement was:  
**Strategic Mechanical Inc. 4661 E. Commerce Ave., Fresno, CA 93725** **June 18, 2020**  
(IF NO CONTRACTOR FOR WORK OR IMPROVEMENT AS A WHOLE, INSERT "NONE") (DATE OF CONTRACT)

7. The property on which said work of improvement was completed is in the City of **Fresno**, County of **Fresno**, State of California, and is described and the address is as follows:

<b><u>Burroughs Elementary School</u></b>	<b><u>166 N. Sierra Vista Ave., Fresno, CA 93706</u></b>	<b><u>DSA No.: n/a</u></b>
<b><u>Powers-Ginsburg Elementary School</u></b>	<b><u>110 E. Swift Ave., Fresno, CA 93704</u></b>	<b><u>DSA No.: n/a</u></b>
<b><u>King Elementary School</u></b>	<b><u>1001 E. Florence Ave., Fresno, CA 93706</u></b>	<b><u>DSA No.: n/a</u></b>

Date: **September 28, 2020**

Edward Collins, Executive Director of Purchasing  
Fresno Unified School District

**VERIFICATION**

I, the undersigned say: I am the **Executive Director of Purchasing** the declarant of the foregoing notice of completion (and acceptance); I have read said notice of completion (and acceptance) and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on **September 28, 2020** at **Fresno**,

Edward Collins, Executive Director of Purchasing  
Fresno Unified School District

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-14**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Ratify**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Ratify Purchase Orders from September 1, 2020 through September 30, 2020  
– Primary Report**

**ITEM DESCRIPTION:** Included in the Board binders is information on purchase orders issued from September 1, 2020 through September 30, 2020. Purchase orders for \$10,000 or more are presented first, followed by purchase orders for less than \$10,000. A list of purchase orders issued for Associated Student Body (ASB) accounts is also provided.

Two agenda items are presented to ratify purchase orders. The first item includes the Primary Report with all purchase orders issued during the reported dates with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining purchase orders are in the Supplemental Report and presented as a second agenda item.

By segregating purchase orders in this manner, Board members with potential conflicts of interest can abstain from taking action on the Supplemental Report while still voting along with the rest of the Board on the Primary Report.

Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists.

**FINANCIAL SUMMARY:** Funding is noted on the attached pages.

**PREPARED BY:** Edward Collins,  
Executive Director, Purchasing

**DIVISION:** Operational Services  
**PHONE NUMBER:** (559) 457-3134

**CABINET APPROVAL:** Karin Temple,  
Chief Operating Officer

**SUPERINTENDENT APPROVAL:**





**THE FOLLOWING PURCHASE ORDERS ARE FOR \$10,000 OR MORE**

**PURCHASE ORDERS DATED  
SEPTEMBER 01, 2020 TO SEPTEMBER 30, 2020  
RATIFICATION DATE DECEMBER 09, 2020**

<b>VENDOR/AUTHORITY</b>	<b>DEPT</b>	<b>PO NUMBER</b>	<b>FUND</b>	<b>UNIT</b>	<b>AMOUNT</b>
1099 PRO, INC. BELOW BID LIMIT (PCC 20111)	0889	693694	030	0708	\$1,300.00
1099 PRO, INC. BELOW BID LIMIT (PCC 20111)	0889	693694	030	0709	\$5,850.00
1099 PRO, INC. BELOW BID LIMIT (PCC 20111)	0889	693694	670	0841	\$6,850.00
ACSA FOUNDATION FOR EDUC. ADMIN. BELOW BID LIMIT (PCC 20111)	0787	694029	060	6500	\$43,690.00
ADVANCED MEDICAL PERSONNEL SERVICES, LLC BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0782	693428	060	6500	\$1,258,000.00
ALTA LANGUAGE SERVICES, INC. BOE 08/12/20 A-10 (BUNDLED CONTRACTS)	0758	NR000040008	030	0178	\$17,308.00
AT&T MOBILITY BOE 06/17/20 A-14 (PIGGYBACK)	0790	AT000040027	060	6010	\$23,360.00
AT&T MOBILITY BOE 06/17/20 A-14 (PIGGYBACK)	0887	AT000040077	030	0140	\$10,000.00
ATRIADE, LLC RFQ 20-09	0920	693734	030	0672	\$39,600.00
B & H PHOTO-VIDEO, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0335	693102	060	722B	\$25,638.66
B & H PHOTO-VIDEO, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0335	693108	060	722B	\$12,460.86
BARNES & NOBLE, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0702	693060	060	9059	\$20,000.00
BEHAVIORAL INTERVENTION ASSOC. BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	1787	693114	030	0690	\$65,000.00
BLAIR CHURCH & FLYNN RFQ 20-14 SECTION 1	1561	694056	350	0913	\$28,100.00
BRINER AND SON LANDSCAPE MANAGEMENT BOE 01/08/14 A-10 (CUPCCAA)	1010	693502	140	6205	\$14,742.00
BUSH ENGINEERING, INC. BID 20-46	1470	608385A1	350	0913	\$24,899.51
BUSINESS SOFTWARE, INC. BELOW BID LIMIT (PCC 20111)	0887	693527	030	0140	\$12,358.86
BVI CONSTRUCTION, INC. BID 20-48	1100	608325A	350	0917	\$26,663.09
CA TEACHING FELLOWS FOUNDATION BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0530	693965	060	3010	\$19,654.38
CA TEACHING FELLOWS FOUNDATION BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0675	693510	030	0500	\$41,341.30

CADA CENTRAL	0725	693119	030	0171	\$25,000.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
CAL-FAST DISTRIBUTORS	0925	693070	030	7230	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
CALIF. STATE UNIVERSITY FRESNO	1891	693475	030	0716	\$14,382.28
BELOW BID LIMIT (PCC 20111)					
CAREERSAFE LLC DBA K2SHARE, LLC	0710	693129	030	0152	\$53,568.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CDW GOVERNMENT, INC.	0885	694024	030	0143	\$7,591,135.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	693048	030	0716	\$11,466.95
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	693231	030	0716	\$32,296.20
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	693238	030	0716	\$23,010.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	693613	030	0716	\$32,296.20
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	693871	030	0716	\$40,719.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1910	693426	130	5310	\$37,683.28
06/17/20 A-14 (PIGGYBACK)					
CENCAL IMPACT MENTORING	0755	693442	060	7510	\$30,000.00
RFQ 20-45					
CENTRAL SANITARY SUPPLY CO., INC.	1891	693554	030	0716	\$14,727.36
BOE 06/17/20 A-14 (PIGGYBACK)					
CENTRAL VALLEY RV REPAIR	0925	693618	030	7230	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
CERTIFIED EDUCATION CONSULTANTS INC DBA	0025	693803	030	7090	\$15,292.86
WRITING BT DESIGN					
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CHILDREN'S SERVICES NETWORK	0765	693654	060	9021	\$28,000.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
COLLEGE BOARD, THE	0852	693477	030	0315	\$198,109.00
BOE 08/12/20 A-12					
COLLEGE BOARD, THE	0852	693646	030	0315	\$437,015.00
BOE 08/12/20 A-11					
COMMITTEE FOR CHILDREN	0810	693401	030	0649	\$21,199.24
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CORWIN PRESS	1235	693341	060	3010	\$16,500.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
COUNTY OF FRESNO	1891	693505	030	0716	\$18,761.74
BELOW BID LIMIT (PCC 20111)					
CULTURAL BROKERS, INC.	0755	693449	060	7510	\$30,000.00
RFQ 20-45					
DARDEN ARCHITECTS, INC.	1150	447175	350	0913	\$27,004.00
RFQ 17-04					

DARDEN ARCHITECTS, INC. RFQ 17-04	1235	503718	350	0916	\$73,500.00
DARDEN ARCHITECTS, INC. RFQ 17-04	1335	552316	350	0916	\$45,533.00
DAVIS-MORENO CONSTRUCTION, INC. BID 21-04A	1335	693289A	350	0916	\$924,723.00
DAVIS-MORENO CONSTRUCTION, INC. BID 21-04B	1335	693289B	350	0917	\$332,404.00
DAVIS-MORENO CONSTRUCTION, INC. BID 19-41	1475	561647	350	0917	\$83,674.47
DEAF & HARD OF HEARING CTR., INC. BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0785	693961	060	6500	\$200,000.00
DIVCON, INC. BID 21-05	1235	693729	350	0916	\$1,165,000.00
DR-GRAPHIX BELOW BID LIMIT (PCC 20111)	0860	691951	030	0694	\$32,758.00
EDGENUITY, INC. BOE 9/09/20 A-9	0700	691758B	030	0606	\$118,505.00
EDUCATION AND LEADERSHIP FOUNDATION	0030	693662	030	0181	\$28,000.00
EDUCATION AND LEADERSHIP FOUNDATION BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0030	693662	030	7090	\$40,000.00
EKC ENTERPRISES, INC. BOE 01/08/14 A-10 (CUPCCAA)	0445	693723	060	3182	\$14,325.77
ELIZABETH MAGRUDER BELOW BID LIMIT (PCC 20111)	0765	694046	060	9021	\$10,000.00
ENCOURAGE TOMORROW BOE 08/12/20 A-10 (BUNDLED CONTRACTS)	0812	693297	030	0137	\$102,000.00
FACILITY INSPECTION SERVICES, INC. BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0919	693882	060	8150	\$39,370.00
FAMILY FOUNDATION COUNSELING SERVICES BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0326	693220	060	6512	\$167,200.00
FLINN SCIENTIFIC, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0700	693847	030	0606	\$87,780.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC. RFQ 17-05 SECTION 10	1335	601552	350	0916	\$16,093.75
FRESNO CHAFFEE ZOO BOE 09/09/20 A-9	0700	693609	030	0606	\$116,400.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0765	693652	060	9021	\$28,000.00
FRESNO HISTORICAL SOCIETY BOE 09/09/21 A-9	0700	693612	030	0606	\$60,000.00
GC BUILDERS BID 20-27A	1185	607821A	350	0917	\$19,010.00
GC BUILDERS BOE 01/08/14 A-10 (CUPCCAA)	1265	693197	350	0917	\$17,265.00
GC BUILDERS	1395	607821B	350	0917	\$42,354.88

BID 20-27B					
GEIL ENTERPRISES, INC.	1561	608038A	350	0913	\$41,000.00
RFP 20-31					
GND CONSULTING ENGINEER	1905	693433	400	0915	\$78,000.00
RFQ 20-14 SECTION 14					
GOLD STAR FOODS, INC.	1910	693142	130	5310	\$16,275.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	693143	130	5310	\$27,667.50
BID 20-58					
GOLD STAR FOODS, INC.	1910	693623	130	5310	\$28,405.79
BID 20-58					
GOLD STAR FOODS, INC.	1910	693625	130	5310	\$28,405.79
BID 20-58					
GOLD STAR FOODS, INC.	1910	693721	130	5310	\$16,495.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	693864	130	5310	\$31,856.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	693890	130	5310	\$21,549.22
BID 20-58					
GOLD STAR FOODS, INC.	1910	693891	130	5310	\$21,549.22
BID 20-58					
GOLD STAR FOODS, INC.	1910	693893	130	5310	\$21,549.22
BID 20-58					
GOLDEN BAY FENCE PLUS IRON WORKS, INC.	0919	693242	060	8150	\$24,682.07
BELOW BID LIMIT (PCC 20111)					
GONZALEZ ARCHITECTS, INC.	1010	693333	140	6205	\$22,000.00
RFQ 17-04					
GONZALEZ ARCHITECTS, INC.	1100	690268	140	6205	\$22,000.00
RFQ 17-04					
GONZALEZ ARCHITECTS, INC.	1105	693327	140	6205	\$22,000.00
RFQ 17-04					
GONZALEZ ARCHITECTS, INC.	1417	693332	140	6205	\$22,000.00
RFQ 17-04					
GONZALEZ ARCHITECTS, INC.	1423	693336	140	6205	\$22,000.00
RFQ 17-04					
GONZALEZ ARCHITECTS, INC.	1455	693335	140	6205	\$22,000.00
RFQ 17-04					
HAND IN HAND ENRICHMENT SERVICES	0095	693117	030	7090	\$12,087.00
HAND IN HAND ENRICHMENT SERVICES	0095	693117	060	3010	\$55,473.00
BOE 08/12/20 A-10 (BUNDLED CONTRACTS)					
HAND IN HAND ENRICHMENT SERVICES	0260	693215	030	0137	\$40,000.00
HAND IN HAND ENRICHMENT SERVICES	0260	693215	030	7090	\$13,879.00
HAND IN HAND ENRICHMENT SERVICES	0260	693215	060	3182	\$66,121.00
BOE 08/12/20 A-10 (BUNDLED CONTRACTS)					
HAND IN HAND ENRICHMENT SERVICES	0330	693024	030	7090	\$3,000.00
HAND IN HAND ENRICHMENT SERVICES	0330	693024	060	3010	\$17,000.00
BOE 08/12/20 A-10 (BUNDLED CONTRACTS)					



HORIZON	1920	693252	030	0734	\$27,518.24
BELOW BID LIMIT (PCC 20111)					
HRM USA, INC.	0700	693859	030	0606	\$10,203.64
BELOW BID LIMIT (PCC 20111)					
INTEGRATED FOOD SERVICE	1910	693894	130	5310	\$14,600.00
RFP 17-35					
LAKESHORE LEARNING MATERIALS	0765	693077	060	9063	\$49,764.09
BOE 6/17/20 A-14 (PIGGYBACK)					
LAKESHORE LEARNING MATERIALS	0765	693392	030	0192	\$14,204.11
BOE 6/17/20 A-14 (PIGGYBACK)					
LAKESHORE LEARNING MATERIALS	0765	693394	060	9063	\$17,166.30
BOE 6/17/20 A-14 (PIGGYBACK)					
LAKESHORE LEARNING MATERIALS	0785	693391	060	6500	\$23,967.74
BOE 6/17/20 A-14 (PIGGYBACK)					
LAKESHORE LEARNING MATERIALS	0785	693773	060	6500	\$23,967.74
BOE 6/17/20 A-14 (PIGGYBACK)					
LAWRENCE ENGINEERING GROUP	1505	693879	140	6205	\$76,000.00
RFQ 20-14 SECTION 3					
MARK WILSON CONSTRUCTION, INC.	1335	693843	350	0917	\$90,000.00
RFQ 20-14 SECTION 14					
MC GRAW-HILL EDUCATION, INC.	0210	693021	060	3182	\$31,459.84
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MC GRAW-HILL EDUCATION, INC.	0710	693400	030	0152	\$11,251.05
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MC GRAW-HILL EDUCATION, INC.	1748	693870	060	6300	\$115,153.62
BOE 04/27/2016 B-19					
MC GRAW-HILL EDUCATION, INC.	1748	694000	060	6300	\$28,294.80
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MCKESSON MEDICAL-SURGICAL	0730	693454	030	0188	\$160,975.61
BOE 06/17/2020 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0880	693519	030	0188	\$14,657.53
BELOW BID LIMIT (PCC 20111)					
MIND RESEARCH INSTITUTE	0535	693312	060	3010	\$10,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
NASCO EDUCATION, LLC	0727	693093	030	0168	\$22,083.31
BELOW BID LIMIT (PCC 20111)					
NAVEX GLOBAL, INC.	0852	693665	030	0679	\$68,652.92
BOE 09/16/20 A-3					
NAVEX GLOBAL, INC.	0930	693303	030	0720	\$12,997.33
BELOW BID LIMIT (PCC 20111)					
NEARPOD, INC.	0700	694028	030	0606	\$80,000.00
BELOW BID LIMIT (PCC 20111)					
NEW TEACHER CENTER	0701	693650	060	5824	\$50,000.00
BOE 08/12/20 A-10 (BUNDLED CONTRACTS)					
OFFICE DEPOT	0225	OD000040154	030	7090	\$20,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0790	OD000040795	060	6010	\$57,668.00

BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0790	OD000040796	060	4124	\$63,510.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000040698	030	0716	\$22,629.40
BOE 06/17/20 A-14 (PIGGYBACK)					
ON-SITE COUNSELING PROGRAM AT FPU	0326	693222	060	6512	\$1,700,000.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
PACIFIC GAS & ELECTRIC CO.	1920	693107	030	0734	\$14,729,000.00
PUBLIC UTILITIES (PCC 10103)					
PEDIATRIC THERAPY SVS LLC DBA THE STEPPING STONES GROUP	0782	693121A	060	6500	\$418,500.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
PITNEY BOWES GLOBAL FINANCIAL SERVICES, LLC	0896	693255	030	0762	\$155,000.00
PUBLIC AUTHORITY (PCC 10103)					
PLASTIC CONNECTIONS, INC.	1910	693622	130	5310	\$15,688.00
BELOW BID LIMIT (PCC 20111)					
PLASTIC CONNECTIONS, INC.	1910	693622A	130	5310	\$26,600.00
BELOW BID LIMIT (PCC 20111)					
QUIQ LABS	0127	693377	030	0139	\$391,600.00
BOE 05/26/20 A-4					
R & H WHOLESALE SUPPLY, INC.	0919	693309	060	8150	\$10,094.80
BELOW BID LIMIT (PCC 20111)					
RED GOLD, LLC	1910	693141	130	5310	\$55,194.72
RFP 17-35					
RED GOLD, LLC	1910	693720	130	5310	\$55,194.72
RFP 17-35					
REGENTS OF U.C. SAN FRANCISCO	1421	693340	030	7394	\$340,568.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
REVERE PACKAGING	1910	693630	130	5310	\$29,292.00
BID 20-17					
REVERE PACKAGING	1910	693634	130	5310	\$29,571.20
BID 20-17					
RICOH USA, INC.	0705	RL00006073	110	6391	\$40,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
ROSETTA STONE	0530	693066	060	3010	\$30,707.10
BOE 6/17/20 A-4 (BUNDLED CONTRACTS)					
SAGE PUBLICATIONS, INC.	0702	694038	060	9059	\$27,000.00
BELOW BID LIMIT (PCC 20111)					
SITEIMPROVE, INC.	0887	693259	030	0140	\$14,250.00
BOE 6/17/2020 A4 (BUNDLED CONTRACTS)					
SMITH MECHANICAL ELECTRICAL PLUMBING	1365	607997B	350	0917	\$13,390.00
BID 20-34B					
SPINITAR	0430	693318	030	7090	\$10,746.86
BELOW BID LIMIT (PCC 20111)					
STRATEGIC MECHANICAL, INC.	0919	693588	060	8150	\$10,395.00
BOE 01/08/14 A-10 (CUPCCAA)					

SUPPLEMENTAL HEALTHCARE	0730	691013	030	0656	\$371,412.00
BOE 06/17/20 A-4 (BUNDLED CONTRATCS)					
SUPPLEMENTAL HEALTHCARE	0781	NR000040006	060	6500	\$236,800.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
SYSCO OF CENTRAL CALIFORNIA	1910	693144	130	5310	\$25,502.40
BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	693145	130	5310	\$25,502.40
BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	693722	130	5310	\$17,045.00
BID 20-58					
T.W. PATTERSON INVESTORS	0887	693726	030	0140	\$34,119.60
BELOW BID LIMIT (PCC 20111)					
T1 SPORTS ACADEMY	0445	693456	030	0181	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
TAM+CZ ARCHITECTS, INC.	1155	496994	350	0913	\$55,500.00
RFQ 17-04					
THE HOME DEPOT PRO	1891	693518	030	0716	\$205,260.49
BOE 06/17/20 A-14 (PIGGYBACK)					
TNTP, INC.	0786	693980	060	6500	\$77,803.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
TODD COMPANIES, INC.	1100	693052	350	0917	\$14,750.00
BOE 01/08/14 A-14 (CUPCCAA)					
TOUCHMATH, LLC	1785	693808	030	0188	\$15,400.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
TPR EDUCATION, LLC	0700	693610	030	0606	\$285,000.00
BOE 09/09/20 A-9					
TRINITY SYSTEM GROUP, INC.	1235	693282	350	0917	\$254,052.00
BID 21-01					
TURNITIN, LLC	0421	693789	060	3010	\$12,455.00
INSTRUCTION MATERIALS (PCC 20118.3)					
VALLEY FENCE COMPANY	1475	693750	350	0917	\$17,651.00
BOE 01/08/14 A-10 (CUPCCAA)					
VALLEY PUBLIC TELEVISION	0700	693608	030	0606	\$264,000.00
BOE 09/09/20 A-9					
VICTOR MOLANO	0855	690561A	030	0670	\$12,500.00
BELOW BID LIMIT (PCC 20111)					
WASTE MANAGEMENT/USA WASTE	1950	693511	030	0734	\$170,000.00
BID 19-07					
WOW PRODUCTIONS	1060	693578	030	7394	\$12,500.00
BELOW BID LIMIT (PCC 20111)					
YELLOW DOG SIGNS & GRAPHICS	0860	693221	030	0694	\$37,326.42
BELOW BID LIMIT (PCC 20111)					
ZYTECH SOLUTIONS, INC.	0885	694049	030	0143	\$53,033.73
BELOW BID LIMIT (PCC 20111)					

**THE FOLLOWING PURCHASE ORDERS ARE UNDER \$10,000**

**PURCHASE ORDERS DATED  
SEPTEMBER 01, 2020 TO SEPTEMBER 30, 2020  
RATIFICATION DATE DECEMBER 09, 2020**

<b>VENDOR/AUTHORITY</b>	<b>DEPT</b>	<b>PO NUMBER</b>	<b>FUND</b>	<b>UNIT</b>	<b>AMOUNT</b>
3HMONG HERITAGE RESOURCES, LLC	0265	693865	030	7091	\$3,829.13
3HMONG HERITAGE RESOURCES, LLC	1748	693049	060	6300	\$2,317.48
4YOURCNA	0710	693046	060	6388	\$2,558.05
A R TRANSMISSION, INC.	0919	693607	060	8150	\$2,635.47
ACE TROPHY SHOP	0710	693497	030	0152	\$102.58
AGILE SPORTS TECHNOLOGIES	0055	693537	030	0172	\$6,099.00
AGILE SPORTS TECHNOLOGIES	0145	693283	030	0172	\$1,099.00
AGILE SPORTS TECHNOLOGIES	0421	694037	030	0172	\$3,249.00
ALERT SERVICES, INC.	0725	693223	030	0172	\$1,867.28
ALL AMERICAN SPORTS USA	0015	693795	030	0110	\$967.79
ALL AMERICAN SPORTS USA	0423	693015	030	0172	\$3,000.00
ALL AMERICAN SPORTS USA	0440	693469	030	0115	\$1,985.82
ALL AMERICAN SPORTS USA	0500	693315	030	0172	\$6,000.00
ALLARD'S, INC.	0185	693532	030	7090	\$1,500.00
ALLARD'S, INC.	0335	693078	030	0125	\$2,000.00
ALLARD'S, INC.	0335	693768	030	0125	\$1,500.00
ALLARD'S, INC.	0475	693712	030	7090	\$500.00
ALLARD'S, INC.	0727	693092	030	0168	\$7,028.78
ALLIED STORAGE CONTAINERS, INC.	1100	693174	350	0917	\$600.00
ALLSTATE SANITARY COMPANY	0335	693380	030	0125	\$134.84
A-MARK T-SHIRT, INC.	0185	693800	030	0172	\$1,184.49
A-MARK T-SHIRT, INC.	0185	693806	030	0172	\$574.43
A-MARK T-SHIRT, INC.	0440	693971	030	7090	\$4,500.00
A-MARK T-SHIRT, INC.	0725	693225	030	0171	\$500.00
AMERICAN MUSIC	0265	693839	030	7090	\$1,504.23
AMERICAN MUSIC	0265	693840	030	7090	\$250.00
AMERICAN MUSIC	0265	694027	030	7090	\$1,031.02
AMERICAN MUSIC	0480	693606	030	0172	\$1,295.68
AMERICAN MUSIC	0727	693938	030	0168	\$165.00
AMERICAN MUSIC	0727	693939	030	0168	\$300.00
AMERICAN MUSIC	0727	693941	030	0168	\$300.00
AMERICAN MUSIC	0727	693942	030	0168	\$150.00
AMERICAN MUSIC	0727	693943	030	0168	\$310.00
AMERICAN MUSIC	0727	693944	030	0168	\$225.00
AMERICAN MUSIC	1892	TA211010516	030	0112	\$315.00
AMPCO SYSTEMS PARKING-FRESNO	0750	693660	060	3060	\$100.00
AMPCO SYSTEMS PARKING-FRESNO	0810	693224	030	0640	\$50.00
ANA NUNEZ	0812	693538	030	0137	\$888.00
ANDERSON STRIPING AND CONSTRUCTION, INC.	1225	693207	140	6205	\$8,916.00

A-PLUS SIGNS, INC.	0440	693468	030	7090	\$4,826.77
ARIEL RAZ	0886	608478A	030	0140	\$5,000.00
ARTISAN MARKETING GROUP	0230	693472	030	0124	\$2,000.00
ARTISAN MARKETING GROUP	0240	693162	030	7090	\$3,500.00
ARTWORKZ, EMBROIDERY AND SCREEN PRINTING	0421	693164	060	722E	\$2,916.00
ASCD	0701	693130	060	5824	\$9,548.05
AT&T MOBILITY	0123	AT000040076	030	0147	\$12.55
AT&T MOBILITY	0706	AT000040082	030	0152	\$13.55
AT&T MOBILITY	0725	AT000040019	030	0173	\$240.00
AT&T MOBILITY	0755	AT000040062	030	0176	\$480.00
AT&T MOBILITY	0755	AT000040081	030	0176	\$40.86
AT&T MOBILITY	0787	AT000040060	060	6500	\$340.00
AT&T MOBILITY	0787	AT000040080	060	6500	\$12.55
AURORA WORLD, INC.	1400	693466	030	7394	\$231.17
AVID CENTER	0421	693233	060	3010	\$850.00
AVID CENTER	0423	693991	060	3182	\$4,679.00
B & H PHOTO-VIDEO, INC.	0130	693420	030	0125	\$526.26
B & H PHOTO-VIDEO, INC.	0155	693109	030	0113	\$5,926.94
B & H PHOTO-VIDEO, INC.	0710	693322	030	0152	\$883.18
B & H PHOTO-VIDEO, INC.	0860	693151	030	0694	\$339.40
B.E. PUBLISHING	0230	693584	030	0124	\$749.00
B2C FITNESS, LLC DBA BROOKBUSH INSTITUTE OF HUMAN MOVEMENT SCIENCE	0710	693135	060	6388	\$5,400.00
BALLOONS ARE EVERYWHERE, INC.	0725	693190	030	0171	\$300.00
BAND SHOPPE	0421	693088	030	0125	\$2,912.55
BANKS, JANE	0730	693352	060	5640	\$120.00
BARNES & NOBLE, INC.	0030	693402	030	7091	\$75.47
BARNES & NOBLE, INC.	0055	693824	030	7090	\$1,220.55
BARNES & NOBLE, INC.	0235	693054	030	0125	\$150.00
BARNES & NOBLE, INC.	0235	693407	030	7090	\$1,000.00
BARNES & NOBLE, INC.	0335	693828	030	0125	\$300.00
BARNES & NOBLE, INC.	0505	693742	060	3010	\$983.00
BARNES & NOBLE, INC.	0725	693055	030	0173	\$1,131.58
BARNES & NOBLE, INC.	0895	TA211034638	030	0112	\$315.00
BARNES & NOBLE, INC.	1370	693827	060	3010	\$1,000.00
BARNES & NOBLE, INC.	1550	693406	060	3010	\$1,500.00
BEACON ATHLETICS	0335	693805	030	0172	\$4,363.74
BELMONT NURSERY	0421	693524	030	0125	\$500.00
BENTLEY'S DRUM SHOP	0335	693096	030	0125	\$410.08
BERACHA, INC.	0710	693670	030	0152	\$1,253.92
BERACHA, INC.	1400	693908	030	7394	\$342.17
BEST BUY BUSINESS ADVANTAGE	0710	693110	030	0152	\$7,154.36
BIG VALLEY EMBROIDERY	0055	693969	030	0125	\$515.88
BLACK STUDENTS OF CALIFORNIA UNITED	0725	693368	030	0173	\$1,825.00
BLAIR CHURCH & FLYNN	1102	554254	350	0913	\$229.33
BLAIR CHURCH & FLYNN	1102	554273	350	0913	\$1,684.50

BLAIR CHURCH & FLYNN	1185	554986	350	0917	\$7,782.27
BLAIR CHURCH & FLYNN	1561	603661	350	0913	\$3,611.52
BLICK ART MATERIALS	0055	694007	030	0125	\$1,596.08
BOOT BARNES HOLDINGS	0925	693575	030	7230	\$1,000.00
BOOTH MACHINERY, LLC	0919	693731	060	8150	\$3,644.64
BRAINPOP.COM, LLC	0030	693277	030	0181	\$2,195.00
BRAINPOP.COM, LLC	0100	693464	030	7090	\$2,195.00
BRAINPOP.COM, LLC	0135	693099	060	3010	\$175.00
BRAINPOP.COM, LLC	0135	693189	060	3010	\$175.00
BRAINPOP.COM, LLC	0210	693910	060	3010	\$2,950.00
BRAINPOP.COM, LLC	0235	693919	030	0181	\$1,396.50
BRAINPOP.COM, LLC	0235	693919	030	0625	\$598.50
BRAINPOP.COM, LLC	0330	694020	060	3010	\$2,950.00
BRAINPOP.COM, LLC	0335	693097	030	0625	\$150.00
BRAINPOP.COM, LLC	0450	693188	060	3010	\$2,950.00
BRAINPOP.COM, LLC	0565	693040	030	7091	\$2,950.00
BRUNZELL, ANGELA	0260	693780	030	7090	\$54.54
BSN SPORTS, INC.	0030	693976	030	0172	\$982.87
BSN SPORTS, INC.	0030	693978	030	0172	\$3,518.24
BSN SPORTS, INC.	0105	694036	030	0172	\$9,000.00
BSN SPORTS, INC.	0145	693541	030	0172	\$4,700.72
BSN SPORTS, INC.	0170	693257	030	0172	\$2,625.38
BSN SPORTS, INC.	0170	693258	030	0172	\$2,625.40
BSN SPORTS, INC.	0185	693326	030	0172	\$1,447.40
BSN SPORTS, INC.	0185	693796	030	0172	\$2,572.30
BSN SPORTS, INC.	0185	693807	030	0172	\$2,449.90
BSN SPORTS, INC.	0208	693371	030	0172	\$2,766.07
BSN SPORTS, INC.	0208	693373	030	0172	\$2,293.52
BSN SPORTS, INC.	0235	693655	030	0125	\$360.00
BSN SPORTS, INC.	0480	693645	030	0172	\$744.49
BSN SPORTS, INC.	0567	693924	030	0172	\$4,000.00
BUSH ENGINEERING, INC.	1470	608385B	350	0917	\$3,138.82
CADA CENTRAL	0100	693661	030	7090	\$275.00
CADA CENTRAL	0100	693940	030	7090	\$100.00
CADA CENTRAL	0475	693228	030	0171	\$275.00
CADA CENTRAL	0575	693450	030	7090	\$275.00
CALIF COALITION OF EARLY AND MIDDLE COLLEGES	0123	693633	030	7090	\$400.00
CALIF STATE UNIVERSITY FRESNO	1510	693361	030	0188	\$217.00
CALIF. ASSOCIATION OF SKILLS USA, INC.	0710	693631	030	0152	\$50.00
CALIF. ASSOCIATION OF SKILLS USA, INC.	0710	693725	060	3550	\$2,360.00
CALIFORNIA BUSINESS MACH., INC.	0020	693256	030	7090	\$1,000.00
CALIFORNIA BUSINESS MACH., INC.	0060	693911	070	0761	\$2,586.00
CALIFORNIA DEPT OF EDUCATION	1910	690113	130	5310	\$10.00
CALIFORNIA DEPT OF EDUCATION	1910	693140	130	5310	\$912.00
CALIFORNIA DEPT OF EDUCATION	1910	693146	130	5310	\$1,400.00
CALIFORNIA DEPT OF EDUCATION	1910	693897	130	5310	\$1,788.30

CALIFORNIA DEPT OF EDUCATION	1910	693900	130	5310	\$1,500.00
CALIFORNIA DEPT OF EDUCATION	1910	693901	130	5310	\$700.00
CALIFORNIA DEPT OF EDUCATION	1910	693902	130	5310	\$1,400.00
CALIFORNIA DEPT OF EDUCATION	1910	693903	130	5310	\$2,964.00
CALIFORNIA DEPT OF EDUCATION	1910	693905	130	5310	\$700.00
CALIFORNIA SMOG REPAIR, INC.	0919	693324	680	0851	\$1,174.14
CAMBIUM LEARNING, INC.	1748	693058	060	6300	\$2,791.17
CAMBIUM LEARNING, INC.	1748	693061	060	6300	\$705.52
CAMBIUM LEARNING, INC.	1748	693063	060	6300	\$352.73
CAREERSAFE LLC DBA K2SHARE, LLC	0710	693185	030	0152	\$1,996.00
CAREERSAFE LLC DBA K2SHARE, LLC	0710	693820	030	0152	\$2,197.00
CARLINE AUTO PARTS DBA CHAINS REQUIRED	0925	690326	030	7230	\$100.00
CAROL YOUNG	0812	693540	030	0137	\$888.00
CARROLL-DAVID DIST. CO.	0919	693514	060	8150	\$4,500.22
CASC CONFERENCE	0706	693658	030	0152	\$2,901.80
CASTILLO, ERIK	0260	693781	030	7090	\$75.31
CASTRO, MARIA	0730	693286	030	0656	\$144.83
CATERING BY CHEF PEARSON	0755	693934	030	0176	\$3,000.00
CDW GOVERNMENT, INC.	0005	693157	030	7090	\$240.19
CDW GOVERNMENT, INC.	0005	693206	030	7090	\$1,248.19
CDW GOVERNMENT, INC.	0005	693328	030	7091	\$7,340.45
CDW GOVERNMENT, INC.	0005	693491	030	7091	\$125.61
CDW GOVERNMENT, INC.	0010	693269	030	7090	\$1,560.24
CDW GOVERNMENT, INC.	0015	693165	030	0110	\$399.51
CDW GOVERNMENT, INC.	0015	693331	030	0110	\$119.85
CDW GOVERNMENT, INC.	0015	693421	060	3010	\$2,184.33
CDW GOVERNMENT, INC.	0025	693199	030	7090	\$1,198.52
CDW GOVERNMENT, INC.	0025	693344	030	7090	\$3,120.47
CDW GOVERNMENT, INC.	0030	693037	030	0625	\$624.09
CDW GOVERNMENT, INC.	0030	693038	030	0181	\$624.09
CDW GOVERNMENT, INC.	0030	693425	030	0115	\$26.99
CDW GOVERNMENT, INC.	0035	693272	030	7090	\$4,191.05
CDW GOVERNMENT, INC.	0035	693998	030	7090	\$2,718.54
CDW GOVERNMENT, INC.	0035	694039	030	7090	\$439.99
CDW GOVERNMENT, INC.	0055	693366	030	7090	\$520.98
CDW GOVERNMENT, INC.	0055	693369	030	7090	\$2,086.07
CDW GOVERNMENT, INC.	0055	694031	030	7090	\$628.95
CDW GOVERNMENT, INC.	0060	693423	030	7090	\$1,248.19
CDW GOVERNMENT, INC.	0070	693343	030	7090	\$1,872.29
CDW GOVERNMENT, INC.	0070	693552	030	7090	\$534.48
CDW GOVERNMENT, INC.	0075	693853	030	7090	\$2,497.00
CDW GOVERNMENT, INC.	0090	693561	030	7091	\$1,560.24
CDW GOVERNMENT, INC.	0105	693195	030	0115	\$202.99
CDW GOVERNMENT, INC.	0105	693775	030	7090	\$936.14
CDW GOVERNMENT, INC.	0120	693043	060	3010	\$662.43
CDW GOVERNMENT, INC.	0123	693044	030	0147	\$1,055.99
CDW GOVERNMENT, INC.	0123	693044	030	7090	\$352.00

CDW GOVERNMENT, INC.	0125	692307	030	7090	\$1,187.73
CDW GOVERNMENT, INC.	0130	693030	030	7090	\$249.42
CDW GOVERNMENT, INC.	0135	693885	030	7090	\$199.75
CDW GOVERNMENT, INC.	0145	693933	030	7090	\$3,120.48
CDW GOVERNMENT, INC.	0150	693493	060	3010	\$1,560.23
CDW GOVERNMENT, INC.	0155	693367	030	7090	\$1,303.29
CDW GOVERNMENT, INC.	0155	693563	030	0113	\$1,255.34
CDW GOVERNMENT, INC.	0155	693683	030	0113	\$1,300.96
CDW GOVERNMENT, INC.	0155	693736	030	7090	\$936.14
CDW GOVERNMENT, INC.	0155	693873	030	0113	\$1,355.76
CDW GOVERNMENT, INC.	0170	693034	030	0115	\$801.71
CDW GOVERNMENT, INC.	0170	693330	030	0115	\$301.83
CDW GOVERNMENT, INC.	0170	693986	030	0171	\$171.68
CDW GOVERNMENT, INC.	0170	693992	060	3010	\$624.10
CDW GOVERNMENT, INC.	0170	694032	030	0115	\$245.00
CDW GOVERNMENT, INC.	0175	693158	060	3010	\$2,371.13
CDW GOVERNMENT, INC.	0185	693923	030	7090	\$441.62
CDW GOVERNMENT, INC.	0185	693993	060	3010	\$936.14
CDW GOVERNMENT, INC.	0188	693557	030	7090	\$1,884.47
CDW GOVERNMENT, INC.	0195	693023	030	7090	\$600.00
CDW GOVERNMENT, INC.	0208	693154	030	0110	\$799.02
CDW GOVERNMENT, INC.	0208	693370	030	7090	\$970.16
CDW GOVERNMENT, INC.	0210	693854	030	7090	\$1,565.00
CDW GOVERNMENT, INC.	0215	693203	030	7090	\$700.76
CDW GOVERNMENT, INC.	0220	693838	030	7090	\$318.52
CDW GOVERNMENT, INC.	0235	693073	030	0181	\$84.22
CDW GOVERNMENT, INC.	0235	693155	030	0181	\$696.44
CDW GOVERNMENT, INC.	0235	693166	030	0181	\$128.49
CDW GOVERNMENT, INC.	0235	693550	030	0625	\$64.25
CDW GOVERNMENT, INC.	0240	693490	030	0128	\$853.00
CDW GOVERNMENT, INC.	0240	693498	030	7090	\$1,927.35
CDW GOVERNMENT, INC.	0285	693045	030	0110	\$126.87
CDW GOVERNMENT, INC.	0285	693745	030	7090	\$71.26
CDW GOVERNMENT, INC.	0295	693198	030	7090	\$142.53
CDW GOVERNMENT, INC.	0295	693345	030	7090	\$312.05
CDW GOVERNMENT, INC.	0295	693424	030	7090	\$17.82
CDW GOVERNMENT, INC.	0305	693675	060	3010	\$624.10
CDW GOVERNMENT, INC.	0310	693994	030	7090	\$1,560.23
CDW GOVERNMENT, INC.	0320	693042	030	7090	\$156.02
CDW GOVERNMENT, INC.	0320	693042	030	7091	\$156.02
CDW GOVERNMENT, INC.	0325	693677	030	0113	\$4,680.72
CDW GOVERNMENT, INC.	0325	693983	030	0111	\$170.60
CDW GOVERNMENT, INC.	0335	693111	030	7090	\$5,617.75
CDW GOVERNMENT, INC.	0335	693671	030	7090	\$85.30
CDW GOVERNMENT, INC.	0335	693774	030	7090	\$2,517.58
CDW GOVERNMENT, INC.	0340	693072	030	7090	\$736.93
CDW GOVERNMENT, INC.	0355	693347	030	0110	\$616.00



CDW GOVERNMENT, INC.	0355	693347	030	0111	\$264.00
CDW GOVERNMENT, INC.	0355	693467	030	0110	\$109.82
CDW GOVERNMENT, INC.	0355	693999	030	7090	\$131.19
CDW GOVERNMENT, INC.	0410	693925	030	7090	\$1,248.19
CDW GOVERNMENT, INC.	0415	693987	030	0625	\$176.00
CDW GOVERNMENT, INC.	0415	693997	030	7090	\$775.26
CDW GOVERNMENT, INC.	0420	693200	030	7090	\$481.03
CDW GOVERNMENT, INC.	0422	693071	030	0110	\$736.93
CDW GOVERNMENT, INC.	0423	693036	030	0115	\$64.25
CDW GOVERNMENT, INC.	0435	693159	030	7090	\$1,292.46
CDW GOVERNMENT, INC.	0435	693548	030	7090	\$24.56
CDW GOVERNMENT, INC.	0440	693202	030	7090	\$2,111.72
CDW GOVERNMENT, INC.	0440	693555	030	7090	\$3,379.62
CDW GOVERNMENT, INC.	0440	693616	030	7090	\$1,187.25
CDW GOVERNMENT, INC.	0445	693268	030	7090	\$430.82
CDW GOVERNMENT, INC.	0450	693422	030	7090	\$936.14
CDW GOVERNMENT, INC.	0450	693489	030	7090	\$842.21
CDW GOVERNMENT, INC.	0470	693201	030	7090	\$799.02
CDW GOVERNMENT, INC.	0470	693264	030	7091	\$312.05
CDW GOVERNMENT, INC.	0470	693267	030	7090	\$312.05
CDW GOVERNMENT, INC.	0475	693026	030	7090	\$759.06
CDW GOVERNMENT, INC.	0480	693346	030	7090	\$421.10
CDW GOVERNMENT, INC.	0490	693927	030	7090	\$3,744.60
CDW GOVERNMENT, INC.	0510	693091	030	7090	\$3,234.93
CDW GOVERNMENT, INC.	0530	693205	030	0110	\$522.27
CDW GOVERNMENT, INC.	0530	693982	030	0110	\$522.33
CDW GOVERNMENT, INC.	0550	693028	030	7090	\$445.40
CDW GOVERNMENT, INC.	0550	693496	030	7090	\$1,751.89
CDW GOVERNMENT, INC.	0565	693342	030	7090	\$2,496.38
CDW GOVERNMENT, INC.	0565	693988	030	0643	\$275.07
CDW GOVERNMENT, INC.	0567	693334	030	7090	\$64.25
CDW GOVERNMENT, INC.	0617	693031	060	3010	\$142.53
CDW GOVERNMENT, INC.	0700	693506	060	3010	\$21.06
CDW GOVERNMENT, INC.	0702	693878	060	9059	\$329.46
CDW GOVERNMENT, INC.	0727	693922	030	0168	\$1,478.18
CDW GOVERNMENT, INC.	0727	693932	030	0167	\$719.65
CDW GOVERNMENT, INC.	0730	693271	030	0656	\$42.11
CDW GOVERNMENT, INC.	0755	693363	030	0176	\$275.02
CDW GOVERNMENT, INC.	0786	693858	060	6500	\$534.48
CDW GOVERNMENT, INC.	0786	693860	060	6500	\$267.24
CDW GOVERNMENT, INC.	0788	693437	060	6500	\$885.36
CDW GOVERNMENT, INC.	0788	693438	060	6500	\$295.45
CDW GOVERNMENT, INC.	0788	693439	060	6500	\$886.36
CDW GOVERNMENT, INC.	0788	693440	060	6500	\$295.45
CDW GOVERNMENT, INC.	0788	693441	060	6500	\$295.45
CDW GOVERNMENT, INC.	0788	693443	060	6500	\$295.45
CDW GOVERNMENT, INC.	0788	693444	060	6500	\$295.45

CDW GOVERNMENT, INC.	0788	693445	060	6500	\$295.45
CDW GOVERNMENT, INC.	0790	693204	030	0752	\$2,307.97
CDW GOVERNMENT, INC.	0790	693204	060	4124	\$2,307.96
CDW GOVERNMENT, INC.	0790	693990	030	0752	\$4,372.98
CDW GOVERNMENT, INC.	0812	693075	030	0137	\$538.94
CDW GOVERNMENT, INC.	0852	693436	030	0500	\$561.88
CDW GOVERNMENT, INC.	0880	693672	670	0841	\$134.96
CDW GOVERNMENT, INC.	0885	693844	030	0143	\$9,400.00
CDW GOVERNMENT, INC.	0886	693615	030	0140	\$8,148.43
CDW GOVERNMENT, INC.	0905	693771	030	0738	\$378.99
CDW GOVERNMENT, INC.	0919	693611	060	8150	\$134.97
CDW GOVERNMENT, INC.	0919	693674	060	8150	\$278.07
CDW GOVERNMENT, INC.	0930	693364	030	0720	\$42.11
CDW GOVERNMENT, INC.	1335	693641	060	3010	\$400.58
CDW GOVERNMENT, INC.	1365	693156	060	3010	\$275.07
CDW GOVERNMENT, INC.	1495	693673	060	3010	\$275.75
CDW GOVERNMENT, INC.	1891	693013	030	0716	\$3,563.18
CDW GOVERNMENT, INC.	1891	693014	030	0716	\$7,707.50
CDW GOVERNMENT, INC.	1891	693032	030	0716	\$4,319.00
CDW GOVERNMENT, INC.	1891	693614	030	0716	\$2,375.45
CDW GOVERNMENT, INC.	1891	694033	030	0716	\$4,804.89
CDW GOVERNMENT, INC.	1910	693738	130	5310	\$109.82
CELLFIX	0887	693565	030	0140	\$1,000.00
CENCAL SERVICES, INC.	0924	693513	060	8150	\$4,500.00
CENGAGE LEARNING	0710	693147	030	0152	\$8,237.95
CENTER FOR CRTL.	0475	693319	030	7090	\$7,000.00
CENTRAL VALLEY MECHANICAL	1910	693814	130	5310	\$465.00
CENTRAL VALLEY MECHANICAL	1910	693817	130	5310	\$1,130.00
CENTRAL VALLEY RV REPAIR	0919	693372	060	8150	\$1,178.30
CENTRAL VALLEY RV REPAIR	0919	693619	060	8150	\$3,208.03
CENTRAL VALLEY SPORTS, LLC	0310	693226	030	7090	\$1,000.00
CERTIPORT, INC.	0710	693695	030	0152	\$3,484.00
CEV MULTIMEDIA LTD	0230	693127	030	0124	\$750.00
CHILDS AND CO., INC.	0919	693539	060	8150	\$1,240.00
CHSSA	0395	693495	030	0125	\$100.00
CIF	0395	693103	030	0172	\$1,856.80
CIF CENTRAL SECTION	0055	693837	030	0172	\$1,169.50
CIF CENTRAL SECTION	0145	693718	030	0172	\$2,244.88
CIF CENTRAL SECTION	0145	694057	030	0172	\$1,036.25
CIF CENTRAL SECTION	0185	693053	030	0172	\$1,804.00
CIF CENTRAL SECTION	0235	693966	030	0172	\$1,342.50
CIF CENTRAL SECTION	0421	693995	030	0172	\$1,234.00
CIF STATE OFFICE	0335	693041	030	0172	\$1,569.92
CIF STATE OFFICE	0421	693035	030	0172	\$2,567.84
CINTAS CORP	0123	693564	030	0625	\$556.34
CINTAS CORP	0810	693804	030	0640	\$900.00
CITY OF FRESNO/PUBLIC WORKS FAC. MGMT.	1310	693214	350	0913	\$2,671.00

CLAREMONT HIGH SCHOOL SPEECH AND DEBATE	0055	693835	030	0125	\$170.00
CLARISSA PEREZ	0812	693542	030	0137	\$888.00
CLAY MIX	0335	693766	030	0125	\$500.00
CLAY MIX	0395	693508	030	0125	\$679.17
CLEVER PROTOTYPES, LLC	0415	693596	030	7090	\$155.76
CLEVER PROTOTYPES, LLC	0421	693470	060	722E	\$299.97
CLOVIS EAST HIGH SCHOOL	0145	693685	030	0172	\$335.00
CLOVIS HIGH SCHOOL	0145	693681	030	0172	\$365.00
CLOVIS HIGH SCHOOL	0145	693684	030	0172	\$550.00
CLOVIS STATIONERY	0553	693956	030	0133	\$100.00
CMAC	0145	693656	030	0172	\$1,700.00
COMCAST CABLE	0765	693701	060	9021	\$800.00
CORE BUSINESS INTERIORS, INC.	0852	693762	030	0500	\$1,032.60
CORWIN PRESS	0185	693577	030	7090	\$1,393.00
COUNCIL OF THE GREAT CITY	0700	693492	060	3010	\$300.00
COUNCIL OF THE GREAT CITY	0758	693778	030	7091	\$750.00
COUNCIL OF THE GREAT CITY	0860	693686	030	0694	\$150.00
COURTESY MOVING SERVICE	1020	693338	350	0913	\$1,920.00
COURTESY MOVING SERVICE	1140	694010	250	9016	\$1,720.00
COURTESY MOVING SERVICE	1250	693339	350	0913	\$2,780.00
COURTESY MOVING SERVICE	1295	693278	250	9016	\$1,720.00
COURTESY MOVING SERVICE	1320	693279	250	9016	\$1,720.00
COURTESY MOVING SERVICE	1370	693281	350	0913	\$1,720.00
CSUF FRESNO FOUNDATION	0295	693321	030	7090	\$95.00
CURRICULUM ASSOCIATES, INC.	0015	693600	030	7090	\$2,805.00
CURRICULUM ASSOCIATES, INC.	0015	693600	030	7091	\$2,805.00
D M BUSINESS MACHINES	0897	693877	030	0716	\$311.05
DAVID KAWAKAMI	0145	693280	030	7090	\$99.00
DAVID KAWAKAMI	0145	693810	030	7090	\$99.00
DAVID MOORE	0812	693543	030	0137	\$888.00
DEBATE SOCIETY OF BERKELEY	0055	693360	030	0125	\$100.00
DELAROEZ, OCTAVIO	0930	694050	030	0720	\$69.00
DEMIDEC CORPORATION	0130	693462	030	0172	\$1,357.00
DEMIDEC CORPORATION	0235	693696	030	0181	\$911.62
DEPARTMENT OF GENERAL SERVICES	0930	693487	030	0720	\$7,100.00
DEPARTMENT OF GENERAL SERVICES	0930	693488	030	0720	\$2,775.00
DERREL'S MINI STORAGE	0705	693236	110	6391	\$4,615.50
DERREL'S MINI STORAGE	0765	693235	030	0192	\$272.40
DERRICK L. NOBLE	0703	693632	030	0606	\$6,939.00
DESTINY FIGUEROA	0055	693499	070	0761	\$4,000.00
DIOSCELYN G. ROJAS-GARIN	0812	693556	030	0137	\$1,680.00
DONALD KEITH CAPPELLUTI	0185	693797	030	0172	\$2,734.03
DONALD KEITH CAPPELLUTI	0185	693799	030	0172	\$2,676.38
DUKE UNIVERSITY	0145	693357	030	7140	\$345.00
ECOLAB, INC.	0670	693227	110	6391	\$33.97
EDCITE, INC.	0395	694079	060	3010	\$7,774.00

EDCITE, INC.	1395	693926	060	3010	\$1,926.00
EDCITE, INC.	1395	693929	060	3010	\$1,963.00
EDCITE, INC.	1395	693930	060	3010	\$3,380.00
EDCITE, INC.	1395	693936	030	0500	\$1,475.00
EDCITE, INC.	1395	694019	030	0500	\$1,618.00
EDCLUB, INC.	0005	694055	030	7090	\$199.80
EDCLUB, INC.	0005	694059	030	7090	\$107.73
EDCLUB, INC. DBA TYPING CLUB	0675	693818	110	6391	\$402.00
EKC ENTERPRISES, INC.	0420	693547	030	7090	\$1,347.51
EKC ENTERPRISES, INC.	0919	693841	060	8150	\$688.88
EKC ENTERPRISES, INC.	1102	693558	350	0913	\$3,842.94
EMILY MATIAS	0812	693544	030	0137	\$888.00
EMPIRICALRESOLUTION, INC.	0100	693698	030	7090	\$640.00
ESGI, LLC	0175	693284	030	7090	\$597.00
ETA HAND2MIND	0465	693816	030	7090	\$167.04
ETA HAND2MIND	0765	693285	060	9021	\$215.84
EVERY NEIGHBORHOOD PARTNERSHIP	0860	693687	030	0693	\$5,000.00
EVERY NEIGHBORHOOD PARTNERSHIP	0860	693688	030	0693	\$5,000.00
EVERY NEIGHBORHOOD PARTNERSHIP	0860	693689	030	0693	\$5,000.00
EVERYDAY SPEECH, LLC	1785	693664	030	0188	\$3,824.83
EXPLORE LEARNING, LLC	0445	693471	030	7090	\$3,930.00
FASTENAL COMPANY	1910	693273	130	5310	\$111.83
FEDEX EXPRESS SERVICES	0897	691772A	030	0716	\$2,000.00
FIALA, VALERIE	0260	693782	030	7090	\$115.63
FIRST STRING SPORTS	0020	693260	030	0172	\$3,500.00
FIRST STRING SPORTS	0185	693647	030	0172	\$2,792.43
FIRST STRING SPORTS	0185	693648	030	0172	\$651.75
FIRST STRING SPORTS	0185	693710	030	0172	\$535.68
FIRST STRING SPORTS	0185	693711	680	0851	\$1,299.65
FIRST STRING SPORTS	0208	693787	030	0172	\$3,000.00
FIRST STRING SPORTS	0235	693874	030	0172	\$2,353.51
FIRST STRING SPORTS	0235	694023	030	0172	\$984.21
FIRST STRING SPORTS	0235	694025	030	0172	\$1,246.85
FIRST STRING SPORTS	0395	693733	030	0172	\$1,466.12
FIRST STRING SPORTS	0423	693016	030	0172	\$4,500.00
FIRST STRING SPORTS	0485	690593	030	0172	\$100.00
FLINN SCIENTIFIC, INC.	0145	693012	030	7090	\$588.91
FOCUS PACKAGING & SUPPLY CO.	1910	693892	130	5310	\$308.38
FOLLETT HIGHER EDUCATION GROUP, INC.	0125	693062	030	7090	\$1,000.00
FOLLETT SCHOOL SOLUTIONS, INC.	0075	693167	030	7090	\$2,177.32
FOLLETT SCHOOL SOLUTIONS, INC.	0421	693759	030	0625	\$2,196.75
FOLLETT SCHOOL SOLUTIONS, INC.	0567	693585	060	3010	\$109.24
FOLLETT SCHOOL SOLUTIONS, INC.	1355	693586	060	3010	\$893.24
FOLLETT SCHOOL SOLUTIONS, INC.	1748	693047	060	6300	\$5,770.18
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1090	693881	350	0917	\$940.00

FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1415	694012	350	0917	\$1,510.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1495	693880	350	0917	\$1,510.00
FOUNDATION FOR CENTRAL SCHOOLS	0860	693617	030	0693	\$500.00
FRESNO AG HARDWARE	0127	693416	030	7090	\$500.00
FRESNO AG HARDWARE	0421	693708	030	0125	\$500.00
FRESNO BEKINS	1100	608082A	350	0917	\$2,050.00
FRESNO BEKINS	1100	608083A	350	0913	\$1,900.00
FRESNO CITY COLLEGE	0120	694052	060	3010	\$247.00
FRESNO CO. PUBLIC HEALTH	1910	693635	130	5310	\$397.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS	0285	693314	030	7090	\$50.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS	0701	694074	060	3010	\$80.00
FRESNO COUNTY CLERK/REGISTRAR	1145	693637	350	0913	\$50.00
FRESNO COUNTY CLERK/REGISTRAR	1250	693639	350	0916	\$50.00
FRESNO EQUIPMENT COMPANY	0185	693504	680	0851	\$72.91
FRESNO EQUIPMENT COMPANY	0335	693106	030	7090	\$48.02
FRESNO OXYGEN	0710	693485	060	6387	\$5,441.94
FTP GOLF MANAGEMENT, LLC	0145	693717	030	0172	\$107.00
FUNWORKS/KAREN GAINES	0025	693029	030	0171	\$2,500.00
FUNWORKS/KAREN GAINES	0135	693465	030	7090	\$3,200.00
FUNWORKS/KAREN GAINES	0385	692226	030	0172	\$350.00
G W SCHOOL SUPPLY, INC.	0015	693521	030	0110	\$100.00
G W SCHOOL SUPPLY, INC.	0035	693017	030	0110	\$250.00
G W SCHOOL SUPPLY, INC.	0035	693018	030	0110	\$250.00
G W SCHOOL SUPPLY, INC.	0035	693290	030	0110	\$150.00
G W SCHOOL SUPPLY, INC.	0035	693291	030	0110	\$150.00
G W SCHOOL SUPPLY, INC.	0035	693293	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0035	693568	030	0110	\$100.00
G W SCHOOL SUPPLY, INC.	0070	693529	030	7091	\$1,000.00
G W SCHOOL SUPPLY, INC.	0098	693083	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0098	693085	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0120	694008	030	0110	\$198.00
G W SCHOOL SUPPLY, INC.	0120	694008	060	6500	\$102.00
G W SCHOOL SUPPLY, INC.	0120	694009	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0120	694013	030	0110	\$150.00
G W SCHOOL SUPPLY, INC.	0120	694015	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0120	694016	030	0110	\$150.00
G W SCHOOL SUPPLY, INC.	0155	693915	030	0113	\$756.00
G W SCHOOL SUPPLY, INC.	0200	693177	030	0110	\$175.00
G W SCHOOL SUPPLY, INC.	0200	693178	030	0110	\$175.00
G W SCHOOL SUPPLY, INC.	0210	693752	030	0110	\$200.00
G W SCHOOL SUPPLY, INC.	0250	693148	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0260	693261	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0270	693979	030	0113	\$500.00
G W SCHOOL SUPPLY, INC.	0285	693301	060	3010	\$150.00
G W SCHOOL SUPPLY, INC.	0290	693413	030	0113	\$300.00

G W SCHOOL SUPPLY, INC.	0290	693414	030	0113	\$656.00
G W SCHOOL SUPPLY, INC.	0290	693415	030	0113	\$400.00
G W SCHOOL SUPPLY, INC.	0290	693417	030	0113	\$113.00
G W SCHOOL SUPPLY, INC.	0335	693375	030	0125	\$100.00
G W SCHOOL SUPPLY, INC.	0335	693699	030	7090	\$500.00
G W SCHOOL SUPPLY, INC.	0335	694063	030	0125	\$300.00
G W SCHOOL SUPPLY, INC.	0335	694065	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0340	693080	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0340	693081	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0340	693082	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0340	693791	030	0192	\$500.00
G W SCHOOL SUPPLY, INC.	0355	693112	030	0110	\$1,000.00
G W SCHOOL SUPPLY, INC.	0355	693288	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0355	693288	030	7091	\$100.00
G W SCHOOL SUPPLY, INC.	0410	693292	030	7090	\$1,003.00
G W SCHOOL SUPPLY, INC.	0450	693957	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0450	693958	030	7090	\$250.00
G W SCHOOL SUPPLY, INC.	0500	693570	030	0110	\$150.00
G W SCHOOL SUPPLY, INC.	0550	693087	030	7090	\$175.00
G W SCHOOL SUPPLY, INC.	0550	693089	030	7090	\$175.00
G W SCHOOL SUPPLY, INC.	0550	693090	030	7090	\$175.00
G W SCHOOL SUPPLY, INC.	0553	693126	060	6500	\$100.00
G W SCHOOL SUPPLY, INC.	0565	693566	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0758	693079	030	0117	\$1,100.00
G W SCHOOL SUPPLY, INC.	0758	693374	030	0117	\$500.00
G W SCHOOL SUPPLY, INC.	0895	TA211016800	030	0112	\$315.00
G W SCHOOL SUPPLY, INC.	0895	TA211026995	030	0112	\$315.00
G W SCHOOL SUPPLY, INC.	1070	694005	030	0192	\$500.00
G W SCHOOL SUPPLY, INC.	1330	693522	060	3010	\$200.00
G W SCHOOL SUPPLY, INC.	1370	693834	060	3010	\$500.00
G W SCHOOL SUPPLY, INC.	1892	TA211006714	030	0112	\$315.00
GABRIELINO HIGH SCHOOL	0055	693836	030	0125	\$50.00
GAGAZA JR, ABSALON	0208	693447	030	0110	\$75.57
GALLS INCORPORATED	0710	693175	030	0152	\$2,439.98
GC BUILDERS	0919	693251	060	8150	\$6,450.00
GC BUILDERS	1102	693196	350	0913	\$6,175.00
GC BUILDERS	1335	693515	350	0913	\$7,380.00
GEIL ENTERPRISES, INC.	1195	693019	350	0917	\$2,016.00
GEIL ENTERPRISES, INC.	1200	693020	350	0917	\$1,500.00
GENERATION GENIUS, INC.	0195	693123	030	7090	\$495.00
GENERATION GENIUS, INC.	0270	693094	030	0113	\$95.00
GENERATION GENIUS, INC.	0330	693122	060	3010	\$795.00
GIBBS INTERNATIONAL TRUCKS	0919	693620	060	8150	\$4,242.73
GOLD STAR FOODS, INC.	1910	693627	130	5310	\$8,640.00
GOLF CAR CENTRAL SERVICE	0265	693692	030	7090	\$500.00
GOLF CAR CENTRAL SERVICE	0445	693348	030	7090	\$1,500.00
GOLF TEAM PRODUCTS	0335	693503	030	0172	\$1,767.78

GOODHEART-WILLCOX CO.	0710	693412	030	0152	\$1,349.94
GOPHER	0235	693084	030	0125	\$88.31
GOPHER	0395	693651	030	0125	\$1,496.95
GOTTSCHALK MUSIC CENTER	0130	693124	030	7090	\$4,917.18
GOTTSCHALK MUSIC CENTER	0130	693668	060	3010	\$4,975.49
GOTTSCHALK MUSIC CENTER	0130	693863	030	7090	\$6,258.23
GOTTSCHALK MUSIC CENTER	0145	693857	030	7090	\$5,309.13
GOTTSCHALK MUSIC CENTER	0727	693946	030	0168	\$325.00
GOTTSCHALK MUSIC CENTER	0727	693947	030	0168	\$245.00
GOTTSCHALK MUSIC CENTER	0727	693948	030	0168	\$400.00
GOTTSCHALK MUSIC CENTER	0727	693950	030	0168	\$225.00
GOTTSCHALK MUSIC CENTER	0727	693951	030	0168	\$240.00
GOTTSCHALK MUSIC CENTER	0727	694064	030	0168	\$300.00
GRAINGER, INC.	1891	693457	030	0716	\$66.40
GRAINGER, INC.	1891	693591	030	0716	\$129.46
GRAINGER, INC.	1891	693809	030	0716	\$343.58
GRANITE DATA SOLUTIONS	0208	693446	060	3010	\$292.61
GRANITE DATA SOLUTIONS	0270	693208	030	0113	\$194.36
GRANITE DATA SOLUTIONS	0270	693985	030	0113	\$26.09
GRANITE DATA SOLUTIONS	0785	693376	060	3315	\$574.16
GRIER, TIENESHA	0260	693785	030	7090	\$144.44
GUITAR CENTER STORE, INC.	0335	693183	030	7090	\$3,951.89
GUITAR CENTER STORE, INC.	0335	693184	030	0125	\$431.90
HARTUNIAN, DEBORAH	0260	693788	030	7090	\$23.74
HARVARD HOUSE	0105	693473	030	7090	\$1,228.74
HARVARD HOUSE	0727	693952	030	0168	\$280.00
HARVARD HOUSE	0727	693953	030	0168	\$250.00
HARVARD HOUSE	0727	693954	030	0168	\$180.00
HENRY, NIKKI	0860	693624	030	0694	\$24.00
HERMELINDA ARENAS	0812	693545	030	0137	\$888.00
HOME DEPOT	0230	693574	030	0124	\$1,500.00
HOME DEPOT	0355	693418	030	0734	\$60.00
HOME DEPOT	0395	693383	030	0172	\$1,000.00
HOME DEPOT	0421	693387	030	0171	\$500.00
HOME DEPOT	0765	693388	030	0192	\$275.00
HOME DEPOT	0895	693113	030	0716	\$160.00
HOME DEPOT	0895	693193	030	0716	\$160.00
HOME DEPOT	1400	692647	030	7394	\$250.00
HORN SHOP, THE	0727	693955	030	0168	\$400.00
HORN SHOP, THE	1400	692269	030	7394	\$500.00
HOUGHTON MIFFLIN COMPANY	0095	693763	030	7091	\$420.29
IDEMIA IDENTITY & SECURITY USA, LLC	0930	692532	030	0720	\$115.00
IDN WILCO	0919	693732	060	8150	\$3,471.05
IMANI ENTERPRISES CONSULTING, LLC	0725	693756	030	0173	\$1,483.67
IMBERI-OLIVARES, KRISTI	0852	693779	030	0679	\$77.84
INDUSTRIAL ELECTRICAL CO.	1415	693594	350	0917	\$835.00
INTELLIAS, INC.	0887	693365	030	0140	\$601.25

INTERNATIONAL FOUND. OF EMPLOYEE BENEFIT PLANS	0880	693678	670	0841	\$1,865.00
ISABEL SOTELO	0812	693553	030	0137	\$1,680.00
IVS COMPUTER TECHNOLOGY	0020	693349	030	7091	\$129.60
IVS COMPUTER TECHNOLOGY	0150	693302	030	7090	\$32.40
IVS COMPUTER TECHNOLOGY	0565	693160	030	7091	\$486.00
IXL LEARNING, INC.	0070	693973	030	7091	\$2,970.00
J AND I TWINS SUPER MARKET EL PARIAN, LLC	0445	693691	030	7090	\$760.00
J. W. PEPPER AND SONS, INC.	0727	693959	030	0168	\$530.00
J. W. PEPPER AND SONS, INC.	0727	694066	030	0168	\$100.00
J. W. PEPPER AND SONS, INC.	0145	694081	030	0172	\$697.88
J. W. PEPPER AND SONS, INC.	0145	694082	030	7090	\$761.76
J. W. PEPPER AND SONS, INC.	1060	693474	030	7394	\$300.00
J.M. EQUIPMENT CO., INC.	1910	693896	130	5310	\$2,171.19
JACKELYN ZAVALA	0812	693546	030	0137	\$888.00
JAIMES-PEREZ, JENNIFER	0260	693790	030	7090	\$120.78
JANET MICHELE HARO	0812	693549	030	0137	\$1,680.00
JCS SUPPLY	1920	693875	130	5310	\$9,313.97
JERRY KELLY	0812	693560	030	0137	\$1,680.00
JONES SCHOOL SUPPLY CO.	0423	693912	030	7090	\$481.84
JORGE LUIS ARROYO	0055	693455	060	3010	\$4,500.00
JORGE LUIS ARROYO	0125	693461	030	0124	\$4,500.00
JORGENSEN BATTERIES, INC.	0185	693234	030	0734	\$1,553.54
JOSTENS, INC.	0725	693460	030	0170	\$2,927.71
JUDIT SANCHEZ	0812	693534	030	0137	\$888.00
JUNIOR LIBRARY GUILD	0030	693587	030	0625	\$2,895.92
JUNIOR LIBRARY GUILD	0105	693904	030	0625	\$1,658.23
JUNIOR LIBRARY GUILD	1020	693700	060	3010	\$1,504.70
K&S MARKETING IMPACT INC. DBA SYMBALOO	0235	693100	030	0625	\$49.00
KSEE 24	0860	595257A	030	0694	\$4,940.00
KUCKENBECKER TRACTOR CO.	0919	693730	060	8150	\$2,185.70
LAKESHORE LEARNING MATERIALS	0035	694042	030	7090	\$135.99
LAKESHORE LEARNING MATERIALS	0155	693823	030	0113	\$676.84
LAKESHORE LEARNING MATERIALS	0785	693086	060	3385	\$387.58
LARRY A. LIVERMORE	0430	693150	030	7090	\$1,026.23
LARSON BROTHERS	0055	693161	030	0172	\$300.00
LARSON BROTHERS	0055	693702	030	7090	\$650.01
LEARNING A-Z	0060	693590	030	7090	\$1,889.55
LEARNING A-Z	0090	693812	030	7090	\$2,099.00
LEARNING A-Z	0208	693139	030	0110	\$105.45
LEARNING A-Z	0210	693872	060	3182	\$2,247.50
LEARNING A-Z	0310	694022	030	7090	\$3,792.00
LEARNING A-Z	0325	693703	030	7090	\$461.80
LEARNING A-Z	0450	693861	030	7090	\$2,119.08
LEARNING A-Z	0450	693861	060	3010	\$4,716.67
LEARNING WITHOUT TEARS	0020	693076	030	7091	\$3,011.02
LEARNING WITHOUT TEARS	0430	693403	030	7091	\$378.90



LEARNING WITHOUT TEARS	1748	693429	060	6300	\$201.73
LEARNING WITHOUT TEARS	1785	693644	030	0188	\$1,511.65
LEE, YUA	0617	693626	030	0675	\$724.64
LESLEY VALDEZ	0812	693536	030	0137	\$888.00
LINDA M. ESPINOSA	0765	694051	060	9021	\$8,000.00
LISTEN, LP	0726	693399	030	0177	\$1,608.75
LIVE SCAN FRESNO	0930	693320	030	0720	\$6,000.00
LOWE'S	0030	694048	030	0171	\$1,000.00
LOWE'S	0055	693682	070	0761	\$1,000.00
LOWE'S	0765	693246	030	0192	\$269.93
LOWE'S	1910	693115	130	5310	\$3,129.12
MADERA CO. OFFICE OF ED	0785	693605	060	6500	\$3,000.00
MAGNETAR.US, INC	0919	693520	060	8150	\$3,399.04
MAKE MUSIC, INC.	0010	693298	030	0115	\$330.00
MAKE MUSIC, INC.	0105	693476	030	7090	\$3,470.00
MAKE MUSIC, INC.	0265	693935	030	7090	\$960.00
MAKE MUSIC, INC.	0335	693296	030	7090	\$4,405.38
MAKE MUSIC, INC.	0423	693101	030	0115	\$940.00
MAKE MUSIC, INC.	0440	694077	060	3182	\$2,240.00
MAKE MUSIC, INC.	0727	693395	030	0168	\$5,780.00
MAKINGS SPORTS FLOORING, INC.	1105	693741	140	6205	\$6,500.00
MAKINGS SPORTS FLOORING, INC.	1423	693743	140	6205	\$6,375.00
MAKINGS SPORTS FLOORING, INC.	1455	693744	140	6205	\$6,425.00
MARJAREE MASON CENTER	1891	693050	030	0693	\$2,500.00
MARKERBOARD PEOPLE INC., THE	0435	693530	030	7091	\$2,612.13
MARSH & MCLENNAN AGENCY	0880	694053	680	0851	\$3,594.88
MARTINEZ, CHERYL	0730	693300	060	9039	\$424.90
MAYRA PEREZ NUNEZ	0812	693551	030	0137	\$1,680.00
MC GRAW-HILL EDUCATION, INC.	0025	693404	030	7091	\$1,198.42
MC GRAW-HILL EDUCATION, INC.	0025	693826	060	3010	\$571.82
MC GRAW-HILL EDUCATION, INC.	0188	693666	030	0188	\$7,384.50
MC GRAW-HILL EDUCATION, INC.	0355	693355	030	7090	\$3,625.29
MC GRAW-HILL EDUCATION, INC.	0380	693825	060	6500	\$116.21
MCKESSON MEDICAL-SURGICAL	0730	693458	060	5640	\$32.77
MEDCO SUPPLY CO., INC.	0395	693138	030	0172	\$458.41
MERCEDES RAYCHEL TREJO	0055	693500	070	0761	\$4,000.00
METEOR EDUCATION, LLC	0010	693275	030	0114	\$1,990.96
METEOR EDUCATION, LLC	0055	693356	030	0188	\$1,462.46
METEOR EDUCATION, LLC	0710	693876	030	0152	\$6,137.72
METEOR EDUCATION, LLC	1910	693567	130	5310	\$3,604.53
METROPOLITAN GRAPHICS	0170	693758	030	0171	\$1,500.00
MHS	0770	693753	060	6500	\$4,398.75
MICHAEL COLE ELECTRIC	0423	693724	030	7090	\$3,500.00
MII CAMISA SCREEN PRINTING	1400	693237	030	7394	\$1,000.00
MIND RESEARCH INSTITUTE	0060	693478	030	7090	\$3,999.99
MINUTEMAN PRESS	0185	693216	030	7090	\$4,433.31
MINUTEMAN PRESS	0185	693217	030	7090	\$1,628.53

MINUTEMAN PRESS	0710	693134	030	0152	\$2,500.00
MITCHELL AIR QUALITY CONSULTING	1145	693846	350	0913	\$540.00
MOBILE MINI, INC.	0335	693051	030	7090	\$9,852.72
MOBILE MINI, INC.	1010	693169	140	6205	\$329.32
MOBILE MINI, INC.	1100	693170	140	6205	\$329.32
MOBILE MINI, INC.	1105	693171	140	6205	\$329.32
MOBILE MINI, INC.	1265	553549A	350	0917	\$700.00
MOBILE MINI, INC.	1355	600630A	350	0917	\$700.00
MOBILE MINI, INC.	1417	693168	140	6205	\$445.71
MOBILE MINI, INC.	1423	693172	140	6205	\$329.32
MOBILE MINI, INC.	1455	693173	140	6205	\$253.74
MONOPRICE, INC.	0100	693350	030	7090	\$2,473.14
MONTGOMERY'S AUTOBODY	0919	693378	060	8150	\$1,570.61
MONTGOMERY'S AUTOBODY	0919	693379	060	8150	\$1,893.41
MONTGOMERY'S AUTOBODY	0919	693621	060	8150	\$682.14
MPS	0145	693869	030	7090	\$1,071.00
NACSA	0012	694060	030	0134	\$1,250.00
NACSA	0012	694062	030	0134	\$100.00
NAEA /NATIONAL ART EDUCATION ASSOC.	0619	693571	030	0138	\$55.00
NASCO EDUCATION, LLC	0395	693431	030	7090	\$619.86
NASCO EDUCATION, LLC	0395	693507	030	0125	\$635.39
NASCO EDUCATION, LLC	0727	693427	030	0169	\$848.60
NATHAN MOORE	0810	693562	030	0137	\$2,424.00
NATIONAL ENERGY DEVELOPMENT PROJECT	0145	693397	060	6385	\$9,559.38
NATIONAL RESTAURANT ASSOC.	1910	693453	130	5310	\$5,370.00
NATIONAL SPEECH AND DEBATE ASSOCIATION	0395	693362	030	0125	\$268.00
NCS PEARSON, INC.	0421	693131	060	722E	\$4,415.00
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	0880	693254	680	0851	\$9,851.00
NEWS-2-YOU, INC.	0210	693120	060	3010	\$297.00
NEWS-2-YOU, INC.	1748	694004	060	6300	\$1,531.84
NOODLETOOLS, INC.	0030	693304	030	0625	\$290.00
NOODLETOOLS, INC.	0235	693116	030	0625	\$440.00
NORMAN S. WRIGHT - DUCKWORTH	0919	693250	060	8150	\$5,614.71
NORMAN S. WRIGHT - DUCKWORTH	0919	693598	060	8150	\$2,762.54
NORTH YOSEMITE LEAGUE	0235	693964	030	0172	\$1,200.00
NUNES, TIM	0890	693353	030	0708	\$90.47
NVB EQUIPMENT, INC.	0919	690653	060	8150	\$2,500.00
OFFICE DEPOT	0005	OD000040735	030	7090	\$200.00
OFFICE DEPOT	0005	OD000040738	030	0113	\$1,356.00
OFFICE DEPOT	0005	OD000040739	030	0113	\$1,356.00
OFFICE DEPOT	0005	OD000040740	030	7090	\$200.00
OFFICE DEPOT	0005	OD000040763	030	0113	\$300.00
OFFICE DEPOT	0012	OD000040791	030	0134	\$750.00
OFFICE DEPOT	0020	OD000040337	030	0110	\$1,000.00
OFFICE DEPOT	0020	OD000040695	060	6500	\$600.00
OFFICE DEPOT	0025	OD000040672	060	3010	\$4,000.00

OFFICE DEPOT	0030	OD000040331	030	0115	\$1,500.00
OFFICE DEPOT	0035	OD000040339	030	0110	\$5,100.00
OFFICE DEPOT	0035	OD000040562	060	6500	\$200.00
OFFICE DEPOT	0035	OD000040671	060	3010	\$4,800.00
OFFICE DEPOT	0035	OD000040758	030	7090	\$2,686.43
OFFICE DEPOT	0035	OD000040759	030	7090	\$1,079.69
OFFICE DEPOT	0045	OD000040090	030	7090	\$9,000.00
OFFICE DEPOT	0045	OD000040772	030	0113	\$250.00
OFFICE DEPOT	0045	OD000040773	030	0113	\$881.00
OFFICE DEPOT	0060	OD000040696	030	7090	\$711.92
OFFICE DEPOT	0060	OD000040701	030	0110	\$217.74
OFFICE DEPOT	0060	OD000040704	030	7090	\$108.80
OFFICE DEPOT	0060	OD000040741	030	0110	\$397.93
OFFICE DEPOT	0070	OD000040762	030	0110	\$3,000.00
OFFICE DEPOT	0090	OD000040351	030	7090	\$5,000.00
OFFICE DEPOT	0100	OD000040614	030	7090	\$855.10
OFFICE DEPOT	0100	OD000040774	030	0114	\$345.51
OFFICE DEPOT	0120	694011	030	0110	\$300.00
OFFICE DEPOT	0120	OD000040563	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040564	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040565	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040566	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040567	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040569	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040572	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040573	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040574	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040575	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040673	060	6500	\$300.00
OFFICE DEPOT	0120	OD000040731	030	0110	\$300.00
OFFICE DEPOT	0120	OD000040732	030	0110	\$150.00
OFFICE DEPOT	0120	OD000040777	030	0110	\$300.00
OFFICE DEPOT	0120	OD000040778	030	0110	\$150.00
OFFICE DEPOT	0120	OD000040779	030	0110	\$300.00
OFFICE DEPOT	0140	OD000040100	030	0110	\$2,000.00
OFFICE DEPOT	0140	OD000040596	030	7090	\$86.34
OFFICE DEPOT	0140	OD000040697	030	7090	\$124.12
OFFICE DEPOT	0145	OD000040613	060	722A	\$2,000.00
OFFICE DEPOT	0145	OD000040692	030	0625	\$3,500.00
OFFICE DEPOT	0145	OD000040764	030	7090	\$1,860.97
OFFICE DEPOT	0150	OD000040734	030	0643	\$1,500.00
OFFICE DEPOT	0155	OD000040724	030	0113	\$100.00
OFFICE DEPOT	0155	OD000040725	030	0113	\$800.00
OFFICE DEPOT	0155	OD000040726	030	0113	\$725.00
OFFICE DEPOT	0155	OD000040727	030	0113	\$301.00
OFFICE DEPOT	0155	OD000040733	030	0113	\$1,196.00
OFFICE DEPOT	0155	OD000040766	030	0113	\$679.00

OFFICE DEPOT	0155	OD000040767	030	0113	\$975.00
OFFICE DEPOT	0155	OD000040768	030	0113	\$975.00
OFFICE DEPOT	0155	OD000040769	030	0113	\$975.00
OFFICE DEPOT	0155	OD000040770	030	0113	\$975.00
OFFICE DEPOT	0155	OD000040780	030	0113	\$700.00
OFFICE DEPOT	0155	OD000040792	030	0113	\$1,356.00
OFFICE DEPOT	0185	OD000040715	030	7090	\$2,000.00
OFFICE DEPOT	0185	OD000040749	030	0125	\$2,000.00
OFFICE DEPOT	0185	OD000040753	030	0125	\$2,000.00
OFFICE DEPOT	0188	OD000040713	030	7090	\$250.00
OFFICE DEPOT	0190	OD000040719	030	7140	\$3,000.00
OFFICE DEPOT	0195	OD000040369	030	7090	\$3,000.00
OFFICE DEPOT	0200	OD000040648	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040649	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040650	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040651	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040652	030	0110	\$175.00
OFFICE DEPOT	0200	OD000040653	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040654	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040655	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040656	030	0110	\$175.00
OFFICE DEPOT	0200	OD000040657	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040658	030	0110	\$175.00
OFFICE DEPOT	0200	OD000040659	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040660	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040661	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040662	030	0110	\$350.00
OFFICE DEPOT	0200	OD000040761	030	0110	\$175.00
OFFICE DEPOT	0210	OD000040760	030	0110	\$100.00
OFFICE DEPOT	0220	OD000040751	060	6010	\$162.04
OFFICE DEPOT	0225	OD000040675	060	3010	\$500.00
OFFICE DEPOT	0235	OD000040612	030	0125	\$500.00
OFFICE DEPOT	0235	OD000040617	030	0625	\$200.00
OFFICE DEPOT	0235	OD000040682	030	0125	\$155.00
OFFICE DEPOT	0235	OD000040683	030	0125	\$155.00
OFFICE DEPOT	0235	OD000040684	030	0125	\$155.00
OFFICE DEPOT	0235	OD000040705	060	6500	\$200.00
OFFICE DEPOT	0235	OD000040706	030	0125	\$810.00
OFFICE DEPOT	0235	OD000040709	030	0125	\$155.00
OFFICE DEPOT	0235	OD000040710	030	0125	\$300.00
OFFICE DEPOT	0235	OD000040712	060	6500	\$200.00
OFFICE DEPOT	0235	OD000040722	030	0125	\$230.00
OFFICE DEPOT	0290	OD000040663	030	0113	\$656.00
OFFICE DEPOT	0290	OD000040664	030	0113	\$980.00
OFFICE DEPOT	0290	OD000040665	030	0113	\$500.00
OFFICE DEPOT	0290	OD000040666	030	0113	\$1,313.00
OFFICE DEPOT	0290	OD000040667	030	0113	\$600.00

OFFICE DEPOT	0290	OD000040685	030	0113	\$701.71
OFFICE DEPOT	0290	OD000040688	030	0113	\$700.00
OFFICE DEPOT	0290	OD000040689	030	0113	\$546.00
OFFICE DEPOT	0290	OD000040690	030	0113	\$1,200.00
OFFICE DEPOT	0290	OD000040693	030	0113	\$565.00
OFFICE DEPOT	0315	OD000040677	060	3010	\$2,500.00
OFFICE DEPOT	0320	OD000040568	030	7090	\$310.48
OFFICE DEPOT	0320	OD000040568	030	7091	\$310.47
OFFICE DEPOT	0320	OD000040570	030	7090	\$299.31
OFFICE DEPOT	0320	OD000040570	030	7091	\$294.50
OFFICE DEPOT	0320	OD000040571	030	7090	\$341.57
OFFICE DEPOT	0320	OD000040571	030	7091	\$371.00
OFFICE DEPOT	0320	OD000040631	030	7090	\$373.85
OFFICE DEPOT	0320	OD000040631	030	7091	\$372.12
OFFICE DEPOT	0325	OD000040674	030	0113	\$4,000.00
OFFICE DEPOT	0335	OD000040594	030	0125	\$200.00
OFFICE DEPOT	0335	OD000040595	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040597	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040598	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040599	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040600	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040602	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040603	030	0125	\$300.00
OFFICE DEPOT	0335	OD000040615	030	0125	\$200.00
OFFICE DEPOT	0335	OD000040632	030	0125	\$200.00
OFFICE DEPOT	0335	OD000040633	030	0125	\$235.00
OFFICE DEPOT	0335	OD000040680	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040681	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040717	030	0125	\$300.00
OFFICE DEPOT	0335	OD000040720	030	7090	\$500.00
OFFICE DEPOT	0335	OD000040723	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040736	030	7090	\$862.22
OFFICE DEPOT	0335	OD000040744	030	0125	\$400.00
OFFICE DEPOT	0335	OD000040746	030	0125	\$500.00
OFFICE DEPOT	0335	OD000040752	030	0125	\$300.00
OFFICE DEPOT	0340	OD000040668	060	6500	\$200.00
OFFICE DEPOT	0340	OD000040711	030	0110	\$3,000.00
OFFICE DEPOT	0355	OD000040669	030	7090	\$100.00
OFFICE DEPOT	0355	OD000040669	030	7091	\$100.00
OFFICE DEPOT	0355	OD000040670	030	7090	\$200.00
OFFICE DEPOT	0370	OD000040246	030	7090	\$8,000.00
OFFICE DEPOT	0370	OD000040783	030	7090	\$1,500.00
OFFICE DEPOT	0385	OD000040786	060	6500	\$200.00
OFFICE DEPOT	0395	OD000040604	030	0125	\$200.00
OFFICE DEPOT	0395	OD000040618	060	722D	\$750.00
OFFICE DEPOT	0415	OD000040551	030	0115	\$69.99
OFFICE DEPOT	0417	OD000040699	030	7090	\$906.96

OFFICE DEPOT	0421	OD000040070	030	0125	\$5,000.00
OFFICE DEPOT	0421	OD000040605	030	0125	\$300.00
OFFICE DEPOT	0421	OD000040721	030	0125	\$800.00
OFFICE DEPOT	0421	OD000040742	030	7090	\$8,365.69
OFFICE DEPOT	0422	OD000040576	030	0111	\$569.00
OFFICE DEPOT	0445	OD000040076	030	7090	\$4,000.00
OFFICE DEPOT	0450	OD000040606	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040607	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040608	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040609	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040610	030	0110	\$150.00
OFFICE DEPOT	0450	OD000040611	030	0110	\$150.00
OFFICE DEPOT	0450	OD000040619	030	0110	\$150.00
OFFICE DEPOT	0450	OD000040620	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040621	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040623	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040624	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040625	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040626	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040627	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040628	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040629	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040630	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040634	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040635	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040636	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040637	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040638	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040639	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040640	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040641	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040642	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040643	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040644	030	0110	\$150.00
OFFICE DEPOT	0450	OD000040645	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040646	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040647	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040676	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040694	030	0110	\$300.00
OFFICE DEPOT	0450	OD000040765	030	0110	\$300.00
OFFICE DEPOT	0465	OD000040319	030	7090	\$5,500.00
OFFICE DEPOT	0465	OD000040577	030	7090	\$200.00
OFFICE DEPOT	0470	OD000040789	030	0110	\$1,000.00
OFFICE DEPOT	0480	OD000040270	030	0110	\$1,300.00
OFFICE DEPOT	0480	OD000040700	030	7090	\$146.85
OFFICE DEPOT	0480	OD000040790	030	7090	\$172.72
OFFICE DEPOT	0485	OD000040589	060	6500	\$200.00

OFFICE DEPOT	0485	OD000040590	060	6500	\$200.00
OFFICE DEPOT	0485	OD000040591	060	6500	\$200.00
OFFICE DEPOT	0490	OD000040592	030	0110	\$2,000.00
OFFICE DEPOT	0550	OD000040578	030	7090	\$175.00
OFFICE DEPOT	0550	OD000040579	030	7090	\$175.00
OFFICE DEPOT	0550	OD000040580	030	7090	\$350.00
OFFICE DEPOT	0550	OD000040581	030	7090	\$350.00
OFFICE DEPOT	0550	OD000040582	030	7090	\$350.00
OFFICE DEPOT	0550	OD000040583	030	7090	\$350.00
OFFICE DEPOT	0550	OD000040584	030	7090	\$350.00
OFFICE DEPOT	0550	OD000040585	030	7090	\$175.00
OFFICE DEPOT	0550	OD000040586	030	7090	\$2,000.00
OFFICE DEPOT	0550	OD000040587	030	7090	\$350.00
OFFICE DEPOT	0550	OD000040588	030	7090	\$350.00
OFFICE DEPOT	0550	OD000040794	060	6500	\$200.00
OFFICE DEPOT	0565	OD000040686	030	7090	\$2,308.12
OFFICE DEPOT	0565	OD000040687	060	3010	\$1,024.90
OFFICE DEPOT	0567	OD000040716	060	3010	\$500.00
OFFICE DEPOT	0567	OD000040788	060	6500	\$300.00
OFFICE DEPOT	0575	OD000040679	030	0115	\$3,000.00
OFFICE DEPOT	0700	OD000040341	030	0606	\$500.00
OFFICE DEPOT	0710	OD000040601	030	0152	\$1,295.67
OFFICE DEPOT	0710	OD000040743	030	0152	\$622.97
OFFICE DEPOT	0725	OD000040616	030	0171	\$500.00
OFFICE DEPOT	0727	OD000040302	030	0168	\$5,500.00
OFFICE DEPOT	0727	OD000040546A	030	0168	\$5,623.07
OFFICE DEPOT	0727	OD000040754	030	0168	\$200.00
OFFICE DEPOT	0727	OD000040755	030	0168	\$210.00
OFFICE DEPOT	0727	OD000040756	030	0168	\$160.00
OFFICE DEPOT	0727	OD000040757	030	0168	\$100.00
OFFICE DEPOT	0727	OD000040771	030	0167	\$2,353.75
OFFICE DEPOT	0810	OD000040707	030	0640	\$340.72
OFFICE DEPOT	0810	OD000040718	030	0640	\$459.15
OFFICE DEPOT	1020	OD000040728	060	3010	\$250.00
OFFICE DEPOT	1060	OD000040702	030	7394	\$100.27
OFFICE DEPOT	1060	OD000040703	030	7394	\$1,532.71
OFFICE DEPOT	1070	OD000040776	060	3010	\$500.00
OFFICE DEPOT	1220	OD000040781	060	3010	\$700.00
OFFICE DEPOT	1355	OD000040678	060	3010	\$1,000.00
OFFICE DEPOT	1365	OD000040782	060	3010	\$200.00
OFFICE DEPOT	1370	OD000040784	060	3010	\$600.00
OFFICE DEPOT	1385	OD000040785	060	3010	\$600.00
OFFICE DEPOT	1435	OD000040730	060	3010	\$500.00
OFFICE DEPOT	1460	OD000040729	030	0192	\$500.00
OFFICE DEPOT	1460	OD000040787	060	3010	\$500.00
OFFICE DEPOT	1565	OD000040280	060	3010	\$500.00
OFFICE DEPOT	1891	OD000040593	030	0716	\$537.72

OFFICE DEPOT	1895	OD000040268	030	0717	\$39.99
OFFICE DEPOT	1910	OD000040708	130	5310	\$863.75
OFFICE DEPOT	1910	OD000040748	130	5310	\$112.28
OFFICE DEPOT	1910	OD000040775	130	5310	\$320.56
OKLAHOMA STATE UNIVERSITY	0710	693039	030	0152	\$3,060.00
OLIVER, CHARLIE	0055	693848	030	0171	\$100.00
ORGANIZATIONAL SERVICES, INC.	0710	693323	030	0152	\$135.00
ORTIZ, IRMA	0385	693851	030	0171	\$109.02
OVERDRIVE, INC.	0030	693410	030	0625	\$2,000.00
OVERDRIVE, INC.	0055	693831	030	0625	\$4,999.00
OVERDRIVE, INC.	0105	693830	030	0625	\$4,999.00
OVERDRIVE, INC.	0423	693409	030	0625	\$2,500.00
OVERDRIVE, INC.	0475	693011	030	0625	\$5,000.00
OVERDRIVE, INC.	0567	693411	060	3010	\$1,961.57
OVERDRIVE, INC.	0701	693389	060	5827	\$3,495.00
OVERDRIVE, INC.	1095	693862	060	3010	\$5,000.00
OVERDRIVE, INC.	1370	693829	060	3010	\$3,000.00
OVERDRIVE, INC.	1435	693832	060	3010	\$3,000.00
OXFORD UNIV. PRESS, INC.	1748	693535	060	6300	\$7,740.92
PACHELBEL, CHERYL	0260	693792	030	7090	\$85.78
PACIFIC COAST ASSOC. PHYSICAL PLANT ADMIN.	0919	693981	060	8150	\$79.90
PAR, INC.	0785	693761	680	0851	\$2,433.16
PARC	0924	693525	060	8150	\$3,942.01
PARTY WORKS/ BLACKSTONE	0055	693186	030	0171	\$500.00
PATITA'S PRINT AND APPAREL	0335	693136	030	0172	\$2,500.00
PATITA'S PRINT AND APPAREL	0335	693316	030	0172	\$726.94
PAUL H. BROOKES PUBLISHING CO., INC.	0785	693748	060	3385	\$391.38
PEACE WORKS, INC.	0025	693305	030	7090	\$3,500.00
PEACE WORKS, INC.	0100	694021	030	0625	\$3,000.00
PEACE WORKS, INC.	0150	693962	030	0643	\$1,695.14
PEACE WORKS, INC.	0290	693179	030	0113	\$213.00
PEACE WORKS, INC.	0290	693180	030	0113	\$213.00
PEACE WORKS, INC.	0290	693181	030	0113	\$200.00
PEACE WORKS, INC.	0290	693182	030	0113	\$213.00
PEACE WORKS, INC.	0340	691308	030	7090	\$1,000.00
PEACE WORKS, INC.	0440	693899	030	7090	\$1,500.00
PEACE WORKS, INC.	0440	693907	030	7091	\$500.00
PEACE WORKS, INC.	0510	693393	030	7090	\$518.74
PEACE WORKS, INC.	1892	TA211041035	030	0112	\$315.00
PEARSON ASSESSMENTS	0770	693582	060	6500	\$2,872.14
PEARSON ASSESSMENTS	0785	693968	060	6500	\$3,172.23
PEARSON ASSESSMENTS	0785	693970	680	0851	\$1,850.34
PEDIATRIC THERAPY SVS., LLC DBA THE STEPPING STONES GROUP	0770	692438A	060	6500	\$8,500.00
PETUNIA'S PLACE	0060	693963	030	0625	\$427.11
PETUNIA'S PLACE	0475	691906	030	0625	\$2,000.00



PETUNIA'S PLACE	0895	TA211027981	030	0112	\$315.00
PETUNIA'S PLACE	0895	TA211071996	030	0112	\$315.00
PETUNIA'S PLACE	1330	693064	060	3010	\$500.00
PETUNIA'S PLACE	1385	693916	060	3010	\$300.00
PETUNIA'S PLACE	1435	693408	060	3010	\$1,000.00
PHONAK, LLC.	0788	694075	060	6500	\$1,623.85
PHONAK, LLC.	0788	694076	060	6500	\$608.46
PITNEY BOWES	0880	693526	670	0841	\$71.52
PLAYERS CHOICE MOUNDS	0335	693209	030	0172	\$1,013.00
POLL EVERYWHERE, INC.	0810	693306	030	0649	\$1,000.00
PRICE PHILANTHROPIES FOUNDATION	0850	693033	030	0674	\$1,200.00
PRICELESS KREATIONS	0510	693751	030	7090	\$606.87
PRINTASaurus	0145	693452	060	722A	\$4,000.00
PROCLEAN SUPPLY CO.	0895	693435	030	0716	\$474.96
PRO-ED, INC.	0785	693822	060	3315	\$645.27
PRO-ED, INC.	0785	693822	060	6510	\$645.27
PROJECT SUPPORT SERVICES, INC.	1905	599359	350	0913	\$2,550.00
PRO-SCREEN, INC. SIGNS & GRAPHICS	0325	693972	030	7090	\$245.67
PRO-SCREEN, INC. SIGNS & GRAPHICS	0335	693451	030	0172	\$103.92
PRO-TUFF DECALS	0335	693152	030	0172	\$20.00
QUIA CORPORATION	0100	693187	030	7090	\$1,900.00
R/G AWARD SYSTEMS	0185	693219	030	0172	\$712.64
R/G AWARD SYSTEMS	0185	693821	030	0172	\$932.36
R/G AWARD SYSTEMS	0440	693163	030	7090	\$2,000.00
RAINDANCE PRESS, INC.	0270	691118A	060	3010	\$2,042.76
REALLY GOOD STUFF, INC.	0290	693480	030	0113	\$271.05
REALLY GOOD STUFF, INC.	0796	693593	030	0667	\$1,951.44
RED TRIANGLE OIL CO.	0919	693728	060	8150	\$1,000.00
RED WING SHOES	0925	693576	030	7230	\$1,000.00
REFRIGERATION SUPP. DIST.	0919	693419	060	8150	\$2,246.84
REGREEN, INC.	1075	562041B	350	0917	\$299.40
REGREEN, INC.	1145	562042C	350	0917	\$7,184.16
REGREEN, INC.	1185	562040A	350	0917	\$2,451.00
REGREEN, INC.	1210	562040B	350	0917	\$399.20
REGREEN, INC.	1305	562042E	350	0917	\$4,661.12
REGREEN, INC.	1423	562041F	350	0917	\$5,223.68
REGREEN, INC.	1430	562041D	350	0917	\$3,012.84
REMIND101, INC.	0475	693842	030	7091	\$2,080.00
RENAISSANCE LEARNING, INC.	0025	693783	030	7090	\$8,005.00
RENAISSANCE LEARNING, INC.	0250	691438	060	3010	\$1,087.50
RENAISSANCE LEARNING, INC.	0290	693602	060	3010	\$6,800.00
RENAISSANCE LEARNING, INC.	0565	693132	030	7091	\$5,590.00
RIBBONS GALOR, INC.	0565	693501	030	7090	\$169.21
RICHARDS INSTITUTE OF RESEARCH AND EDUCATION	0727	694061	030	0167	\$2,400.00
RICOH USA, INC.	0075	RL00006024	030	7090	\$1,860.00
RICOH USA, INC.	0100	RL00006056	030	0115	\$332.00

RICOH USA, INC.	0200	RL00006084	030	0111	\$460.36
RICOH USA, INC.	0215	RL00006097	030	0110	\$460.36
RICOH USA, INC.	0370	RL00006248	030	7090	\$2,609.64
RICOH USA, INC.	0505	RL00006242	030	0115	\$332.60
RICOH USA, INC.	0758	RL00006149	030	7091	\$9,178.76
RICOH USA, INC.	0895	RL00006230	060	6300	\$381.96
RICOH USA, INC.	0925	RL00006218	030	7230	\$460.36
RIDDELL/ALL AMERICAN SPORTS CORP.	0185	693649	030	0172	\$3,996.86
RIDDELL/ALL AMERICAN SPORTS CORP.	0235	693855	030	0172	\$3,754.91
RIPPLE EFFECTS, INC.	0170	693974	060	3182	\$6,750.00
RMA GEOSCIENCE, INC.	1102	561942	350	0913	\$64.77
RMA GEOSCIENCE, INC.	1470	595398	350	0913	\$2,000.00
ROBERT HALF INTERNATIONAL, INC.	0887	693211	030	0140	\$5,704.00
ROCHESTER 100, INC.	0460	691767	030	7090	\$80.00
ROCKLER COMPANIES, INC.	0919	693735	060	8150	\$5,663.28
ROGER'S PAINTING, INC.	1415	693192	140	6205	\$3,700.00
ROSEN PUBLISHING GROUP	0235	694067	030	0625	\$795.00
RUSH ADVERTISING	0530	693967	030	0643	\$1,500.00
RUSH ADVERTISING	0567	693760	030	7090	\$4,000.00
S AND D RESTORATION	0880	692227	680	0851	\$5,768.41
S/P2	0710	693707	060	6388	\$299.00
SALEM ENGINEERING GROUP, INC.	1561	693434	350	0913	\$4,095.00
SANGER HIGH SCHOOL	0145	693104	030	0172	\$375.00
SANTA CLARA CO.OFFICE OF ED.	0785	693299	060	3326	\$1,192.00
SAVE MART SUPERMARKETS	0210	SM48101-7393A	030	7090	\$80.61
SAVE MART SUPERMARKETS	0285	SM48101-9050A	030	7090	\$11.96
SAVE MART SUPERMARKETS	0395	SM48101-8508A	030	7090	\$3.59
SAVE MART SUPERMARKETS	0423	SM48101-9209A	030	7090	\$37.96
SAVE MART SUPERMARKETS	0485	SM48101-8532A	030	7090	\$8.85
SAVVAS LEARNING COMPANY, LLC	0710	693059	030	0152	\$3,520.25
SAVVAS LEARNING COMPANY, LLC	0710	693405	030	0152	\$8,046.30
SCHOLASTIC BOOK CLUBS	0290	693866	030	0113	\$150.00
SCHOLASTIC BOOK CLUBS	0485	693867	060	6500	\$200.00
SCHOLASTIC MAGAZINE	0070	693716	060	3010	\$4,642.40
SCHOLASTIC MAGAZINE	0188	693307	060	3010	\$260.98
SCHOLASTIC MAGAZINE	0195	693056	030	7090	\$8,279.89
SCHOLASTIC MAGAZINE	0260	694017	030	7090	\$145.20
SCHOLASTIC MAGAZINE	0430	693898	030	7090	\$1,284.28
SCHOLASTIC MAGAZINE	0480	693128	060	3182	\$5,231.61
SCHOLASTIC MAGAZINE	0500	693481	030	7090	\$1,877.49
SCHOLASTIC MAGAZINE	0530	693704	030	7090	\$1,048.60
SCHOOL HEALTH CORPORATION	1892	TA211026417	030	0112	\$315.00
SCHOOL MATE	0423	693755	030	7090	\$341.20
SCHOOL OUTFITTERS	0100	693351	060	6010	\$912.24
SCHOOL SERVICES OF CALIF. INC.	0795	693801	030	0500	\$240.00
SCHOOL SERVICES OF CALIF. INC.	0795	693801	060	3010	\$480.00
SCHOOL SERVICES OF CALIF. INC.	0875	693680	030	0700	\$240.00

SCHOOL SERVICES OF CALIF. INC.	0890	693229	030	0708	\$1,925.00
SCHOOL SERVICES OF CALIF. INC.	0890	693693	030	0708	\$720.00
SCHOOL SPECIALTY	0155	693714	030	0113	\$556.00
SCHOOL SPECIALTY	0155	693813	030	0113	\$600.00
SCHOOL SPECIALTY	0155	693914	030	0113	\$656.00
SCHOOL SPECIALTY	0785	693210	060	6500	\$227.17
SCHOOL SPECIALTY	0785	693262	060	6500	\$227.17
SCHOOL SPECIALTY	1060	693212	030	7394	\$266.91
SCHOOL SPECIALTY, INC.	0155	599164A	030	7090	\$1,697.37
SCHOOL SPECIALTY, INC.	0195	693884	030	7090	\$88.71
SCHOOL SPECIALTY, INC.	0355	693977	030	0171	\$404.96
SCHOOL SPECIALTY, INC.	0758	693592	030	0117	\$1,000.00
SCHOOL SPECIALTY, INC.	0905	693022	030	0738	\$9,900.00
SCOTTIE HARRIS	0812	693533	030	0137	\$888.00
SERVICE ALARM CO.	0795	693244	060	3010	\$640.00
SERVICE ALARM CO.	0795	693463	060	3010	\$460.00
SEWER CABLE EQUIPMENT COMPANY	0919	693248	060	8150	\$8,276.02
SIERRA SCHOOL EQUIPMENT CO.	1010	694014	140	6205	\$1,200.00
SIERRA SCHOOL EQUIPMENT CO.	1100	694045	140	6205	\$1,200.00
SIERRA SCHOOL EQUIPMENT CO.	1105	694041	140	6205	\$1,200.00
SIERRA SCHOOL EQUIPMENT CO.	1423	694043	140	6205	\$1,200.00
SIERRA SCHOOL EQUIPMENT CO.	1455	694040	140	6205	\$1,200.00
SIGNET TECHNOLOGIES, INC.	0919	605547A	060	8150	\$9,871.97
SMART & FINAL	0852	693690	030	0500	\$600.00
SMITH, JENNIFER	0340	693095	030	0110	\$46.70
SMITH, JENNIFER	0340	693448	030	0110	\$58.35
SMITH, TAMMY	0260	693793	030	7090	\$66.53
SMORE	0701	693274	060	5824	\$999.00
SOCCER & LIFESTYLE, INC.	0335	693802	030	0172	\$699.14
SOCCER EXPRESS	0185	693772	030	0172	\$499.76
SOUND CONTRACTING	0417	691572	030	7090	\$144.84
SOUND CONTRACTING	0440	693719	030	7090	\$500.00
SOUTHWEST SCHOOL SUPPLY	1891	693642	030	0716	\$421.10
SPINITAR	0305	693430	030	0110	\$1,003.43
SPINITAR	0365	693747	030	7091	\$689.83
SPINITAR	0510	693640	030	7090	\$971.13
SPINITAR	0535	694026	030	0110	\$1,607.99
SPINITAR	0567	693153	030	0110	\$589.82
SPINITAR	0758	693317	030	0117	\$1,182.84
SPINITAR	0758	693337	060	4203	\$1,000.00
SPORT SCOPE, INC.	0055	694044	030	0172	\$4,580.30
STAR AUTISM SUPPORT, INC.	0020	693920	030	7090	\$1,698.40
STAR AUTISM SUPPORT, INC.	0785	693133	060	3315	\$412.91
STARFALL PUBLICATIONS	0150	693310	060	6500	\$150.00
STARFALL PUBLICATIONS	0175	693308	030	7090	\$270.00
STARFALL PUBLICATIONS	0310	693125	030	7090	\$270.00
STARFALL PUBLICATIONS	0567	693482	030	7090	\$270.00

STATE ARCHITECT, DIVISION OF	1230	693176	350	0917	\$4,205.19
STATE ARCHITECT, DIVISION OF	1905	693638	350	0913	\$1,250.00
STRATEGIC MECHANICAL, INC.	0919	692816	060	8150	\$2,999.00
STRATEGIC MECHANICAL, INC.	1415	607992	140	6205	\$7,270.78
STUDIES WEEKLY, INC.	0025	693483	030	7090	\$1,098.00
STUDIES WEEKLY, INC.	0095	693909	030	7090	\$720.75
STUDIES WEEKLY, INC.	0530	693709	030	7090	\$978.58
STUDIES WEEKLY, INC.	1195	693311	060	3010	\$1,459.28
SUNSET LANDSCAPES, INC.	1150	693595	350	0913	\$900.00
SUNSET LANDSCAPES, INC.	1335	693737	350	0917	\$5,570.00
SUNSET LANDSCAPES, INC.	1475	693295	350	0917	\$9,264.00
SUPERIOR TEXT, LLC	0095	693757	030	7090	\$258.49
SUPERIOR TEXT, LLC	0470	693754	030	7090	\$141.81
SUPERIOR TEXT, LLC	0701	693657	060	3010	\$1,893.88
SUPERIOR TEXT, LLC	0701	693776	060	3010	\$1,398.55
SUPERIOR TEXT, LLC	0701	693886	030	0193	\$518.28
SUPERIOR TEXT, LLC	0701	693887	030	0193	\$278.47
SUPERIOR TEXT, LLC	1748	690267	060	6300	\$139.98
SWEETWATER MUSIC	0105	694047	030	7090	\$85.30
SWIM SUITS WEST	0185	693263	030	0172	\$845.44
SWIM SUITS WEST	0185	693265	030	0172	\$1,478.93
SWIM SUITS WEST	0185	693266	030	0172	\$1,526.44
SWIM SUITS WEST	0185	693325	030	0172	\$1,258.41
SYSCO OF CENTRAL CALIFORNIA	1910	693245	130	5310	\$2,603.36
SYSCO OF CENTRAL CALIFORNIA	1910	693989	130	5310	\$2,471.55
TALX CORPORATION	0930	693659	030	0720	\$2,500.00
TAM + CZ	0895	693769	030	0716	\$840.00
TAYLOR HOUSEMAN, INC.	0145	693850	030	0172	\$255.00
TEACHER CREATED MATERIALS PUB.	0750	693057	060	3060	\$3,052.50
TEXTBOOK WAREHOUSE, LLC	0811	693739	030	0130	\$4,875.20
THE BASIX	0185	693232	030	0172	\$114.54
THE COLLEGE BOARD	0412	693868	060	4035	\$150.00
THE HOME DEPOT PRO	1891	607777	030	0716	\$480.10
THE HOME DEPOT PRO	1891	691693	030	0716	\$5,700.37
THE HOW MANY WINS FOUNDATION	0100	693512	030	7090	\$3,000.00
THE MOWERS EDGE	0235	693663	680	0851	\$285.04
THE MOWERS EDGE	1891	693589	030	0716	\$204.61
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0150	693517	030	0171	\$272.09
THOMAS LUNA	0812	693559	030	0137	\$1,680.00
TOUCHLINE SOFTWARE, INC.	0725	693569	030	0173	\$365.00
TOUCHMATH, LLC	1748	694030	060	6300	\$885.09
TOUCHMATH, LLC	1748	694035	060	6300	\$2,935.07
TOUCHMATH, LLC	1748	694070	060	6300	\$1,559.86
TOUCHMATH, LLC	1748	694071	060	6300	\$1,559.86
TROXELL COMMUNICATIONS	0145	694006	060	4124	\$1,972.18
TROXELL COMMUNICATIONS	0185	694001	060	4124	\$1,972.18

TROXELL COMMUNICATIONS	0335	694003	060	4124	\$1,972.18
TROXELL COMMUNICATIONS	0421	694002	060	4124	\$1,972.18
ULINE	0195	693636	030	7090	\$142.51
UNITED REFRIGERATION, INC.	0919	693253	060	8150	\$1,614.58
UNITED REFRIGERATION, INC.	1910	694034	130	5310	\$1,229.22
UNITED SITE SERVICE, INC.	1185	693715	350	0912	\$2,500.00
UNITED STATES ACADEMIC	0125	691451	030	0125	\$43.00
UNITED STATES ACADEMIC	0130	693240	030	0172	\$1,277.83
UNITED STATES ACADEMIC	0395	693727	030	0125	\$1,230.00
UNIVERSITY OF OREGON	0315	693025	030	7090	\$37.00
UNIVERSITY OF OREGON	0315	693027	030	7090	\$251.00
UNIVERSITY OF OREGON	0480	694018	030	7090	\$194.00
US FOODS, INC.	1910	693069	130	5310	\$2,103.89
US FOODS, INC.	1910	693239	130	5310	\$42.55
US FOODS, INC.	1910	693643	130	5310	\$1,189.93
US FOODS, INC.	1910	693852	130	5310	\$42.55
VAL PRINT	0240	693767	030	0128	\$2,785.97
VALLEY FENCE COMPANY	0170	693516	030	7090	\$631.90
VALLEY IRON, INC.	0670	693386	110	6390	\$1,500.00
VALLEY PUBLIC TELEVISION	0925	693777	030	7230	\$500.00
VERNIER SOFTWARE	0145	693484	030	7090	\$540.00
VERNIER SOFTWARE	0145	694068	030	7090	\$850.00
VINCENT COMMUNICATIONS, INC.	0215	693213	030	7090	\$388.60
VINCENT COMMUNICATIONS, INC.	0230	693572	030	7090	\$155.44
VINCENT COMMUNICATIONS, INC.	0880	693960	680	0851	\$77.74
VINCENT COMMUNICATIONS, INC.	1921	693249	030	0734	\$7,500.00
VIRTRU CORPORATION	0880	693849	670	0841	\$756.00
WALLWISHER INC DBA PADLET	0145	694078	030	7090	\$1,499.00
WARDS NATURAL SCIENCE, INC.	0235	693396	030	0125	\$1,500.00
WARDS NATURAL SCIENCE, INC.	0335	693669	030	0125	\$1,001.83
WASHINGTON UNION HIGH SCHOOL	0235	693105	030	0172	\$400.00
WECO SUPPLY CO.	0155	694072	030	7090	\$500.00
WECO SUPPLY CO.	0725	693191	030	0171	\$300.00
WEPRINTIT	0145	693746	030	7090	\$4,900.00
WESTERN PSY SERVICES	0770	693583	060	6500	\$1,282.74
WESTERN PSY SERVICES	0785	693765	680	0851	\$781.00
WHITIES PET SHOP	0185	693906	030	0125	\$500.00
WORKBOOT EMPORIUM	0925	693573	030	7230	\$1,000.00
WORTHINGTON DIRECT	0420	693218	030	7090	\$719.03
YANG DESIGN	0617	693432	030	0500	\$2,500.00
YAUGHER, EMILEY	0260	693794	030	7090	\$85.20
YELLOW DOG SIGNS AND GRAPHICS	0895	693243	030	0716	\$336.47
YELLOW DOG SIGNS AND GRAPHICS	0895	693770	030	0716	\$200.77
YELLOW DOG SIGNS AND GRAPHICS	1910	693137	130	5310	\$174.92
ZEPHYR GRAF X, INC.	0395	693749	030	0172	\$1,827.30

**THE FOLLOWING PURCHASE ORDERS ARE FOR ASB FUND 950**

**PURCHASE ORDERS DATED  
SEPTEMBER 01, 2020 TO SEPTEMBER 30, 2020  
RATIFICATION DATE DECEMBER 09, 2020**

<b>VENDOR/AUTHORITY</b>	<b>DEPT</b>	<b>PO NUMBER</b>	<b>FUND</b>	<b>UNIT</b>	<b>AMOUNT</b>
ACADEMIC BRAG TAGS	0565	693667	950	9500	\$186.95
ADVANTAGE SPECIALTIES	0325	693579	950	9500	\$150.00
FUNWORKS/KAREN GAINES	0090	693230	950	9500	\$1,200.00
LARSON BROTHERS	0070	693459	950	9500	\$1,749.20
LARSON BROTHERS	0200	693241	950	9500	\$2,981.46
OFFICE DEPOT	0005	OD000040737	950	9500	\$308.00
OFFICE DEPOT	0410	OD000040793	950	9503	\$259.00
PEACE WORKS, INC.	0325	693706	950	9500	\$400.00
RUSH ADVERTISING	0370	693629	950	9500	\$2,000.00

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM A-15**

**AGENDA SECTION: A**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Ratify**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Ratify Purchase Orders from September 1, 2020 through September 30, 2020 – Supplemental Report**

**ITEM DESCRIPTION:** Included in the Board binders is information on purchase orders issued from September 1, 2020 through September 30, 2020.

Two agenda items are presented to ratify purchase orders. The first item includes the Primary Report with all purchase orders issued during the reported dates with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining purchase orders are in the Supplemental Report and presented as a second agenda item.

By segregating purchase orders in this manner, Board members with potential conflicts of interest can abstain from taking action on the Supplemental Report while still voting along with the rest of the Board on the Primary Report.

Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists.

**FINANCIAL SUMMARY:** Funding is noted on the attached pages.

**PREPARED BY:** Edward Collins,  
Executive Director, Purchasing

**DIVISION:** Operational Services  
**PHONE NUMBER:** (559) 457-3134

**CABINET APPROVAL:** Karin Temple,  
Chief Operating Officer

**SUPERINTENDENT APPROVAL:**





THE FOLLOWING PURCHASE ORDERS ARE FOR \$10,000 OR MORE

PURCHASE ORDERS DATED  
SEPTEMBER 01, 2020 TO SEPTEMBER 30, 2020  
RATIFICATION DATE DECEMBER 09, 2020

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
FRESNO COUNTY - EOC BOE 06/17/20 A-5	0765	693653	060	9021	\$28,000.00



Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM B-16**

**AGENDA SECTION: B**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Discuss**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT:** Hold a Public Hearing in the Matter of the Golden Charter Academy Charter Petition

**ITEM DESCRIPTION:** Included in the Board binders is a petition presented by Golden Charter Academy, a California non-profit public benefit corporation. The petition is for the establishment of a new charter, Golden Charter Academy (GCA), to operate July 1, 2021 through June 30, 2026.

Golden Charter Academy will begin with transitional kindergarten (TK) through third grade classes for a total of 176 students; adding a grade level each year. At full capacity in school year 2026/27, GCA will serve 396 students in grades TK through eighth. GCA intends to offer place-based educational opportunities, applied through the lens of a robust Universal Design for Learning (UDL) and Standards-Based curriculum that provides hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo; with a focus on environmental education. Place-based education emphasizes learning through participation in service projects for the local community.

The charter proposes to temporarily locate at Our Lady of Victory Catholic Church School, 1626 W. Princeton Ave, Fresno, CA 93705 in west central Fresno; until it is able to secure a permanent location. GCA seeks to serve the southwest and west-central Fresno community and is pursuing real estate near or adjacent to the Fresno Chaffee Zoo and Roeding Park.

The petition was received by the Charter Office on October 23, 2020 and will appear on the January 13, 2021 board agenda for a decision. These dates meet the established timeline for the *Establishment of Charter Schools* found in EC 47605(b).

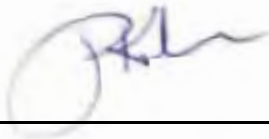
**FINANCIAL SUMMARY:** The estimated fiscal impact to Fresno Unified School District for 2021/22 is \$1,011,727.

**PREPARED BY:** Debra Odom,  
Manager I, Charter Office

**DIVISION:** Instructional Division  
**PHONE NUMBER:** (559) 457-3731

**CABINET APPROVAL:** Kim Mecum,  
Chief Academic Officer

**SUPERINTENDENT APPROVAL:**



# The Golden Charter Academy

*The Golden Charter Academy 501(c)(3) ©2020*



July 1, 2021 to June 30, 2026

Submitted to:  
Fresno Unified School District

Date Submitted: October 23, 2020

## TABLE OF CONTENTS

<b>I. AFFIRMATIONS AND DECLARATION.....</b>	<b>5</b>
<b>II. EXECUTIVE SUMMARY .....</b>	<b>8</b>
<b>III. ELEMENT 1: THE EDUCATIONAL PROGRAM .....</b>	<b>18</b>
HISTORY AND VALUE.....	18
THE FOUNDING GROUP.....	20
MISSION – VALUES – VISION.....	23
ORGANIZATIONAL SUPPORTS TO ACHIEVE MISSION.....	24
COMMUNITY NEED AND TARGET POPULATION FOR PROPOSED CHARTER SCHOOL.....	25
NON-ACADEMIC INDICATORS .....	35
TARGETED SCHOOL POPULATIONS.....	38
ATTENDANCE .....	39
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY .....	41
HOW LEARNING BEST OCCURS .....	42
LEARNING BEST OCCURS WITH AN INNOVATIVE, INTEGRATED CURRICULUM .....	44
CURRICULUM FRAMEWORK .....	54
LEARNING BEST OCCURS WITH HIGH QUALITY INSTRUCTION .....	68
LEARNING BEST OCCURS WITH A HEALTHY SCHOOL CULTURE .....	78
STUDENTS WITH SPECIAL NEEDS.....	89
SPECIAL EDUCATION.....	92
<b>IV. ELEMENT 2: MEASURABLE STUDENT OUTCOMES .....</b>	<b>111</b>
GCA OUTCOMES THAT ALIGN WITH STATE PRIORITIES.....	111
LIFE-LONG SKILLS .....	125
ADDITIONAL SCHOOL OUTCOME GOALS.....	126
<b>V. ELEMENT 3: ASSESSMENT OF STUDENT OUTCOMES.....</b>	<b>128</b>
ASSESSMENT OF MASTERY AND GROWTH: THE CLIMB TO COLLEGE-READINESS LIFE-LONG SKILLS.....	128
ASSESSMENT OF STUDENT OUTCOME GOALS .....	129
CLASSROOM, SCHOOL-WIDE, AND REGION-WIDE ASSESSMENT .....	132
<b>VI. ELEMENT 4: GOVERNANCE.....</b>	<b>135</b>
LEGAL STRUCTURE .....	135
GOVERNANCE.....	135
ENGAGING PARENTS AND THE COMMUNITY .....	138
<b>VII. ELEMENT 5: EMPLOYEE QUALIFICATIONS.....</b>	<b>140</b>
TEACHER CERTIFICATION.....	140
STAFF COMMITMENTS.....	140
SCHOOL LEADERSHIP .....	141
INSTRUCTIONAL STAFF.....	145

CLASSIFIED STAFF .....	146
TEACHER PROFESSIONAL DEVELOPMENT AND EVALUATION .....	149
<b>VIII. ELEMENT 6: HEALTH AND SAFETY PROCEDURES .....</b>	<b>153</b>
EMPLOYEES .....	153
STUDENTS .....	154
<b>IX. ELEMENT 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE .....</b>	<b>158</b>
<b>X. ELEMENT 8: ADMISSION POLICIES AND PROCEDURES .....</b>	<b>160</b>
LEGAL ASSURANCES AND ADMISSION CRITERIA .....	161
TIMELINE FOR FIRST YEAR OF OPERATION .....	162
TIMELINE FOR SUBSEQUENT YEARS OF OPERATION .....	162
PUBLIC RANDOM DRAWING AND ADMISSION PREFERENCES .....	162
ENROLLMENT .....	164
HOMELESS AND FOSTER YOUTH.....	165
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) .....	165
TRANSPORTATION .....	165
<b>XI. ELEMENT 9: FINANCIAL AUDIT .....</b>	<b>166</b>
<b>XII. ELEMENT 10: STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION POLICY AND PROCEDURES.....</b>	<b>168</b>
STUDENT MENTORING .....	168
RESTORATIVE PRACTICES .....	169
THE IMPORTANCE OF A SUPPORTIVE ENVIRONMENT .....	169
PUPIL SUSPENSION AND EXPULSION POLICY .....	170
<b>XIII. ELEMENT 11: RETIREMENT SYSTEM.....</b>	<b>191</b>
<b>XIV. ELEMENT 12: ATTENDANCE ALTERNATIVES .....</b>	<b>192</b>
<b>XV. ELEMENT 13: DESCRIPTION OF EMPLOYEE RIGHTS .....</b>	<b>194</b>
<b>XVI. ELEMENT 14: DISPUTE RESOLUTION PROCESS .....</b>	<b>195</b>
<b>XVII. ELEMENT 15: SCHOOL CLOSURE PROCEDURES .....</b>	<b>198</b>
<b>XVIII. MISCELLANEOUS CHARTER PROVISIONS .....</b>	<b>201</b>
FINANCIAL PLAN AND DISTRICT IMPACT STATEMENT .....	201
FINANCIAL POSITION .....	201
POTENTIAL USERS OF FINANCIAL INFORMATION .....	203
ADMINISTRATIVE SERVICES .....	203
ROLE OF CHARTERING AUTHORITY .....	204
FACILITIES.....	205
<b>XIX. SUPPLEMENTAL INFORMATION .....</b>	<b>206</b>
INSURANCE REQUIREMENTS, LIABILITY, AND INDEMNITY .....	206

OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL .....	208
<b>XX. LIST OF APPENDICES.....</b>	<b>210</b>
APPENDIX A: NECESSARY SIGNATURES.....	211
APPENDIX B: PROPOSED BUDGET .....	212
APPENDIX C: THE GOLDEN CHARTER ACADEMY ORGANIZATIONAL CHART .....	216
APPENDIX D: EVIDENCE OF INCORPORATION.....	217
APPENDIX E: THE GOLDEN CHARTER ACADEMY NON-PROFIT BY-LAWS.....	218
APPENDIX F: SCHOOL CALENDAR, SAMPLE CURRICULUM AND SCOPE AND SEQUENCE ...	233
APPENDIX H: REQUIRED FORMS .....	260

---

## **I. Affirmations and Declaration**

---

As the authorized lead petitioner, I, Robert Golden, hereby certify that the information submitted in this petition for a California public charter school to be named Golden Charter Academy (“GCA” or the “Charter School”), to be located within the boundaries of the Fresno Unified School District (the “District” or the “FUSD”), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Golden Charter Academy will follow any and all federal, state, and local laws and regulations that apply to GCA, including but not limited to:

- GCA shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- GCA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- GCA shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- GCA shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- GCA shall admit all students who wish to attend GCA, unless GCA receives a greater number of applications than there are spaces for students, in which case it will hold a


public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to GCA shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of GCA in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- If a pupil is expelled or leaves GCA without graduating or completing the school year for any reason, GCA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- GCA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- GCA declares that it shall be deemed the exclusive public school employer of the employees of GCA for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- GCA shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. GCA may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for

the teacher's certificated assignment [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- GCA may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- GCA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The GCA shall comply with the Public Records Act.
- The GCA shall comply with the Family Educational Rights and Privacy Act.
- The GCA shall comply with the Ralph M. Brown Act and conduct meetings in conformance with the Golden Charter Academy's established parliamentary rules.
- The GCA shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The GCA shall comply with the Political Reform Act.
- Should the charter be granted, Golden Charter Academy will provide written notice of the approval and a copy of the petition to the County Superintendent of Schools, the California Department of Education, and the State Board of Education.

  
 Robert Golden  
 Chief Executive Director  
 Golden Charter Academy

10-23-2020  
 Date



---

## II. Executive Summary

---

To understand the impetus for Golden Charter Academy, it is important to hear the story of Chief Executive Officer (CEO) Robert Golden:

My name is Robert Golden, I am the CEO of the Golden Charter Academy. I was born and raised in southwest Fresno, California. After a seven-year career in the National Football League, I decided to retire from the game and come home to help save the lives of our children.

Growing up in an underserved community and experiencing poverty myself, I understand how difficult it can be to make it out of the Matrix.

What is the Matrix?

The Matrix is an environment in which something develops. So when you think about *our children*, who are living in poverty--*our children*, whose communities are underserved--*our children*, who are living in uneducated environments--those children's lives develop in their Matrix. And once those children become adults, and start having children of their own, those babies' lives will develop in the Matrix.

So a question is: How do we break the cycle of this revolving door that has been spinning in my southwest Fresno community, and many other underserved communities here in our valley?

I will tell you the answer: IT HAS TO BE THROUGH EDUCATION!

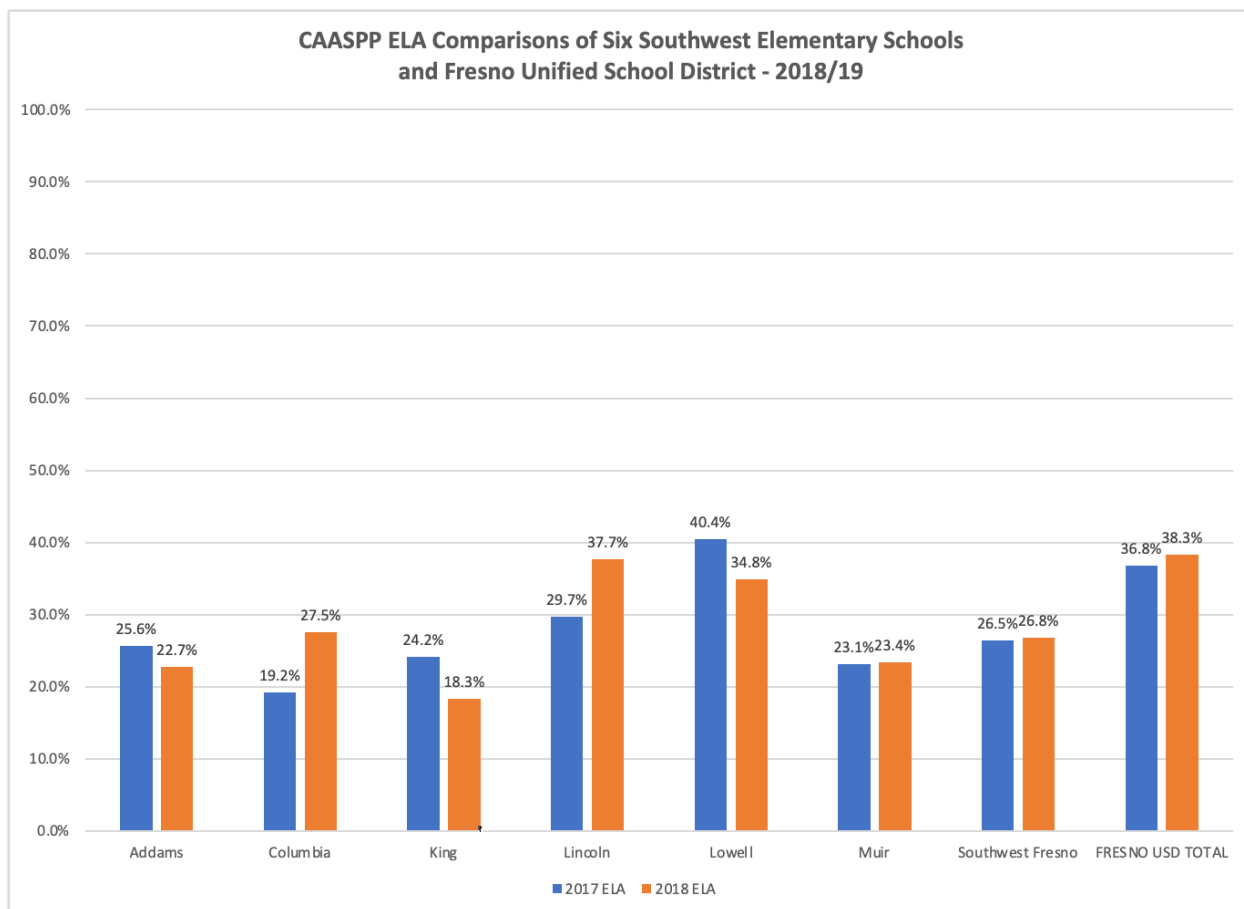
The vision for The Golden Charter Academy is to give our children an educational experience that will make them lifelong learners and also expose them to MORE LIFE. Not only will The Golden Charter Academy *Inspire Powerful Young Minds*, but at the Golden Charter Academy, we will empower our community to want more besides what is offered in the Matrix.

## **The Challenge**

The current educational approach in the matrix of the Fresno County underserved communities has not been effective in breaking the cycle, and the Golden Charter Academy aims to provide a pathway to a different norm, growing over time to serve students in grades TK-8. Poverty is not only a socio-economic reality, but it can also represent a lack of exposure to those things outside of the community environment. Golden Charter Academy is committed to providing students with a rigorous academic experience that integrates continuous opportunities that will build on their experience of the world outside of the Matrix.

In order to understand the students that will be served by Golden Charter Academy, it is important to be familiar with the current state of their academic readiness. Using data from the DataQuest platform maintained by the California Department of Education (CDE), information on California Assessment of Student Performance and Progress (CASP) English Language Arts (ELA) and Math proficiency (defined as students scoring at the Standard Met and Standard Exceeded levels) was gathered to serve as an initial benchmark. Six elementary schools located nearest the proposed Golden Charter Academy campus were analyzed, individually as well as in composite, and were compared with Fresno Unified School District data.

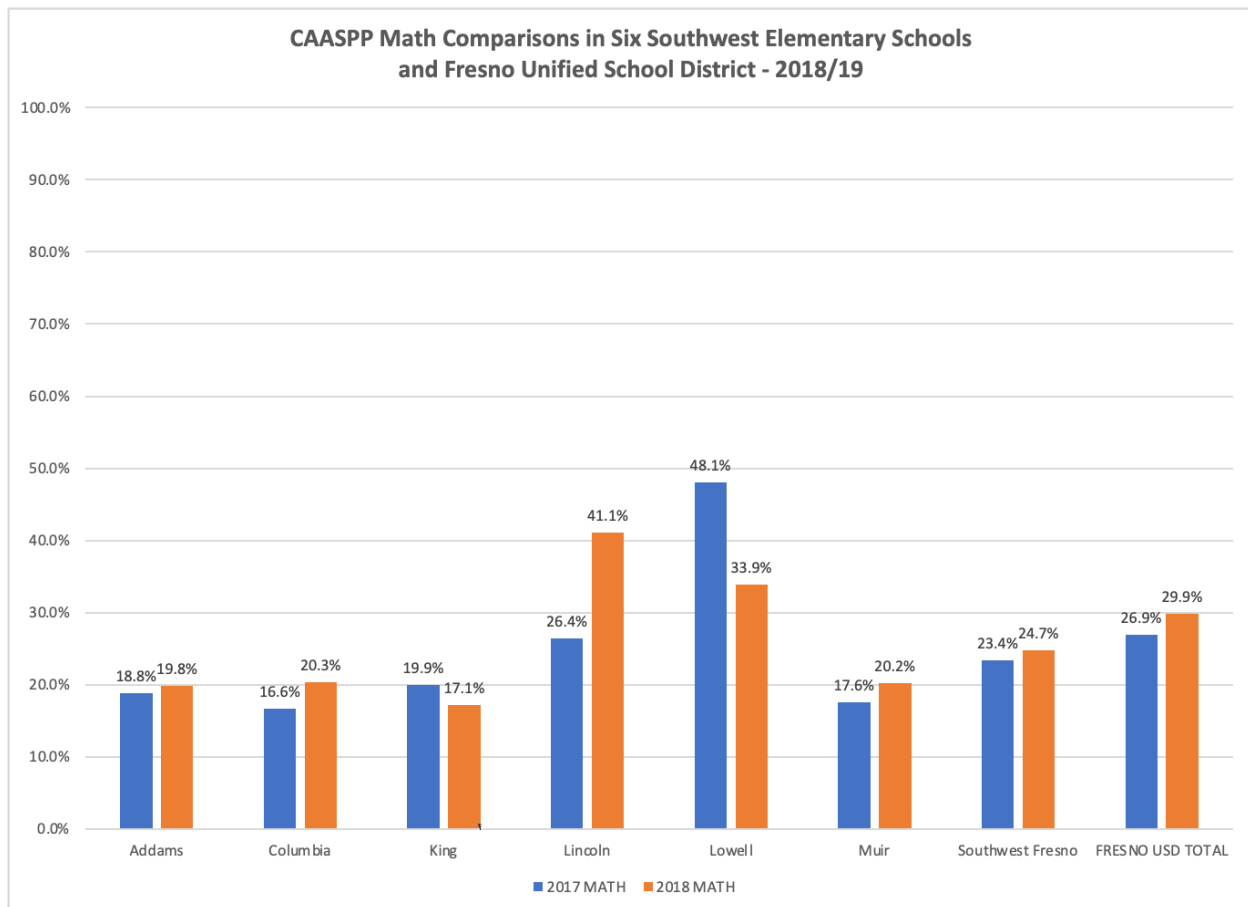
The data, which is depicted in *Figure 1* below, clearly shows that ELA is an area for improvement. The highest level of proficiency in 2018/19 is at Lincoln Elementary, where 37.7% of the students are proficient in ELA, while King Elementary has the lowest level of proficiency, at 18.3%. Fresno Unified, as a district, has an overall ELA proficiency rate of 38.3% in 2018/19, which is almost double that of King.



*Source: California Department of Education, DataQuest*

*Figure 1.* ELA Proficiency Levels. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, the composite group, and FUSD. The percentages along the vertical axis represent the percentage of students who met or exceeded standards on the CAASPP. Also depicted are the two most recent academic years in which assessments were conducted; blue is 2017-2018 and orange is 2018-2019.

In *Figure 2* (below), the Math proficiency data for the selected schools reflects a very similar picture to that of ELA. In 2018, Lincoln Elementary leads the way in proficiency levels of students served with just over 41% of its students testing at meeting or exceeding standards. King Elementary and the other schools have proficiency levels ranging from 17% to 32%, while the FUSD total comes in just under 30% proficient.

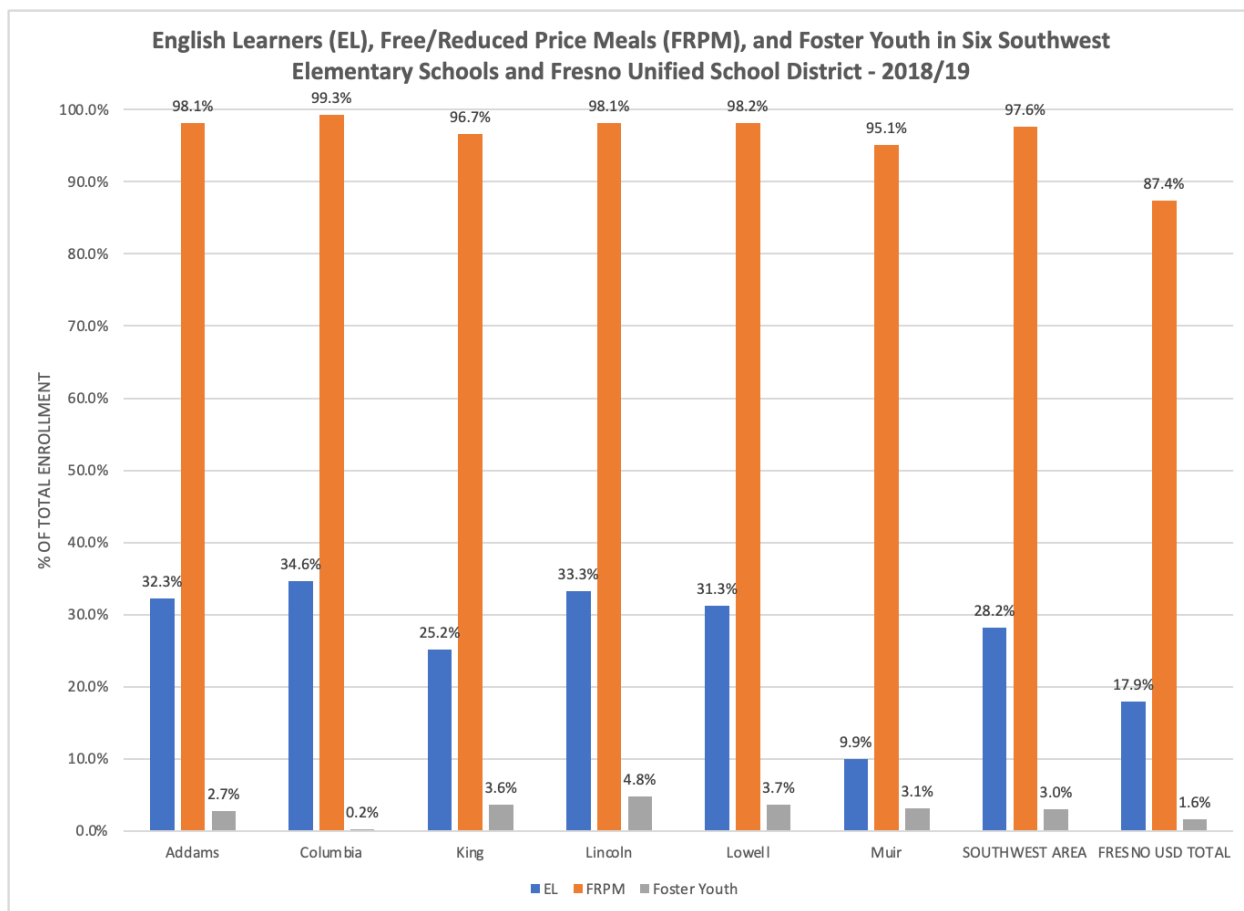


Source: California Department of Education, DataQuest

*Figure 2. Math Proficiency Levels.* The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, and Fresno Unified School District (FUSD). The percentages along the vertical axis represent the percentage of students who met or exceeded standards in Math. Also depicted are the two most recent academic years; blue is 2017-2018 and orange is 2018-2019.

These academic results indicate that the southwest schools of Fresno Unified School District lag behind the district as a whole and are among the lowest scoring schools in the district. Golden Charter Academy has targeted this southwest Fresno area for its start-up charter school, believing that its innovative, science-and-place-based environmental curriculum will maximize student engagement and improve educational outcomes.

Another indicator revealed by the CDE data is that the enrollment for the selected schools highlights the socioeconomic disparity that exists in the city of Fresno (see *Figure 3*). It also alludes to the lack of equity that specific “at promise” subgroups must endure in their education. This includes the region of southwest Fresno and neighboring communities. Simply put, if you live in this region, you are most likely poor, or chances are at least 95% that you are; this data includes all subgroups.



Source: California Department of Education, DataQuest

**Figure 3.** Enrollment by Specific “At Risk” subgroups. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, and FUSD. The percentages of students that fall in the respective subgroups of socioeconomic disparity (blue), English Learner (orange), Homeless (grey), and Foster youth (yellow).

### Our Commitment

The Golden Charter Academy intends to serve all students, including those who have struggled academically, have been historically underserved, and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, as well as homeless and foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program.

Golden Charter Academy is committed to the three core values of Stewardship, Equity, and Access. These values represent GCA’s most ardent beliefs and underpin all educational efforts. Stewardship refers to the deep understanding of the interconnection of all life and the importance

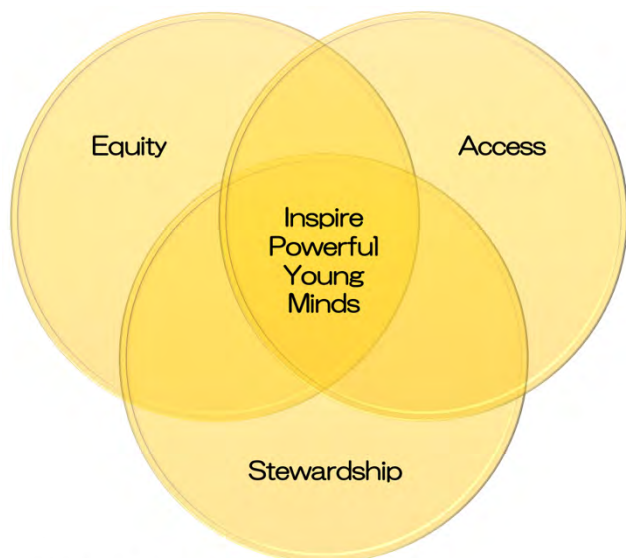


Figure 4. Golden Charter Academy Core Values and Central Mission

of conserving and managing the earth’s natural resources as well as the care for community and place. Equity focuses on the Golden Charter Academy’s purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, Access is the Golden Charter Academy’s commitment to creating pathways to success for all learners, through innovative lesson design and instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to *Inspire powerful young minds*, our central mission.

### Innovative Approach

All children are learners. They all have an innate curiosity that manifests itself from a very early age in their unceasing questions about the world around them. At the Golden Charter Academy, we will harness this curiosity, engaging all learners with a place-based, science-focused curriculum that invites exploration and discovery. At GCA, science is more than a discipline—it is an educational approach that is utilized in all academic endeavors across all subject areas.

The goal of the Golden Charter Academy is to provide educational opportunities for the historically underserved students of southwest Fresno and neighboring communities, while supporting and furthering the work of the district, by creating a uniquely different model of education for those students still struggling in the traditional school model. The Golden Charter Academy has embraced an innovative approach that builds on the concepts represented in Figure 5.



Figure 5. The Golden Charter Academy approach.

The philosophy of place-based education is considered both a teaching and learning practice that uses the “local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other concepts across the curriculum” (Sobel, 2005, p. 7). Research has shown that place-based education positively impacts academic development as well as youth development, and *Figure 6* highlights those benefits.

Benefits of Place-Based Education	
<i>Academic</i>	<i>Youth Development</i>
<ul style="list-style-type: none"> <li>• Improved academic scores; including standardized test scores</li> <li>• Improved critical thinking skills</li> <li>• Increased engagement in school</li> <li>• Increased motivation for achievement</li> <li>• Increased workplace skills; e.g. leadership, teamwork, persistence, responsibility, managing time</li> <li>• Deeper learning and action competence</li> <li>• Increased awareness of career options</li> </ul> <p>Bartosh 2003, Howley et al. 2011, Coleman 2011, Athman and Monroe 2004, Powers 2004, AIR 2005, Glenn 2001, Barratt and Barratt Hacking 2011</p>	<ul style="list-style-type: none"> <li>• Social-emotional development; including increases in self-esteem, sense of empowerment and agency, social interaction, social skills, social capital, awareness of cultural diversity</li> <li>• A sense of place and community attachment; including place attachment, place meaning, appreciation of place</li> <li>• Increased civic engagement, involvement, and responsibility</li> </ul> <p>Robinson and Zajicek 2005, Schusler et al. 2009, Schusler and Kransy 2010, Withrow-Clark et al. 2015, Harrison 2011, Flanagan and Gallay 2014, Chin et al. 2015, Morgensen and Schanck 2010</p>

*Figure 6. Benefits of Place-Based Education. Research retrieved from Marckini-Polk, Jessup & Whitmore, 2016, The Benefits of Place-Based Stewardship Education.*

The place-based education approach emphasizes hands-on, real-world learning experiences. By “personally experiencing the value of a subject” a deeper understanding emerges for students; not only of interpersonal skills but of the world around them (Schwartz, 2012, p. 2). In turn, this helps students to develop meaningful connections with their communities and to enhance their appreciation for the natural world.

Complementing the foundation of place-based education is the Golden Charter Academy’s adoption of Universal Design for Learning, an educational framework that is highly regarded by ESSA, the nation’s general K-12 education law. The goal of Universal Design for Learning is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It is about building flexibility in the way students access material, engage with it, and show what they know. Universal Design for Learning benefits all students because learning experiences can be adjusted for every student’s strengths and needs. Facilitating learning experiences through a Universal Design for Learning lens provides the same kind of flexibility in classroom settings as well as in places of learning outside the classroom (e.g. natural settings, community settings, zoo grounds).

In conjunction with place-based education and Universal Design for Learning, is a directed focus on environmental education as a core subject in the academic pathway for the Golden Charter Academy students. It is important to include a clarifying note that environmental education and

environmental literacy are not interchangeable terms as can be seen in Figure 7. Environmental education is the vehicle or process that leads to environmental literacy, the ability to take action, and affect informed change.

According to the National Environmental Education Act of 1990, the Environmental Protection Agency (EPA) is charged with the responsibility of providing leadership, on a national level, that drives an increase of environmental literacy (EPA, 2018). In this light, there is a growing need for schools to provide high-quality environmental education. Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking, and legalities (Milner, Sondergeld, & Czerniak, 2012).

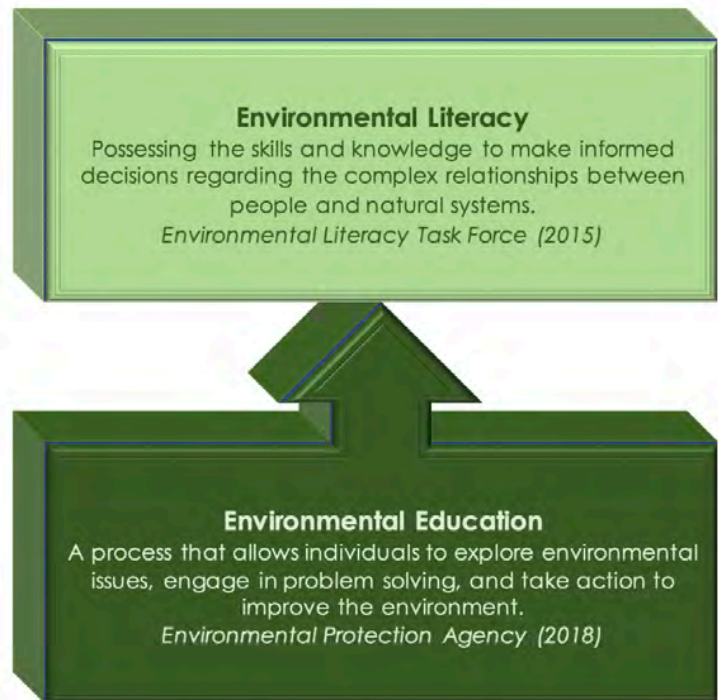


Figure 7. Environmental Education and Environmental Literacy. Retrieved from the Environmental Protection Agency (2018) and the Environmental Literacy Task Force (2015).

Though the need for environmental experiences is apparent, a current turn of events has made these opportunities even more scarce. The Lawrence Hall of Science at the University of California, Berkeley conducted a nationwide study during April 2020 to explore the impact of the COVID-19 pandemic on the environmental and outdoor science education field. Environmental and outdoor science education is critical to the national educational system. Schools use these off-campus programs to provide meaningful experiences that engage students in the natural world. It was projected that “by May 31, 2020, an estimated 4 million learners will have missed the opportunity to engage in these programs” (The Lawrence Hall of Science, 2020). That number would increase to more than 11 million if these agencies are required to stay closed through 2020. The study shows that youth from marginalized communities are the most severely affected. An estimated 58% of the students impacted by the COVID-19 cancellations qualify for free or reduced-priced meals, are English learners, or come from other marginalized communities. Looking beyond that, if closures continue through the end of the year, only 22% of the environmental program leaders anticipate being able to reopen, while 30% report they will be unable to reopen.

This state of affairs affirms the critical need for Golden Charter Academy to move forward with a strong environmental education platform. Because of an educational partnership with the



Chaffee Zoo, the Golden Charter Academy is uniquely positioned to provide students with engaging, place-based environmental experiences in conjunction with the Zoo's Next Generation Science Standards (NGSS) aligned curriculum. In addition, the Golden Charter Academy's teachers will receive field-based professional development in environmental education so they will be able to facilitate learning experiences in local natural habitats. According to the California Environmental Literacy Initiative (2019), "teaching and learning using the environment as an integrating context aligns well with the California Multi-Tiered System of Supports (MTSS) framework, can help local educational agencies meet their Local Control and Accountability Plan (LCAP) priorities, can improve district School Dashboard outcomes, and helps districts comply with new state regulations for instruction and campus sustainability" (p. 2).

### **Professional Development**

Effective environment education programs need to start with a strong focus on quality professional development for teachers. When considering overarching themes of effective professional learning, Darling-Hammond, Hyler, and Gardner (2017) presented seven characteristics. Characteristics that underscored effective professional development included strong content focus, active learning, collaboration, modeling, coaching and/or expert support, and are sustained in duration. The Golden Charter Academy embraces the value of these practices, and will provide the support needed to empower educators in the same manner the educators are expected to empower their students.

In order for students to realize the benefits of field-based education, teachers need to be confident in field-based teaching strategies. Even though many tools (e.g. NGSS curriculum) have been provided for teachers to make this transition, it really does not address the true challenge. Without a deeper connection to the subject matter, the teacher-student learning transaction could become a delivery of information more than an exploration and an opportunity for the development of individual connections.

As explained by the Rural Challenge Research and Evaluation Program (Sobel, 2005), a teacher that is grounded in their environment begins to appreciate that there is a mutual interaction between themselves and those things around them. Connecting in this way allows the teacher to embrace the idea that their actions matter and could impact the world beyond school. This is in stark contrast to learning in a classroom setting, detached from real-world experiences and simply looking at the world as an outside observer.

Elements that help build a sense of confidence in knowledge of science content are an important aspect of effective training (Milner et al., 2012), and innovation in components that engage teachers in outdoor experiences is key. Not knowing how to engage students in the outdoor realm is often indicative of the teachers not knowing how to engage themselves. Ernst (2007) asserted that helping teachers develop a level of comfort in providing instruction beyond the classroom is critical. In order to actively draw students in, teachers must also be actively engaged in training that mirrors the desired experiences (Klein & Riordan, 2011).

Professional development for Golden Charter Academy educators will mirror the student experience in that training will be delivered through a Universal Design for Learning lens, facilitated in place-based settings, and will be experiential in nature. Tilden (2009) viewed the creation of these connections as “an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information” (p. 17). This perspective supports the idea that effective facilitation of environmental education concepts also includes personal, hands-on experiences that elicit meaningful connections and capture the spirit of experiential learning.

### **Summary**

The Golden Charter Academy aspires to impact local communities as it seeks to *Inspire Powerful Young Minds*. Our philosophy embraces the community, the natural world, the zoo, and the Golden Charter Academy campus as fundamental places of learning and relevance. We view curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement.

We are determined to create a learning and growing environment that will help students develop into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world. By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and in life, the Golden Charter Academy hopes to partner with the Fresno Unified School District to serve as a model of educational excellence. We are fully prepared, willing, and committed to implementing the vision set forth in this charter petition.

Integrating subjects such as science, history-social science, health, social justice, and environmental justice provides a unique opportunity to equip our students with a relevant and meaningful appreciation for stewardship of the environment, while providing valuable real-world experiences.

**Tony Thurmond**  
**California State Superintendent of Public Instruction**  
*California Environmental Literacy Initiative, 2019*

---

### III. Element 1: The Educational Program

---

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i)*

*Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

---

### History and Value

---

Only serendipity, or possibly fate, can describe the extraordinary origins of the Golden Charter Academy. In 2009, Scott Barton, a native of Fresno who had worked his way up as an animal curator at various zoos across the country, and had management experience at Disney World, returned to his hometown after 30 years to become the Chief Executive Officer of the Fresno Chaffee Zoo. The ink on his contract was barely dry when Scott reconnected with an old college friend, Ed González, a fellow alumnus of Fresno State and the Superintendent/Principal of a small school district in Fresno County. Over dinner, Scott and Ed discussed their respective careers and the state of both education and wildlife conservation. They discussed the possibility of one day creating the perfect school, a “zoo school” that would promote the innate curiosity of children and their fascination for wildlife and the natural world. Although intrigued by the possibilities, the conversation never moved beyond the conceptual. Scott had a zoo to run and Ed was consumed with his career in school administration. It would be another decade before the dormant idea was resurrected in spectacular fashion.

In 2012, three years after Scott and Ed’s dinner conversation, Robert Golden, a nationally-recruited football player from Edison High School in Fresno, was drafted as a free agent by the Pittsburgh Steelers, one of the most storied franchises in the National Football League. Robert

had played college football at the University of Arizona, earning his degree in General Studies while playing for the Wildcats. In 2018, after six years of playing on the nation's largest sports platform, Robert was traded to the Kansas City Chiefs. Prior to the season opener, however, Robert decided to change the direction of his life. Although still at the peak of his athletic skills and with personal earnings in the rarified air of professional athletes, Robert had an epiphany in which he saw his future life's purpose, not as a football player, but as a change agent for children in his underserved community. Robert called an old friend from Fresno, C.J. Jones, and told him he envisioned a different life for himself, a life outside of football. C.J., himself a standout college athlete who had returned to Fresno to work with youth in the community, knew of Robert's heart for children and community change because the two friends had previously discussed creating a special school targeted to underserved children. Increasingly, Robert had found what he believed to be his life's purpose during the offseason when he would return to Fresno and work with youth in the community. C.J. offered to support Robert in whatever decision he would eventually make. Robert made the difficult decision to leave football and join with C.J. to create this special type of school that would transform the community. Robert enlisted the support of two more critical allies, both former teachers of his--Keshia Thomas, a community advocate who was serving as the Board President of the Fresno Unified School District, and his former high school teacher, Dr. Bard De Vore, a long-time educator with a history of successful work with disenfranchised students. Together, Robert, C.J., Keshia, and Bard became the founders of the Golden Charter Academy.

In 2019, the year after Robert retired from professional football, he began recruiting individuals who could help him realize the vision he and C.J. had shared. Robert was introduced to Dr. Brad Huff, a longtime Fresno educator with degrees from Harvard University and the University of Washington. Dr. Huff had been recruited as the first Head of School of University High School, a nationally-acclaimed charter school, and the founder of the Valley Arts and Science Academy (VASA), a science-based charter school in Fresno. He brought deep experience in program design and specific expertise in developing charter schools. Dr. Huff then recommended his friend and fellow educator, Dr. Ed González, recently retired as a district Superintendent and fresh from his doctoral program at Fresno State. When Dr. González met the team of founders, he recognized kindred spirits who were committed to the vision of creating an innovative school in the underserved areas of Fresno. This reminded him of the conversation that he had had with Scott Barton so many years earlier. Robert, in turn, saw in Dr. González a like-minded partner with extensive educational experience who could help him in his effort to create a new type of school that would expose the underserved children of his hometown to a new world of possibilities and opportunities.

Recognizing the need for additional charter school experience, Dr. Huff brought in Andra Christenson, his former principal at VASA, to lend support with ideas on curriculum and organization. Dr. González remembered an outstanding environmental educator in his doctoral cohort, Dr. Rosanna Ruiz, who had a wealth of knowledge regarding place-based education and environmental literacy, and secured her to lead the writing of this innovative curriculum. Coalescing as a unit, the Golden Charter Academy began creating their mission, core values, and

charter petition. Dr. González immediately called Scott Barton, still the CEO of the Fresno Chaffee Zoo, and introduced Robert and the GCA team to the Zoo Leadership team. The vision expressed at the dinner conversation in 2009 was married to the vision of community change that Robert and C.J. had created with the founder's group. The Golden Charter Academy will set out to create the nation's first TK/K-8 public school based on environmental education and focused on the three core values of Stewardship, Equity, and Access. Driven by the mission to "Inspire Powerful Young Minds." When the Golden Charter Academy opens its doors in 2021, the children of southwest Fresno will have the opportunity to be on the front lines of an effort to completely redefine teaching and learning in public education.

## **The Founding Group**

---

### **Robert Golden, B.A.**

#### ***CEO/Co-founder***

Robert, one of the most highly-recruited high school football players in the nation, received a football scholarship in 2008 to the University of Arizona, where he earned a degree in General Studies with an emphasis in Social Behavior and Human Understanding. Drafted by the Pittsburgh Steelers in 2012, Robert's leadership skills manifested themselves quickly, and he was voted team captain by his peers in only his second year in the NFL, the youngest team captain in the Steeler's vaunted history. The management of the Steelers selected him as a Player Development Representative, a position requiring great maturity and character. Player Development Representatives help professional athletes who have not yet finished college return to their universities during the offseason to get their degree. They also help athletes understand how to conduct themselves as a "professional," an important education since many players are young men from modest backgrounds who are suddenly earning millions of dollars under the spotlight of a national media. Player Development Representatives also help younger athletes learn how to budget their finances and how to make wise decisions on and off the field. That Robert Golden was chosen for these positions at such a young age is a testament to his natural leadership skills.

Robert wants to bring his leadership and development abilities to the underserved communities of Fresno. He wants to help children become equipped with knowledge and skills for their future, knowing that exposure to a world-class education will change the trajectory of children and their families. Robert understands, from personal experience, the unequal opportunities that less fortunate families may have to overcome and desires to help children formulate their dreams and develop skills to make those dreams become reality.

### **C.J. Jones**

#### ***Co-founder***

C.J. Jones was a professional athlete who has been giving back to the children of underserved areas of Fresno for over 25 years. The epitome of a servant leader, C.J. returned to Fresno after

his basketball career ended and immediately dedicated himself to building up the youth in the Fresno area. C.J. was recruited by famed college basketball coach Jerry Tarkanian as a mentor for his players, skilled in helping young athletes handle the pressure of competitive sports and the detrimental temptations that often accompany success and fame. C.J. is also a highly sought-after mentor of youth who is much-valued by educators, who view him as a “kid-magnet,” an individual whose personal charisma enables him to draw in students who are distrustful of others or are reluctant to seek help or guidance, often the most difficult students to reach.

C.J. is currently working in Fresno Unified School District as a mentor for youth throughout the school district. He has created an anti-bullying program, Hand-in-Hand, that is now implemented in many Fresno Unified schools. C.J. understands that many students in underserved areas lack the academic skills and the exposure to educational opportunities that offer a pathway out of the narrow matrix in which they live. A man who has led a purpose-driven life, C.J.’s passion for youth and community improvement provides the passion and inspiration that is at the heart of the Golden Charter Academy.

**Keshia Thomas, M.A.**

***Co-founder***

Keshia Thomas was elected in 2018 by the voters to serve as a Trustee on the Fresno Unified School District Board representing Region 1, which includes Edison High School, Robert Golden’s alma mater. She currently serves as President of the Fresno Unified School Board. She earned an M.Ed., a B.S. in Education and Teaching, and holds an administrative credential. Her work history includes her family’s construction business and work as a cosmetologist and a journeyman cashier. Keshia has also taught at the elementary, middle, and high school levels, and has experience as a teacher, an administrator, and a businesswoman.

Trustee Thomas has dedicated her attention to be of service to her community with a focus on education. Her objective as a Trustee on the Fresno Unified School Board is to do what she can to raise the Fresno Unified School District to become a premier school district on the national stage. Her emphasis is ensuring that children of color are lifted to equal standing with all students and that their parents participate in their children’s education.

Trustee Thomas also serves as a member of many community organizations, including her role as a Board member for the Center for Advanced Research and Technology (CART), the Women’s Democratic Club, the National Women’s Political Caucus, the West Fresno Democratic Club, the Director of St. Rest EDC, a member of the Board of Directors of the Central Valley New Market Tax Credit, and the Chair of the Youth and Young Adults committee of Women Organized for Political Action(BOWAPA). She is currently the Program Director at Fresno Career Development Institute, Inc., a non-profit organization.

**Bard De Vore, Ed.D.**

***Co-founder***

Dr. Bard De Vore obtained a Bachelor of Arts in English from CSU Fresno, a Master of Arts in Cross-Cultural Education from National University in Fresno, and a Doctor of Education in

Educational Leadership, Administration and Policy from Pepperdine University in Malibu. He is an innovative academic leader who is focused on engaging with students and educators to meet students' needs and to support student success. He has advanced relationship building and management skills, especially in alternative education and with at-risk youth. Dr. De Vore is an expert in online learning tools, data collection and analysis, curriculum development, classroom management, instructional leadership and strategic planning.

For the Golden Charter Academy, Dr. De Vore offers expertise on employee and business development plans to enhance implementation and routine oversight. He has crafted business plans identifying both long term goals and also detailed smaller goals to keep organizations on track, developing innovative and cutting-edge approaches at all levels with effective resource allocation and strategic planning.

Dr. De Vore is an adjunct faculty member of National University in Fresno where he works with graduate students on development of their Masters Professional Development Quest Portfolio. He has been an Adjunct Professor at the University of Phoenix in Fresno where he employed a variety of teaching techniques to encourage student engagement and to cater to diverse learning modalities: lectures, discussions and demonstrations in the area of Action research, Writing, Language development, Critical Thinking and Literature.

### **Ed González, Ed.D.**

#### ***Senior Advisor***

Dr. Ed González has a B.A. in Political Science, and an M.A. and Ed.D. in Educational Leadership, all from CSU Fresno. He began his educational career in 1982 as a classroom teacher in Madera Unified School District, and was nominated for the *Who's Who Among America's Teachers* five times during his 15-year teaching career. In 1997, he entered education administration and, during the next 20 years, served as a Vice Principal, Principal, a County Office Administrator, an Associate Superintendent, and the Superintendent of two districts over eight years. Dr. González retired from administration in 2017 and currently works as an educational consultant.

Highlights of Dr. González's administrative career include national recognition as Administrator of the Year from the *School Library Journal* in 2003, an invitation to present findings on issues of discipline disproportionality by race and ethnicity to the Commission on Civil Rights (CCR) in Washington D.C. in 2011, and selection by Congressman Jim Costa to represent K-12 educators from the United States for a tour of Germany's Vocational Education system in 2014. Dr. González was in the first cohort of Stanford University's Executive Program for Educational Leaders (EPEL) in 2014 and served as an Advisory Board member for the Center for Applied Policy in Education (CAP-Ed) at UC Davis. He has been the subject of feature articles in both *District Administration* magazine and the *School Library Journal*. Dr. González is a member of the Central Valley Latino Giving Circle and remains active in the Fresno community, having served or currently serving on the Boards of the Girl Scouts of Central California South, the Fresno Chaffee Zoo, and the Valley Cultural Coalition.

**Brad Huff, Ph.D.*****Program Coordinator***

Dr. Brad Huff has a distinguished career of over 50 years in private and public education, with special expertise and experience in charter school development and operation. Dr. Huff earned a B.A. in Physics from Hamilton College, a Master of Arts in Teaching from the Harvard Graduate School of Education, and a Ph.D. in Physics from the University of Washington.

Dr. Huff was Director of the Regional Science, Mathematics & Engineering Fair and Science Olympiad and in charge of creating the Golden State Examination in Physics. He served on the Writing Committee for the California Science Framework and was a member of the Advisory Committee for the California Science Project. Dr. Huff also chaired the California Curriculum Correlating Council, a statewide federation of professional education associations and the Joint Committee on Instructional Materials for the California Department of Education.

Dr. Huff was the founding Head of School of University High School, a nationally-acclaimed charter school located on the campus of California State University Fresno, and helped establish the VASA, an innovative science-based elementary charter school that purposely located in one of Fresno's most economically depressed and crime-ridden areas. Dr. Huff spent nine years as the K-12 Science Coordinator for all public schools in Fresno County and served as a resource on science curriculum, instruction, and assessment. He has been a consultant to several charter schools in the Central Valley and has served as Chair of the Western Association of Schools and Colleges Visiting Committees, predominantly evaluating charter schools. Dr. Huff is an adjunct professor at Fresno Pacific University and at CSU Fresno, where he is currently Coordinator of the California Subject Examinations for Teachers Science Workshops for the Math Science Teacher Institute.

**Mission – Values – Vision**

---

The overarching vision of the Golden Charter Academy is to nurture expert learners that aspire to experience the world around them, both as community ambassadors and global citizens.

Our philosophy embraces the community, the natural world, the zoo, and the GCA campus as fundamental places of learning and relevance. The Golden Charter Academy views curriculum and learning from a foundation that seeks to break down barriers and positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement.

Through this vision, the Golden Charter Academy intends to serve all students, including those who have struggled academically, have been historically underserved, and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, as well as homeless and foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program.



The Golden Charter Academy is committed to the three core values of Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all educational efforts. Stewardship refers to the deep understanding of the interconnection of all life and the importance of conserving and managing the earth's natural resources as well as the care for



community and place. Equity focuses on the Golden Charter Academy's purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, access is the Golden Charter Academy's commitment to creating pathways to success for all learners, through innovative lesson design and instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to

*Inspire powerful young minds, our central mission.*

Through a comprehensive and balanced curriculum coupled with challenging assessments, the Golden Charter Academy aspires to develop the individual talents of young people and to teach them to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis will be placed on the ideals of cultural understanding and responsible, environmental, citizenship. The goal is for students to become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs. They will be conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that make for the richness of life.

### **Organizational Supports to Achieve Mission**

---

The Golden Charter Academy will achieve its mission and vision through its partnership with the Fresno Chaffee Zoo, and by implementing the school's own core values. The Golden Charter Academy and Fresno Chaffee Zoo will work together to create a world-class educational experience for the Golden Charter Academy students. In this light, the Zoo will serve as an extension of the classroom while students learn to be citizens in a worldwide community and stewards of our planet.

The Fresno Chaffee Zoo has been successfully facilitating innovative and engaging curriculum with students from TK-12 since 1984. In fact, Fresno Unified School District has confidently entrusted the Fresno Chaffee Zoo to provide supplemental learning experiences for the students in their care. This further supports the credibility of the curriculum and facilitation provided by the Fresno Chaffee Zoo education department. In 2019 alone, the Fresno Chaffee Zoo served 16,748 students in their on-site programs (Zoo Previews, Zoo Tours, Teacher Workshops, Lab Programs), and 14,930 students in their off-site programs (Zoomobile, Zoo Talks). The Zoo curriculum is not only aligned with content standards but also integrates elements of field-based explorations, where students are able to explore and participate in hands-on experiences.

Some examples of ways in which the Fresno Chaffee Zoo will support the Golden Charter Academy include:

- Programs: All Golden Charter Academy students will participate in both on-site and off-site existing Zoo programs.
- Innovation: The Golden Charter Academy and the Fresno Chaffee Zoo will collaborate on developing new curricular strands and educational experiences.
- Memberships: as part of the partnership, all students in the 2021-22 TK/K-3 class will receive a complimentary family membership to the Zoo. This membership will allow students and their families unlimited access to the Zoo.
- Service Projects: All Golden Charter Academy students will have the opportunity to engage in service activities with Fresno Chaffee Zoo.
- Training: All Golden Charter Academy teachers will receive training as the Fresno Chaffee Zoo volunteers. This training will allow them to act as guides and representatives of both the Zoo and the Golden Charter Academy.
- Family: the Fresno Chaffee Zoo will help the Golden Charter Academy expand zoo experiences that include family participation.
- Culture: the Fresno Chaffee Zoo will assist the Golden Charter Academy in creating a platform for cultural connections and community engagement.

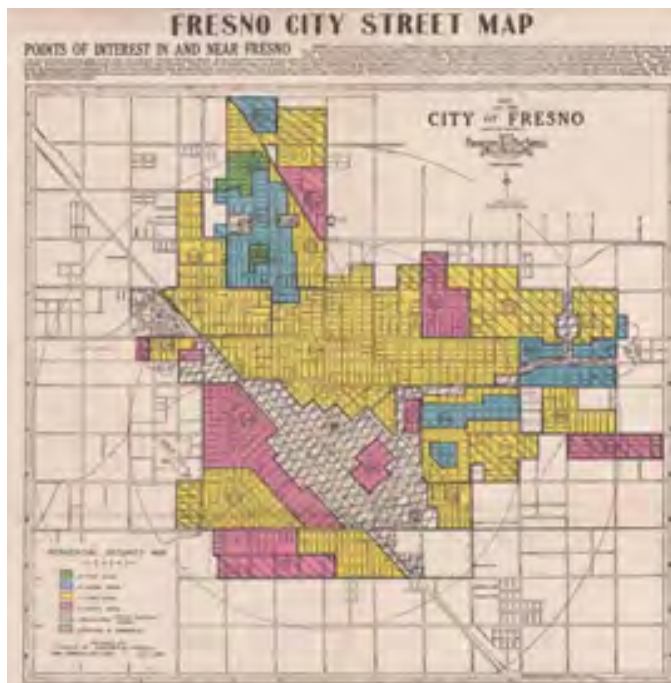
### **Community Need and Target Population for Proposed Charter School**

---

GCA has worked diligently to design an educational program that meets the needs of all students. The design of the program addresses the needs of the students served both academically and holistically. The goal of GCA is to provide an additional educational opportunity for the historically underserved students of southwest Fresno while supporting and furthering the work of the district by creating a uniquely different model of education for those students still struggling in the traditional school model. GCA intends to offer a robust Universal Design for Learning (UDL)-Standards Based curriculum, that provides hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo. The partnership with Fresno Chaffee Zoo takes learning beyond the classroom and brings students face to face with learning, providing experiences and lessons that open our student's eyes to the world that is available to them.

GCA will offer a different way for students to access high-quality education, specifically the students, families, and community of southwest Fresno. In addition to an innovative environmental curriculum, GCA will complement and further the district's efforts by providing a learning environment that celebrates cultural diversity and the pursuit of social justice. GCA fills a community need and interest for a TK-8 school that combines 10 college-preparatory academics, 2) serving the needs of a historically underserved and socioeconomically disadvantaged population, and 3) whole-child (Holistic) growth.

FUSD is the fourth largest school district in California. The history of FUSD is the story of consolidation over decades of growth, with the poorest residents strategically being situated on the southwest side of town through strategic city planning and development.



The map below was created and used by James Helming, a federal agent tasked with managing and reporting on the growth of Fresno in the 1930's and 1940's as part of the federal government's New Deal. Helming's agency, the Home Owners' Loan Corporation, drew color-coded maps to determine who would get the credit necessary to buy houses.

White neighborhoods were shaded green, and white buyers in these areas were generally approved for loans.

Neighborhoods with large minority populations were shaded red, denied mortgages, and labeled undesirable.

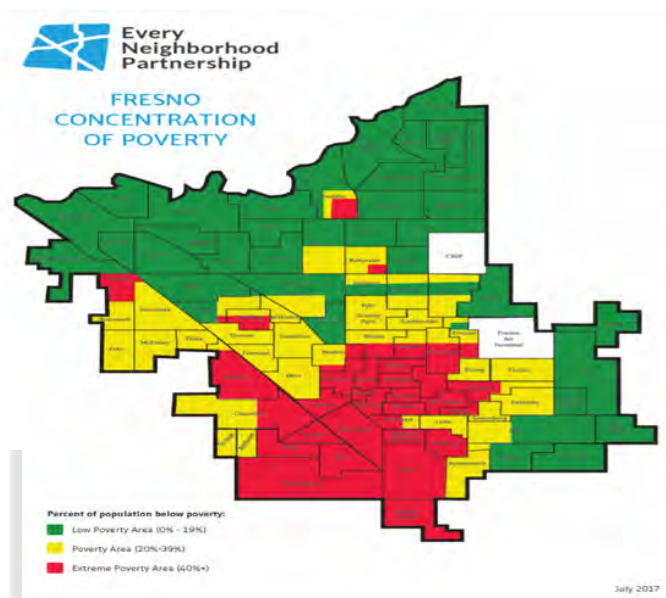
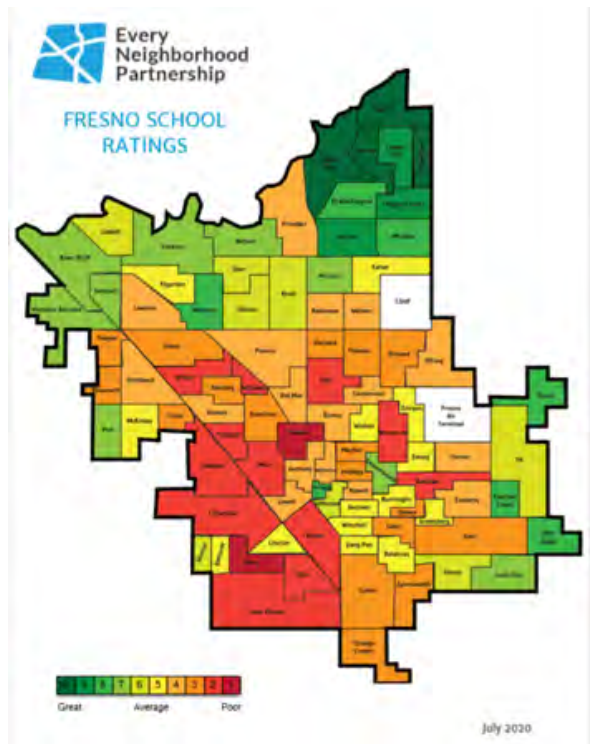
Fresno's southwest side was red.

Helming's practice was not new; in fact, it was in practice in cities across the country,

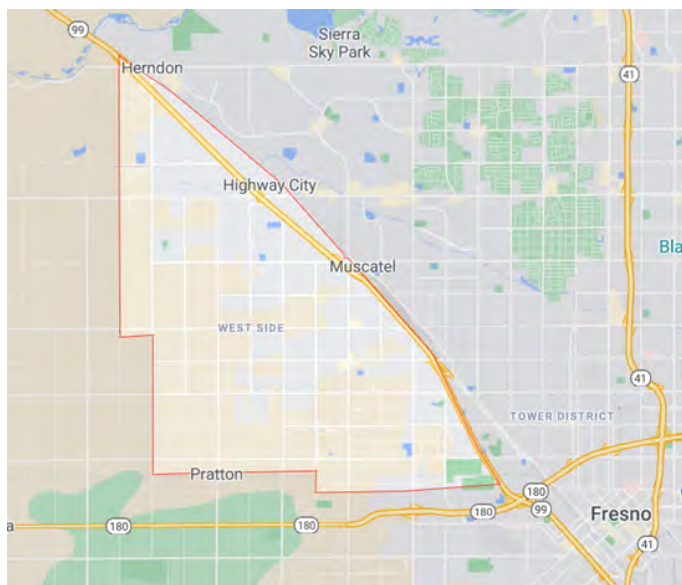
reinforcing residential segregation through a practice that came to be known as "Redlining."

Sadly, the results of redlining are still evident in the city of Fresno today. The concentration of poverty has remained a plague for the southwest side of the city and has slowly moved into the

areas that afford low-income housing. These areas have fewer health services and access to hospitals, as well as fewer banking institutions, grocery stores, and health clubs. Instead, prominent in these neighborhoods are liquor stores, check cashing and payday loan services, and fast food chains. There are also very few city parks in this part of Fresno.



Today, the Fresno Unified School District serves more than 74,000 students and operates 64 elementary schools, 15 middle schools, eight high schools, four alternative schools, and three Special Education schools. The map to the left identifies the school rating for the elementary schools in the southwest corner of FUSD. Out of the seven schools (including one charter school) GCA has selected for data comparison and student demographics, five of the schools have a rating of poor and the remaining two are considered average.

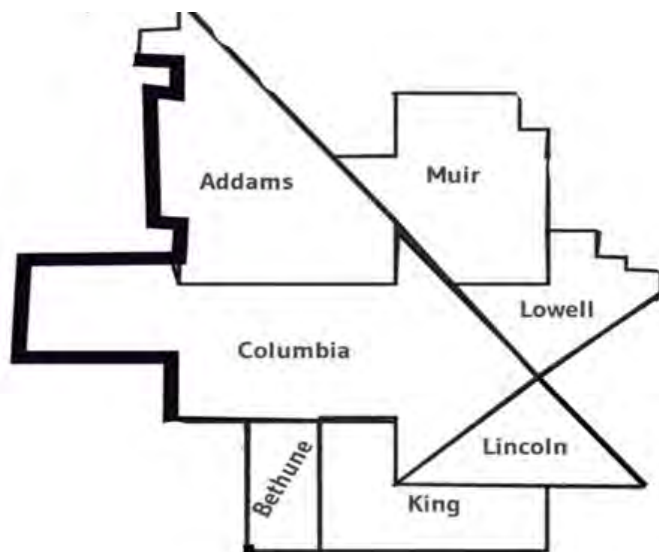


## Comparison Schools

The southwest Fresno Area is triangular and is primarily located west of Highway 99. It is bordered on the south by the north side of West Clinton Avenue, and to the west by Grantland and Garfield Avenues. The southwest Fresno Area includes the southwest portion of Highway City adjacent to Highway 99. The following map details the southwest Fresno Area in relation to the region. Southwest Fresno is also bordered to the North by the Central Unified School District, the third-largest school district in Fresno County.

## Selected Schools

The schools selected for comparison--Addams, Columbia, King, Lincoln, Lowell, and Muir--constitute the six elementary schools in the southwest Fresno area. Edison-Bethune is a charter school that is adjacent to this area as well. The schools identified exemplify the student demographics that GCA has identified as priority enrollment into the program. It is the intent of GCA that their students will represent similar student demographics as the schools selected for comparison.



Apart from Edison-Bethune, all other schools selected in this comparison are traditional elementary enrollment and part of the Fresno Unified School District. Edison-Bethune is a charter school that serves Fresno's West Side and is currently authorized by the Fresno County Office of Education.

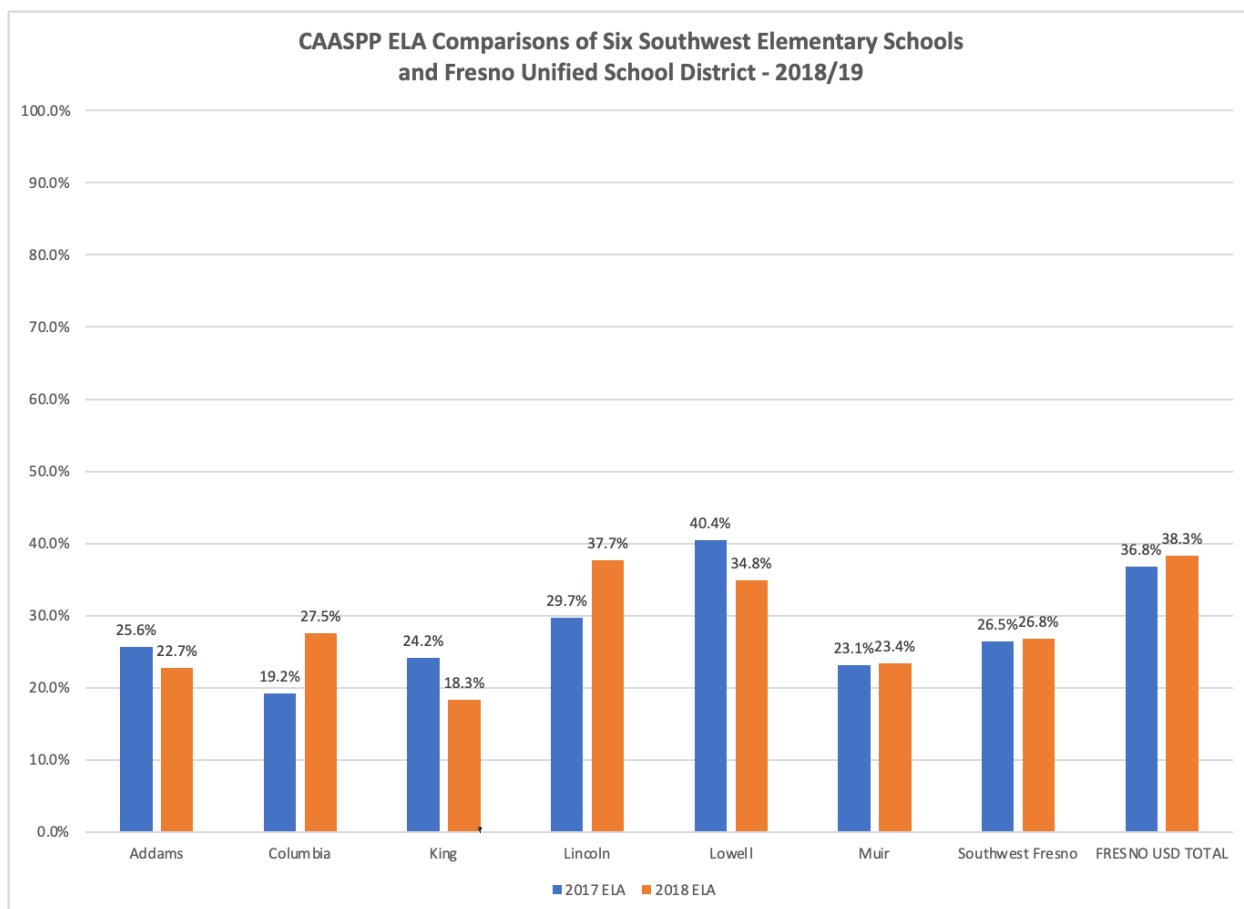
## Enrollment



GCA will serve a student population that reflects the neighborhoods it serves. We expect our demographics to mirror the southwest Fresno (and neighboring communities) schools from which GCA will draw its students. The following is academic and demographic information from Fresno Unified School District, which currently serves GCA's target population.

### ELA & Math Proficiency

The charts below display the student proficiency level data in English Language Arts (ELA) and Math, as reported by the California Department of Education (CDE).

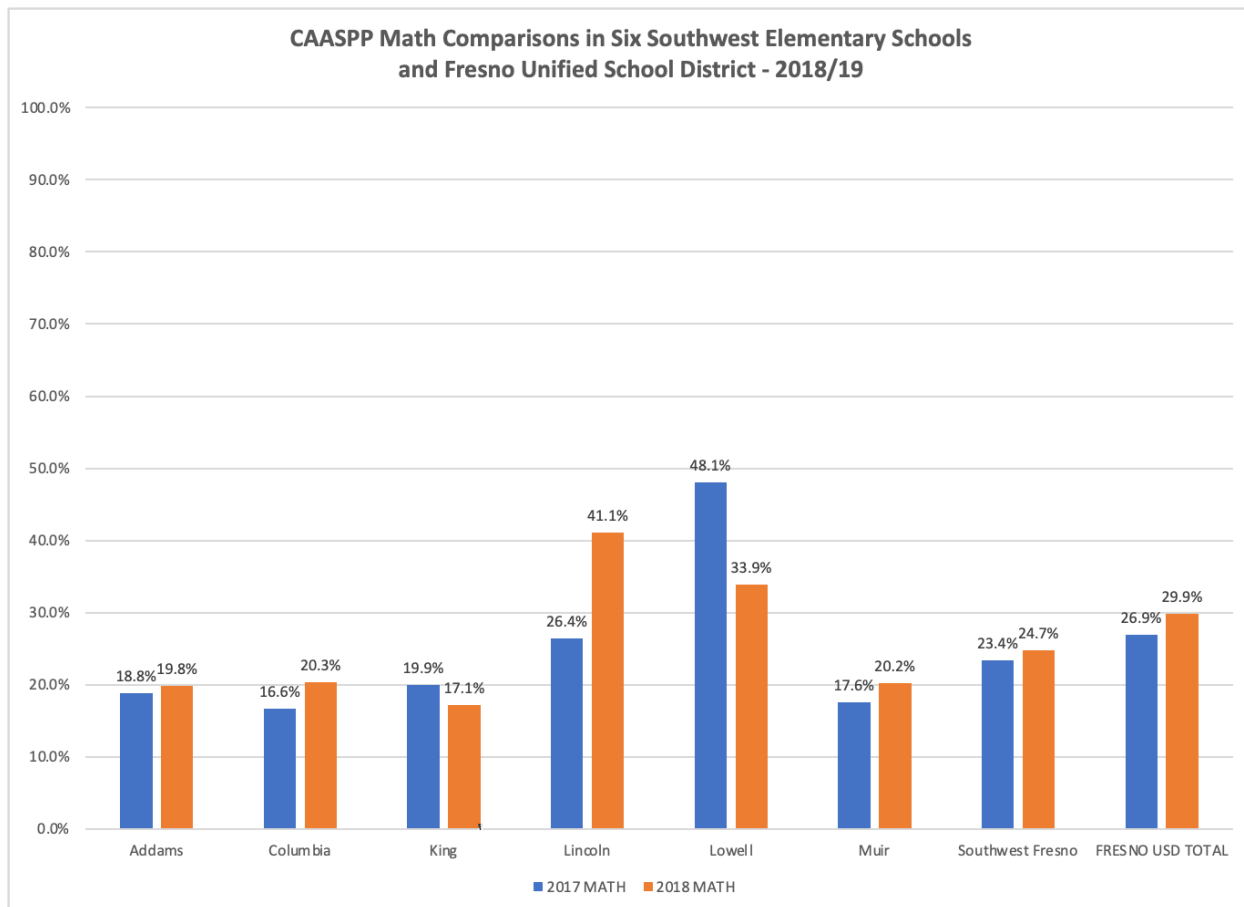


*Source: California Department of Education, DataQuest*

ELA Proficiency Levels. The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, the composite group, and FUSD. The percentages along the vertical axis represent the percentage of students who met or exceeded standards on the CAASPP. Also depicted are the two most recent academic years of assessment data; blue is 2017-2018 and orange is 2018-2019. Retrieved from the CDE's DataQuest platform.

In 2018, we can see that ELA for all schools is an area for improvement as the highest level of proficiency is at Lincoln where approximately 37% of the students are proficient in ELA, while

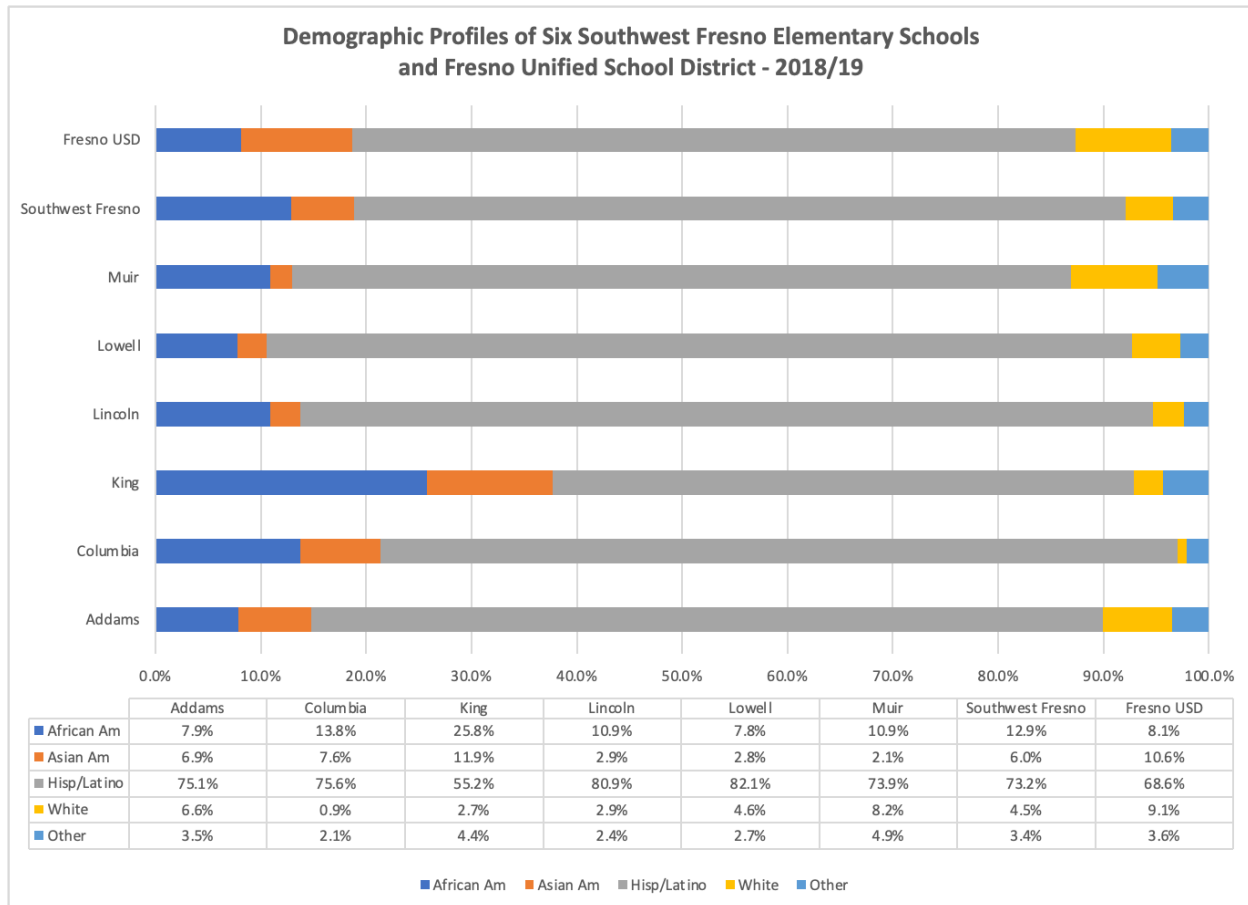
King Elementary has the lowest level of proficiency at 18.3%. FUSD as a district has an overall ELA proficiency rate of 38.3%, which is almost double that of King Elementary.



*Source: California Department of Education, DataQuest*

**Math Proficiency Levels.** The schools analyzed are listed along the bottom; Addams Elementary, Columbia Elementary, King Elementary, Lincoln Elementary, Lowell Elementary, Muir Elementary, and FUSD. The percentages along the vertical axis represent the percentage of students who met or exceeded standards in Math. Also depicted are the two most recent academic years of assessment data; blue is 2017-2018 and orange is 2018-2019. Retrieved from the CDE's DataQuest platform.

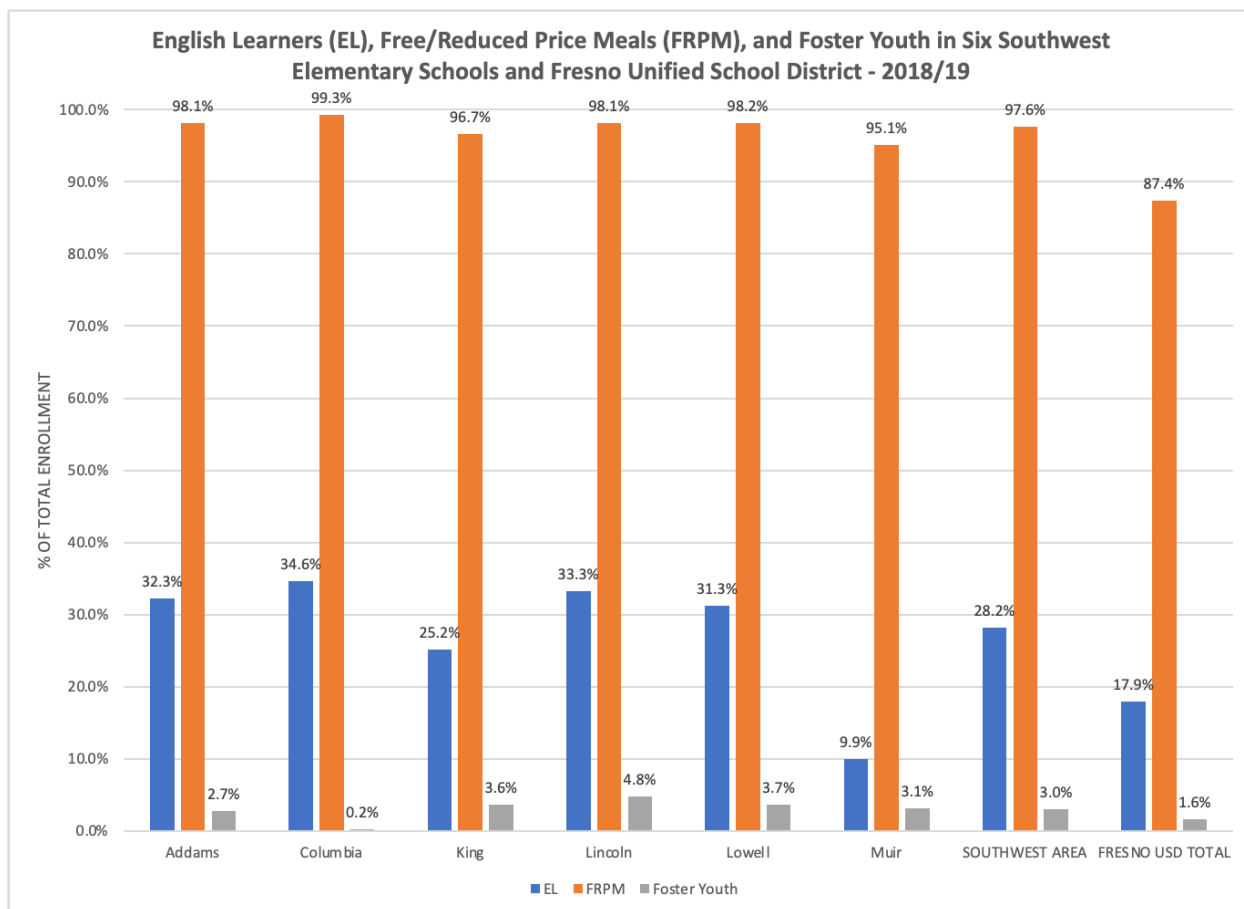
Math scores for the selected schools reflect a very similar picture to that of ELA. In 2018, Lincoln Elementary leads the way in proficiency levels of students served with just over 41% of its students testing at proficiency. King Elementary and the other schools have proficiency levels ranging from 17% to 32%, while the FUSD total comes in with just under a 30% proficiency rate.



*Source: California Department of Education, DataQuest*

The demographic profile by race and ethnicity of the six southwest Fresno schools shows that the majority of students (approximately 74% in the six-school area) are Hispanic or Latino. African Americans make up 12.1% of the student population in southwest Fresno, the second largest group in the area. White students make up only 4.3% of the southwest area student population, less than half of the percentage as in the District as a whole.





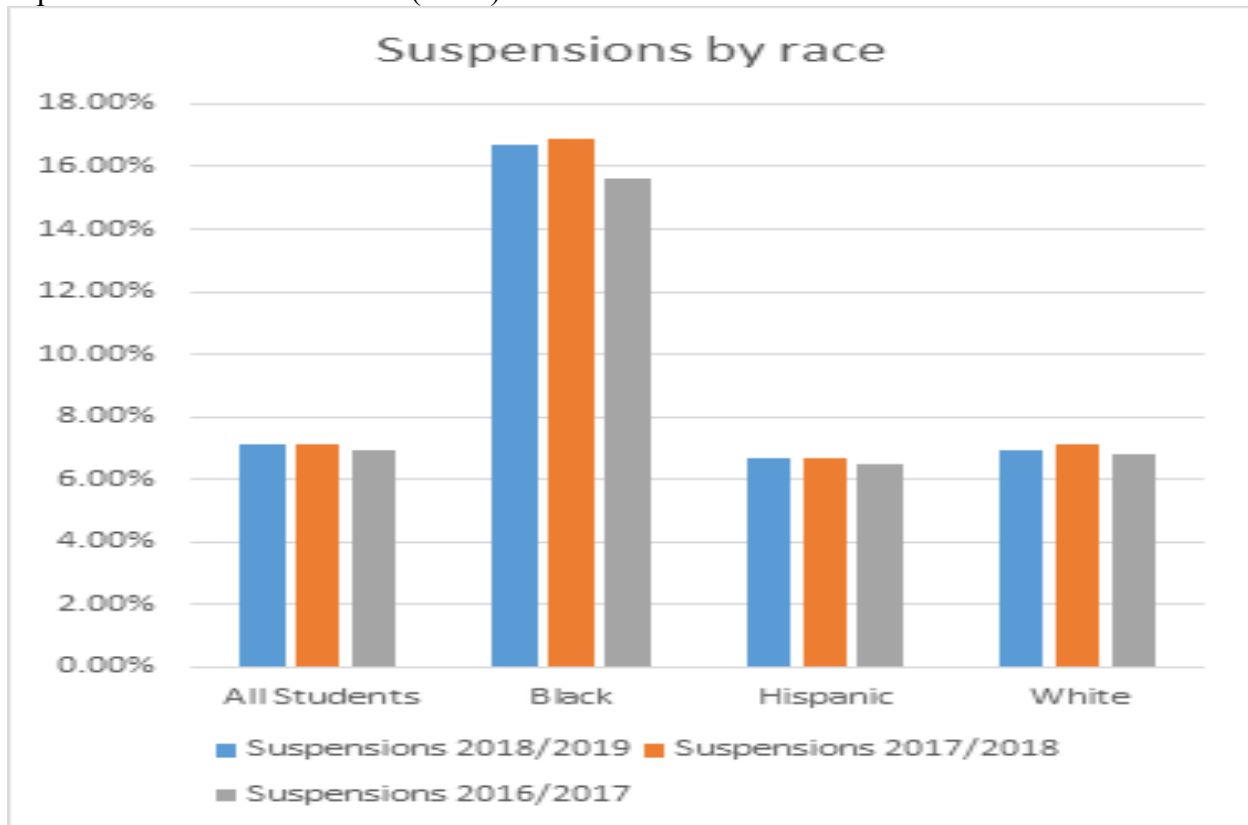
Source: California Department of Education, DataQuest

The enrollment for the selected schools highlights other demographic challenges faced by schools in southwest Fresno. Free/Reduced Price Meals (FRPM), as a measure of socio-economic status (SES), is at 97.6% in the southwest area compared to 87.4% in the District as a whole. In addition, there are significantly more English Learners students by percentage in southwest Fresno than in the district as a whole (28.2% to 17.9%). The percentage of students in Foster care is also almost twice as high in southwest Fresno as it is in FUSD.

GCA intends to serve students who have struggled academically and have been historically underserved and socioeconomically disadvantaged. Students struggling with chronic absenteeism, behavioral issues that lead to suspension/expulsion, students with disabilities, and Foster youth would benefit especially from an instructional approach that combines informed best practices with individualized attention through a schoolwide mentoring program.

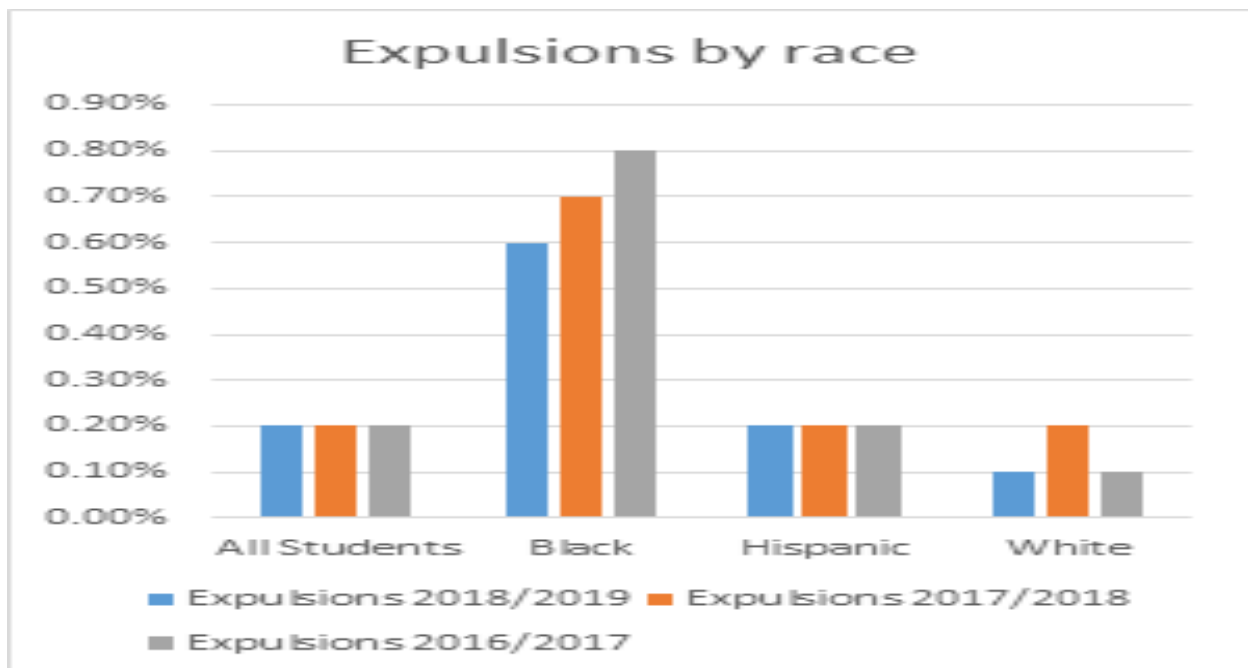
The following data shows us that there are significant numbers of students in our target neighborhoods, especially those belonging to subgroups, that are being suspended and expelled at alarming rates. While suspension and expulsion rates have fallen dramatically across California schools over the last five years, some subgroups remain over-represented in the number of students who are suspended or expelled. When looking at the suspension and

expulsion data there is a district-wide concern with the disproportionate rate of suspensions and expulsion of African American (black) students.

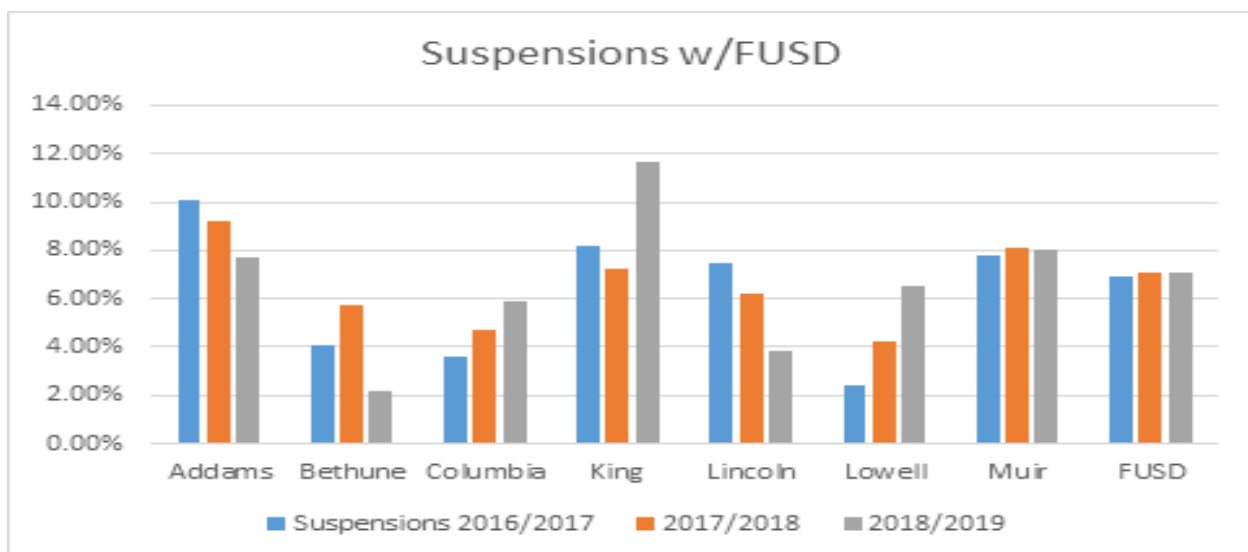


Source: California Department of Education, DataQuest

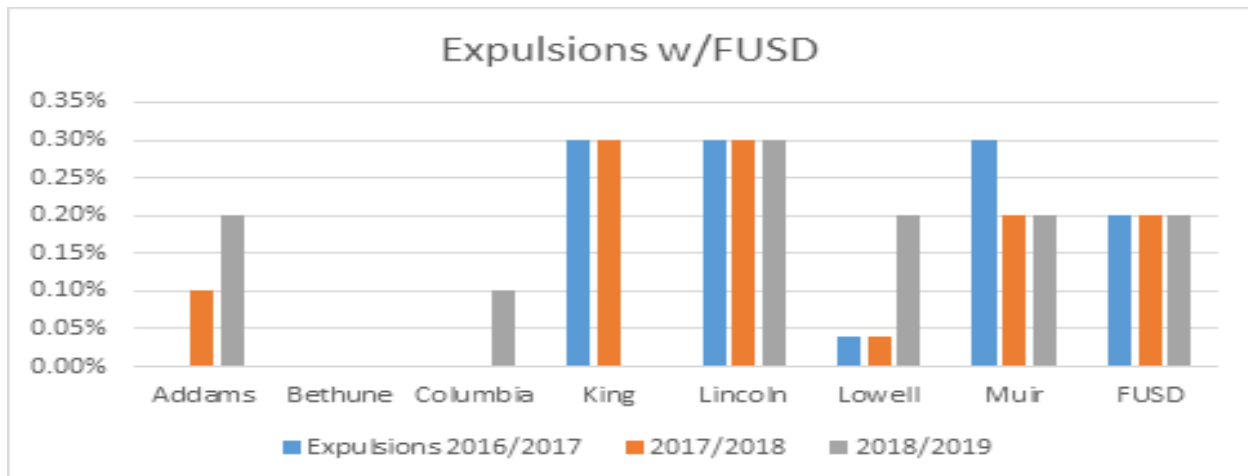
In the selected schools, the enrollment data and the suspension and expulsion data support and mirror this trend. Black students are suspended and expelled at a rate more than double of their Hispanic and White peers.



It is no surprise that suspension/expulsion rates and low academic achievement have a direct correlation. When students are prevented from engaging in and accessing their education, academic achievement suffers.

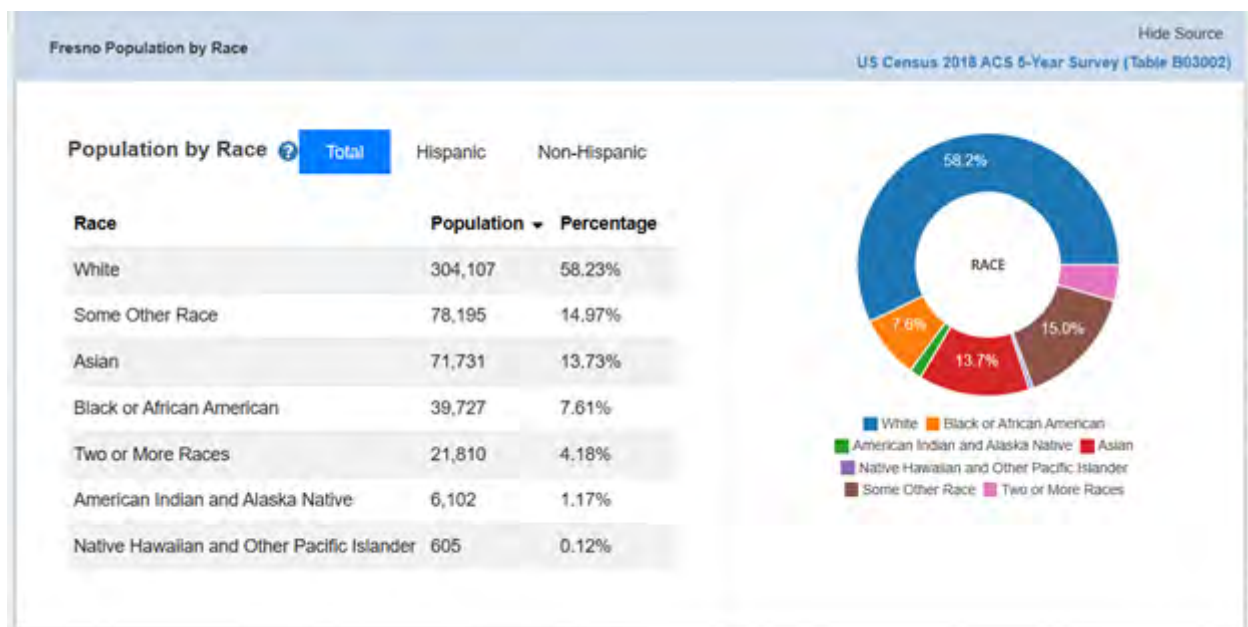


The chart above, compiled using data from the California Department of Education, shows that despite suspension and expulsion levels stabilizing overall for the District, the rates at which African American students are suspended is more than double that of their Hispanic and white peers. Expulsion rates for Black students is another area of concern as the rate over the last three years has increased and represented an inflated percentage of the students who are suspended.



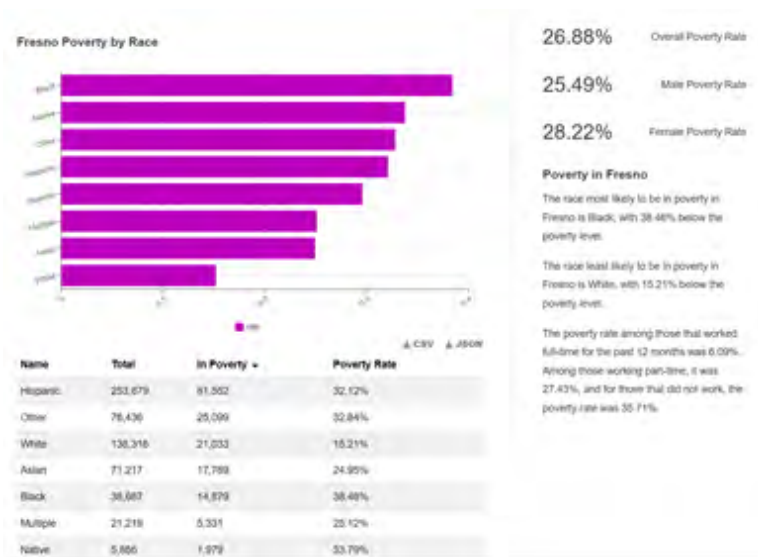
The data presented suggests that alternate strategies for educating youth in southwest Fresno are worth exploring. The Golden Charter Academy Founders believe that a thoughtful and innovative approach to meeting the academic and ancillary needs of many of these students, primarily in the social-emotional area, will result in not only increased levels of academic achievement but healthier and happy children who are better prepared as individuals to be a part of a healthier society.

## Non-Academic Indicators



Fresno is currently growing at a rate of 0.76% annually and its population has increased by 8.80% since the most recent census, which recorded a population of 494,665 in 2010. In 2013 Fresno became the 5th largest city in California with a population of 509,000 and the 34th largest

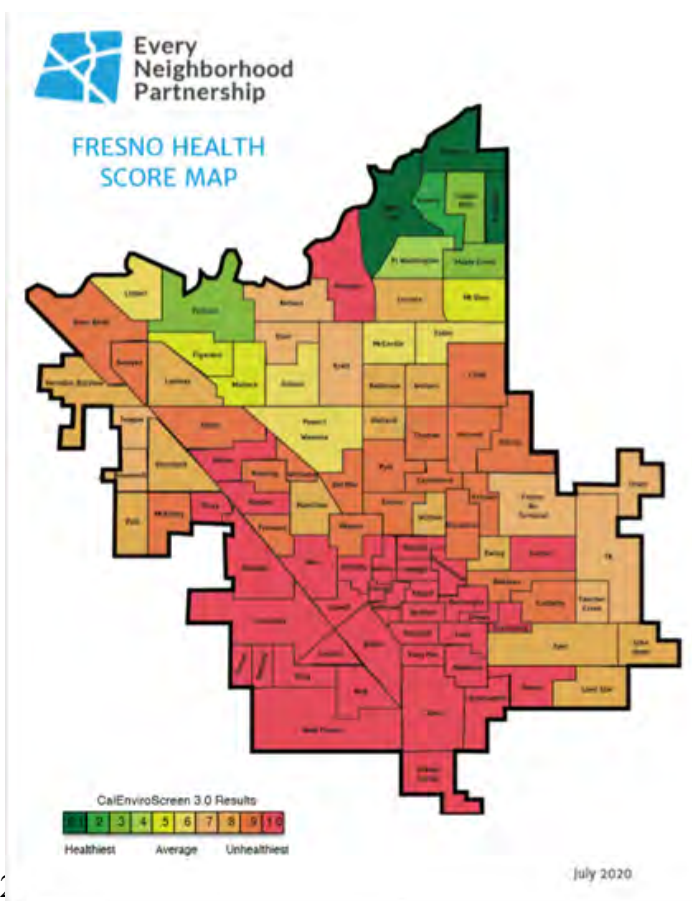
city in the nation. Between July 2012 and July 2013, Fresno County's population grew just over 1%, which is the county's highest growth rate in three years. Fresno is growing faster than the state of California as a whole, and quicker than other counties. Currently, the population of Fresno is 538,195.



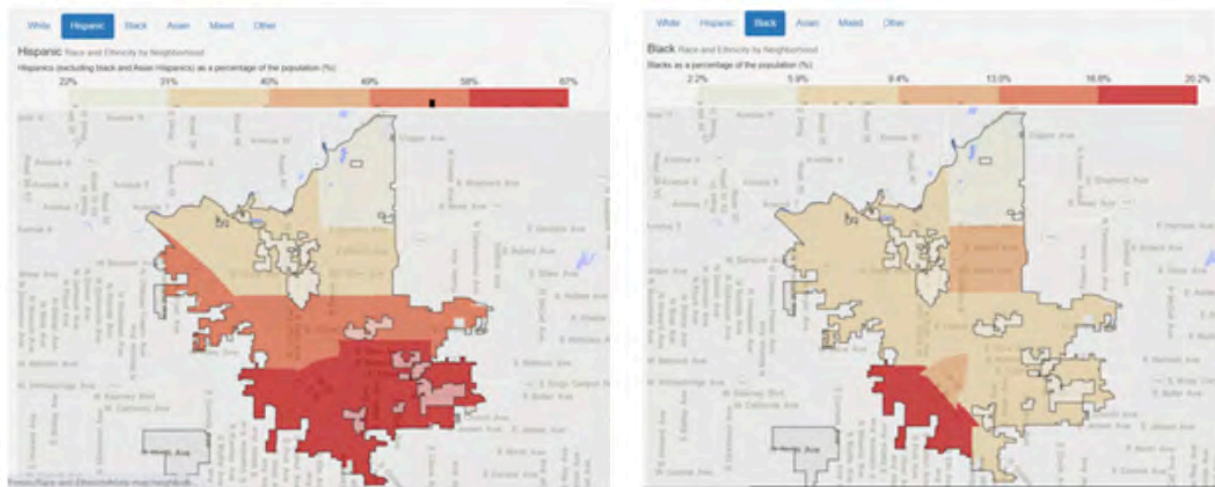
Average salaries in Fresno are currently well below the California state level and will remain so for the foreseeable future. The average household income in Fresno is \$66,519 with a poverty rate of 26.88%. The median rental costs in recent years come to \$969 per month, and the median house value is \$224,600. The median age in Fresno is 30.8 years, 29.8 years for males, and 31.7 years for females. Fresno falls behind the state in all areas and identifiers.

About a quarter of Fresno's African American residents are homeowners, compared to 66 percent of the white population. The report also referenced Fresno's disparity in life expectancy based on neighborhood, which differs by as much as 20 years when comparing northwest and southwest Fresno. Looking at the map to the right, we can see that direct access to health care has also been lacking and taken its toll on the residents of southwest Fresno.

In a city of more than 530,000, about eight percent of the population is African American, according to U.S. Census Bureau numbers. A 2018 report by the Fresno Bee paints a bleak picture for African American Fresnans, noting more

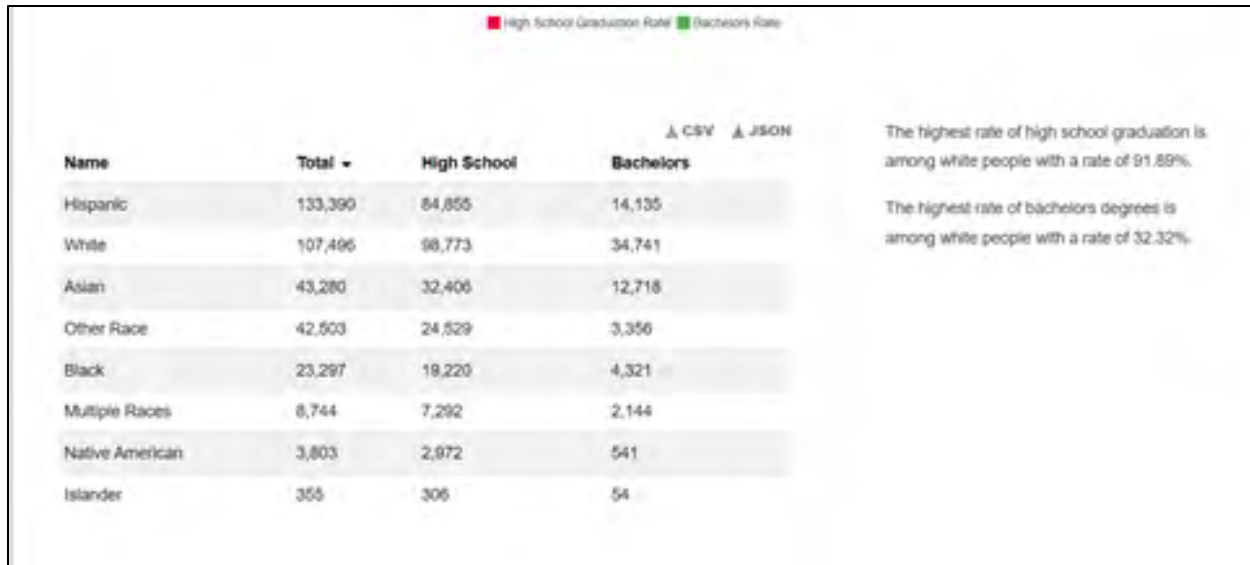


than one in five individuals are unemployed. Whites, meanwhile, fare much better on the job front, with fewer than one in 10 unemployed. The unemployment rate for African Americans in Fresno is about 22 percent, while it is under 9 percent for whites. The following maps display the population density by race in the city of Fresno. Most of the Hispanic and African American communities today mirror the maps used by Helming when laying out the city. The total percentage of African American residents in the city of Fresno is approximately 8.3 %, of those residents 20.2% live in the West Fresno area. The Hispanic/Latino population of Fresno is approximately 48% and of that population, 67% of residents live in West Fresno and the immediate surrounding communities in the Roosevelt and Central region.



Repeatedly, southwest Fresno has been identified as one of the most socio-economically disadvantaged areas in the state of California and the nation as well. The extreme corner of this area, locally known as “West Fresno”, has specifically been named as one of the most socioeconomically depressed areas in the nation and one of California’s most dangerous places to live.

Educational attainment and poverty have a direct correlation in Fresno and most of the city’s impoverished residents live in the southwest area of the city. The chart below details the relationship between poverty and education in Fresno. The chart also shows the disparity within the graduation rates of subgroups served. Fresno’s southwest side has historically and purposefully been underserved. According to 2018 data from the U.S. Census Bureau, over half of southwest Fresno lives below the poverty line, while the rest of Fresno hovers around 27%. Residents of southwest Fresno earn about half the median salary as the rest of Fresno.



## Targeted School Populations

Golden Charter Academy is targeting students living in southwest Fresno attending grades TK/K through 8th grade. It is anticipated the demographics of the Charter School will closely resemble those of the Fresno Unified School District. The Charter School will open in August 2021 with grades TK/K through 3rd and then expand by adding 4th grade in 2022-23, 5th grade in 2023-24, 6th grade in 2024-2025, 7th grade in 2025-2026, and 8th grade in 2026-2027. Projected enrollment per year is as follows:

Grade Level	# of Classes	School Year 2021-22	School Year 2022-23	School Year 2023-24	School Year 2024-25	School Year 2025 – 26	School Year 2026-27
TK	2	44	44	44	44	44	44
1st	2	44	44	44	44	44	44
2nd	2	44	44	44	44	44	44
3rd	2	44	44	44	44	44	44
4th	2		44	44	44	44	44
5th	2			44	44	44	44
6th	2				44	44	44



7th						44	44
8th							44
<b>Total Enrollment</b>		<b>176</b>	<b>220</b>	<b>264</b>	<b>308</b>	<b>352</b>	<b>396</b>

The Golden Charter Academy will be non-sectarian in its programs, admissions policies, employment practices, contracts, and all other operations; shall not charge tuition; shall not discriminate against any pupil on the basis of race, color, national origin, sex, sexual orientation, perceived sexual orientation or disability; and shall not otherwise to any extent engage in unlawful discrimination.

## Attendance

---

By law, charter schools in California are required to offer a school year with a minimum of 175 instructional days. Kindergarten is required to have at least 36,000 instructional minutes, and Grades 1-3 are required to have a minimum of 50,400 instructional minutes. Grades 4-8 require a minimum of 54,000 instructional minutes.

The GCA school year will offer 180 instructional days, five more than required by law. The minimum number of instructional minutes per year, per grade level will be as follows:

	Minimum Instructional Minutes
<b>Grade</b>	<b>Per Year</b>
TK/K	36,000
1st	50,400
2nd	50,400
3rd	50,400
4th	54,000
5th	54,000
6th	54,000
7th	54,000
8th	54,000



## **A Rigorous Schedule and Academic Calendar**

### ***Instructional Day***

GCA students will experience and interact in an innovative curriculum that broadly redefines educational space and ties it to NGSS standards and the Common Core State Standards. GCA students will regularly convene their classroom at the Fresno Chaffee Zoo, where interdisciplinary lessons will be rooted in exploration and discovery. Although one of the core values of GCA is Stewardship, in addition to environmental education and science-based inquiries, the content areas of language arts, math, and social science will be studied both on and off the zoo grounds.

This is possible because science at GCA is treated as more than a specific discipline—science is a way of thinking, a process by which students learn to test ideas, vet information, and come to rational conclusions via empirical analysis. The Scientific Method will feature prominently in GCA lessons, for it empowers students to employ a process for accurately reading the world around them.

### **Curricular Content areas**

GCA students will make weekly visits to the zoo grounds as part of their curricular experience. This will include Physical Education, where the vast grounds at Roeding Park and the Zoo will provide ample room for walking, running, and exercising. As mentioned previously, all content areas will be examined.

The Zoo provides a phenomenal opportunity to learn and explore language arts at a deep level. Since almost all of the zoo animals are identified by their common as well as their scientific names, Latin and Greek words will serve as a vehicle for exploring word cognates, critical in building vocabulary, essential components for sentence composition and literacy. Latin words are extremely valuable keys for Spanish-speaking students, who can use the similarity to their native language to unlock the meaning of academic language. The scientific name of the polar bear, for instance, is *ursus maritimus*. “*Ursus*” is similar to the Spanish word for bear, “*oso*”, and the Latin word “*maritimus*” contains “*mar*”, which is Spanish for “*sea*”. Spanish-speaking students can easily read that *ursus maritimus* is a bear that swims in the sea, a polar bear. *Pantera nebulosa*, a clouded leopard, is also easily identifiable to a Spanish-speaker because “*pantera*” is Spanish for “panther” and “*nebulosa*” is recognizable as “cloudy”. There are literally hundreds of such examples. Spanish-speaking students make up the largest group of English Learners in the Fresno area.

Math will also be taught using the zoo as an educational laboratory. The wildlife at the zoo easily lends itself to quantification, both in terms of physical attributes and behavior. For example, the weight distribution of a 10,000 pound elephant can be calculated by measuring the surface area of its foot pads and dividing to get the pounds per square inch (PSI). The design of

an elephant's foot and leg can also be examined, and students will notice that the entire leg looks like a pillar. This design is optimal for distributing enormous weight, which can be observed in support columns that are prominent in architectural design. The 15-foot vertical leap of a tiger can not only be appreciated for the incredible athletic exhibition that it is, it can also be studied to design an exhibit that provides safe containment of the world's largest feline. The metabolic rates of various types of animals must be tracked in order to prepare proper amounts of medicine to treat illness in these animals. There are innumerable other examples that could be cited as evidence that math will be a ubiquitous component of the GCA curriculum.

Social science may seem to be a more distant discipline when it comes to a natural world curriculum, but this is not so. Historically, human societies have been linked, and continue to be linked, to their surrounding flora and fauna. The great Mongol Empire that stretched from Japan to the Mediterranean was made possible by the domestication of the horse, native to the steppes of central Asia. The expansion of western influence from Europe and the exploration of the Americas could never have happened without sea-going vessels that were built from timber gathered from the abundant forests that once covered most of Europe. The introduction of European domestic cattle to Africa in the 19<sup>th</sup> century resulted in a massive die-off of native African cattle and the decimation of Bantu pastoralists that previously relied on grazing and milk production. The resulting environmental transformation—bush and scrubland replaced pastureland—led to a massive infestation of the tsetse fly in sub-Saharan Africa, resulting in economic devastation and weakened political and social structures. It is only through a deep understanding of the role of wildlife and the natural environment on human societies is it possible for a deep understanding of social sciences.

### **Annual School Calendar**

GCA will meet or exceed the instructional minutes requirement as set forth in Education Code Section 47612.5(a) and may offer a before/after school, Saturday, and/or summer school component. Charter schools are required to operate for at least 175 days of instruction, but GCA will operate for 180 instructional days to match the calendar of FUSD.

Upon authorization, GCA will begin to create a school calendar and submit it to the chartering authority for the purpose of aligning instructional days. The GCA school calendar may change from year to year.

### **Extended Time**

GCA retains the option of augmenting instructional time, either through the implementation of Saturday school, Summer school, or extended day programs.

### **What it Means to be an Educated Person in the 21st Century**

---

At GCA, we meet the needs of our students by meeting the demands of the times. Our role is to prepare students to become successful and contributing members of society. Our students will have to acquire a set of skills in order to become successful in a 21st century society. Our students are what we call 21st Century Learners. What does it mean to be a 21st century learner?

21st century learning refers to the skills and technologies that will help our students succeed the world today. There are four main characteristics of the 21st century learner:

- They will perceive themselves as Global citizens
- They will think creatively
- They will think critically
- They will communicate and collaborate with others

Students of today have access to the world at their fingertips. The internet has made students more aware of their place in this diverse world. The students are encouraged to be involved in conversations that tackle issues on a global scale. Teachers must encourage this mindset across all subject areas to help prepare students for the future. Our mission is to create globally-minded citizens who are respectful of all cultures, nations, and people.

21st century learners need to be supported in their ability to develop their creativity in finding solutions to everyday problems. This means moving past techniques of rote learning and instead looking toward discovery, analysis, and innovation. Students need to be capable of developing creative solutions to the many problems and challenges they may face in the 21st century. Students need to be able to think creatively and develop new ideas that demonstrate imagination and curiosity in their learning. By providing opportunities for students to face challenges, they are encouraged to use more of their potential creativity. 21st century learners view mistakes and failures as opportunities to learn and enhance their creative capability.

Critical thinking skills are essential for the 21st century learner. The future work environment will be constantly changing and require fast adaptation. Knowledge is power, but determining what information is useful and what is not, is a skill in itself. Students must have the ability to interpret information and draw intelligent conclusions that will allow them to reflect critically and create a better experience. It is crucial for teachers to create an environment where students are required to analyze, think deeply, and explain their opinions.

21st century learners have access to many communication platforms. This has allowed them to engage with people of different opinions, expectations and cultures. Students need to learn to respect each other's differences and use the differences to solve problems and create original ideas. Using applications and devices which encourage collaborative work can help bring out these traits in students and make the classroom a more cooperative place.

### **How Learning Best Occurs**

---

The Golden Charter Academy has a vision and strategy to embrace the community, the natural world, the zoo, and the charter school campus as fundamental places of learning and relevance. We view curriculum and learning from a foundation that seeks to break down barriers and

positions all students for growth. The educational pathway of our students immerses them in experiences of awe, wonder, and curiosity through environmental engagement. The Golden Charter Academy is determined to create a learning and growing environment that will help students develop into poised, confident, and articulate leaders who will use their education and life experiences to create positive change in their own lives, in their communities, and in the world.

The key descriptions of the school experience of the Golden Charter Academy are captured in three sections on how learning best occurs:

- Through an innovative, integrated curriculum
- Through high-quality instruction
- Through positive school culture

### **Golden Charter Academy's Core Values**

The Golden Charter Academy is committed to the three core values of Stewardship, Equity, and Access. These values represent GCA's most ardent beliefs and underpin all educational efforts. Stewardship refers to the deep understanding of the interconnection of all life and the importance of conserving and managing the earth's natural resources as well as the care for community and place. Equity focuses on the Golden Charter Academy's purposeful commitment to elevating the cultural and societal contributions of all people, especially historically underrepresented and underserved communities. Finally, access is the Golden Charter Academy's commitment to creating pathways to success for all learners, through innovative lesson design and instructional practices that develop their expertise. Curiosity, exploration, and discovery are the hallmarks of our educational program and the tools we use to *Inspire powerful young minds*, our central mission.

### **High Expectations**

We set clearly defined and measurable high expectations for academic achievement and conduct in order to create and reinforce a culture of achievement and support. We know that every student is unique, and we personalize learning based on a student's needs, skills, and interests.

- **Strength of Character:** Success in life depends on both academics and character. We help students foster character strengths that are essential for their own success and well-being. And we aim for them to be empowered to express their voices with power and to improve the world around them.
- **Highly Effective Teachers and Leaders:** Great schools require great teachers and school leaders. We empower our educators to lead school teams, and we invest in training to help them grow as professionals.
- **Safe, Structured, and Nurturing Environments:** Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. Our schools provide a safe, structured, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so our students love school and maximize their learning.

## Learning Best Occurs with an Innovative, Integrated Curriculum

---

At Golden Charter Academy, our aim is to teach and guide students who possess a lifelong love of learning. The academic program at GCA will prepare every student for the intensity and challenge of high school academics. The courses offered at the Golden Charter Academy will be grounded in rigor and high engagement. GCA's teaching staff will create learning environments that actively engage the student body. The Golden Charter Academy's goal is that all students leave the program with an intellectual curiosity for all academic disciplines and the academic preparation to be successful in high school, college, and the competitive world beyond.

We believe it is imperative to keep students connected to their futures in positive ways and to develop students who understand the individual contributions they can make to their families, the local community, and the world beyond. At GCA, we build on the core beliefs, practices, and lessons learned from high-performing schools in our community and throughout our country. We believe that learning best occurs when our students are challenged.

### Place-Based Education

The Golden Charter Academy has embraced an innovative approach that builds on the concepts represented in the figure below. The foundation of this model is grounded in place-based



The Golden Charter Academy approach.

education. The primary goals of place-based education are to increase student engagement, boost academic outcomes, impact communities, and promote an understanding of the world around us.

The philosophy of place-based education is considered both a teaching and learning practice that uses the “local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other concepts across the curriculum” (Sobel, 2005, p. 7). Research has shown that place-based education positively impacts academic development as well as youth development, and the following table highlights those benefits.

Indicators of another study by the National Environmental Education and Training Foundation (2000) not only corroborated increased academic achievement (standardized testing), but also showed that student ability to solve problems increased. All participants in the study were able to

transfer their knowledge from a particular learning situation to a similar situation (near transfer). However, those students who experienced environmentally based learning events were able to transfer their learning to a “vastly different context (far transfer). In other words, the students hadn’t just consumed a set of facts; they had developed a set of higher-order cognitive skills in observation, analysis, and problem solving that they could carry with them as tools to use in other settings” (NEETF as cited in Sobel, 2005, p. 32).

<b>Benefits of Place-Based Education</b>	
<i>Academic</i>	<i>Youth Development</i>
<ul style="list-style-type: none"> <li>• Improved academic scores; including standardized test scores</li> <li>• Improved critical thinking skills</li> <li>• Increased engagement in school</li> <li>• Increased motivation for achievement</li> <li>• Increased workplace skills; e.g. leadership, teamwork, persistence, responsibility, managing time</li> <li>• Deeper learning and action competence</li> <li>• Increased awareness of career options</li> </ul> <p>Bartosh 2003, Howley et al. 2011, Coleman 2011, Athman and Monroe 2004, Powers 2004, AIR 2005, Glenn 2001, Barratt and Barratt Hacking 2011</p>	<ul style="list-style-type: none"> <li>• Social-emotional development; including increases in self-esteem, sense of empowerment and agency, social interaction, social skills, social capital, awareness of cultural diversity</li> <li>• A sense of place and community attachment; including place attachment, place meaning, appreciation of place</li> <li>• Increased civic engagement, involvement, and responsibility</li> </ul> <p>Robinson and Zajicek 2005, Schusler et al. 2009, Schusler and Kransy 2010, Withrow-Clark et al. 2015, Harrison 2011, Flanagan and Gallay 2014, Chin et al. 2015, Morgensen and Schanck 2010</p>

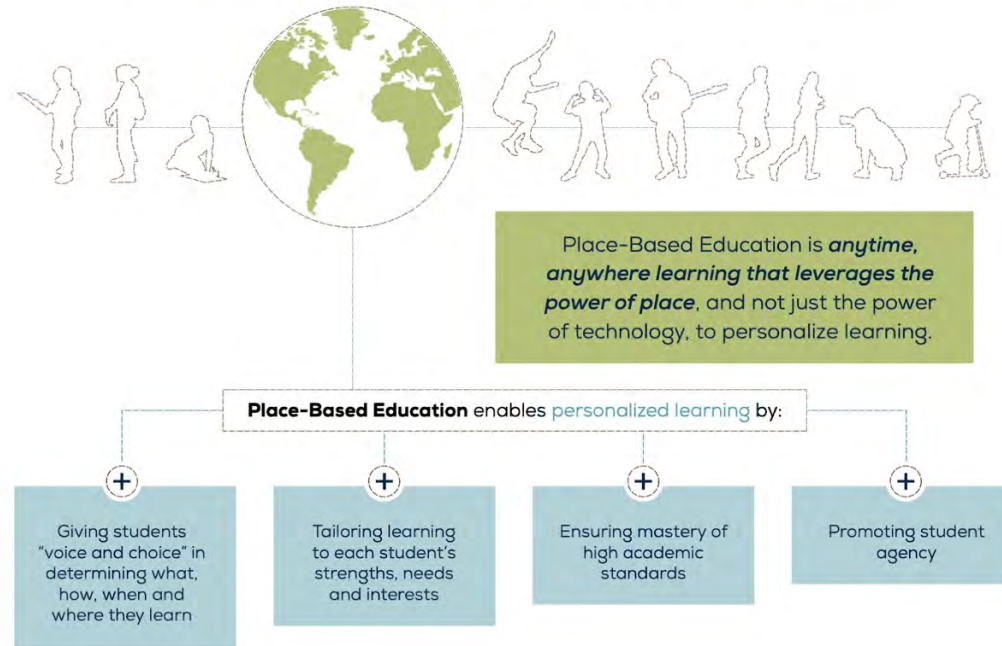
Benefits of Place-Based Education. Research retrieved from Marckini-Polk, Jessup & Whitmore, 2016, *The Benefits of Place-Based Stewardship Education*.

The place-based education approach emphasizes hands-on, real-world learning experiences. By “personally experiencing the value of a subject” a deeper understanding emerges for students; not only of interpersonal skills but of the world around them (Schwartz, 2012, p. 2). In turn, this helps students to develop meaningful connections with their communities and to enhance their appreciation for the natural world.

Place-based Education (PBE) is not only designed to connect what students are taught in school to real-world challenges, it is also dubbed as anytime, anywhere learning (see figure below). “Place-based learning can truly happen anytime, anywhere — in cities, in rural towns, in parks, virtually, in classrooms, in museums and even, in our own backyards. What matters is that the experience leverages the power of place to personalize learning and equip students with the tools and skills they need — through authentic experiences — to collaborate, think critically and solve complex challenges” (Getting Smart, 2017).

## PLACE-BASED EDUCATION (PBE)

connects learning to communities and the world around us.



By design, PBE is guided by six learning principles: local to global context, learner centered, inquiry-based, design thinking, community as classroom, and interdisciplinary approach. The figure below (Teton, 2019) outlines the six aspects of design.



### ***Foundation in Place-Based Education***

Place-based education has its roots in environmental education, and thus, is uniquely suited for the GCA-Zoo collaborative. Place-Based Education uses the full range of local environments (natural, economic, social, political, and cultural) as the foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum. Another key strategy emphasizes learning through participation in service projects for the school, community, zoo, and environment.

As explained by *Promise of Place*, place-based education is most effective when “you give its roots a chance to grow deep and strong before expecting too many flowers” (Promise of Place, n.d., <https://promiseofplace.org/about-us>). Though the place-based approach is an ongoing process of growth, the following key principles guide the GCA strategy:

- Learning takes place on the GCA campus, in the home, in the local community, at the zoo, and in the natural settings of the environment.
- Learning is interdisciplinary.
- Learning focuses on local themes, systems, and content.
- Learning is personally relevant to the learner.
- Learning is grounded in and supports the development of an appreciation for one’s place.
- Learning experiences contribute to the community’s vitality and environmental quality and support the community’s role in fostering global environmental quality.
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government.



- Learning experiences are tailored to the audience.
- Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programming is integral to achieving other institutional goals.

Using place-based education as a strategy for accomplishing educational objectives, a mindful installation of best practices is critical. The Golden Charter Academy has researched a variety of programs that are grounded in place-based education and has gleaned an array of best practices. GCA's blueprint for success, using a place-based educational foundation, embraces the following strategies:

- Build a foundation of knowledge with key administrators
- Involve Faculty and co-workers
- Enlist parent support
- Build community support
- Provide faculty with opportunities for professional development specific to PBE
- Build student leadership
- Work in teacher planning and preparation time
- Streamline logistics for getting kids outside in small groups
- Simplify and economize around transportation needs
- Develop projects and units where nature and culture blend
- Bridge curriculum gaps
- Address grade level expectations/standards
- Create assessment and evaluation tools that measure PBE's effectiveness and outcomes
- Alignment with school mission and vision

### **Environmental Literacy - Environmental Education Pathway**

The National Environmental Education Act of 1990 charged the EPA with leadership responsibility in increasing environmental literacy on a national level (Environmental Protection Agency, 2018). In light of this, it is increasingly necessary for schools to provide high-quality environmental education. Children need to have a clearer understanding of the natural world and the impacts of human choices as they will one day be looked to for decisions concerning natural resources, informed policymaking, and legalities (Milner et al., 2012). Nurturing this level of understanding means "our schools must be models of sustainable and inclusive practices, and our education programs must be action and solution-oriented," according to the California Environmental Literacy Initiative (2019, p. 2).

The California Environmental Literacy Initiative (2019) stated, "teaching and learning using the environment as an integrating context aligns well with the California Multi-Tiered System of Support (MTSS) framework, can help local educational agencies meet their LCAP priorities, can improve district School Dashboard outcomes, and helps districts comply with new state regulations for instruction and campus sustainability" (p. 2). In this light, the Golden Charter Academy takes a direct focus on environmental education as a core subject in the academic

pathway. It is important to include a clarifying note that environmental education and environmental literacy are not interchangeable terms as can be seen in the figure below.

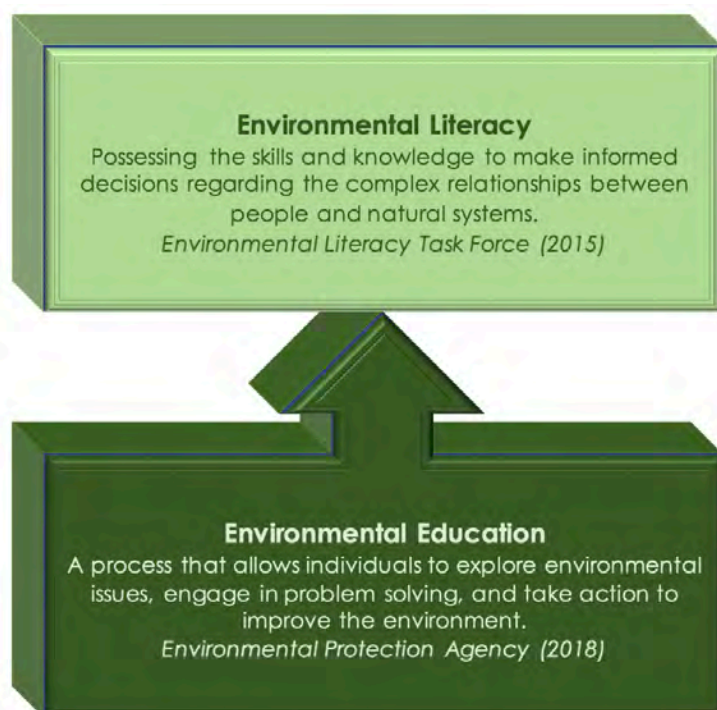


Figure 7. Environmental Education and Environmental Literacy. Retrieved from the Environmental Protection Agency (2018) and the Environmental Literacy Task Force (2015).

Environmental education is viewed as a catalyst that promotes knowledge and understanding of environmental concepts, which in turn can promote the development of appreciation and aptitude for addressing the local and global environmental challenges that are ever-present in the world today. A foundation of environmental education principles influences attitudes and could inspire action, ultimately bringing about much needed transformation (North American Association for Environmental Education, n.d.). In addition, the Environmental Literacy Task Force (2015) expressed that environmental education imparts a real-world reference that helps link what is presented in the classroom to relevant, local circumstances, which in turn helps students develop a sense of

place.

Connecting students to their local communities and helping to facilitate a sense of place in the world appears to be an emerging theme that is taking more precedent in the education system at this time in history. The North American Association for Environmental Education (NAAEE) states that environmental literacy consists of four interrelated components: “knowledge, dispositions, competencies, and environmentally responsible behavior” (Hollweg et al., 2011, p. 2). The need to nurture these elements in the students of today is pressing.

According to the NAAEE, environmental literacy can be broken down into the four interrelated components of knowledge, dispositions, competencies, and behavior (NAAEE, 2019). An environmentally literate person possesses the skills and knowledge to make informed decisions when it comes to the relationships between people and natural resources. Environmental education is the catalyst that leads to environmental literacy and provides students the opportunity to:

- explore the environment
- explore associated issues in the environment
- engage in problem-solving

- feel empowered to take action toward resolving issues

<b>Components of Environmental Literacy</b>	
Knowledge	Physical, environmental, social, cultural, and political systems
Dispositions	Reflects the heart; our feelings about the environment, sensitivity to environmental issues, and the motivation to work toward a more positive future.
Competencies	The muscles of literacy; the skills to investigate, analyze, evaluate, and make informed decisions. These skills allow us to take what's in our head and our heart, and put them into action.
Behavior	The action of environmentally responsible behavior is the ultimate expression of environmental literacy and shows up as how we choose to live our lives.

*Beyond Ecophobia: Reclaiming the heart in Nature Education*, it is emphasized that “if we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it” (1999, p.39). In that spirit, Sobel introduces scaffolded environmental education strategies supporting the paradigm. These guideposts for teachers and parents of youth are centered on the natural inclinations of children. Sahn (as cited in Sobel, 1999, p. ix) emphasizes the approach in this manner:

There are appropriate environmental activities and accessible ecological concepts for children at different age levels that take into account their cognitive capabilities and psychological needs. The key is allowing for a close relationship to develop between children and the nature near home before laying the weight of the world's plight on their shoulders. Once children feel connected to nature and “the environment,” physically and emotionally, they'll take vested interest in healing the wounds of past generations while devising feasible, sustainable practices and policies for the future.

Though this essay was written just over twenty years ago, the words penned are as pertinent today as ever. Sahn (as cited in Sobel, 1999, p. ix) continues with this recourse:

One never knows where the educational path with heart will lead. But there is hope that taking the time to follow it, and not exposing children to the dark and dense facets of environmentalism too soon, we will arrive at a place where children see nature as their home and are inclined, therefore, to care deeply for the places they inhabit.

This translates to civic approaches as well. Young people need to develop a close relationship with their personal culture as well as the local culture and community near home *before laying the weight* of societal plight on their shoulders. Keeping in line with Sahn's inference, when people care deeply for a place and the people in it, they will have an authentic desire to protect and take care of it. The idea is to empower the students and their surrounding community as informed citizens.

The Golden Charter Academy wants to be mindful of the developmental readiness of its students and embraces a three-phase strategy presented by Sobel (1999). These strategic phases are offered as an approach to implementing environmental curricula and are assigned to age ranges that are generalized as development is individually specific (please see the following figure).

Strategic Phases for the Implementation of Environmental Education		
Phase 1 Early Childhood Ages 4-7 years	Phase 2 Middle Childhood Ages 7-11 years	Phase 3 Early Adolescence Ages 12+ years
<p><b>Empathy between the child and the natural world should be a main objective.</b></p> <p>Activities should center on enhancing the developmental tendency toward empathy.</p> <p>Rather than force separateness, cultivate that sense of connectedness so that it can become the emotional foundation for the more abstract ecological concept that everything is connected to everything else.</p> <p>Cultivating relationships with animals, both real and imagined, is one of the best ways to foster empathy during early childhood.</p> <p>Stories, songs, moving like animals, celebrating seasons, and fostering a sense of wonder should be primary activities during this stage.</p>	<p><b>Exploration should take precedence.</b></p> <p>Exploring the nearby world and knowing your place should be a primary objective for the bonding with the earth stage.</p> <p>The curriculum can mirror the expanding scope of the child's significant world, focusing first on the surroundings of the home and school, then the neighborhood, the community, the region, and beyond.</p> <p>Woods, parks, and playgrounds are the landscapes of middle childhood.</p> <p>Making forts, creating small imaginary worlds, hunting and gathering, searching for treasures, following streams and pathways, exploring the landscape, taking care of animals, gardening and shaping the earth can be primary activities during this stage.</p>	<p><b>NO TRAGEDIES BEFORE FOURTH GRADE.</b> Tragedies are big, complex problems beyond the geographical and conceptual scope of young children.</p> <p><b>Social action should assume a more central role; civic engagement.</b></p> <p>As students start to discover the "self" of adolescence and feel their connectedness to society, they naturally incline toward wanting to save the world.</p> <p>The defining question should be: <i>When do children have the emotional and cognitive readiness for dealing with overwhelmingly sad and conceptually complex issues?</i></p> <p>Asking young students to study ecological problems before they have developed the power of abstract thinking invites them to draw oversimplified conclusions.</p> <p>Focus on local problems where children can make a real difference.</p>

## Zoo

The Golden Charter Academy has a unique opportunity to offer an educational program in partnership with the Fresno Chaffee Zoo. To our knowledge, there are no other programs of this nature anywhere in the United States. This exciting union creates the possibility for GCA students to experience these interactions first-hand and in real-world settings. The partnership will expand the classrooms beyond the four walls of the traditional setting and bring the learning to life for students at GCA. Through hands-on practice beginning in kindergarten, the science curriculum emphasizes learning the knowledge, processes, and skills that students need in order

to understand the scientific method and its implications. Content and skills are integrated throughout a cohesive learning progression beginning in kindergarten. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation and investigation and require a written element, such as lab write-ups and reports, as an end product.

The three components of engagement include:

- a. regular visits to the Zoo,
- b. study at the Zoo with grade-specific learning modules integrating environmental content and Common Core State Standards linked to the visit and taught in the classroom.
- c. involving families in special events such as night ‘hikes’ at the Zoo, cultural and science festivals, and family memberships to the Zoo.

Visits to the Zoo engage students with their senses, their curiosity, and their minds. It is a fertile place for asking questions and connecting real-life experiences to literacy and all academic skills. Using the Zoo as a learning laboratory falls under the umbrella of place-based education. Many lessons in science, math, and writing (as well as other subjects) will now “make sense.”

The GCA teachers will receive extensive training in environmental education. They will also experience the training that docents receive at the Fresno Chaffee Zoo, and work in teams with the educational staff of the Zoo to select or to create curriculum integrated across subject areas and grade levels and aligned with California’s academic content standards. This is a unique relationship between two agencies and will benefit not only the students but also their families.

### **Instructional Plans during a Pandemic**

The COVID 19 pandemic that has swept the world has disrupted education in all locales. The nature of traditional public school education makes it particularly susceptible to the spread of viruses among students, who are typically crowded into indoor classrooms with recycled air for long periods of time. Students are also likely to share curricular materials, engage in conversations while sitting or standing in close proximity, and physically interact with dozens of other students. These are all risky behavior during a pandemic. As all schools are required to do, the Golden Charter Academy will adhere to a science-based COVID plan that fulfills the requirements of the Fresno County Health Department and consistent with state law.

The place-based education model that the Golden Charter Academy will offer is extremely timely given the COVID 19 pandemic. By its very nature, “place-based” education liberates teachers and students from the strict confines of the traditional classroom. Learning can take place in any number of “places”-- home, school site, the Zoo, or literally any place to which students travel. Teachers will mine the innate curiosity of students and guide their realization that *all* things are worth exploring, *all* things have inherent mysteries to be discovered, *all* things are potential lessons. The realization of this is a great equalizer. Students—regardless of whether they live in a sprawling six-bedroom mansion in the Copper River neighborhood or a



one-bedroom 2<sup>nd</sup> floor apartment in southwest Fresno—are able to access content and contribute to the larger body of knowledge that enriches their classroom experience. Lessons will be designed so that observation, exploration, and discovery are recurrent themes that are transferable to various physical and social setting. Students who live in apartments without private yards might be required to observe the common grounds of their complex and search for specific invertebrates or types of leaves. Even the shifting shadows on the side of a building might be part of the instruction. This type of education tends to level the playing field, and confers no discernable advantage to those students who are from more affluent homes. This type of lesson also allows the teacher the flexibility to continue to provide lessons that are free from the traditional classroom, and frees students from the same restrictions. Ultimately, this means that teaching and learning can continue even during a pandemic, because instruction is not tethered to a traditional classroom, but it, instead, dependent on the interaction between teacher and student, completely independent from the school site. Learning can continue at home.

Home is not the only option for teaching and learning during a pandemic. The grounds of the Fresno Chaffee Zoo also offer an outdoor environment that allows for social distancing and safe congregation of student groups. There will, obviously, be challenges to such an outdoor classroom. Temperatures in Fresno during August and September often exceed 100 degrees, and December and January are cold enough to experience freezing temperatures, so the weather during these four months can be challenging as outdoor learning spaces. Nevertheless, it is feasible to gather entire classes of students in a safe environment at least five months of the year, a marked improvement in comparison to traditional public schools that are dependent on standard 960 sq. ft. classrooms. If a pandemic were to strike during a school year at GCA, our program will be far more likely to be eligible for approval to continue by County Health officials than a traditional school.

As we all look forward to a season without a pandemic, it must be acknowledged that COVID 19 will almost certainly not be the last one. In the last 20 years alone, several aggressive and dangerous viruses, including SARS and MERS, have spread among human populations and are highly contagious. It is almost certainly just a matter of time before another aggressive virus appears in the human population. That being the case, school districts must entertain the idea of adapting to this reality, and one of those adaptations might be an adjustment to the traditional school calendar. In Fresno, outdoor temperatures are generally tolerable to most people for much of the year. It might be necessary at some point to consider a school calendar that begins in mid-August and goes through mid-December, then resumes at the beginning of February and goes through the end of June. This would avoid the very hot stretch of July and mid-August, and the coldest temperatures from mid-December through the end of January. Being open to this type of schedule adaptations is an example of learning from scientific understanding.

### **Implementing a Rigorous, Standards-Based Curriculum**

The Golden Charter Academy will align its curriculum objectives to the Common Core State Standards adopted by the California State Board of Education. The Golden Charter Academy will accomplish these objectives by creating relevance, relationships, and rigor between students

and their learning experiences. Students will experience an age-appropriate curriculum that is supplemented by offering additional instruction to provide both remediation, extra time for critical thinking skills, and advanced curriculum in preparation for entering college-preparatory middle and high school programs.

The Golden Charter Academy will combine the rigorous Common Core State Standards with the pedagogical methodologies that have proven successful in researched programs. The State Standards are supplemented with character education, study skills, extra-curricular activities, technology, music, and community service. Clear and specific standards-based academic objectives are mastered at each grade level as students move through the curriculum with the Golden Charter Academy's rigorous approach.

### **Implementing the Common Core State Standards**

Developing 21st-century learners also means aligning to a rigorous, standards-based curriculum. The Common Core State Standards (CCSS), adopted by California in 2010, detail what TK-12 students should know in English language arts and mathematics at the end of each grade. The initiative seeks to establish consistent learning standards across the states as well as ensure that students graduating from high school are prepared to enter two or four-year college programs or enter the workforce. Golden Charter Academy is committed to ensuring that our students meet the challenging demands of the CCSS. The adoption of CCSS is viewed as part of a long-term strategy to increase the percentage of our students persisting in and graduating from college. See Appendix F for a sample curriculum and Scope and Sequence.

### **Curriculum Framework**

---

The curriculum framework described herein is based upon the Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, English Language Development (ELD), and the remaining State Content Standards (collectively, the "State Standards") for TK through eighth grade. The framework is designed to ensure that students of the Golden Charter Academy are prepared for the challenge and intensity of college-preparatory and high school coursework. Teachers will work with the Head of School to supplement this curriculum with lessons based in innovation, research, expertise, and best practice.

### **Core Curriculum Framework**

#### ***ELA/Literacy***

***Literacy Vision:*** At GCA, our students love and enjoy reading and writing because they engage in texts at their own independent level. Our students will grow through structured guidance and coaching, and they will grow their ability to conduct an analysis of complex texts. They will do this while knowing that persistence through challenges leads to deep learning. Students at GCA will be resilient in both learning and life.

Golden Charter Academy's ELA curriculum is aligned with the CCSS. The ELA curriculum will focus heavily on literacy, a foundational and vital skill that is crucial in every area of academics and life. GCA will promote literacy across all subject areas providing a California Content-Based Curriculum in ELA, math, and science.

Teachers at GCA will also use the resources developed by the National Core Advocate Network ([achievethecore.org](http://achievethecore.org)) to help align lessons to the CCSS. The National Core Advocate Network maintains an excellent site with videos, webinars, articles, and materials on high-quality standards-aligned to professional learning. These include rubrics and ready-to-use lessons that align with the standards.

The National Core Advocate Network Instructional Practice Toolkit (IPT) is designed for teachers and those who support teachers to build understanding and experience with college- and career-readiness (CCR) standards-aligned instruction. The Toolkit was designed to answer the question, "What do college- and career-ready standards look like in action?"

The Toolkit modules illustrate the through line that connects the planning and design of a lesson, classroom instruction, and student work when they are all aligned to CCR standards. Resources in the IPT include the facilitator guide, presentation (with notes for the facilitator), and participant handouts with associated model responses for the following activities:

- Lesson Plan Analysis
- Student Work Analysis
- Lesson Feedback Summary

The Language Arts curriculum at GCA aligns with the Five Themes in ELA/Literacy and ELD Instruction. The California English Language Arts and English Language Development (ELA/ELD) Framework provides guidance for the implementation of the adopted State Standards for reading, writing, speaking, listening, and language. The school will work to support teachers as they provide all students with the English language and literacy skills that they need to graduate college- and career-ready.

### **Five Key Themes of ELA/Literacy and ELD Instruction Standards**

There are five cross-cutting themes that the CCSS ELA/Literacy and ELD Standards share. These themes are especially beneficial in illuminating how the ELA and ELD standards fit together. The five themes are summarized below:

- **Meaning Making** is at the heart of ELA/Literacy and ELD instruction and is the central purpose for interacting with text, producing text, engaging in research, participating in discussions, and giving presentations
- **Language Development** is the cornerstone of literacy and learning. Students enrich their language as they read, write, speak, and listen, and as they interact with one another and learn about language.



- **Effective Expression** is included in each strand of the CCSS for ELA/Literacy and each part of the ELD Standards. Students learn how to effectively express themselves as writers, discussion partners, and presenters while gaining command over the conventions of written and spoken English.
- **Content Knowledge** contributes to students' comprehension of text and undergirds the ability to produce different types of writing. It also contributes significantly to language development and is fundamental to learning about how the English language works.
- **Foundational Skills** enable students independently to read and use written language for multiple purposes. Students who can decode are best positioned to make significant strides in the four key themes of meaning-making, language development, effective expression, and content knowledge.

The ELA program will provide a challenging and rewarding curriculum that is text-based, culturally diverse, and intellectually stimulating. A significant emphasis will be placed on developing critical reading and analytical writing skills. Students will set individual reading and writing goals with their teachers and keep track of their progress towards those goals. Students will work collaboratively to guide each other's understanding of texts, novels, media, and supplemental sources.

The elements of reading, writing, speaking, and listening are addressed in each ELA classroom. At GCA these literacy skills are interconnected and require constant reinforcement, students will have opportunities to break down reading, writing, speaking, and listening in to their foundational elements. They will also experience and develop literacy skills in the context of practical, relevant literature, and non-fiction material. As part of this focus, students will read a variety of culturally and historically diverse literature in their classes.

Recognizing that students have diverse learning needs, students will receive differentiated instruction through both the materials and instructional strategies such as UDL. Students whose skills need remediation will receive additional intervention support.

### ***Mathematics***

**STEM Vision:** GCA students love math, science, and technology. At GCA, our instruction involves challenges and obstacles for our students to take on, we want our students to understand they can approach a problem like a puzzle, where they can take many avenues to get to an answer through inquisition and problem-solving. By building a strong foundation of Numerical Literacy and providing lessons that take students deeper into math and science concepts, the GCA allows students to work through inquiry-based approaches to discover new things every day.

The GCA's Math curriculum is aligned with the State Standards for both content and mathematical practice. The math curriculum will provide the students of the GCA with the knowledge and skills they need to excel in rigorous high school and college coursework. GCA students will learn number sense, patterns, and relationships, how to use data, tables, graphs, and

charts, and much more and learn to apply this knowledge to their everyday lives. The math program focuses on conceptual understanding and problem solving as well as on fluency and procedures to the point of mastery.

The math program will ensure that every student will gain a strong understanding of all math strands, the ability to perform accurate computations, and the application of problem-solving skills at high levels in the real world. GCA believes that these strands are taught best through a combination of direct instruction of basic skills, hands-on activities to provide a deeper understanding of math concepts by relating them to real-world situations and experiences, and differentiated instruction based on the needs of the students. The math curriculum at GCA will create a cohesive program that allows students to experience the interconnectedness of math concepts, while also providing teachers with the time to focus deeply on the power standards for each grade level.

A strong emphasis will be on building automaticity of basic math facts blended with instruction that provides hands-on opportunities to explore mathematics, practical real-world applications, and in-depth understanding of the varied fields of mathematics. The GCA program will be supplemented by programs that are Standards-based and Content Area aligned such as Spatial-Temporal Math (ST Math).

ST Math begins teaching the foundational concepts visually, then connects the ideas to the symbols, language, and discourse. ST Math is mastery-based, which means students must pass each level with a score of 100% (all puzzles correctly solved) before the next level in a sequence becomes available to them. Each student has their own personalized journey and takes as long as they need to achieve mastery. This ensures that students are building and demonstrating a strong conceptual foundation. The results are that students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.

The connection to the Fresno Chaffee Zoo provides many real-life problems in mathematics, such as measuring enclosures, weighing quantities of food and comparing ratios of animal size and the food needed to sustain that weight, creating charts of gestation periods, and examining population densities in the natural world.

At GCA, math students are engaged in asking questions, trying out solutions in small and large groups, using the language of mathematics to describe thinking about problems, and generating data to look for patterns and solutions. Manipulatives are used effectively to illustrate and to solve problems. Daily practice of math fact families, times tables, and other baseline math concepts will be done in all classrooms, including Physical Education. Teachers will challenge students to think about various ways to solve problems, and model problem-solving strategies. Drawing and other art strategies will be used as an extra language to explain problems. Teachers encourage mathematical discussions and teamwork as students work with partners or a group to

solve problems. Math journals, models, and student-created posters are used to communicate understanding of mathematics concepts.

GCA will ensure that students have the foundational skills necessary to learn grade level content and engage in mathematical practices. Students will develop a strong conceptual understanding of grade level content along with procedural fluency and the problem-solving skills to apply that learning. The math program at GCA will utilize technology and provide students with personalized and differentiated learning through UDL so they can demonstrate mastery of the State Content Standards.

### ***Environmental Education***

The Golden Charter Academy acknowledges a trend in the environmental education field that leverages experiences with the natural environment to advance science learning, known as E→STEM. E→STEM reconceptualizes the relationship between environmental education and the related field of science education. Researchers reveal that the use of the natural environment is an “ideal entry point” for STEM learning (Fraser, Gupta, Flinner, Rank, & Ardalan, 2013; NAAEE 2013; Wals, Brody, Dillan, Stevenson, 2014). When science education has overlapped with environmental topics, it has typically focused on building learners’ knowledge of natural and physical systems that are affected when the natural system is compromised (Gupta, La Marca, Rank, & Dinner 2018). On the other hand, environmental education has approached environmental issues by focusing on building knowledge, developing skills, and changing human behavior to protect the environment (Wals et al., 2014). The E→STEM approach offers the opportunity to explicitly emphasize the mutualistic relationship between environmental education and science education by advancing the learning outcomes important to both (Gupta, La Marca, Rank, & Dinner 2018).

The Golden Charter Academy embraces the unique differences between environmental education and science education and aims to provide opportunities for students to explore these entities in an integrated manner. In addition, the environmental education pathway will be emphasized as a primary catalyst for the emergence of environmentally literate students.

### ***California’s Environmental Principles & Concepts***

Through the use of California's Environmental Principles and Concepts (EP&Cs), teachers can support environmental literacy by helping students to understand and apply the EP&Cs across academic disciplines and in the real world. These principles, and their corresponding concepts, highlight the deep relationship between humans and the natural world. They represent “big ideas” intended to inform standards-based instruction and fuel student inquiry. See Appendix G for the comprehensive EP&C document that outlines the 15 corresponding concepts.

#### ***Environmental Principles:***

- Principle 1: People depend on natural systems

- Principle 2: People influence natural systems
- Principle 3: Natural systems change in ways that people benefit from and can influence
- Principle 4: There are no permanent or impermeable boundaries that prevent matter from flowing between systems
- Principle 5: Decisions affecting resources and natural systems are complex and involve many factors

The EP&C's are the foundation of the environmental content taught in the California Education and the Environment Initiative (EEI) Curriculum. The K-12 EEI Curriculum is comprised of professional learning and instructional materials that demonstrate how to blend the environment into the teaching of traditional academic subjects like science, history, and English Language Arts. Using the EEI platform as a model for cross-curricular integration, teachers will be empowered to utilize both the EEI curriculum as well as the many other environmental education resources available to them.

### *Integrating Environmental Literacy and the Next Generation Science Standards*

Integrated across the curriculum, environmental education draws upon the natural and physical sciences, social sciences, and humanities. The North American Association for Environmental Education developed a detailed curriculum and instructional framework called *Excellence in Environmental Education: Guidelines for Learning (K-12)*. The *Guidelines for Learning (K-12)* paint a vision for environmental education that promotes progress toward sustaining a healthy environment and quality of life.

By setting specific expectations for what young people should know and be able to do by the time they complete fourth, eighth, and twelfth grades, *Guidelines for Learning (K-12)* translates general notions about environmental literacy into an age-appropriate framework for effective and comprehensive environmental education programming. The guidelines emphasize the development of conceptual knowledge as well as thinking, investigation, and action skills necessary for civic engagement. They rest on the idea that environmental literacy must be a goal of society and that environmental education must play an integral role throughout educational systems.

### *Guidelines for Learning (K-12) Essential Underpinnings*

Environmental education builds from a core of key principles that inform its approach to education. Some of these important underpinnings are:

- Systems
- Interdependence
- The importance of where one lives
- Integration and infusion
- Roots in the real world
- Lifelong learning

Ultimately, environmentally literate individuals possess a sophisticated set of knowledge, skills, and dispositions that allow them to solve novel environmental problems and determine the best set of actions; they are engaged in civic decision-making and action. Four key elements of environmental literacy, referred to as Strands, are delineated in the guidelines with each having strand-specific guidelines.

- Strand 1: Questioning, Analysis, and Interpretation Skills
- Strand 2: Knowledge of Environmental Processes and Systems
- Strand 3: Skills for Understanding and Addressing Environmental Issues
- Strand 4: Personal and Civic Responsibility

The NAAEE guidelines and strands will help inform educators as they continue to build on their repertoire of learning experiences. Within the guidelines are matrices that present the linkages/intersections between NGSS and the Guidelines for Learning (K-12). These matrices serve to:

- Help educators identify natural opportunities to connect the curriculum through a comprehensive, cohesive vision of environmental literacy.
- Help educators identify how environmental education can support science education and the implementation of NGSS.

### Application

The Golden Charter Academy will use a variety of environmental education resources, including those offered in field-based experiences with local agencies such as the National Park Service, Fish and Wildlife Service, Bureau of Land Management, State Parks Service, local land trusts, fisheries, and other entities that manage natural resources. GCA educators will be able to extend these field-based learning experiences by developing learning modules using the EP&Cs and the *Guidelines for Learning (K-12)*.

GCA will also supplement zoo experiences, and field-based experiences in natural settings, with curriculum from resources such as those listed below.

- Project Wild
- Project Aquatic
- Project Learning Tree
- B.E.E.T.L.E.S.
- The Bug Chicks

### ***Green Ribbon School***

The Golden Charter Academy aims to become a U.S. Department of Education's Green Ribbon School. This distinction is given to schools that embody excellence in resource efficiency, health and wellness, and environmental and sustainability education. As an educational institution that has adopted environmental literacy as a prominent aspect of the educational pathway, it is critical that the school campus and culture mirrors the values, concepts, and principles we are wanting our students to realize. This transparency promotes practices that result in improved student engagement, academic achievement, graduation rates, workforce preparedness as well as reinforces federal efforts to increase energy independence and economic security.

The Golden Charter Academy will follow the guidance of the U.S. Department of Education's Green Ribbon Schools pillars:

- Pillar I: Reduce environmental impact and costs
- Pillar II: Improve the health and wellness of schools, students, and staff
- Pillar III: Provide effective environmental education, which teaches many disciplines, and is especially good at effectively incorporating STEM, civic skills, and green career pathways

As an aspiring Green Ribbon School, the Golden Charter Academy will also enjoy an array of opportunities to develop learning modules using the school/campus as a system of exploration which provides real-time, relevant examples of what an environmentally literate environment might look and behave like.

### ***Zoo Experiences***

The zoo and other ‘places’ the students experience are extensions of the classroom. Experiences at the zoo are not limited to a science-based focus, but instead will be integrated across disciplines. For example, one visit at the zoo may be completely central to Zoo curriculum and science-based inquiry whereas a second visit may build on the information presented earlier in the week by connecting it to social studies, language arts, history, and/or global connections. In addition, visits will be intertwined with the daily physical education requirement with innovative movements and marked ‘trails’ for walking and jogging.

### ***Zoo Visits and School Experiences Are Tied Together:***

Each grade will visit the Zoo regularly with different learning objectives. Some of the primary activities will include observations of animal behavior, working behind the scenes with a keeper, interviewing various Zoo staff about their education and career paths, and grade-level appropriate projects. All experiences are hands-on and minds-on and include skills that are part of the State Standards.

Zoo explorations are:

- linked to learning modules that occur at the school site
- linked to a math or literacy component
- inquiry-based with a challenge or problem to be solved
- focused on environmental literacy
- embedded with NGSS standards
- designed to introduce concepts of stewardship and caring for animals and the environment.

Students will be provided with grade-level appropriate ‘field gear’ to use during zoo explorations. Field backpacks will include items such as: a journal, hand lens, binoculars, and writing/drawing materials. The teacher will add a weekly challenge to each backpack.

All experiences at the Zoo or in the classroom will be connected to age-appropriate environmental literacy concepts as well as State Standards. Along with environmental concepts, the curriculum will contain a strong English Language Arts component. Students will be utilizing the anchor standards in literacy in each lesson. They will be taught how to read complex, informational materials, using both science texts and online sources.

The associated classroom component to a zoo exploration will include:

- scientific research using technology.
- ongoing Project-Based Learning
- an approach to all lessons using the principles of Universal Design Learning.
- practices based on the State Standards.
- grade level units that correlate to Zoo explorations.
- developmentally appropriate environmental literacy concepts.

Although student experiences are tied to local entities, this does not mean that global interests will not be incorporated into the educational pathway. A student's interest in the world will naturally grow in relation to their cognitive and emotional development. In the early childhood stages, students have a natural interest in what is close at hand, and empathy between the child and the natural world is a primary objective. The middle school years are a time where exploration is at the forefront as student awareness of their place in the world helps them bond with the earth. At this stage, young minds have the ability to grasp concepts at a state or bioregional level and the course of study can mirror the scope of the student's significant world - focusing first on the surroundings of the home and school, then the neighborhood, the community, the region, and beyond. Early adolescence shifts toward the discovery of the "self" and young people begin to feel their connectedness to society. At this stage of development social action and civic engagement takes on a more central role in the educational pathway, and this lends itself to the ability of students to grasp global perspectives. Intentionally aligning to cognitive development is a key element of successful placed-based encounters.

The following table represents an example of the school week schedule for the Zoo. Grade level days may change as they are dependent on Zoo staff schedules for the season. The schedule will be revisited prior to the beginning of the fall semester, and again prior to winter vacation so appropriate adjustments can be made. Collaboration with the Zoo will not be limited to zoo grounds, but will also encompass programming such as the Zoomobile, virtual interactions, lab programs, as well as intermittent family-centered activities. In addition to zoo experiences, students will be engaged in opportunities that will provide encounters in natural open spaces such as the foothills, forests, rivers, and coasts. The following table provides examples of what a monthly schedule might look like for the TK-3 grade levels. The bolded entries are supplemental partner/agency experiences; those that aren't bolded are teacher-led experiences. Actual dates and times will be dependent on agency staffing schedules for the designated seasons. (See Appendix F for a monthly 4-8 grade level schedule).

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Wk 1	Zoo Lab: Kinder (back by lunch)	Zoo Lab: 1st grade (after lunch)  Zoo Lab: 3rd grade (take lunch)	Zoo Lab: 2nd grade (take lunch)	Zoo: Kinder (back by lunch)  Zoo: 3rd grade (after lunch)	Local Agency Field Experience: 1st  Zoo: 2nd grade (after lunch)
Wk 2	Virtual Zoo Experience at GCA: Kinder  Local Agency Field Experience: 2nd	Zoo: 1st grade (after lunch)  Zoo: 3rd grade (take lunch)	Zoo: 2nd grade (take lunch)  Zoomobile at GCA: 3rd	Zoo: Kinder (back by lunch)  Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch)  Zoo: 2nd grade (after lunch)
Wk 3	Zoo: Kinder (back by lunch)  Zoomobile at GCA: 2nd	Zoo: 1st grade (after lunch)  Zoo: 3rd grade (take lunch)	Zoo: 2nd grade (take lunch)	Zoomobile at GCA: Kinder  Zoomobile at GCA: 1st  Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch)  Zoo: 2nd grade (after lunch)  Local Agency Field Experience: 3rd
Wk 4	Zoo: Kinder (back by lunch)  Virtual Zoo Experience at GCA: 3rd	Zoo: 1st grade (after lunch)  Zoo: 3rd grade (take lunch)	Virtual Zoo Experience at GCA: 1st  Zoo: 2nd grade (take lunch)	Local Agency Field Experience: Kinder  Virtual Zoo Experience at GCA: 2nd  Zoo: 3rd grade (after lunch)	Zoo: 1st grade (back by lunch)  Zoo: 2nd grade (after lunch)

Though Fresno Chaffee Zoo has an existing curriculum, they will be collaborating with the Golden Charter Academy to develop additional learning experiences. These collaborative new strands will infuse the critical pillars of GCA's vision and will be specific to the themes and interdisciplinary pathways developed by the educators. While these new modules evolve, GCA has adopted the use of these existing platforms:

### ***Service Projects***

Projects will be age-appropriate and are design to illuminate ways to give back, be of service, and for students to begin to explore their voices of environmental advocacy.

- zoo improvement projects
- conservation awareness and advocacy
- adopt an animal

### ***Professional Development***

The Golden Charter Academy educators will receive the following training experiences. Additional opportunities will also be made available.

- Educators will receive Zoo Docent training
- Behind the Scenes Encounters
- Fostering Empathy for Wildlife workshop

### ***Student Learning Experiences***



The Golden Charter Academy students will receive the following learning experiences. Additional opportunities will also be made available.

- **Lab Programs:** 30-60 minute age-appropriate sessions that include interactive stations, each catering to different learning modalities, and aligned with State Standards. Labs are a blend of hands-on activities, zoo bio-facts, and live animal presentations.
- **Docent-Led Tours:** 30-60 minute age-appropriate sessions that explore animals in a more in-depth manner. The focus is on animal habitats, diets, and behaviors.
- **Behind the Scenes Group Experience:** This unique educational experience provides a special glimpse into what happens behind the scenes at the zoo. Students will meet zookeepers and animals to learn the daily duties of preparing animal diets, observing behaviors, training, and more.
- **Zoo Talks:** Lively and engaging presentations on animals, a natural history theme, or a biology topic of choice. Led by the zoo's Field Biologist.
- **Zoo Overnights:** An opportunity for students and their families to experience the zoo overnight. Students and families will be able to tour the zoo after hours with Zoo Docents; this also includes a Zoo Talk presentation.
- **Virtual Learning:** Students are able to engage with Zoo staff on a variety of topics and learning modules. These sessions will be available in the classroom as they are completely virtual.

As mentioned previously, COVID 19 or a similar pandemic that closes traditional site-based schools will undoubtedly have an impact on GCA's ability to deliver instruction. This, however, is unavoidable. A pandemic will affect the operation of all institutions, especially those that rely on congregate interaction and participation. GCA's model, however, has inherent advantages over the traditional site-based model. Place-based education allows for innovative lesson that can be designed for execution and completion at students' homes or their immediate environment. The utilization of mobile technology also allows for the delivery of such instruction and the continuation of teaching and learning. Lab programs and regular visits to the Zoo, which offer an outdoor venue that allows for social distancing while teaching and learning continue, give the innovative instructional model of the Golden Charter Academy unique advantages over traditional site-based models and enable an uninterrupted educational experience for students.

### *Science*

Science is an essential part of the academic program at Golden Charter Academy. The Golden Charter Academy's science curriculum is aligned to State Standards. Golden Charter Academy believes that all students should experience learning that pushes them to express curiosity and inquire about the world.

Science instruction will focus on establishing a strong foundation to enable students to critically observe the world, develop their intuition, observation, thinking, and analytical skills. Learning and instruction in earlier grades centers on building students' curiosity and questioning. There will be an emphasis on examining local phenomena, such as local weather

patterns, California and Central Valley geology, national parks, and crop growing cycles, among other concepts. Science instruction will engage students through the senses and observable data, building deeper, interdisciplinary connections between science, math, and ELA. Students will build a vocabulary for science for the transition to deeper scientific inquiry in middle school.

The overall focus throughout the elementary grades is on the application of science in everyday lives. A broad, multicultural history of science component spans the entire curriculum, as do skills development, a study of the impact of humans on the environment, and integration of literacy, math, and technology skills. At the Golden Charter Academy, we take very seriously the concept of Environmental Literacy and the role our students play in it. We want our students to understand what it is to be an environmental steward and value the impact our students will have on the world around them.

Students will engage in hands-on, inquiry-based lessons on a regular basis. Using the Next Generation Science Standards (NGSS), teachers will plan rigorous science experiences that promote curiosity, analysis, reasoning, interpretation, and application. Under the inquiry model, a central question drives scientific explorations that elicit critical thinking as well as oral and written communication of ideas.

The connection with the Fresno Chaffee Zoo programs, place-based education, and environmental concepts will provide students with rich, real-life experiences to help with their science understanding. Regular visits to the Zoo and time spent in natural environments provide a level of engagement beyond most existing science programs.

Studying science involves acquiring new vocabulary and learning that some familiar words may have different meanings in science. This aspect of scientific literacy needs to be taught explicitly in order to minimize misconceptions. Students will acquire new terms that have Latin and Greek roots, prefixes, and suffixes. This will improve and extend the vocabulary of all GCA students.

Student experiments, observations, and written projects take place in both formal and informal settings. Students will be engaged in open-ended inquiry. Literacy will be encouraged through scientific research, the use of field journals, videos, textbooks, children's literature, field guides, maps, charts, and scientific journals. An emphasis on grade-level, authentic text will be encouraged.

### ***Social Science***

The social sciences, sometimes known as the Humanities, represent a unique confluence of disciplines that study human society and culture. At the Golden Charter Academy, the study of social science becomes much deeper, richer, and comprehensive due to the tie into the natural world. History, for instance, cannot be accurately interpreted without the deep understanding of the influence of geography on human populations. The central geographic location of the Middle East, North Africa, and Mediterranean Europe, located at the confluence of the world's largest

landmasses—Eurasia and Africa—has had a historical effect on its human population (e.g., many great ancient civilizations—Egypt, Greece, and Rome, among others) a cultural effect (e.g., four distinct seasons resulting in a long growing season and agricultural societies), and a physiological effect (e.g., a population whose people have brown skin or light skin that easily tans in response to changing sunlight levels). These discussions are not beyond elementary students, but they are usually not surfaced because their investigation requires a comprehensive understanding of the relatedness of the earth, its resources, and all life, including human societies. This is education on a level that is usually reserved for colleges and universities.

The Golden Charter Academy will expose its students to the wide palette of human societies through a systematic, purposeful progression from the child's immediate environment to the vast diversity of the larger world. Students will be exposed to weekly study of the environment, its components, and the relationships that exist within its confines. This is the beginning of environmental literacy, a seminal curricular thread that will be woven throughout the entire curriculum. The sophistication of this study will increase as the students matriculate through each grade level, but it will start in kindergarten.

Cultures of the world will be featured in thematic units that are studied at all grade levels, at different degrees of sophistication. These studies will not only include various cultures of the six inhabited continents, but cultures within each continent, including rural and urban divides, coastal and inland cultures, and valley and mountain populations. Buttressing this cultural study will be guest speakers brought in to classrooms from cultures throughout the world. GCA's community outreach will include partnerships with local cultural organizations, including but not limited to, the International Student Union at CSU Fresno, the Fresno Interdenominational Refugee Ministry (FIRM), and the Centro Binacional para el Desarrollo Indigena Oaxaqueno (CBDIO). These agencies, and others like them, are a priceless source of people from cultures all around the world, and these people will augment the social science program at GCA through in-class presentations, cultural and artistic programs, and interactions with students. The benefits from such interactions are innumerable—students will come to understand, appreciate, and embrace the diversity that exists in humankind, and discern that people are more alike than they are different. These are deep truths that the study of cultures will reveal.

Traditional social science disciplines will continue to be studied at GCA, but the study of these disciplines will be undertaken in a much more holistic and global way. History is logically and inextricably tied to culture, so the study of one is impossible without the deep understanding of the other. Even that combination is incomplete without an examination of geography, which affects societal movement and settlement, and determines the resources that exist in an area that can be exploited by man. The study of the U.S. Civil War, for instance, must include the exploited natural resources (wood, sugar cane, tobacco, etc.), favorable oceanic currents, and ingrained cultural beliefs that are deeply rooted in ignorance. Again, a community tie will be utilized to enhance the lesson. Place-based education, a central tenet of GCA, may require that students travel to the local Civil War re-enactment that is performed annually in Fresno's Kearney Park. Bringing history to life will be part and parcel of a GCA education.

The core curriculum at GCA will be unlike any other public school curriculum. Students will not just read about subject matter, they will interact with it, observe it, draw it, write about it, and interpret it themselves. This environmental education encourages questions even more than answers, because it is through this curiosity and exploration that discovery is possible. Discovery leads to understanding, which is society's best hedge against ignorance. Ignorance only flourishes in dark places away from sunlight. At GCA, education will be sunlight.

## **Non-Core Curriculum Framework**

### ***Physical Education***

#### **Exercise and Nutritional Science (ENS) Instruction Model**

#### **The ENS curriculum is based on the State Standards for Physical Education**

(<http://www.cde.ca.gov/ci/pe>) and the American Alliance for Health, Physical Education, Recreation & Dance ([www.aahperd.org](http://www.aahperd.org)).

The emphasis is on developing individual students' fitness, rhythm, and sports skills while increasing students' desire to be active now and in the future. The program will provide students with opportunities to investigate and apply a healthy lifestyle and emphasize choice of non-traditional fitness, leisure, individual and team sports as well as opportunities to improve skills in more traditional fitness and team activities. These learning opportunities will culminate in students' researching, developing, implementing and monitoring their Individual Fitness Plan. ENS will also support the learning in literacy, science, and math by integrating cross-curricular concepts throughout the fitness plan process and using the approach of balanced literacy to support students' reading and writing needs.

### ***Arts Education***

GCA will offer a robust arts education program to grow the individual talents of students. All lessons will be aligned with the State Standards and the National Art Standards. Instruction is organized to target the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications.

A focus will be on artists who portrayed the natural world or animals, such as Rousseau, or who used a specific style, such as biological illustrations. Audubon and Linnaeus are examples of this art style. Students will draw in their field journals during visits to the Zoo or natural environments. Lessons on perspective, the Elements of Art and the Principles of Design will support students in being better artists and will remove some of the frustration experienced in beginning artists. In addition, reading and numerical literacy skills are woven into these classes. Even classical composers depicted animals and scenes of nature through music (e.g., Beethoven's *Pastoral Symphony*, Scriabin's "*Mosquito*" *etude*, Debussy's "*La Mer*", etc.) These

examples, and innumerable others, allow students to explore the auditory landscape of sound in musical expression, and this can be compared with the musical catalog of nature, expressed most famously through the songs of birds and whales, the cries of arboreal primates, or the roars, grunts, and hisses of the various feline species. The visual and performing arts will be integrated into the daily program, both in the classroom, at the Zoo, and possibly in an after school program.

In addition, art will be explored as an essential expression of culture and people. Art, in its many manifestations, is common to all human cultures, and the particular style of each culture's artistic expression is a source of pride for countless people. By bringing in guest speakers through cultural study our students will learn to appreciate their own family's culture and understand the connectedness that links all the world's people. Students will also learn to warmly embrace their individual artistic abilities and recognize artistic beauty in its many forms.

The Golden Charter Academy expects to demonstrate that both student behavior and student achievement will be significantly improved by using technology for composing music that is interdisciplinary and engaging.

### **Learning Best Occurs with High Quality Instruction**

---

There are many educational theories and practices that have proven to be effective in the classroom environment and GCA does not subscribe to only one approach. We believe in allowing successful teachers to teach in an environment that supports best practices and student-centered strategies.

As mentioned in the earlier section on *How Learning Best Occurs*, the Golden Charter Academy experience will be based on principles and beliefs that set the foundation for excellent schools. Several of these foundational principles and beliefs center on high-quality instruction, as outlined below.

#### **Universal Design for Learning**

The Golden Charter Academy has adopted UDL, an educational framework that is highly regarded by the nation's general TK-12 education law, the ESSA. The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It is about building flexibility in the ways students access material, engage with it, and demonstrate what they know. UDL benefits all students because learning experiences can be adjusted for every student's strengths and needs. Facilitating learning experiences through a UDL lens provides the same kind of flexibility in classroom settings as well as in places of learning outside the classroom (e.g. natural settings, community settings, zoo grounds).

According to the Center for Applied Special Technology (CAST), UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST, 2020). The framework guides the design of instructional goals, assessments, methods, materials and learning environments to proactively meet the needs of all learners. Classrooms are highly diverse, and the curriculum needs to be designed from the start to meet this diversity. UDL is an approach to curriculum that minimizes barriers, maximizes learning for all students; and supports learners to become “expert learners” who are, each in their own way, purposeful and motivated, resourceful and knowledgeable, and strategic and goal-driven.

UDL aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in rigorous, meaningful learning. Consider the meaning behind each term of the framework to help understand the pathway to be followed (see figure below).

Universal Design for Learning - the Meaning Behind It	
Universal	Curriculum will be <i>universal</i> in that it can be used and understood by everyone, and will provide genuine learning opportunities for every student.
Learning	<i>Learning</i> is not one thing. Neuroscience tells us that our brains have three broad networks, one for recognition (the <i>What</i> of learning), one for skills and strategies (the <i>How</i> of learning) and one for caring and prioritizing (the <i>Why</i> of learning). Students need to gain knowledge, skills, and enthusiasm for learning and a curriculum needs to help them do all three.
Design	<i>Design</i> needs to be flexible and accommodate all kinds of users, going beyond the need for access and building in support and challenge.




In addition to addressing aspects of access, the UDL framework creates space for building in support and challenge. Breaking free from the “myth of average,” standardized coursework becomes personalized learning objects for student success (Rose, 2018). Essentially, “context” trumps “traits” (Rose, m2016, p. 105).

UDL eliminates one-dimensional thinking to embrace diversity and the uniqueness of each individual. Think to scaffold, to leverage talent, intelligence, character, and creativity. Thus, when given options to express what they know, the students’ choices fuel their interest and autonomy. This is where universal design for learning becomes a cross-dimensional, user-focused, structured, flexible, engaging, and authentic framework for social justice (Library & Learning Resources, 2020).

We have been taught to think everyone is the same, but according to Rose, “average destroys talent” (Rose, 2018). Learner variability and flexibility can be addressed with simple solutions: digital learning objects, language translation, support for reading and translation including digital learning objects that move the students’ self-regulated learning comprehension to a higher level. Equally important, we can minimize barriers and maximize learning for all using the principles of UDL as pathways to learning (see figure on the next page).

Universal Design for Learning addresses barriers to learning by creating a framework of instruction that designs "to the edges." In this way, and by bridging average thinking, students are able to become active participants in the learning process. More importantly, universal design for learning becomes a cross-dimensional, user-focused, structured, flexible, engaging, and authentic means to address learner "dis-ability and vari-ability" (Library & Learning Resources, 2020).

The UDL framework offers an overarching approach to designing meaningful learning opportunities that address learner variability and suggests purposeful, proactive attention to the design of goals, assessments, methods, and materials. CAST’s UDL Guidelines are a tool to support educators, curriculum developers, researchers, parents, and more to apply the UDL framework to practice (CAST, 2020). The Golden Charter Academy incorporates the use of UDL in the design, administration and assessment of the curriculum used.

UDL Principles - Pathways to Learning	
 <p><b>Engagement</b> For purposeful, motivated learners, stimulate interest and motivation for learning.</p>	<p><b>Principle I. Provide Multiple Means of Engagement</b></p> <ul style="list-style-type: none"> <li>• Provide options for recruiting interest</li> <li>• Provide options for sustaining effort and persistence</li> <li>• Provide options for self-regulation</li> </ul> <p>Offer options that engage students and keep their interest. What fires up one student won't fire up another! Give students choices to fuel their interests and autonomy. Help them risk mistakes and learn from them. If they love learning, they will persist through challenges!</p>
 <p><b>Representation</b> For resourceful, knowledgeable learners, present information and content in different ways.</p>	<p><b>Principle II. Provide Multiple Means of Representation</b></p> <ul style="list-style-type: none"> <li>• Provide options for perception</li> <li>• Provide options for language, mathematical expressions, and symbols</li> <li>• Provide options for comprehension</li> </ul> <p>Show the information in different ways and provide varied supports. Use graphics and animations, highlight the critical features, activate background knowledge, and support vocabulary so that students can acquire the knowledge being taught.</p>
 <p><b>Action &amp; Expression</b> For strategic, goal-directed learners, differentiate the ways that students can express what they know.</p>	<p><b>Principle III. Provide Multiple Means of Action and Expression</b></p> <ul style="list-style-type: none"> <li>• Provide options for physical action</li> <li>• Provide options for expression and communication</li> <li>• Provide options for executive functions</li> </ul> <p>Allow students to approach learning tasks and demonstrate what they know in different ways. Give students plenty of options for expressing what they know; provide models, feedback, and supports for their different levels of proficiency.</p>

## California’s Environmental Principles & Concepts

Through the use of EP&Cs, teachers can support environmental literacy by helping students to understand and apply the EP&Cs across academic disciplines and in the real world. These principles and concepts highlight the deep relationship between humans and the natural world. They represent “big ideas” intended to inform standards-based instruction and fuel student inquiry.

### *Environmental Principles:*

- Principle 1: People depend on natural systems
- Principle 2: People influence natural systems
- Principle 3: Natural systems change in ways that people benefit from and can influence
- Principle 4: There are no permanent or impermeable boundaries that prevent matter from flowing between systems
- Principle 5: Decisions affecting resources and natural systems are complex and involve many factors

The EP&C’s are the foundation of the environmental content taught in the EEI Curriculum. The K-12 EEI Curriculum uses the environment as a context to help students learn science and history-social science. It is a model to demonstrate how to integrate environmental literacy into instruction. Using the EEI platform as a model for cross-curricular integration, teachers will be empowered to utilize both the EEI curriculum as well as the many other environmental education resources available to them.

## Professional development and Teacher Supports

Great schools require great teachers and school leaders. At the Golden Charter Academy, we empower our educators to lead school teams, and we invest in training to help them grow as professionals. When considering overarching themes of effective professional learning, Darling-Hammond, Hyler, and Gardner (2017) presented seven characteristics. Practices that underscored effective professional development included strong content focus, active learning, collaboration, modeling, coaching and/or expert support, and are sustained in duration. The Golden Charter Academy embraces the value of these practices and will be intentional in providing the support needed to empower their educators in the manner the educators are expected to empower their students.

Equipping faculty to facilitate learning experiences in a place-based setting requires support from all levels of the Golden Charter Academy family. The first step is to provide professional development that shifts the norms set by traditional teacher development programs and offers educators a rigorous, immersive learning experience rooted in place-based education principles. The following chart outlines the outcomes of such a shift and illuminates the backdrop of the Golden Charter Academy approach.

From Traditional Methods	To Place-Based Education Prepared
--------------------------	-----------------------------------



Majority of time in course on campus	<b>Place-Based</b> Coursework is embedded in place and community and blended with hands-on, in the field practica.
Structured, predetermined courses and sequence	<b>Personalized &amp; Designed for Deeper Learning</b> Educators progress at a pace and in a way that maximizes learning. They receive regular feedback, support and mentorship from trained educators who are effective place-based education facilitators.
Norm-referenced and grade-based	<b>Values Based</b> The program is anchored by the three GCA values of stewardship, equity, and access. These values guide the alignment of academic coursework, teaching, and environmental/community experiences.
Siloed classroom and practice teaching experience	<b>Blended Experiences</b> Classroom learning and practical teaching experience is blended and designed for deeper learning through the use of field-based practicum. Frequent implementation of advanced instructional techniques and field experiences allows educators to learn by doing and continually carry new understandings and experiences back into the classroom.
Products are primarily papers, unit or lesson creation and reflection	<b>Project-based</b> Educators collaborate around relevant, impactful and complex learning experiences, culminating in a capstone project of sorts.

Inspired by *Preparing Teachers for a Project-Based World* by Getting Smart (2016).

To position teachers to effectively facilitate place-based learning, professional development will also include:

- Universal Design for Learning
- Fresno Chaffee Zoo Docent Training
- Field-Based Environmental Education Experiences
- Field-Based Immersion Experiences in natural settings

In order for students to realize the benefits of field-based education, teachers need to be confident in field-based teaching strategies. Even though many tools (e.g. *Next Generation Science Standards* curriculum) have been provided for teachers to make this transition, it really does not address the true challenge. Without a deeper connection to the subject matter, the teacher-student learning transaction could become a delivery of information more than an exploration and an opportunity for the development of individual connections.

As explained by the Rural Challenge Research and Evaluation Program (Sobel, 2005), a teacher that is grounded in their environment begins to appreciate that there is a mutual interaction between themselves and those things around them. Connecting in this way allows the teacher to embrace the idea that their actions matter and could impact the world beyond school. This is in stark contrast to learning in a classroom setting, detached from real-world experiences and simply looking at the world as an outside observer.

Elements that help build a sense of confidence in knowledge of science content are an important aspect of effective training (Milner et al., 2012), and innovation in components that engage

teachers in outdoor experiences is key. Not knowing how to engage students in the outdoor realm is often indicative of the teachers not knowing how to engage themselves. Ernst (2007) asserted that helping teachers develop a level of comfort in providing instruction beyond the classroom is critical. In order to actively draw students in, teachers must also be actively engaged in training that mirrors the desired experiences (Klein & Riordan, 2011).

Professional development for the Golden Charter Academy educators will mirror the student experience in that training will be delivered through a Universal Design for Learning lens, facilitated in place-based settings, and will be experiential in nature. Tilden (2009) viewed the creation of these connections as “an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information” (p. 17). This perspective supports the idea that effective facilitation of environmental education concepts also includes personal, hands-on experiences that elicit meaningful connections and capture the spirit of experiential learning.

### **Staff Culture and Staff Alignment Achieves Ambitious Goals.**

Enabling students to achieve ambitious goals will require a cohesive team working in the same direction. This will entail building collaboration between teachers and school leadership.

#### ***GCA Commitments:***

- Teachers and staff will feel accountable for the success of all students and connected to the Charter School’s mission, vision, culture, and priorities.
- High teacher expectations will be clearly articulated and aligned with the California Standards for the Teaching Profession.
- The leadership team will meaningfully engage all teachers and staff as a team and prioritize building and maintaining a positive staff culture.
- The leadership team will foster a teaching culture that encourages and motivates teachers to engage in a path of continuous development toward teaching excellence.
- Teachers will be aligned with both their grade-level team (i.e., 3rd grade team) and content team (i.e., TK/K-3 ELA team) to ensure a coherent TK/K - 3rd grade sequence and shared grade-level experience for students.

### **Transparent Behavior Expectations Increase Student Engagement, Time-on-Task, and Learning**

At GCA we believe that establishing clear student behavior expectations will allow teachers to focus increasingly on instruction and learning and will provide clear and consistent norms that support student reflection, practice, and development. Additionally, supporting students to adhere to expectations and academic/professional behavior will increase students’ life preparedness.

#### ***GCA Commitments:***

- There will be consistent, school-wide student behavior expectations.

- Behavior expectations will foster self and social awareness, and encourage students to empathize with and be respectful to classmates.
- Teachers will explicitly share and teach the expectations and will hold all students accountable.
- Students will be able to articulate expectations, follow expectations consistently, and respond appropriately when reminded.
- Students will have regular opportunities to reflect on their behavior and actions and will use a restorative process to discuss how their choices lead to outcomes and how to respond to those outcomes.

### **High Level Instruction Through Clear Academic Strategies and Consistent, School-Wide Practices**

GCA will set a high bar for instruction and align the day-to-day student experience with the Charter School's vision for the students it serves. Decisions around what instructional excellence looks like will be consistent and calibrated throughout the Charter School.

#### ***GCA Commitments:***

- The Head of School and the school administration will make intentional decisions about instructional design (methods, time, curriculum, and assessments) based on research and results and will implement the essential enabling systems, including data-driven instruction, progress monitoring, instructional coaching, content teams, and workshops.
- The GCA leadership team will identify a common set of classroom practices to be adopted schoolwide.
- Teachers will plan and implement common, structured lesson types and methods that:
  - Go beyond guided instruction (e.g., employing inquiry-based learning instead of the traditional "I Do, We Do, You Do" lesson format).
  - Are necessary for success in high school, college, and vocational schools.
  - Require a rigorous approach that builds towards excellence.
  - Intentionally align and develop TK/K through 3rd grade.
- Teachers will deliver high-frequency, academic feedback to students, incorporating it into lessons and the daily and weekly school schedule.
- Teachers will continuously adjust instruction to meet the needs of all students.

### **Instructional Content Expertise is Critical to Drive Students to College-Readiness Levels**

In addition to strong instructional practices, teachers also need strong content and early literacy expertise. For example, teaching children to read requires a teacher with expertise in phonics, decoding, and reading comprehension skills for fiction and nonfiction texts. This is an important and needed skill so that the teacher can effectively identify each student's foundational skill gaps and provide guided literacy instruction. When teachers have deep content knowledge and share content knowledge across grades, schools increase their ability to achieve long term, college-ready goals. GCA understands the importance of developing teachers into curricular experts. GCA is committed to supporting excellence in all instructors.

### ***GCA Commitments:***

- The Head of School and the school administration, regardless of their specific content-area expertise, will be able to describe how each class is driving toward content-specific goals and will have a working knowledge across content areas to keep tabs on day-to-day progress of students.
- Teachers will have a deep understanding of Common Core standards.
- The Head of School will prioritize both content expertise and an understanding of the needs of children when hiring.
- The leadership team will actively develop all teachers' content expertise:
  - Teachers will receive internal and external content-based professional development
  - Content and grade level teams will meet regularly to engage in high-leverage practices: looking at student work, lesson study, data driven instruction, and teach backs
  - There will be instructional leaders and coaches with deep expertise in specific content areas and effectively deliver content-based coaching.

### **Scaffolding**

Instructional scaffolding is the provision of sufficient support to promote learning when concepts and skills are being first introduced to students. These supports may include the following:

- Resources
- A compelling task
- Templates and guides
- Guidance on the development of cognitive and social skills
- These supports are gradually removed as students develop autonomous learning strategies, thus promoting their own cognitive, affective and psychomotor learning skills and knowledge. Teachers help the students master a task or a concept by providing support. The support can take many forms such as outlines, recommended documents, storyboards, or key questions.

### **Support for English Learners (EL)**

English Learners are defined as students who are not yet fluent in English, as assessed by the English Learner Proficiency Assessments for California, or ELPAC. EL's make up approximately 18% of all students in Fresno Unified, but in the six comparison schools of southwest Fresno, that percentage is more than 28%. Almost one out of every three students in southwest Fresno is not yet fluent in English.

When parents initially enroll their children in public schools, usually in Kindergarten (K) or Transitional Kindergarten (TK), they are given a Home Language Survey (HLS) to determine whether or not there are languages other than English spoken in the home. If this is the case, students are given the initial ELPAC to assess their level of English fluency. These assessments measure fluency in four domains—listening, speaking, reading, and writing. The following table illustrates the four levels of assessment.

Reporting Level	What Students Can Typically Do at Each Level
<b>Level 4</b>	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
<b>Level 3</b>	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
<b>Level 2</b>	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
<b>Level 1</b>	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

*Source: California Department of Education, Summative ELPAC General PLD's*

Due to the wide variety of English proficiency skills in many Fresno Unified classrooms, the district, in keeping with state guidelines, requires a minimum of 30 minutes of English Language Development (ELD) instruction per day for EL students. The implementation of this instruction may vary depending on the school level (elementary, middle, high) and school program (general, Dual Immersion, etc.). Some teachers deploy students to other classrooms for this ELD time,

while others keep their students but create individual classroom stations where they are better able to isolate instruction to target specific strategies for particular levels. Stations may take the form of small group instruction, one-on-one work between teacher and student, independent work, either at a desk or possibly utilizing a computer with a specific software program for ELD practice, or conversational interaction between students or between students and instructors. Some teachers even embed ELD instruction during their English Language Arts (ELA) time and are thereby able to maximize the integration of ELA and ELD. ELD can and does vary widely, as students inevitably vary widely in their English proficiency and teachers vary widely in their own ELD instructional skill.

At the Golden Charter Academy, we believe that instruction must be flexible enough to meet the needs of individual students at all levels of fluency. Our teachers will receive professional development in integrating lessons for the purpose of maximizing learning and learning time for students. GCA reserves the right to implement this flexibility so that ELD instruction is always focused on the needs of the students.

Reflection is a big part of the success of EL students. Language acquisition is a gradual process that varies in length from person to person, depending on a number of factors. GCA teachers, in keeping with our commitment to providing universal access, may employ any number of strategies to promote reflection, including self-recording. Students may improve their pronunciation, their sentence structure, and their oral speaking abilities by recording themselves and reflecting upon their speaking proficiency. When students are allowed to have input in their own progress toward proficiency, they are more motivated to succeed.

### **Pedagogical strategies**

The strategies listed below are consistent with Universal Design for Learning and are especially helpful for students with learning disabilities--although in fact they are also helpful for all students. They are, in short, sound pedagogy. We recommend them to teachers regardless of whether they *know* they have any students with special needs in the class.

#### ***General Pedagogical Strategies:***

- State the day's objectives at the beginning of the class.
- Paraphrase key points from the reading and lectures.
- Provide examples (and identify things that are not examples).
- Provide written directions.
- Vary teaching methods (lecture, discussion, small groups).
- For large projects, provide step-by-step directions, bullet those directions, & give advance notice of due dates (at least two weeks).
- Try to select well-organized textbooks with subheadings, clear explanations and instructions, and appropriate examples.
- Print out copies of overheads and make them available to students.
- Review material.
- Encourage study groups.

- Provide pre-reading questions for each reading assignment or group of related assignments.
- Identify key points in the readings and lectures.
- Don't penalize students for spelling, organizational, or handwriting errors on timed examinations.
- Allow students to use laptop computers for examinations.
- Provide multiple modes of instruction and go over all instructions in class providing a written version--but don't provide overwhelming amounts of instruction.

By employing a wide variety of instructional techniques, teachers are best suited to meet the individual needs of students. Varying instruction between whole group, small group, and individual instruction formats will provide students the support they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency.

The GCA teachers will understand the various learning modalities represented in their students and apply appropriate teaching methodologies to meet their needs. Implemented effectively, content in grade-level course work will remain consistent from class to class but scaffolds that allow the students access to the content may vary from room to room depending on the learning needs of the students in each classroom.

The GCA teachers will plan lessons that engage all types of learners and will differentiate for a variety of learning levels.

While all courses will employ a variety of pedagogical strategies, certain instructional models will be unique to their content areas.

## **Learning Best Occurs with a Healthy School Culture**

---

The Golden Charter Academy believes that learning best occurs through a positive school culture with safe, structured, and nurturing Environments. Students need physical and emotional safety in order to take risks and learn from their successes and their mistakes. GCA provides a safe, and nurturing environment with minimal distractions and more time for both academics and extracurricular opportunities, so GCA students enjoy school and maximize their learning.

At the Golden Charter Academy we set clearly defined and measurable high expectations for academic achievement and student conduct/behavior for all students. We believe, in order to create and reinforce a culture of achievement and conduct, that students should be aware of and understand the expectations of them. They should understand the relationship between conduct and consequences and understand the outcomes of their actions. We not only aim for academic achievement we also want exemplary community members.

## **Social-Emotional Learning**

An essential part of the GCA program is social and emotional learning (SEL). As young people grow, they experience new challenges, new emotions, and new situations.

Navigating these various experiences is difficult for anyone, and we all must understand that this is a process of growing and learning for all children. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive

relationships, and make responsible decisions. SEL is a deeply ingrained part of the way students and adults interact both in the classroom and out of it, and helps provide children with equitable, supportive, and welcoming learning environments.



SEL enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies as can be seen in the figure to the left: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Developing these competencies helps bridge connections to the areas designated in the outer rings: the classroom, the school, as well as in the home and community. Further, it is indicated that the way to create these connections is through SEL curriculum and instruction, schoolwide practices and policies, and through family/community partnerships.

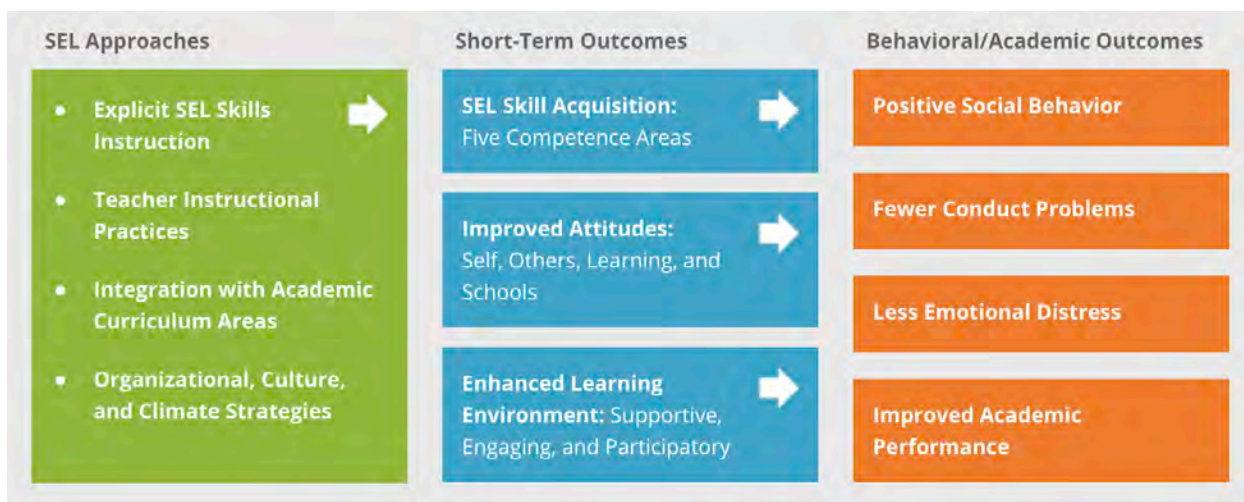
Research has shown that social and emotional development can be fostered, and social and emotional skills, attitudes, and behaviors can be taught in many ways across many settings. The Golden Charter Academy will implement the following approaches:

- Free-standing lessons designed to enhance students' social and emotional competence explicitly.
- Teaching practices such as cooperative learning and project-based learning, which promote SEL.
- Integration of SEL and academic curriculum such as language arts, math, social studies, or health.



- Organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning.

By implementing the SEL approaches, the Golden Charter Academy will be able to utilize the short-term outcomes and behavioral/academic outcomes, outlined in the infographic, as benchmarks to help guide effective implementation.



In support of the social and emotional development of our students, the Golden Charter Academy will incorporate the following four elements represented by the acronym SAFE:

- **Sequenced:** Connected and coordinated activities to foster skills development.
- **Active:** Active forms of learning to help students master new skills and attitudes.
- **Focused:** A component that emphasizes developing personal and social skills.
- **Explicit:** Targeting specific social and emotional skills.

A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.

An emphasis on real connections and relationships at GCA will ensure an emotionally healthy school family. A shame-free environment encourages risk-taking in academics and extracurricular activities. Daily classroom routines will also support the students in feeling safe and protected.

### ***Social and Emotional Learning in Field-Based Experiences***

Field-based experiences are those things that are happening during a field day in a place-based setting outside the classroom. Even in these unique settings the learning environment,

pedagogical practices, and specific activities/lessons can support student social and emotional learning.

Social and emotional skills are both taught and caught (Blyth, 2018). In an optimal learning environment, educators explicitly teach specific skills, they provide opportunities for youth to practice and reflect on those skills, and they model social and emotional competencies.

Even in outdoor spaces, the SAFE elements lay the groundwork for effective facilitation. They are **S**equenced (learning experiences progress throughout the program and build on one another, **A**ctive (youth have opportunities to practice skills in hands-on ways, supported by reflection and feedback), **F**ocused (parts of the learning experience are designed to emphasize social and emotional skills), and **E**xplicit (they target specific social and emotional skills) (Durlak et al. 2010).

Grow Outside (2020) has expanded the context of SEL to include the rest of the natural world (see the following table). This extension was born from Residential Environmental Learning Centers (RELCs) that offer students immersive experiences in nature and serve as an extension of classroom programming. The idea of immersion also connects to single day explorations centered on environmental education.

<b>SEL Competencies</b>	<b>Outdoor Environment Considerations</b>
<b>Self-Awareness</b>	<ul style="list-style-type: none"> <li>• Understanding one's roles within people-built systems which are nested within and dependent upon ecosystems and the biosphere; i.e. becoming ecologically literate</li> <li>• Participating in team challenge and adventure activities to discover more about overcoming perceived limits.</li> <li>• Understanding through practice one's personal power to act on behalf of one's self and others in need, be they people, water, land, or other species</li> <li>• Recognizing that one's actions impact one's self, other people, other species and the environment</li> <li>• Recognizing that human health and wellbeing are interdependent with ecological health</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• Time outdoors reduces stress</li> <li>• Team-building and adventure activities support the development of self-management skills</li> </ul>
<b>Social-Awareness</b>	<ul style="list-style-type: none"> <li>• Understanding the meaning and value of diversity and biodiversity in various contexts</li> <li>• Recognizing cultural demands and opportunities regarding resource use</li> <li>• Collective efficacy</li> <li>• Recognizing cultural demands, perspectives, and opportunities regarding what is an environmental resource and how it should be used</li> <li>• Recognizing how prevailing and social norms have led to ecological destruction, particularly in marginalized communities; i.e. environmental justice</li> <li>• Recognizing our interdependency with Earth Systems</li> </ul>
<b>Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Recognizing the reciprocal relationships that exist between people and other species</li> <li>• Working proactively and cooperatively to restore interpersonal and interbeing relationships where and when needed</li> </ul>
<b>Responsible Decision Making</b>	<ul style="list-style-type: none"> <li>• Assessing the environmental impact of one's beliefs and actions</li> <li>• Pursuing inclusive, mutually beneficial solutions to both local and large-scale environmental challenges</li> <li>• Reflecting on the broader ethical consequences and environmental impact of one's behavior</li> <li>• Recognizing one's ability to analyze environmental and social situations, identify problems, and solve them using inquiry skills</li> </ul>

The very act of leaving a familiar classroom significantly alters the learning environment, while at the same time facilitating new perspectives on learning, relationships, and day-to-day life. This novel learning environment offers the opportunity for students to better understand themselves and reimagine their relationships to peers and teachers. According to Grow Outside (2020) students who struggle in the classroom setting often shine in field-based settings, demonstrating competencies unseen in the classroom, which provides them with critical experience in building a positive identity as a learner. Likewise, the group dynamic outside of the classroom allows students to build social awareness, find commonalities with peers, break up negative social dynamics that may exist in the classroom or school environment, and strengthen relationships

through shared experiences. Program elements that include collaborative group work, scientific investigations, scaffolded physical challenges, and opportunities to reflect, contribute to the positive impact on social and emotional development.

Learning spaces in outdoor settings offer a rich environment for youth and adults to connect (or reconnect) to nature through both structured and unstructured learning environments. Instructors skillfully guide students to connect to nature through modeling, intentionally sequenced activities, and free-choice time to explore and play in nature. Creating safe opportunities for students to observe, reflect, contemplate, and interact with the natural world provides opportunities for them to develop authentic and positive connections to nature.

### **Mentor Program**

Success in life depends on both academics and character. The Golden Charter Academy will help students foster character strengths that are essential for their own success and well-being. At the Golden Charter Academy, we aim for students to be empowered to express their voices with compassion and to improve the world around them. Our mentoring program will play an instrumental role in laying the foundation for character development with the students of Golden Charter Academy.

The vision of mentoring is to produce positive, encouraged, motivated, and informed citizens in the world, while decreasing negative outcomes, and increasing the likelihood of successful outcomes for all students.

As a part of ongoing social and emotional support to students and teachers, the Golden Charter Academy will employ adult mentors. They will be trained in social and emotional learning strategies, and conflict mediation at the school site.

Mentors will:

- provide students with genuine guidance and support,
- increase positive influences within the community through events and building partnerships,
- support school personnel to decrease suspensions and bullying.
- increase academic performance and attendance rates,
- collaborate with guardians to reiterate good behaviors learned in school that will be exercised at home,
- create a safe environment for all school personnel.

The goal is to connect all individuals and factors that directly affect each student. Mentors connect with the guardians, teachers, school personnel, community, and peers of each student to increase and promote positive and healthy relationships and school engagement to increase the likelihood of successful outcomes.

Mentors focus on advocating for each of their students, to increase self-esteem, self-worth, and encourage mental and emotional stability. Each mentor creates bonds with teachers to increase effective communication to better support students academically. Constant communication between mentors and guardians helps increase students' attendance, positive behaviors, respect, cooperation, and overall good behavior at school as well as at home.

Each mentor will be assigned to one Golden Charter Academy classroom and will work particularly with students with emotional or academic struggles. Mentors connect with the students in the classroom for academic support and on the playground with the goal of building relationships. The mentors also communicate regularly with the classroom teacher, the school counselor, and families when appropriate.

The mentoring program is designed to create genuine support for all students, no matter the age, cultural background, or learning disability. It provides the tools necessary to establish a positive environment, increase student engagement, and is committed to working with families to promote healthy relationships. GCA is committed to increasing the likelihood of successful outcomes for all students.

### **Purposeful Community Building**

As part of the school's commitment to being a community-based school, we will do thoughtful and purposeful community building with students and families, as an entire school community and in small groups. New students and families will attend an orientation to acclimate them to the school, its values, and how they play an important role. We will also do community building during school announcements over the public address system and regularly in Family Time. There will be other opportunities for community building in special school events such as sporting events, school dances, fundraisers, family group socials, zoo events, and more.

Community building is key to both goals of diversity and teaching habits of success. In order to build a strong, heterogeneous, tight-knit community, our students must know each other well and be able to work in teams with students from all racial, ethnic, income, language, and educational backgrounds. Some samples of community-building activities are team building activities, structured conversations where students and families get to know each other, and low-stress competitions between family groups.

We also consider more structured, community groups where students create art or music together or read together across grade levels and with facilitators and/or families.

In the later years, we will expect the older students (grades 5 and above) to be mentors for the younger students. These student mentors will play a leadership role, be buddies to younger students to answer questions and to be role models. The student mentors will also likely lead All School Meetings and other community building. Newer students may also be assigned class buddies to help welcome them to the school. Finally, we may assign student mentors as school

leaders to give input into school decisions, and to do lunch and recess duty. We will provide training to our student leaders.

### ***Student attitudes to be developed***

- **Appreciation** – appreciating the wonder and beauty of the world and its people
- **Commitment** – being committed to learning, preserving, and showing self-discipline and responsibility
- **Confidence** – feeling confident in their ability as learners, having the courage to take risks, applying what they have learned, and making appropriate decisions and choices
- **Cooperation** – cooperating, collaborating, and leading or following as the situation demands
- **Creativity** – being creative and imaginative in their thinking and in their approach to problems and dilemmas
- **Curiosity** – being curious about the nature of learning and of the world, its people and cultures
- **Empathy** – imaginatively projecting themselves into another’s situation, in order to understand his/her thoughts, reasoning, and emotions.
- **Enthusiasm** – enjoying learning
- **Independence** – thinking and acting independently, making their own judgments based on reasoned principles, and being able to defend their judgments
- **Integrity** – having integrity and a firm sense of fairness and honesty
- **Respect** – respecting themselves, others, and the world around them
- **Tolerance** – feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

### **Expanding Cultural Awareness**

Students learn about the world through academic disciplines, the arts, special events, “virtual” cultural exchanges with international Zoos, and culturally specific foods. Multiculturalism will be infused throughout every aspect of the school. The visual and performing arts curriculum will expose students to art, music, and drama from the many cultures in our community. Art and music instruction will serve as a venue for celebrating the contributions of all countries and cultures.

### **Restorative Practices**

Restorative practices complement the focus on SEL. Through restorative practices, GCA students will have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At GCA, we will recognize that all people make mistakes and that mistakes are actually opportunities to grow and learn. We will hold students accountable to high expectations and provide a high level of support for our students to grow.

## **Logical Consequences and Restorative Practices**

Consequences must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing her or his reflection with classmates. If a seriously harmful decision (e.g., hurting a teammate, repeated teasing) has been made, the teacher or leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, coaches, and more, depending on the circumstance and impact.

## **Restorative Chats**

Staff members at GCA will use restorative chats to support students when harm has been done to another member of the school community (e.g., saying something hurtful) or to that student (e.g., giving up on a task). A restorative chat guides the student to repair the harm and better the situation. These are the guiding questions for a restorative chat:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

## **Escalation of Response**

Teachers will use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships so that students can engage in learning. Teachers will know that there are many ways to respond and that it is important to match the response to the individual student and situation. Students at GCA staff will be aware and understand the importance of escalating and reporting incidents and maintaining student confidentiality in these matters.

## **The Importance of Relationships**

Through our use of community circles, and through lessons that foster social emotional as well as academic growth, GCA students will develop strong connections, strong accountability to one another, and how others feel in situations. This is also known as empathy. The stronger these relationships are, the greater the impact when a student may seek to repair relationships, speak to peers about a challenge she or he is having, or engage in self-reflection. Relationships are at the core of this approach.

## **Modeling Healthy Responses**

We will teach GCA staff to consistently model healthy interactions and reactions, especially in times when staff may be frustrated or tired. Our students learn from our

modeling. We believe that skillful teachers teach discipline and embrace this as a key function of their role.

Therefore, the GCA community will:

- Hold all members of the school community to high and realistic expectations
- Foster strong relationships among all members of the school community
- Recognize that individuals will make mistakes and that each day is a new one
- Plan explicit directions for each activity and create safe, and productive learning spaces
- Use reminding, redirecting, and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talk about and model appropriate behavior
- Provide consequences that are clear, logical, restorative, and fair
- See and discuss students as individuals
- Restore students to the learning community by teaching social skills and building on individual strengths

### **All School Meetings and Community Celebrations**

Almost every morning, the entire school will gather as a community. One of the most powerful drivers of culture, community, and academics in many high-performing schools, is the All School Meeting. GCA will use All School Meetings to create a positive, focused mindset for all community members. The meetings are intended to be fun, positive, and to reinforce the school's values and cultural norms.

All School Meetings will set the tone for greatness during the day with our students and, in the later years, will be student-led. Parents and community members will be invited to attend, and participate when appropriate. Below is a list of typical events that may occur at All School Meetings:

- Celebrations of community and individual accomplishments (including failures)
- Stories and examples of Habits of Success in action
- Shout-outs and appreciations of fellow community members
- Student-led community-building activities
- Community activities such as singing, dancing, cooking, sports, art where families are also invited to attend

The All School Meetings will last for 10 to 15 minutes and will include highly structured routines for how to celebrate, shout-out, apologize, listen, and generally show high levels of support for all community members. Student-led activities will obtain prior approval from facilitators and can be used as evidence of learning.



On several Fridays, we will end the week with a Community Celebration. Similar to an All School Meeting, this will include celebrations of growth, outstanding examples of student success, shout-outs, and any other accomplishments or recognitions from the week. All community members, including families, are invited to attend.

### **GCA Family Groups**

GCA believes a key component of our model is that “every student is known,” that students are most successful when they have at least one close, long-term personal relationship with an adult on campus who guides the student through all aspects of their schooling – academically, socially, and emotionally.

In order to provide support a personalized experience:

#### ***GCA Commitments:***

- Every student will be paired with a member of the staff, a mentor, who will stay with the student for multiple years at the school.
- Students will be placed into small groups of approximately 12 called Family Groups. The group meets twice daily and for a longer period of time on Friday.
- The mentor’s goal will be to 1) make a deep, personal connection with the student and family, 2) to be the main point of contact for the student and family throughout their time at the school, and 3) to ensure the student stays on the college-ready trajectory.
- The mentor also conducts Personalized Learning Plan (PLP) meetings two times a year with each family to map out personal, academic, social emotional, and career goals for each student.
- The mentor will check in regularly using the PLP tool with each student to ensure he or she is on track to meet their goals and will conduct interventions as necessary.

### **Grouping**

Cooperative learning is actually a generic term that refers to numerous methods for grouping students. At least 10 different methods have been formally described in the research literature. Therefore, "cooperative learning" as a strategy requires a closer look to take advantage of potential benefits for learners. Effective cooperative learning occurs when students work together to accomplish shared goals and when positive structures are in place to support that process (Johnson & Johnson, 1999). Even though appropriate use of student groups for learning has been shown to yield significant learning improvement across disciplines, the successful application of cooperative grouping in classrooms still eludes many educators (Johnson & Johnson). Criteria for effective cooperative learning groups include:

- Students understand that their membership in a learning group means that they either succeed or fail—together. (Deutsch, 1962).
- "Positive interdependence" includes mutual goals, joint rewards, resource interdependence (each group member has different resources that must be combined to

complete the assignment), and role interdependence (each group member is assigned a specific role).

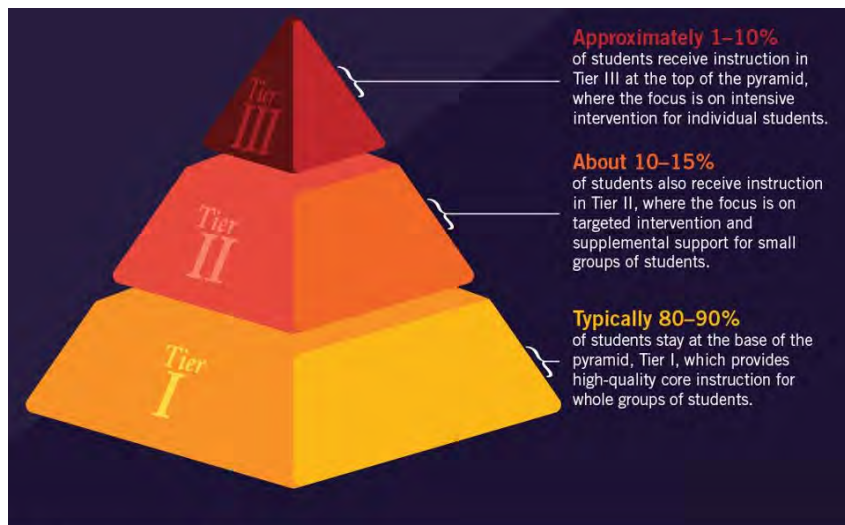
- Students help each other learn and encourage individual team members' success.
- Individuals in the group understand that they are accountable to each other and to the group as a distinct unit.
- Interpersonal and small-group skills are in place, including communication, decision making, conflict resolution, and time management.
- Members are aware of the group's processes. Individual members talk about "the group" as a unique entity.

### Students with Special Needs

GCA will be a welcoming instructional environment for all students, including those with Special Needs. The GCA staff is committed to providing equal access to all students, and creating learning environments that nurture and support the educational aspirations of students with Special Needs. The GCA curricular focus on environmental education allows for experiential education that has been shown to enhance learning for all students. Our place-based model encourages kinesthetic movement and offers numerous opportunities to appropriately shift the focus of the learner, providing accommodations for learners who require multiple and changing stimuli. Our adoption of Universal Design for Learning (UDL) “provides a blueprint for creating instructional goals, assessments, methods, materials that work for everyone - not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs” (UDL: Theory and Practice, 2014). It is a framework that guides the shift to designing barrier-free, instructionally rich, learning environments that provide access to all students (Nelson, 2014).

### Academically Low-Achieving Students: Identification and Assessment

Through the lens of UDL, the instructional design at GCA will be focused on helping each and every student in the classroom. Two frameworks, in particular, Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS), will be used because they both help identify the needs of each student and provide appropriate support systems.



The RTI educational framework defines three tiers of support and instruction designed to help every student find success. As shown in the diagram to the left, Tier 1 provides high-quality core instruction for the larger majority of students; it is at this first level that the initial signs of

student struggles become evident. In Tier II, struggling students will receive targeted intervention, instruction, and support that includes learning paths that address specific skill gaps. Progress monitoring in this tier helps teachers pull together students with similar needs for additional small-group tutoring and support. If data reveals that students are still struggling in Tier II, they may need more intensive instruction or an individualized form of intervention in Tier III.

The MTSS framework integrates all the components of RTI and also addresses the behavioral, social, and emotional development of students. MTSS implements continuous improvement processes at all levels of the system and can increase in needed intensity for students. Not all students require the same level of support and tiered supports provide an opportunity to match the intensity of support to each individual student's need. Published and researched RTI Models have 3-tiers or 4-tiers. The Golden Charter Academy has decided to use a 3-tier model because it is consistent with the California State Department of Education recommendation.



*Edgenuity, 2017*

### **Intervention**

Response to Intervention serves a dual purpose, one being to prevent failure in students by addressing a student's needs as soon as they are identified rather than allowing the student to fall farther behind. Response to Intervention is also part of the process for identifying students for special education eligibility under the category of learning disabilities. In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. GCA will utilize the tenants of UDL in curricular design and all phases of instruction. The Charter School will implement a combination of differentiated small group instruction, one-on-one tutorials, extra support from content area teachers, and mentors to assist students in gaining grade level proficiency. Students who are behind grade level or in jeopardy of retention will be individually counseled and given extra help in their specific areas of need.

GCA will use intervention programs to support students who are having difficulty learning or are falling further behind. Student Success Teams (SST), composed of the student, the student's parent or guardian, the Head of School and/or a member of the school administration, and a GCA faculty member, are responsible for identifying the student's needs and developing a plan to enable that student to be successful. Student response to general education interventions will be tracked and interventions will be modified as necessary to support individual students' progress. Students who do not make expected gains despite carefully designed individualized interventions

may be referred to the Special Education team for further evaluation. Each referred student will be assessed in all areas of suspected disability to determine if the student has a disability and qualifies for special education. An Individualized Education Program (IEP) will be developed for students who qualify for special education. We involve parents throughout this process to ensure they are informed about their student's progress and how they can best support his or her development.

### **Ongoing Evaluation**

GCA's MTSS leadership team will meet regularly to review, analyze and problem-solve around data indicators. This team is designed to create a continuous cycle of improvement, troubleshoot obstacles, provide on-going feedback, and align needed resources that affect improved student outcomes. Progress will be monitored frequently, at least 2 or 3 times a month in Tier 2 intervention and weekly in Tier 3 intervention. Assessment of progress centers on comparable multiple measures that can be given in close proximity and are sensitive to small gains. The rate of student progress will be used to project whether the student is learning and growing or if the student's program or supports should be changed.

Recurrent monitoring provides relevant data and allows for timely adjustments. Data of student performance is the basis of decisions made regarding changes in student placement, evaluation of student progress, moving students up or down the tiers of instruction, and referral to special education assessment. GCA will use a variety of methods, including parent and teacher referrals, as well as sources of data, to identify students who are most in need of additional support. This includes regular benchmark assessments, standardized tests, state and national assessments, and other methods. School leadership will use the classroom assessment data to refer and monitor at-risk students via a Student Success Team (SST) model for intensive interventions in math, reading, and writing.

### **Family Involvement**

Families are an essential component of supporting student success. Teachers regularly notify parents about the academic experience of their student(s). Weekly progress reports, benchmark exam scores, teacher notes, phone calls, and comments on homework assignments are several examples of how parents may be notified of their child's progress. As each student's progress is tracked in one or more of these methods, a request for a Student Success Team (SST) may be offered when expected progress is not demonstrated within the appropriate time period.

Just as students will learn a deep understanding of the interrelatedness of the earth's creatures and its ecosystems, GCA understands that parents must be an integral part of the education of their children. The above section describes how parents are informed of their child's progress, but it does not address how parents *inform* the school about their child. Parents, as the child's first teachers, are an essential component to academic success. At GCA, parents will be invited to volunteer in classrooms and participate in fulfilling the goals of GCA, including fundraising, media outreach, and community activism. When actively engaged, parents are the child's most

enduring role model. GCA will welcome parent participation in our educational program, and encourage the development of parent education and involvement.

### **Academically High-Achieving Students**

#### ***Identification***

All courses will maintain a standard of rigor that challenges our most academically advanced students, who are identified through the same methods as academically low-achieving students. Teachers will develop individualized strategies to engage and challenge these students so that they can continue to accelerate their learning. Teachers will utilize the strategies of Universal Design for Learning. As such, students will be given an opportunity to develop their individual expertise through assessments that allow for multiple means of expression.

#### ***Parent Notification and Involvement***

As mentioned above, parents at GCA are seen as an essential component in the success of their child's learning. Parents will be actively recruited as volunteers, chaperones, and educational partners who have the greatest stake in their child's success. A measure of our success is the success of our parents. We aspire to strengthen families, the building blocks to strong communities. We will encourage and support community activism and student advocacy as a part of the GCA program.

#### ***Support***

GCA will ensure that every teacher will be ready to set classroom routines and rely on digital formative assessments and additional resources to ensure that all students have the opportunity to continue learning after they complete the day's objective during class.

Because all students are challenged to reach their intellectual potentials within the instructional program, GCA does not plan to offer a formal, separate program for academically high-achieving students. However, as described, GCA will equip teachers with the necessary tools to enable high-achieving students to continue advancing. GCA teachers will be less concerned with the identification and academic stratification of its learners and more concerned with its goal to unlock the educational potential that exists in all students. Student support will encompass academic challenges, as well as social emotional supports, such as student mentoring and peer group support.

### **Special Education**

---

GCA believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. This common belief covers the realm from students behind grade level to special education students to English Learners (“EL”).

GCA welcomes students with special needs. GCA recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Fresno Unified School District and a Special Education Local Plan Area (“SELPA”) to ensure that a free appropriate public education is provided to all students with exceptional needs.

GCA’s dedicated staff of specialists, counselors, and psychologists will work closely together with our teachers to ensure that the needs of each student, especially those with an IEP, are met. The special education staff will meet regularly for professional and program development and to share best practices for supporting special education students.

UDL and Place Based Learning are essential components to all instruction at GCA. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

### **Special Education Strategies for Instruction and Services**

The Golden Charter Academy is committed to providing universal access to content for all students, including students who have identified disabilities and are on an Individual Education Plan (IEP). Universal Design for Learning (UDL), which is described in greater detail elsewhere in this petition, is structured to design instruction that meets the needs of all learners. UDL enhances access to content for all learners, and resists the common practice of artificially differentiating between Special Ed (SPED) students and general education students who have the same academic need. At the Golden Charter Academy, we will support all learners through a placed-based education and universal supports for students while they are in their home classroom. UDL is not only about universal access to content, it is also referencing a universal design for access through the learning environment. The actual physical design and instructional use of the classroom is a critical component of UDL. Wobble chairs, standing desks, fidget spinners, a textured chair or surface, quiet spaces, etc., are examples of components and accommodations that may be made available in a UDL classroom or learning space. Since GCA will utilize the Fresno Chaffee Zoo as an extension of the classroom, a significant portion of the instructional time will be in an outdoor “instructional space” that completely redefines the parameters of “classroom” and presents new and different challenges for both students and teachers.

Placed-based education (PBE) affords numerous educational advantages for students with Special Needs. It allows for more “hands-on” learning, and affords numerous tactile experiences that enhance learning. PBE also offers an experiential learning that is more easily processed and remembered than an abstract lesson presented in text or graphics. Learning through experience is deeper, more complete learning. PBE also further engages the learner with their local community, a critical first step in the process necessary to grow into a regional and global citizen

with a more complete understanding of the world's ecosystems and the skills and wherewithal to make decisions to affect their world in a positive way.

### **General Assurances and Overview**

GCA embraces its responsibility to enroll and support all students who qualify for enrollment, and pledges to ensure that a free appropriate public education ("FAPE") is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with exceptional needs, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), Title II of the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(c). The specific manner in which special education and related services will be provided and funded may be set forth in an MOU. The language is not meant to preclude alternative arrangements.

GCA will apply to become an independent Local Education Agency (LEA) member in a SELPA for purposes of Special Education. The Charter School will make written verifiable assurances that it will become an LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). Upon official acceptance in a SELPA, GCA will provide the Fresno Unified School District evidence of membership.

GCA intends to apply to become an LEA member in the Fresno Unified School District SELPA in its first year of operation. As an LEA member of the SELPA, GCA will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

In the event GCA seeks membership in a different state-approved SELPA, GCA will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. Although a change in LEA status or SELPA membership shall not require a material revision of the GCA charter, it may require an update of the parties' MOU to reflect these changes in legal status.

Pursuant to 47641(a), if GCA is approved as an independent LEA, it will assume full responsibility for providing special education and related services to eligible students of the Charter School, in accordance with state and federal law GCA agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. GCA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records. GCA will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints

monitoring, procedural safeguards, and the local plan). GCA will participate in internal validation review.

### ***Child Find***

The Golden Charter Academy understands and embraces its responsibility to locate, identify, and evaluate students with Special Needs, regardless of the severity of their disability. GCA is committed to working with the Fresno Unified School District Special Education Local Plan Area (SELPA) to coordinate our education response to students with Special Needs and ensure that their particular disability is met through the appropriate educational placement in the Least Restrictive Environment (LRE).

Our adoption of Universal Design for Learning (UDL) provides a supportive and individualized educational setting that allows access for all students and creates an environment that promotes that access. Supporting students' academic and behavioral development in an integrated way is at the core of decision-making, with the goal being to always meet the needs of all learners. In this light, GCA embraces two specific frameworks to help ensure that student needs are addressed in a timely manner. The Response to Intervention and Multi-Tiered System of Supports, will be used to ensure that all students are provided appropriate support systems.

The RTI educational framework defines three tiers of support and instruction designed to help every student find success, and these tiers are couched in the MTSS process. According to the California Department of Education's ELA/ELD framework (2014), "the foundational structures of MTSS include high-quality core instruction utilizing UDL principles and appropriate supports, strategies, and accommodations. In addition, assessments and progress monitoring are employed to allow for a data-based, problem-solving approach to instructional decision making."

The goal of MTSS focuses on more than just academics and detailed data. It also focuses on providing multiple levels of support for students as well as resources for teachers and other staff who are delivering the instruction. Therefore, collaboration between teachers, administrators, district personnel, student support specialists, and other school leaders is absolutely necessary for the MTSS framework to work (see figure on the next page).

As time increases in intervention, the student misses more general education instruction. Tier 3 is intended to accelerate student learning and to discover what strategies and methods best facilitate student learning. Some students will be referred for assessment for special education eligibility in Tier 3. Tier 3 is not intended as a permanent placement. More commonly, students will be assessed for special education or accelerate to a level where they can return to Tier 1 or Tier 2 instruction.

GCA will press the boundaries of the MTSS process prior to referring a child for Special Education services, and the MTSS protocol will be consistent and comprehensive. MTSS will include the implementation of the Student Success Team (SST) process which will take an asset-based perspective and readily identify student strengths so that future interventions can be built





*Edgenuity, 2017*

around areas where students will most likely find success. Special Education supports will be considered only after the full MTSS process is exhausted and data point to additional student support. MTSS may also identify students as needing a 504 plan (applicable to students in the general population), which identifies students who have a disability that may impede major life activities in some way.

### **Services for Students Under the IDEA**

GCA is committed to providing a free and appropriate public education that will meet each student's unique needs in the Least Restrictive Environment (LRE).

The Charter School shall develop an appropriately ambitious individualized education program reasonably calculated to enable the student to make progress appropriate in light of his/her circumstances in accordance with IDEA, Education Code requirements, and SELPA policies and practices.

Instruction shall be provided in accordance with each student's IEP in the least restrictive environment (preferably the general education setting) with access to rigorous and standards-based curriculum. If a student's IEP team determines that, in order to make progress appropriate to the student's circumstances, the student requires placement outside of a general education classroom, the Charter School shall provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

GCA shall utilize SELPA forms and follow SELPA policies and procedures in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

GCA agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all applicable District or SELPA obligations imposed by law.

All special education services at GCA will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education according to the GCA Charter Petition.

### ***Staffing***

GCA will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, Special Education teachers, paraprofessionals, and resource specialists. GCA shall ensure that all Special Education staff hired or contracted by GCA is qualified pursuant to SELPA policies, as well as meet all legal requirements. GCA shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide Special Education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

GCA will carefully review enrollment of students with IEP's each year in order to determine staffing of Special Education teachers and other specialists at the Charter School. All GCA Special Education teachers will receive coaching and support from the regional Special Education team to ensure that all aspects of the IEP and any possible 504 plans are properly implemented.

GCA recognizes that all teachers are essential for the implementation of the student's IEP and shall ensure that general education teachers receive training and supervision necessary to properly implement IEP's and 504 plans.

### ***Notification and Coordination***

GCA shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of Special Education services. GCA will adopt and implement policies relating to all Special Education issues and referrals.

### ***Identification and Referral***

GCA understands and embraces its responsibility to ensure that all children with disabilities who need Special Education and related services are identified, located, and evaluated, regardless of the severity of the disability. GCA shall identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services.

GCA shall implement a Multi-Tiered instructional and support framework prior to referring a student for an evaluation under IDEA, but shall ensure that Child Find identification occurs in a timely manner and that no procedures or practice shall result in delaying or denying this identification.

A parent/guardian or GCA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in a multi-tiered instructional framework. Special Education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. GCA shall never use assessment or evaluation as a means of denying admission for any student.

If GCA becomes an independent LEA for Special Education purposes, the Charter School shall be solely responsible for compliance with state and federal Child Find requirements. GCA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability. The Charter School may also refer a student for services through the provisions of a Section 504 Plan, if appropriate.

### ***Assessments***

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. GCA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

GCA shall obtain parent/guardian consent to assess students and no assessment or evaluation shall be used for admissions purposes. If GCA operates as an independent LEA for Special Education purposes, then, in the event that the Charter School receives a written request for evaluation, it will be solely responsible for working with parents/guardians to address the request and shall follow SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within fifteen (15) days with a written Assessment plan if the Charter School concludes that an assessment is appropriate. If the Charter School concludes that an assessment is not appropriate, the Charter School shall respond within fifteen (15) days with a Prior Written Notice. Upon receipt of the consented Assessment Plan, the Charter School shall conduct an evaluation and hold an IEP meeting within sixty (60) days of receipt of the parent’s/guardian’s written consent for assessment. Parents/guardians shall be informed that special education and related services are provided at no cost to them.

A staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

GCA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent’s written consent for assessment;

- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. GCA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### ***IEP Development***

GCA understands that the decisions regarding eligibility, goals/objectives, program services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### ***IEP Implementation and Review***

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services. GCA shall be responsible for all school site implementation of the IEP, which will be designed to provide supports and services in the least restrictive environment. As part of this responsibility, IEP goals and services will be linguistically appropriate, as per Education Code Section 56345(b).

GCA shall provide all home-school coordination and information exchange. GCA shall also be responsible for providing all curriculum, classroom materials, classroom accommodations and modifications, and assistive technology.

GCA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

GCA shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for GCA's non-special education students. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, GCA will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

### ***IEP Meetings***

GCA shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. GCA shall be responsible for having the following individuals in attendance at the IEP meetings: the Head of School and/or GCA designated representative with appropriate administrative authority as required by the IDEA; the student's Special Education teacher; the student's general education teacher if the student is or may be in a general education classroom; a parent/guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at GCA and/or about the student. shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

will provide an interpreter at IEP meetings if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone, virtual meeting online platform, or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by GCA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances IEP meetings will be held according to the following schedule:
  - Yearly to review the student's progress and make any necessary changes
  - Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
  - After the student has received a formal assessment or reassessment
  - If a meeting is required to determine if a student's conduct was a manifestation of his or her disability
  - If the parent or guardian has requested a review of the student's progress.

### ***Interim and Initial Placements of New Charter School Students***

GCA shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. GCA shall provide transferring students with a Free and Appropriate Public Education (FAPE), including services comparable to those listed in the existing IEP. In accordance with Education Code Section 56325(a)(1), for students who enroll in GCA from another school outside of the same SELPA as GCA, with a current IEP within the same academic year, GCA shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent(s)/guardian(s), for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of a student with exceptional needs who has an IEP and transfers into GCA from a different school within the same SELPA as GCA, within the same academic year, GCA shall continue to provide services comparable to those described in the existing approved IEP, unless the parent(s)/guardian(s) and GCA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to GCA with an IEP from outside of California during the same academic year, GCA shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP in consultation with the parent(s)/guardian(s), until GCA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by GCA, and develops a new IEP, if appropriate that is consistent with federal and state law.

GCA will cooperate with the District regarding sharing information as necessary.

### ***Mental Health***

Whenever necessary, as evidenced by student need, assessment or recommendation of mental health provider or a referral for assessment of eligibility for mental health as a related service will be made to address a student's mental health needs and potentially access other supports or services for a student and his/her family.

### ***Professional Development for the GCA Staff***

GCA shall seek professional development opportunities for its staff through potential trainings facilitated by Fresno Unified School District, the Fresno County Office of Education SELPA, the FUSD SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

### ***Non-Public Placements/Non-Public Agencies***

GCA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### ***Non-discrimination***

It is understood and agreed that all children will have access to GCA and no student shall be denied admission nor counseled out of GCA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### ***Reporting***

GCA, in collaboration with the FUSD SELPA, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability, and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from GCA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of GCA. The designated staff member will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The staff member will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### ***Parent/Guardian Complaints and Procedural Safeguards***

Parents/guardians of students with IEPs at GCA must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

GCA is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. GCA understands the requirement by IDEA 2004 to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law.

GCA shall provide a copy of the "Notice of Procedural Safeguards and Parents' Rights" to the parent a minimum of one time yearly. The Notice of Procedural Safeguards shall also be provided to parents:

- Upon initial referral or parental request for evaluation.
- When sending out an Assessment Plan and/or Prior Written Notice.
- Upon receipt of the first state complaint in the school year.
- Upon receipt of the first due process complaint in the school year.
- In accordance with disciplinary procedures.
- Upon parental request.

### ***Complaint Procedures***



GCA shall adopt policies and procedures for the investigation and resolution of and response to parental concerns or complaints related to special education services including alleged violation of federal or state laws governing educational programs.

GCA shall include in its policies and procedures the employee(s) responsible for receiving complaints, investigating complaints and ensuring compliance. GCA's policies shall ensure that the employee(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that he/she is assigned to investigate.

GCA shall acknowledge parent complaints within five (5) business days. The parents shall be offered a voluntary resolution session (alternative dispute resolution ("ADR")) to address and resolve concerns that prompted the complaint. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### ***Dispute Resolution***

Under IDEA, due process hearings are a principal vehicle for resolving disputes between parents of children with disabilities and LEAs concerning identification, evaluation, placement, or provision of FAPE [34 CFR 300.511]. Parents, students who have reached the age of majority, and LEAs may request a due process hearing. GCA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the charter school.

GCA may also initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, GCA shall defend the case.

### ***SELPA Representation***

GCA understands that it shall represent itself at all SELPA meetings.

### ***Funding***

GCA understands that it will be subject to the allocation plan of the SELPA.

### ***Section 504 of the Rehabilitation Act***

GCA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of GCA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

GCA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by GCA shall be accessible for all students with disabilities. A 504 team will be assembled by the Head of School and/or school administrator and shall include the parent/

guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504

Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **English Learners**

GCA will comply with all federal, state, and judicial mandates for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Given the demographics of the District, a significant percentage of the incoming students at GCA are likely to be EL. The Charter School recognizes the importance of valuing students native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, socio-emotional wellness, and culturally responsive pedagogy.

Students at GCA with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods that support English language development in each of the four domains: listening, reading, writing, and speaking. GCA will have the necessary supports to ensure that regardless of English proficiency, all EL students are included in curricular and extracurricular activities.

The Charter School will also make certain that EL students are not assigned to special education because of their lack of English proficiency.

GCA will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include supplemental small group English language classes, push-in supports, individual counseling, group counseling, mentoring, home visits, and parental counseling.

### ***Identification of English Learners***

As part of the enrollment process, the Charter School will administer a Home Language Survey (HSL) for every student who is new to the California public school system. For students who are not new to the state public school system, we will determine their EL classification based on prior records.

At the beginning of the school year, all students new to the California public school system upon enrollment who indicate a home language other than English will be ELPAC-tested by a trained

evaluator within thirty (30) days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. If the student scores below the established cut-off point on the ELPAC, the student will be classified as an EL student. If the student scores above the established cut-off points on the ELPAC, the student is determined not to be an EL student and will be classified as Initial Fluent English Proficient (I-FEP).

GCA teachers will serve as the front line in the identification of barriers to literacy. Should a student not be officially identified as EL, she or he will be monitored regularly via various assessment techniques to ensure their retention of the material.

### ***Parent Notification and Involvement***

GCA will notify all parents/guardians of the Charter School's responsibility to conduct ELPAC testing and will inform parents/guardians of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under the *Every Student Succeeds Act* for annual English proficiency testing.

Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. If there are more than 21 EL parents at GCA, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will be responsible for the development of an EL site plan to be submitted to the School Site Council (SSC) for consideration to be included in the School Plan for Student Achievement (SPSA). The ELAC will also assist the school in the development of a GCA schoolwide needs assessment. All parents or guardians of students classified as EL will be notified in writing of all EL assessment and placement procedures for their child. The Charter School will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

### **Strategies for English Learner Instruction and Intervention**

In accordance with research on language acquisition and state goals, all students who are EL will be supported to become proficient in the English language as quickly as possible. GCA will implement best practices in the education of EL students to meet the goal of English proficiency as soon as possible. It is the goal of GCA that all of its students leave the Charter School proficient in the English language and with pride and support for their home language. English proficient students will participate in a mainstream English language arts program with a curriculum based on the State Standards.

Teachers of English Learners at GCA will teach based on the English Language Development standards as set forth by the California Department of Education. GCA teachers will be trained to use integrated ELD techniques as well as Universal Design for Learning techniques to meet the needs of English Learners.

Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as EL

receive assistance in oral language development. GCA will ensure that all EL students have access to the core content and may contract with the necessary specialists as needed in order to do so.

All instruction will be in English; however, the level of English used for instruction—both oral and written—will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. They may also receive small group differentiated instruction within their core content classes.

In addition to the ELD strategies teachers will use in their mainstream classes within the Charter School's schedule, there will be ample time that can be used for additional intensive English language instruction. For example, students who enter the Charter School with an EL designation can be tutored during intervention/enrichment periods. The Charter School will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English. Examples of instructional models that may be employed with EL students include:

### ***Monitoring and Re-Designation of EL Students***

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators, and measured at least annually using the ELPAC, local assessments, the CAASPP, and teacher input. These assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English-learning services will no longer be required. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria:

- Assessment of language proficiency using an objective assessment instrument including but not limited to ELPAC
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to

participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Prior to reclassification, all parents/guardians will receive a reclassification meeting notification letter, where they are invited to a meeting to discuss their child's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient (R-FEP). GCA will monitor progress of R-FEP students for four years to ensure that English proficiency is sustained. This progress monitoring will include site-based assessments, CAASPP results, and teacher input.

GCA will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, modifications to the instructional program shall be made. In addition, GCA will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

### ***Special Education and English Learners***

GCA will apply the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability will be assessed according to the Child Find/identification requirements described in the Special Education section above. Just as all students who are classified as EL students are as fully integrated as possible into the programs of GCA, so are students with disabilities. EL students with IEP's will be given the necessary materials, mandated services, and equipment to support their learning.

### ***Monitoring and Evaluation of Program Effectiveness***

GCA annually evaluates the effectiveness of its education program for EL's by:

- Adhering to adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Promotional Standards**

Mastery of the objectives at each grade level is the basis for promotion. Teachers will assess student progress every semester and share that assessment with parents/guardians to gauge whether the student is mastering the objectives throughout the year. Supplemental instruction will be available for all students as part of the standard program of GCA.

The goal of GCA is to ensure that all students succeed. Students who are in jeopardy of failure will be individually counseled and given extra help in their specific areas of concern.

Supplemental instruction will provide teachers with the time needed to do remediation when necessary. There may also be time built into the school day for students to receive intervention and acceleration, whether through a computer-based program or with the teacher directly.

### **Annual Goals and Annual Actions in the State Priorities**

In Element B, pursuant to Education Code section 47605(c)(5)(B), GCA provides a reasonably comprehensive description of intended student outcomes that align with the eight state priorities. In Element B, GCA has also complied with all requirements pursuant to Education Code section 47605(c)(5)(A)(ii), including the development of school wide and student subgroup goals, and annual actions, as applicable to the eight state priorities identified in Education Code section 52060(d).

Pursuant to Education Code Section 47606.5, GCA will produce an LCAP, which shall update the goals, annual actions, and student outcomes identified in Element B, using the LCAP template adopted by the State Board of Education. GCA shall submit the LCAP to the District and County annually on or before July 1, as required by Education Code Section 47604.33.

---

## IV. Element 2: Measurable Student Outcomes

---

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

Commitment to GCA’s educational philosophy will empower students at GCA to achieve the following measurable student outcome goals. The following is true of our goals:

Goals are explicitly aligned with GCA’s definition of what it means to be a 21<sup>st</sup> century learner, the Charter School’s mission and curricula aligned to state and federal standards, including CCSS and NGSS.

Goals will be measured by multiple and varied benchmark assessments that are aligned to state priorities state and federal standards, including CCSS and NGSS, and reflect proficiency measures required by CAASPP assessments.

Goals will be aligned to state priorities detailed in Education Code Section 52060(d).

The Head of School and/or the site administrator at GCA will work to set goals for our students and our school community that will enable our students to become life-long learners who are well-prepared for college and beyond. Goals and outcomes may be modified over time.

### **GCA Outcomes that Align with State Priorities**

---

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c) the following table describes GCA’s annual goals, actions (inclusive of school-wide and subgroups) to address the state priorities, student outcomes aligned with the state priorities, and methods of measurement for outcomes. GCA shall submit its Local Control Accountability Plan (LCAP) to the District and County annually on or before July 1, as required by Education Code Section 47604.33. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in section 47607.

The following represents the initial goals, actions, and outcomes for GCA, both school-wide and for all numerically significant subgroups. GCA anticipates serving subgroups including



socioeconomically disadvantaged, Hispanic/Latino, African American, EL, and possibly foster youth. Unless otherwise specified below, school-wide goals are also goals for these anticipated subgroups.

GCA's annual LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, will reflect the input of the community, and shall be maintained by GCA at the school site. Because each state priority has multiple parts, GCA has separated out the state priorities into "sub-priorities."

### Goals, Actions, and Outcomes that Align with the State Priorities

<b>State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))</b>	
<b>Subpriority A - Teachers</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>GCA will hire and maintain a properly credentialed faculty, who are appropriately assigned.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Implement a rigorous hiring process, including paper screening, formal and informal interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks.</li> <li>Offer competitive teacher salaries that allow GCA to attract effective, qualified staff.</li> <li>Provide professional development each year for all teachers, based on individual goals, school goals, and the needs of the students, as informed by student data.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>Teachers are appropriately assigned and fully credentialed.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>The Head of School, together with the administrative team at GCA, will monitor faculty credentials and assignment.</li> </ul>
<b>Subpriority B - Instructional Materials</b>	

Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>All students, including numerically significant subgroups (anticipated to be socioeconomically disadvantaged, Hispanic/Latino, African American, EL, foster youth), will have access to standards-aligned (including CCSS &amp; NGSS) materials and additional instructional materials as outlined in the charter petition.</li> </ul>
Actions to Achieve Goal	<p>Teaching staff will have the most up to date standards-aligned instructional materials and professional skills needed to prepare all students for GCA's CCSS &amp; NGSS curriculum and course selection.</p> <ul style="list-style-type: none"> <li>Research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.</li> <li>Prioritize the need for excellent resources and provide teachers with the supplies and learning tools that they need to successfully teach CCSS &amp; NGSS curriculum in the classroom.</li> </ul> <p>Offer a Special Education program will work with the Fresno Unified SELPA to offer appropriate support and interventions to students with IEP's.</p>
Measurable Outcome	<ul style="list-style-type: none"> <li>All students will have access to standards-aligned materials and technology</li> <li>All teachers will have access to instructional materials and technology that are the most up-to-date and standards-aligned.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Annual survey with faculty and staff.</li> </ul>
<b>Subpriority C - Facilities</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>Facilities for GCA will be maintained in good condition.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Secure appropriate facilities for the needs of GCA.</li> <li>Create a safe and clean learning environment by maintaining the school facility in good condition.</li> <li>Conduct and document regular reviews of the school facility and address any issues in partnership with the landlord.</li> <li>Take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance of facilities, gates, and security systems. GCA will put into place procedures for emergencies to ensure the safety of our students and staff.</li> </ul>

Measurable Outcome	<ul style="list-style-type: none"> <li>• Facilities will be maintained in good repair to ensure a positive learning environment for students and staff.</li> <li>• Facilities will show progress made towards repairs and maintenance</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Staff will do regular walkthroughs to rate the condition of the facility and address issues in a timely manner.</li> <li>• Conduct an annual survey of students, parents, and staff.</li> </ul>

<b>State Priority #2 (Implementation of State Standards). Implementation of State Standards (including CCSS and ELD), including how English Learner students will be enabled to gain academic content knowledge and English language proficiency.</b>	
<b>Subpriority A – State Standards Implementation</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Successfully implement CCSS into all classrooms.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Fully developed curriculum pacing, lessons, and interventions for grades TK/K - 8 that are fully aligned to CCSS &amp; NGSS.</li> <li>• Provide data-based professional development each year for all teachers, based on individual goals, school goals, and the needs of the students.</li> <li>• GCA teachers and staff will receive professional development as it relates to CCSS and NGSS so that they can successfully implement these standards in classrooms.</li> <li>• The GCA teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Student performance on CAASPP assessments in comparison to performance levels of students in schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Internal benchmark assessments</li> <li>• CAASPP</li> </ul>
<b>Subpriority B - EL Students &amp; Academic Content Knowledge</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Teachers will use materials and strategies to ensure EL students have access to grade level content.</li> </ul>

Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Implement a comprehensive structured English immersion program for EL students.</li> <li>• Teachers will use techniques that maximize comprehensible input for EL students.</li> <li>• Teachers will utilize data to plan support and interventions to meet the needs of EL students.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Student performance on CAASPP assessments in comparison to performance levels of students in schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Internal benchmark assessments</li> <li>• CAASPP</li> </ul>
<b>Subpriority C - EL Students and English Language Proficiency</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• EL students at GCA will achieve proficiency in the English language as quickly as possible, in accordance with research and best practices and timelines through GCA services and teaching strategies.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Student performance on CAASPP assessments in comparison to performance levels of students in schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Schoolwide Benchmark Assessments</li> <li>• ELPAC</li> <li>• CAASPP</li> </ul>

<b>State Priority #3 (Parental Involvement). Parental Involvement, including efforts to seek parent input for making decisions for the Charter School and how the Charter School will promote parent participation.</b>	
<b>Subpriority A - Achieving/Maintaining Parent Involvement</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Parents will be a vital part of GCA and key stakeholders for the students and school.</li> </ul>

Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Parents of students at GCA will believe in the mission of the Charter School and are dedicated to helping achieve the GCA Mission and Vision.</li> <li>• Ensure parents understand and subscribe to ways to encourage and support the educational goals of their students and the mission and vision of GCA.</li> <li>• Provide varied communication to parents, including regular calls to parents, home visits, parent-teacher conferences, and other family celebration nights</li> <li>• Teachers and staff will keep parents aware of student progress.</li> <li>• Administer an annual parent survey.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• A majority of parents or guardians will participate in parent-teacher conferences.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Faculty will track parental involvement throughout the year.</li> <li>• GCA will administer and reflect annually on outcomes from the parent satisfaction survey.</li> </ul>
<b>Subpriority B - Promoting Parent Participation</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Parents will believe in the mission of GCA and will be dedicated to help achieve shared goals.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Encourage parents to be active and engaged in GCA and its mission.</li> <li>• Provide parent workshops on various topics (i.e., CCSS, technology at home, social-emotional learning, healthy relationships, etc.) to enable parents to better support their student's education.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• 75% of parents or guardians respond positively on school surveys regarding participation and engagement.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Teachers and staff will keep parents aware of student progress.</li> <li>• GCA will administer and reflect annually on outcomes from the parent satisfaction survey.</li> </ul>

**State Priority #4 (Student Achievement). Pupil achievement, as measured by all the following, as applicable:**

**A. Statewide assessments (CAASPP)**

**B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or Career Technical Education (not applicable)**

**C. Percentage of EL's who make progress toward English language proficiency as measured by the ELPAC**

**D. EL reclassification rate**

**E. Percentage of pupils who have passed an AP exam with a score of 3 or higher (not applicable)**

**F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness (not applicable)**

**Subpriority A - CAASPP: ELA/Literacy and Mathematics**

Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Students will exceed the average performance levels of students in schools that serve a similar student population on the CAASPP.</li> <li>• Students within each subgroup will exceed the average of subgroup students in the District on the CAASPP.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Teachers and staff will monitor student progress throughout the year and differentiate accordingly.</li> <li>• Provide ongoing professional development and coaching for teachers to deliver high-quality instruction and supports for students.</li> <li>• Provide differentiated instruction and learning opportunities for students.</li> <li>• Provide technology and other resources for teachers to monitor student progress through assessments.</li> <li>• Invest in student information systems to support data-driven instruction and differentiated instructional strategies.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• GCA will exceed the average performance levels of schools that serve a similar student population.</li> <li>• Students who fall within a subgroup will exceed the average performance levels of subgroup students in the Fresno Unified School District on the CAASPP.</li> </ul>

Method of Measurement	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• California Modified Assessment (as appropriate)</li> <li>• Benchmark Exams</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• California Modified Assessment (as appropriate)</li> <li>• Dashboard Student Academic Data</li> <li>• Benchmark Exams</li> <li>• CAASPP</li> </ul>
<b>Subpriority B - Satisfy UC/CSU entrance requirements n/a</b>	
<b>Subpriority C - EL Proficiency Rates</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• EL students' proficiency rates are above the District average.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Implement a comprehensive structured immersion program for EL students.</li> <li>• Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• EL student performance on CAASPP assessments will exceed the average performance levels of students in schools that serve a similar student population.</li> <li>• EL students' proficiency rates will be above the District average.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• ELPAC</li> <li>• CAASPP</li> <li>• California Modified Assessment (as appropriate)</li> <li>• Benchmark Exams</li> </ul>
<b>Subpriority D - EL Reclassification Rates</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Students will complete 4th grade as English proficient at a higher rate than the District average.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Students who indicate their home language is other than English will take the ELPAC, administered by a trained evaluator, within 30 days of initial enrollment and at least annually thereafter until re-designated as English proficient.</li> <li>• Students designated as English Learners will receive additional academic support.</li> </ul>

Measurable Outcome	<ul style="list-style-type: none"> <li>Students will complete 4<sup>th</sup> grade as English proficient at a higher rate than the Fresno Unified School District average.</li> <li>Students designated EL will complete the 4<sup>th</sup> grade as English proficient at a higher rate compared to schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>ELPAC</li> <li>CAASPP</li> <li>California Modified Assessment (as appropriate)</li> <li>Benchmark Exams</li> </ul>
<b>Subpriority E - AP Exam pass rates (n/a)</b>	
<b>Subpriority F - College Preparedness (n/a)</b>	

<b>State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:</b> <ul style="list-style-type: none"> <li><b>A. School Attendance Rates</b></li> <li><b>B. Chronic Absenteeism Rates</b></li> <li><b>C. Middle school Dropout Rates</b></li> <li><b>D. High school Dropout Rates (not applicable)</b></li> <li><b>E. High School Graduation Rates (not applicable)</b></li> </ul>	
<b>Subpriority A - Student Attendance Rates</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>Attendance rates will be above 95% and above the average for schools that serve a similar student population.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Monitor student attendance and communicate with students and families.</li> <li>Implement a School Attendance Review Team (SART) to improve attendance.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>Student attendance rates will be above the norm for schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Attendance records</li> </ul>
<b>Subpriority B - Chronic Absenteeism rates</b>	



Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Mobility and truancy will be below the norm for schools that serve a similar student population.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Develop a strong school culture that has high expectations for punctuality and attendance for all students.</li> <li>• Build relationships with students and families to understand underlying causes of potential issues, including chronic absenteeism, in order to provide student supports.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Mobility and truancy will be below the norm for schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Truancy rates</li> </ul>
<b>Subpriority C - Middle School Dropout Rates (n/a)</b>	
<b>Subpriority D - High School Dropout Rates (n/a)</b>	
<b>Subpriority E - High School Graduation Rates (n/a)</b>	

<b>State Priority #6 (School Climate). School climate, as measured by all of the following, as application:</b> <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</li> </ul>	
<b>Subpriority A - Pupil Suspension Rates</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Suspension rates will be below the norm for schools that serve a similar student population.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Integrate Social-Emotional Learning (SEL) and Restorative Justice practices into classroom teaching to promote behavior conducive to learning.</li> <li>• Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community.</li> <li>• Build relationships with students and families to understand root causes of and support students with emerging challenges.</li> </ul>

Measurable Outcome	<ul style="list-style-type: none"> <li>Suspension rates will be below the norm for schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Monitor suspensions throughout the year and compare data to Fresno Unified School District norms.</li> </ul>
<b>Subpriority B - Pupil Expulsion Rates</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>Expulsion rates will be below the norm for schools that serve a similar student population.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community.</li> <li>Monitor student behaviors and build relationships with students and families to understand root causes of and support students with emerging challenges.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>Expulsion rates will be below the norm for schools that serve a similar student population.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Monitor expulsions throughout the year and compare data to Fresno Unified School District norms.</li> </ul>
<b>Subpriority C - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>Staff, students, and parents will endorse the Charter School's safety and overall climate</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Conduct an annual survey of students, parents, and staff to better understand the Charter School's strengths and areas for improvement.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>75% parents or guardians respond positively on school survey regarding participation and engagement.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Annual survey to parents, students, and staff</li> </ul>

**State Priority #7 (Course Access). The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM – eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.**

“Broad course of study” includes the following as applicable:

- A. Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- B. Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (E.C. §51220 (a)-(i)) (not applicable)

#### **Subpriority A - Grades 1-6**

Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>GCA will have a rigorous curriculum that encompasses English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 6th grade.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Offer coursework in environmental science, English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 8<sup>th</sup> grade.</li> <li>Create daily lesson plans and long-term scope and sequences in each of these classes that align with CCSS and NGSS.</li> <li>Offer enrichment courses for students that may include service projects, dance, athletics, robotics, coding, and arts.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>100% of students will be enrolled in a broad course of study, as defined above.</li> <li></li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Enrollment records in the student information system</li> </ul>

#### **Subpriority B - Grades 7-12**

Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>GCA will have a rigorous curriculum that encompasses English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 7th through 8th grade.</li> </ul>
------------------------------	--

Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Offer coursework in environmental science, English, math, social studies, science, visual and performing arts, health, and physical education for grades TK/K through 8<sup>th</sup> grade.</li> <li>• Create daily lesson plans and long-term scope and sequences in each of these classes that align with CCSS and NGSS.</li> <li>• Offer enrichment courses for students that may include service projects, dance, athletics, robotics, coding, and arts.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• 100% of students will be enrolled in a broad course of study, as defined above.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Enrollment records in the student information system</li> </ul>

<b>State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</b>	
<b>Subpriority A - English</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Students' scores will exceed schools that serve a similar student population on CAASPP.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Align curriculum and benchmark assessments to the CCSS.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Students' scores will exceed schools that serve a similar student population on CAASPP.</li> <li>•</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• Benchmark assessments</li> <li>• Student writing samples</li> </ul>
<b>Subpriority B - Mathematics</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Students' scores will exceed schools that serve a similar student population on CAASPP.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Align curriculum and benchmark assessments to the CCSS.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Students' scores will exceed schools that serve a similar student population on CAASPP.</li> </ul>

Method of Measurement	<ul style="list-style-type: none"> <li>• CAASPP</li> <li>• Benchmark assessments</li> </ul>
<b>Subpriority C - Social Science</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Students will gain skills in humanities and social sciences that support relevant skills in other core subjects.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Develop robust humanities curricula, assess student performance, and provide professional development for teachers to support student growth.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Students will demonstrate improvement in outcomes through internal assessments.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• Student projects</li> </ul>
<b>Subpriority D - Science</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Students' scores will exceed schools that serve a similar student population on CAASPP.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Align curriculum and benchmark assessments to NGSS.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• Students will exceed the average performance levels of students in schools with similar demographics in the District on CAASPP.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• California Science Test (CAST)</li> <li>• Student lab reports</li> <li>• Student projects</li> </ul>
<b>Subpriority E - Visual and Performing Arts</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>• Students are introduced to Visual and Performing Arts through elective courses.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>• Offer visual and performing arts electives that are compelling to students.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>• All students will be exposed to at least one year of Visual and Performing Arts with the option to take additional years.</li> </ul>

Method of Measurement	<ul style="list-style-type: none"> <li>Teacher-created assessments and assignments.</li> </ul>
<b>Subpriority F - Physical Education</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>Students are offered activities such as soccer, volleyball, basketball, etc.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Offer P.E. and additional enrichment courses to choose from both in and out of the classroom.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>100% of students will be offered activities such as soccer, volleyball, basketball, etc.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Teacher-created assessments and assignments.</li> <li>Physical Fitness Test (PFT) for grades 5 and 7.</li> </ul>
<b>Subpriority G - Applied Arts, Foreign Language, Other subjects</b>	
Goals to Achieve Subpriority	<ul style="list-style-type: none"> <li>Students are introduced to these subjects through elective courses.</li> </ul>
Actions to Achieve Goal	<ul style="list-style-type: none"> <li>Offer electives in these subjects that are compelling to students.</li> </ul>
Measurable Outcome	<ul style="list-style-type: none"> <li>All students will be exposed to at least one year of Foreign Language with the option to take additional years.</li> </ul>
Method of Measurement	<ul style="list-style-type: none"> <li>Teacher-created assessments and assignments.</li> </ul>

## Life-Long Skills

In addition to the state priority-aligned goals articulated above, GCA believes that our students must also develop crucial non-academic goals in order to become successful 21<sup>st</sup> century learners and lead productive lives. These skills encompass interpersonal, community-building, and self-management skills:

- Possess strong self-awareness and awareness of impact on others
- Work effectively in teams to accomplish meaningful, collective goals
- Influence and lead others in positive ways to build community
- Able to apply the principles of Restorative Justice to address conflict and differences effectively and constructively, leading to enhanced interpersonal relationships and community ties

- Interact effectively with teachers, school leaders, community leaders, and other figures of authority
- Awareness and development of character strengths needed for life-long success, such as GCA resilience, integrity, curiosity, and persistence
- Awareness and understanding of the importance of environmental stewardship and the interconnectedness of the earth's ecosystems
- Awareness, understanding, and appreciation of the rich diversity of the world's cultures and the importance of social justice

## **Additional School Outcome Goals**

---

GCA's overarching school goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, and successful integration of parental and community involvement.

### **Parent Engagement**

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical and strategic partners in helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for GCA and for all students to succeed. Parents will be regularly encouraged to participate in opportunities for involvement and providing feedback to GCA, and parents will understand how to engage in these opportunities. Examples of this can include forming and leading a GCA Parent Association, a GCA Family Leadership Council, or an English Learner Advisory Committee (ELAC) at the Charter School, engaging with school leadership through meetings with the school administration, engaging in parent-teacher conferences, responding to surveys, and participating in field trips. There will also be regular opportunities for parents and the community to plan and celebrate accomplishments of GCA and its students. Please see Element 1 for additional details for engaging families and the broader community at GCA.

### **Community Impact**

There is overwhelming evidence that significantly involving parents and families in the school builds the school community and will be an integral part of GCA's school program. Supporting the social and emotional health of the parents and families significantly affects the success of the students.

Special events at the school site and at the Fresno Chaffee Zoo will be offered. Zoo campouts, festivals, and celebrations such as An Evening of Culture will add an element of fun and include the community.

In addition to our inaugural partnership with the Fresno Chaffee Zoo, the Golden Charter Academy intends to pursue additional partnership with local, regional, and national agencies and

organizations who share our commitment to environmental stewardship, cultural diversity, and universal access for students. GCA also sees value in partnering with local non-profits whose mission is to empower youth and improve the community. Other potential partnerships will include Institutions of Higher Education (IHE's), such as CSU Fresno, Fresno City College, Fresno Pacific University, and UC Merced.

A science fair, project showcase, and a design challenge as well as other fundraising events, such as a carnival or Fun Run, will help families develop a sense of ownership and involvement in their school.

Parents will also be invited to assist in the facilitation of place-based learning experiences. This will provide them an opportunity to work closely with their child's educational program. Family involvement may also include:

- classroom volunteers.
- parenting classes.
- on-site health clinics.
- citizenship classes.
- classes on supporting their students in literacy and math.
- resources such as clothes closet and food pantry
- grade-level units that correlate to Zoo explorations.
- developmentally appropriate environmental literacy concepts.
- brain-friendly routines.
- a shame-free, safe environment using Social Emotional Learning (SEL) and kindness.

### **Fiscally Sound Business and Management Structure**

GCA's business management structure is paramount to the success of GCA. GCA's expert staff, overseen by the Finance and Audit Committees of GCA's Board of Trustees, will provide professional financial management for the Golden Charter Academy. The organization's finance, accounting, human resources, operations, and technology staff will provide needed training and facilitate the sharing of best practices among the school-site business operations staff across the organization.



---

## V. Element 3: Assessment of Student Outcomes

---

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

---

### Assessment of Mastery and Growth: The Climb to College-Readiness Life-Long Skills

---

GCA affirms that, to the extent practicable, the method for measuring pupil outcomes for the state priorities shall be consistent with the way information is reported on a School Accountability Report Card (“SARC”). Specific methods of measurement are identified for each student outcome in Element 2.

The GCA mission is to inspire powerful young minds. The innovative curriculum and environmental stewardship focus of GCA is designed to prepare students for improved educational outcomes, useful for future success in society and as change makers in the world. GCA has deliberately chosen to set up their school in an impoverished area of southwest Fresno to improve access to a first-class education for families who have been historically underserved.

Educational institutions must be adaptable and able to change to serve the ever-evolving needs of their clients—the students and their families. At GCA, the approach to education is one of service to the community, reflected in our three core values of Stewardship, Equity, and Access. We believe that the most effective education is an education that views the child as an integral part of the family and the community, and not as an independent and separate entity. Improved educational outcomes change the entire trajectory of families and communities.

GCA will employ UDL, an educational approach that prioritizes access for all learners, and an environment centering on inclusivity. As such, just as there is no “typical” student; our teaching staff will not be tethered exclusively to “typical” assessments. UDL provides students with multiple types of opportunities to demonstrate and express mastery of content, and requires that teachers provide multiple means of engagement and multiple types of subject matter representation. While understanding that such skill mastery occurs in gradual steps, GCA will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment.

GCA believes that assessment is an essential component to educational success, but it is just as important for teachers as it is for students. Assessment serves as a measure of teaching effectiveness and instructional focus. For that reason, GCA will employ several types of assessment to improve educational outcomes:

- Formative assessments that inform instruction and provide teachers with critical feedback regarding the effectiveness of instruction and gaps that may exist in student learning.
- Summative assessments that provide a measure of growth useful to both teachers and their students.
- Personal growth assessments, created jointly by teachers and students, are useful in assisting students to set personal goals, consider optional strategies to achieve those goals, and develop a focused, disciplinary approach to personal goal attainment.

Assessment means more than tests. While GCA teachers will employ effective educational strategies to maximize student achievement as measured by standards-based tests, teaching and instruction reach far beyond standardized tests and should be viewed as tools to instill life-long learning practices in all students. The GCA teachers and staff members understand that student engagement, the nurturing of curiosity, and an environment that prioritizes exploration and discovery is embedded in our instructional model and part and parcel of who we are.

Effective assessment includes systems and processes for analysis and action, including clear roles and responsibilities, aligned calendars with data days, protocols for looking at student work, data-driven instruction, and data-driven decision making. Schools need structures that enable teachers to swiftly analyze and respond to data.

### **Preparation for Secondary School**

As an elementary and middle school, GCA will prepare students with the necessary academic skills to be successful at the secondary school level. GCA will open as a TK/K – 3rd elementary school, and add a new grade level every year until the school is established as a TK/K – 8th elementary school. Requisite skills necessary for secondary school success include critical thinking, understanding the Scientific Method and employing it in all curricular endeavors, and developing a comprehensive understanding of systems and relationships will be evident in all the GCA students. As GCA students progress through the school to higher grade levels, they engage in increasingly complex problem solving activities and thematic units that become more global in perspective.

An effective assessment strategy includes measures of both standards, mastery and growth at various levels of granularity. When measuring mastery, we assess students' absolute performance on criterion-referenced tests. When measuring growth, we assess the progression of student learning over time using norm-referenced tests (in which students are compared to their peers), with the end goal of having students make better-than-average growth each year.

### **Assessment of Student Outcome Goals**

---

#### **Data Driven Instruction**

GCA teachers and administrators will use data to drive decision-making for the maximum effectiveness of the educational program. Teachers and administrators will meet regularly to

examine student academic data and employ best practices for their improvement. Professional development is an essential component of this effort. GCA educators will become part of a larger community of educators and subject-matter experts that collaborate and are dedicated to continuous improvement. In addition, GCA teachers and administrators will engage in partnership with educators from the Association of Zoos and Aquariums and other science-based entities to expand the instructional resources available to teachers and students.

### **Interim Assessments**

Day-to-day, urgency in classrooms comes from the drive to meet scholar mastery goals on curricular assessments. These curricular assessments are aligned to interim formative and summative assessments. These assessments will reflect the rigor and format of the of the CCSS and NGSS standards. The GCA administration, in consultation with the instructional staff, will calendar data analysis and staff collaboration time to prepare students for the interim assessments and academic success.

In this data analysis, teachers analyze the data by standard, by scholar, by groups of scholars, and by class. Noticing trends across groups and for individuals, teachers determine which standards need to be retaught whole group and which standards may need small group or individual remediation. Additionally, teachers identify which standards need to be spiraled for additional practice. Teachers create a plan based on what needs to be taught, when it will be taught, how it will be taught, and to whom.

The GCA Principal and/or the Assistant Principal will be the instructional leaders of GCA. These administrators will be responsible for examining student data, coaching teachers, modeling best practices, and evaluating teacher performance. Administrators will serve as a thought partner, or guide the discussion depending on the teacher's skillset. Regular data conferences and programmatic evaluation will be conducted by the site administration.

Additionally, grade level teams will meet to discuss groupings for small group instruction time and individualized learning. Based on the interim data, teachers may switch groups across classes and/or tweak the frequency with which certain scholars receive intervention instruction. This is a time to step back and adjust plans and groups in order to best meet the needs of every single scholar.

These interim assessment cycles are the main measure for determining whether scholars are meeting their achievement targets. They help teachers see whether scholars have retained information over time and are periodic touch points that are aligned to the CAASPP. These cycles allow teachers to track progress toward school wide achievement goals. All interim assessment data will eventually be entered into a school-wide dashboard, designed by the administration and the teaching staff, that will display data by teachers, grade levels, and according to goals. Every staff member will have access to this dashboard, and the administration will use this dashboard as a way to determine how to best support teachers, make adjustments on professional development plans, and support instruction for scholars who need extra intervention.

### **Curriculum-Based, Formative Assessments**

At GCA, innovative, interactive curricula and high-quality instruction are two key components to meeting the rigor demanded by the State Standards. In order to assess student mastery on standards throughout the year, we feel it is important to also collect data from curriculum-based formative assessments to see what students are retaining within and over the course of a unit of study. When appropriate, project-based learning will provide academic feedback to teachers and students and further widen the educational experiences of GCA learners. At other times, innovative, place-based assignments will be employed that may better fit the nature of the particular unit of study.

### **Curricular Tools**

Being a start-up charter school with an innovative curriculum, GCA administration and teachers will conduct thorough searches for available curricular tools to help meet the academic goals of students. These tools may include, but will not be limited to, traditional textbooks with digital supplements, computer software programs, online curriculum (some of it “open source” ), and auxiliary materials that enhance the educational program. Emphasis will be placed on tools that facilitate access to students who have historically been underserved, and tools that align with the three core values established by GCA—Stewardship, Equity, and Access.

### **Progress Monitoring and Data Gathering**

Goals are rigorous and individualized to ensure that scholars are on track for success and growing regardless of whether or not they are on the top quartile, the bottom quartile, or somewhere in between. It is crucial that GCA teachers and administrators are intentional about which data they monitor and why.

### **Use of Data**

School staff, students, and parents will understand individual student needs, and develop strategies for meeting individual and school-wide goals.

The GCA will collect, analyze, and report student data and performance by subject and grade level. The data will also be disaggregated annually in the GCA School Accountability Report Card (SARC) to clearly identify the academic performance of students by subgroups. Relevant information about the Charter School will be communicated clearly to parents and community members.

### **How Staff Will Use Student Data**

On a regular basis, data from assessments will be reviewed alongside other school data. This information will inform school- wide professional development and teacher-level coaching needs.

Teachers also collect and analyze student data on a daily basis, through individual and group observation and local assessments (site based assessments, publisher post-tests, etc.).

Additionally, teachers receive coaching and support to review unit assessments with administrators. The GCA administration will also closely review student and school-level data on a regular basis to determine how to provide the resources, strategies and supports for our schools.

### **How Students Will Use Student Data**

The GCA students will develop an understanding of how to interpret and track data on their academic progress, learn to set personal goals, and know how their efforts will lead to those goals. Awareness of data also helps to build life-long habits of goal-orientation, growth mindsets, and determination.

Students will build an understanding of individual goal setting and monitor their own progress toward goals. Depending on their grade level, GCA students will increasingly have access to their data and will work with their teachers to employ effective strategies for improvement growth. Report cards will also reflect academic status and the individual progress toward goal attainment.

### **How Families Will Use Student Data**

At the core of keeping parents informed of student progress and experience is relationship – parents will have ready and easy access to their students’ teachers via phone, text, email, online, and opportunities to meet in-person. GCA will maintain a culture of open contact and availability of teachers to both students and parents.

In addition, parents will receive report cards for their students at each marking period. All parents will be invited to parent-teacher meetings to review and interpret the report cards and discuss strategies for supporting each student. Each teacher strives to meet with parents or guardians of each student, each year. The goal of transparency and frequent discussion about student data with parents is to build the partnership and alignment between parents, students and teachers toward each student’s success at GCA and, ultimately, in future academic settings.

### **Classroom, School-wide, and Region-wide Assessment**

---

The GCA staff will be accountable for assessing students, classrooms, and the charter school as a whole. In addition to tracking individual student progress, classroom-based and school-wide evaluation will be on-going, with individual classroom and school-wide performance assessments occurring year-round.

Performance indicators will be tracked in the following areas:

- Student Demographics – Is GCA enrolling a diverse student body reflective of the southwest Fresno area? Is the proportionately representative percentage of English Learners and students with Special Needs?

- Retention/Attrition – How does the retention/attrition rate at GCA compare to the six adjacent schools of southwest Fresno? How does it compare to Fresno Unified as a whole?
- Educational Outcomes – How are GCA students achieving in comparison to the six adjacent schools of southwest Fresno? How are they comparing academically to Fresno Unified as a whole?
- Programmatic sustainability – Is the GCA building and growing a sustainable academic program consistent with the core values of Stewardship, Equity, and Access and aligned with the mission of inspiring powerful young minds?
- Financial Sustainability – Is the GCA building a sustainable charter school model reliant upon sound financial practices?

Stakeholder feedback and satisfaction is critical for the success of GCA and its innovative curricular model. GCA has secured a Memorandum of Understanding with the Fresno Chaffee Zoo, its first formalized partnership. Future agreements will be sought with the San Joaquin River Parkway, the Sierra Foothill Conservancy, and other local science-based agencies. In addition, GCA plans to expand its partnerships within the larger Association of Zoos and Aquariums, as well as institutions of higher education, such as CSU Fresno, Fresno City College, Fresno Pacific University, the University of California, Merced, CSU Monterey Bay, and others.

#### **Additional Accountability Provision**

GCA will be accountable to multiple constituencies: students and their families, the GCA Board of Directors, and the Fresno Unified School District. In addition, GCA considers its accountability to extend to its various partners, including the Fresno Chaffee Zoo and the community of southwest Fresno. Accountability to each of these constituencies covers both fiscal and academic performance. At the end of each school year, GCA staff will complete a cycle of inquiry in which all collected student data including test scores, daily attendance records, examples of student work and student/parent surveys will be evaluated, strengths and weaknesses will be identified, and a course for school wide improvement and growth will be charted for the upcoming year.

While the above evaluations and assessments are necessary to ensure that GCA is meeting its objectives, the ultimate evaluation is the continued success of our students in future scholastic endeavors and impacting the world as active, engaged, and participatory global citizens.



---

## VI. Element 4: Governance

---

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).*

### Legal Structure

---

The holder of this charter and the applicant of this charter petition is the Golden Charter Academy, a non-profit public benefit corporation registered in the state of California. It is the responsibility of GCA to be accountable to the Fresno Unified School District for implementation of the GCA charter petition. The Board of Directors of GCA governs GCA.

GCA will operate autonomously from the district, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the district and the charter school. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the charter school, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the charter school, providing that the District has complied with all oversight responsibilities required by law.

### Governance

---

The governance structure of GCA serves three primary objectives: 1) to expand the educational horizons of GCA students by exposure to the vast possibilities available to them through study of the natural world and its resources; 2) to teach students and impress upon their families the innate joy of exploration and discovery and the incalculable value of education; and 3) to promote cultural diversity and social justice through the identification and elevation of the cultural and societal contributions of marginalized and historically underserved communities.

The GCA Board of Directors consists of five (5) to seven (7) members who have received training on charter school governance and who are dedicated to the GCA mission of inspiring powerful young minds. Board members serve staggered three-year terms and have the option of serving two consecutive terms. In accordance with Education Code section 47604(c), the chartering may appoint a Board member to sit on the GCA Board. If the chartering authority chooses to exercise this option, GCA may appoint an additional Board member to ensure an odd number of individuals sit on the governing Board.

The GCA Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1,



and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

### **Roles and Responsibilities of the Board of Directors**

Board members bring a wide array of skills and expertise to GCA, reflecting knowledge of education, law, science, business, and other expertise in pertinent fields that will enrich the collective body of knowledge that serves GCA. Board members understand their primary responsibilities are the oversight of the fiscal condition of the charter school, the dedication to the faithful adherence to the stated mission of GCA, and the evaluation of the CEO/President of GCA. Board members are also expected to play an active role in GCA's efforts to develop close ties to the parent community. Board members are recruited first and foremost for their belief in the inherent potential of children, their awareness of the critical importance of a healthy environment, their understanding of the importance of family, and their commitment to the empowerment of underserved communities. Our Board members will represent a diverse palette of the community and are dedicated to the core values of GCA. Our Board members believe that education, in its truest form, is exposure to the larger world. Please see Appendix H for information on our Board members.

The primary responsibilities of the GCA Board are to:

- Ensure that GCA adheres to the GCA Mission, its Core Values, and the goals outlined in this charter
- Set policy for the effective operation of the school
- Provide fiscal oversight of the school, approving all employment contracts, contracts for services, and budgets
- Ensure effective organizational capacity and planning through resource allocation
- Evaluate the performance of the Chief Executive Officer (CEO)
- Provide support for additional fundraising, marketing, and other services as needs arise
- Seek parent, family, and community feedback to support the success of GCA

The GCA Board will appoint a Nominating Committee, which will meet when Board vacancies are imminent or anticipated. Prospective Board member nominations will be passed on to the Nominating Committee through existing Board members, although the actual nominations may originate from the staff or the community. The Nominating Committee will make every effort to ensure that diversity is maintained on the Board, and that the process to replace Board members is clearly articulated and transparent. The Nominating Committee will recommend prospective Board candidates to the Board President and Chair at the regularly scheduled Board meeting in November, or whenever the filling of a vacancy becomes necessary. Board terms will run from December until the end of November three years later. Board members are eligible to serve two consecutive three-year terms, before cycling off the Board for at least a year. Some of the initial Board members will serve shorter terms in their first years of service to ensure that all Board members do not reach the end of their terms in the same year. This will ensure that institutional knowledge will be passed on to future Boards and prevents massive disruption on the Board.

The initial Board members who serve shorter terms of less than a year and a half will still be eligible to serve two consecutive three-year terms. Those Board members who, in their initial service, served more than a year and a half, will only be eligible for an additional three-year term. Board terms at GCA will coincide with the beginning and endings of Board terms in Fresno Unified School District.

A Board member orientation will be provided for all new Board members. This orientation will be led and initiated by the GCA Board, in partnership with its educational partners and GCA administration and staff. Board members will be mandated to take governance training, provided by legal or professional experts on governance, at least once every three years.

### **Advisory Board**

In addition to the Board of Directors, GCA may also be served by an Advisory Board, consisting of community professionals with expertise in one or more of the three pillars of GCA—Stewardship, Equity, and Access. The Advisory Board will be convened at least once a year and will provide valuable insight and expertise to the CEO and the Board of GCA.

### **Board and Corporation Officers**

The GCA Corporation will have a CEO, a Treasurer, and a Secretary. The CEO will function as the Head of School. The Corporation Treasurer will typically be the individual who manages the financial operations of GCA, but in its initial configuration, GCA may outsource the financial operations to a third party that specializes in finances, fiscal procedures, and payroll. Similarly, the Corporation Secretary will typically be the individual who manages the school office and serves as the administrative assistant to the school administration but, while the school is still small and in its formative years, the Corporation Secretary might be a third party.

CEO will also serve as President of the Corporation. The President and the Board Chairperson will be responsible for compiling items that will go on the Board agenda. Any member of the Board of Directors may request an item to be placed on the agenda, but the ultimate discretion of agenda items will rest with the Board Chair. All Board agendas will be posted to the Board members at least 72 hours prior to the Regular Board meeting to allow for Board members to peruse the agenda and associated items.

### **Board Meetings**

The GCA Board will meet at least quarterly, and usually at least once a month, to conduct the business of GCA in public, and in accordance with Education Code Section 47604.1(c). Regular meeting notices and agendas will be posted at the GCA Office where they can be accessed at any time and on the GCA website homepage with a prominent and direct link at least 72 hours in advance of the meeting. Special Board meetings may occasionally be necessary, and will be posted in the same way 24 hours in advance. Approved minutes from the previous Board meeting are available, upon request. The Board Secretary is responsible for recording the actions of the Governing Board.

## **Board Committees**

The Board may establish committees as needed. These may include, but are not limited to, the Nominating committee, the Governance committee, the Finance committee, and temporary ad hoc committees. These committees will not include a quorum of the Board, and will bring forth recommendations to the larger Board for approval.

## **Role and Responsibilities of the Chief Executive Officer in Governance**

The CEO of GCA is accountable to the Board of Directors for adherence to GCA's stated mission, its core values, and the performance of GCA. The CEO is tasked with the following:

- recruit, hire and manage a high-performance team of professionals who will deliver transformational educational outcomes to all students in GCA
- implement policy, oversee management of the school operation, and carry out the provisions of the GCA charter
- build short-term and long-term organizational capacity required for operational excellence and sustainability
- develop and execute GCA's mission and vision
- engage key constituents, both within and outside of the community, who can support GCA's mission, vision, and core values

## **Engaging Parents and the Community**

---

The GCA Corporation officers, agents, and staff members understand that children are not educated in a vacuum. The transformative nature of GCA's unique environmental focus is only possible through a purposeful outreach into the homes of our students. GCA sees parents as partners in the educational efforts of our staff and are a necessary component in the success of our students.

An important component of the GCA curriculum is the emphasis on environmental education. Environmental education involves a deep understanding of the interrelatedness of earth's resources, its climate, and all life. Similarly, the educational transformation of our students is only possible through the interconnectedness of school, students, parents, and community. Healthier homes produce children who are better prepared for learning. For this reason, GCA is committed to developing partnerships in the non-profit and family services communities for the express purpose of helping parents and families provide a safe and secure atmosphere for their children and a nurturing environment for their personal and educational development.

As partners, parents are encouraged to participate in our educational programs and strategies to ensure the success of our students. The Head of School and the school administrator(s) are responsible for overseeing parent volunteer programs. All parent volunteers, and all GCA officers, agents, and employees, are subject to vetting through the Department of Justice (DOJ) background checks prior to employment with GCA. There are no exceptions to this rule.

Ongoing parent/teacher conferences, both formal and informal, are a necessary part of the parent outreach. Parents are encouraged to volunteer in various school-related activities and events, and they are invited to relevant public forums where their input is valued and respected. Board meetings also provide an opportunity for parents to express their opinion or concern regarding the educational programs of GCA.

An innovative aspect of our parent community outreach is embodied in our core value of equity. GCA believes that diversity is a strength, and greatly enriches the educational environment. As such, GCA is committed to featuring the customs and contributions of local cultural communities in our classrooms and school programs. GCA students will study cultures from around the world, bringing the study to life in our classrooms through guest speakers, cultural dances and presentations, and ethnic cuisine.

This community tie is critically important, particularly in the Fresno area, which is one of the most culturally diverse communities in the most culturally diverse state in the nation. Large ethnic communities in the Fresno area include Latinos, Hmong, Armenian, African American, Iranian, Laotian, Portuguese, Sikh, Vietnamese, Indigenous Americans, and many others. Each of these communities has a distinctive culture that proudly unites them and enriches the fabric of America. By purposely celebrating our diversity, we bring people together and promote a deeper understanding of our common humanity.

For a chart detailing the organizational structure of GCA, please see Appendix C.

---

## VII. Element 5: Employee Qualifications

---

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

### Teacher Certification

---

GCA will hire teachers who shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. Certificated teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the charter school's operational policies. The CEO and the school administration, together with the Human Resources back office support contracted by GCA, will monitor the credentials and ensure teachers hold their certification(s). GCA may also employ or retain non-certificated instructional support staff at the charter school in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the charter school's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher. Job descriptions for certificated and classified staff will be made available on the GCA website.

GCA will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GCA will be a School of Choice and no employee will be forcibly employed. GCA will comply with all state and federal laws concerning the maintenance and disclosure of employee records and applicable federal mandates and legal guidelines in the ESSA as well as all federal and state law for background checks.

### Staff Commitments

---

All GCA faculty and staff will commit to:

- Abide by applicable federal, state, and local laws.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol or drugs during the course of professional practice.

- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property.
- Comply with state, federal, and local laws regarding the confidentiality of student records.
- As mandated reporters, file necessary reports of child abuse.
- Adhere to all guidelines in the GCA Employee Handbook.
- Maintain personal integrity and commitment to GCA and its students.

## **School Leadership**

---

The GCA Head of School will be responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of GCA. The following paragraphs detail the roles, responsibilities, and qualifications of the GCA administrative team:

### **Head of School**

In its initial staffing, the Chief Executive Officer (CEO) will function as the Head of School, and will be supported by a certificated school administrator, the Principal or Assistant Principal, in the coordination of all campus-level planning and decision-making that involves GCA's professional staff, parents, and community members. The Head of School coordinates with these stakeholders in establishing and reviewing GCA's educational plans, goals, performance objectives, and major classroom instructional programs. This structure allows the charter school administration, teachers, parents, and the community to make school-based decisions that are consistent with the mission and core values of the Golden Charter Academy. The role of the Head of School is to ensure adherence to the mission and vision of GCA and to be responsible for ensuring that overall curricular policy remains aligned to GCA's core values of stewardship, equity, and access.

Responsibilities of the Head of School:

- Implement a high-quality, rigorous, educational program that promotes critical thinking, discovery, exploration, awareness of social justice, citizenship, leadership and growth and is accessible to all learners
- Ensure that every student is prepared for rigorous academic expectations
- Hire, lead and manage a dynamic staff and faculty team to deliver exceptional outcomes for all students, including those who are English Learners or have special needs.
- Create an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- In collaboration with the school Principal or Assistant Principal, set ambitious school goals for student achievement and performance; hold staff members accountable for achieving results
- Build relationships with all stakeholders including students, staff, faculty, parents, funders, Board Members, the school district, and the community
- Foster a safe, just, and welcoming school climate that supports student and staff success

- Develop the school-wide operations vision that supports and operationalizes the academic and cultural vision of GCA
- Play a leadership role in the Charter School's strategic and annual planning and budgeting process
- Network with educational leaders from the Association of Zoos and Aquariums (AZA) and outside public school districts to share best practices and effective, innovative educational programs
- Develop collaborative relationships within the local business and entrepreneurial community, and foster the development of the GCA educational model through networking with private philanthropy
- Promote a culture of continuously improving teaching practices through professional development, collaboration, modeling, and collaborative planning among school staff
- Coach, develop and grow leaders from within the organization, giving opportunities to staff to develop new skills, develop their own leadership and improve their craft
- Use data to inform practice and drive decision-making and instruction at GCA
- Oversee all operations at the school site, ensure fiscal solvency, and oversee the school facility
- Work with the Principal or Assistant Principal to create the school schedule and school master calendar
- Build a sustainable organization for all team members and manage all human resource issues, including hiring and overseeing the performance evaluation of all staff members
- Hire, manage, coach, and develop school operations team members (including front office staff and vendors) and hold them accountable to goals and outcomes
- Serve as the face of GCA the primary Public Information Officer, answering questions from the media, parents, students, and visitors
- Develop and manage student recruitment strategy to ensure that GCA begins the academic year with full classes, and actively recruit to fill open seats
- Ensure that parent info sessions, school tours, and the lottery and enrollment process are tightly planned and executed
- Ensure that all charter school operations run seamlessly every day, proactively problem solving and developing systems where needed
- Lead the GCA opening/start up process each year to ensure that doors are ready to open by ordering furniture, equipment, instructional supplies, and ensuring that student services (e.g. food service, transportation) are ready to go when GCA opens
- Oversee facilities maintenance, janitorial services, food service operations, technology procurement and support, and communication systems with families
- Ensure compliance of all local, state and federal laws and regulations

#### Qualifications, skills, and qualities:

- Bachelor's degree (required); Master's degree (preferred)
- Teaching and/or leadership experience in professional organizations or low-income schools with demonstrated exemplary results strongly preferred

- A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography
- Ability to oversee the evaluation of educational programs and teaching effectiveness
- Strategic thinking and proactive problem-solving
- Ability to effectively balance the larger vision and plan for GCA while ensuring that day-to-day operations are sound
- Ability to implement effective business systems that ensure proper stewardship of school funds
- Ability to set direction for a team and motivate others to action
- Demonstrated ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives
- Expertise in cultivating relationships and managing a diverse group of stakeholders
- Demonstrated resilience and focus on student outcomes
- Success with selection, training, and supervision of high-performing school teams

### **Principal/Assistant Principal**

The Principal or Assistant Principal supports GCA in driving academic and social emotional learning outcomes for students as a key member of the charter school's leadership team. The Principal or Assistant Principal is expected to lead both instruction and school culture, while developing the skills of the charter school's emerging leaders. The Principal or Assistant Principal will be actively developed for school leadership, should consider him- or herself an apprentice to the Head of School, and should gradually build capacity to lead GCA.

#### **Responsibilities:**

- Model and support implementation of GCA's vision and goals
- Support the Head of School's vision and take an active role in mobilizing teachers to achieve the collective goals of GCA. With guidance from the Head of School, lead the planning and goal setting for the grades/departments that he/she coaches and ensure alignment with school-wide goals.
- Contribute to school-wide planning and prioritize time to accomplish goals, provide input into the strategic planning of GCA, and identify areas of ownership for self and direct reports.
- Support the Head of School in identifying and developing emerging leaders through goal setting, coaching and feedback
- Model strong staff and student culture, and manage school-wide character development and behavior management systems
- Support teachers in student support and behavior intervention systems to ensure that limited time is spent on reactive student discipline
- Manage parts of the daily school operations (e.g. arrival/dismissal, lunch/recess, school trips)
- Act as the first Leadership Team contact for student intervention and parent engagement
- Collaborate with the Head of School on hiring diverse, highly-effective teachers and charter school staff



- Build own and direct reports' instructional knowledge of standards, content and methods
- Develop teachers to provide rigorous and high-quality instruction, and support the Head of School in planning and implementing enabling academic strategies and systems to lead data-driven instruction
- Coach teachers to determine how data aligns to end-of-year goals; break-out data to analyze how different student groups are performing; determine what data indicates about areas of student mastery and growth; and identify specific instructional actions and adjustments to fill students' knowledge and skill gaps within an appropriate timeline
- Provide high-quality instructional coaching with frequent and scheduled teacher observations, actionable and bite-sized feedback, and accountability for adjustment in practice
- Expertise in what the school-wide academic standards and state assessments require of students' knowledge and skills to demonstrate mastery; able to translate student mastery requirements into instructional plans and strategies
- Deep understanding of appropriate application and differentiation of high-leverage instructional strategies.
- Adept at data analysis; ability to extract meaningful insights across school-wide data.
- Ensure that GCA is prepared for emergencies by conducting all drills and training staff on emergency plans
- Recommend to the Head of School what school-wide professional development will be the highest leverage in improving student results
- Oversee the securing of engaging, actionable, adult- learning workshops; and hold staff accountable for implementation of the workshop practices
- Help plan and host on-campus and off-campus school events, including student field trips

#### Qualifications, skills, and qualities:

- Bachelor's degree (required); Master's degree (preferred)
- Administrative Services Credential (preferred)
- At least one year administrative experience (preferred)
- Belief that all students, regardless of background, have the ability to go to learn at a high level
- Demonstrate commitment to GCA's unique curriculum and diverse community
- Expertise in what the school-wide academic standards and state assessments require of students' knowledge and skills to demonstrate mastery; able to translate student mastery requirements into instructional plans and strategies
- Deep understanding of appropriate application and differentiation of high-leverage instructional strategies based on comprehension of child development and pedagogy
- Adept at data analysis; ability to extract meaningful insights across school-wide data
- Demonstrated student achievement results in own classroom and from teachers that he/she manages
- Ability to set direction for a team and motivate others to action
- Demonstrated ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives

- Expertise in cultivating relationships and managing a diverse group of stakeholders
- Demonstrated resilience and focus on student outcomes

Finance & Purchasing will most likely be provided, at least in the initial year of GCA, by a contracted service. The contracted service provided will provide the following services:

- Work closely with the Head of School to develop GCA's annual budget and actively manage the charter school budget throughout the year
- Manage GCA purchasing process by establishing clear systems and implementing appropriate fiscal policies student data and compliance
- Manage systems for and maintains accurate student data and information in compliance with federal, state, regional and school expectations
- Complete state and district reporting and compliance submissions
- Support marketing efforts by providing information for the GCA website and managing outreach collateral

## **Instructional Staff**

---

The following section details the roles, responsibilities, and qualifications of GCA instructional staff.

### **Teachers**

Reporting to the Principal or the Assistant Principal, teachers will be responsible for all levels of classroom instruction and management. They will design, plan and implement a standards-based curriculum that prepares students for success in college. Teachers will additionally be responsible for ensuring GCA's core values are lived through the Charter School's culture. Teachers at GCA will have the base qualifications and will be appropriately credentialed for any and all grades and subjects they will teach.

Teachers will work closely with the GCA leadership team to ensure our students learn, grow, and eventually achieve transformative life outcomes. Each teacher will be responsible for ensuring that our students have the opportunity to learn in an environment of joyful, excellent teaching.

Above all else, teachers will find joy and purpose in teaching children the habits necessary to be successful in school, and she or he will relish the opportunity to imbue our students with a love for learning. Our teachers will be committed to encouraging the students' innate curiosity and guiding that curiosity into exploration and discovery. She or he must also be committed to GCA's mission, while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Qualifications, skills, and qualities:

- Hold the valid Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Commit to work with educationally underserved students

- Believe all students can achieve at the highest academic levels
- Possess strong content area knowledge and classroom management skills
- Contribute to a relentless and dedicated team of outstanding professionals
- Communicate well with students, families and colleagues
- Proficiency in the native language(s) of the local community strongly preferred

### **Special Education Teacher**

For the initial year or years of GCA, services for special needs students may be contracted out with the SELPA of either Fresno Unified School District or the Fresno County Superintendent of Schools. This is primarily because, as GCA will open as a TK/K-3 school, it is likely that relatively few students in those grade levels will be identified as needing Special Education (SPED). As the Charter School adds a grade every year, however, it will eventually be necessary for GCA to provide on staff SPED services. The Special Education teacher, or Education Specialist, will be considered an integral part of the general education staff and will be expected to collaborate and consult with all teachers on a regular basis.

It is the intent of GCA to hire at least one general education teacher with a valid Mild/Moderate Special Ed credential. This teacher may be referred to as the Education Specialist. Although there may not be enough students receiving Special Education services in the initial year or years of the charter school to justify a full-time Special Education teacher, there will nevertheless most likely be some SPED students. For this reason, it would be optimal to have a credential SPED teacher on the staff to serve as Case Manager and coordinate the delivery of SPED services with the local SELPA.

Qualifications, skills, and qualities:

- Valid California Credential or license authorizing service in grade levels and areas assigned as an Education Specialist.
- Bachelor's degree, including all courses to meet credential requirements
- Full time teaching experience in Special Education, preferred
- Possession of either BCLAD or CLAD certification is highly desirable
- Demonstrated success teaching students from educationally underserved areas
- Excellent organizational, planning, and implementation skills
- Ability to communicate and interact effectively with multiple constituencies
- Detail-oriented team player willing to roll up sleeves and get the job done

### **Other Certificated Staff**

A pool of day-to-day, at-will, on-call qualified substitutes, with appropriate background clearances, shall be established and a list of qualified substitutes maintained by GCA. If GCA is able to secure such qualified substitutes for regular duty, GCA will coordinate with the Fresno Chaffee Zoo to provide docent training so that the unique character of the GCA instructional program will not be suspended during a teacher's absence.

### **Classified Staff**

---

The following section details the roles, responsibilities, and qualifications of the Golden Charter Academy charter schools' non-instructional staff:

All non-instructional, classified staff will possess experience and expertise appropriate for their position with the school and as specified in the job description. Staff will have the following roles:

**Administrative Assistant, responsible for:**

- Student Records
- Preparing agendas and minutes for Board meetings
- Serving as Secretary of the Board of Directors
- Coordinating schedules for parent conferences, staff meetings, administrative meetings, etc.
- Coordinating contracted services
- Facilitating communications and correspondences for the school administration
- Securing the files for all confidential records
- Working with the fiscal services, either in-house or through a contracted service, to process all financial documents, records, receivables, and payments
- Working with the Human Resources, either in-house or through a contracted service, to process and secure all paperwork for certificated and classified hires, DOJ checks, and employee records
- Other duties as assigned by the school administration

**Qualifications skills, and qualities:**

- High-school diploma or equivalent; supplemented by college-level business coursework and two (2) years of progressive secretarial experience, including at least two (2) years in the equivalent capacity to an administrative secretary. Additional education may substitute for some experience.
- Requires in-depth knowledge of modern office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing.
- Working knowledge of GCA operations, policies, procedures, and calendars.
- Requires a working knowledge of, and skill at using personal computer based software programs that support this level of work, including but not limited to word processing, spreadsheet, presentation graphics, special applications used by the organization unit, and data entry onto custom databases.
- Requires skill at facilitating problem-solving processes.
- Requires sufficient math skills to perform financial and statistical record-keeping.
- Requires sufficient knowledge of proper English usage, grammar, spelling, and punctuation to prepare professional correspondence.

- Requires sufficient human relations skill to work productively and cooperatively with diverse teams, exercise patience when dealing with internal and external customers, and convey technical concepts.

**Attendance Secretary, responsible for:**

- Reception/front desk
- Attendance
- Office Supplies and classroom supplies
- Basic First Aid
- Coordinating with the Administrative Assistant to ensure proper functioning of the school office
- Communicating with teachers and parents regarding student attendance, behavior, etc.
- Other duties as assigned by the school administration

**Qualifications skills, and qualities:**

- Any combination equivalent to: graduation from high school and two years of clerical work involving student records, including computer work
- Requires proficient fluency in English (bilingual fluency in English and Spanish preferred)
- Requires confidence to proactively engage parents and families, both in person and via phone, regarding their child's attendance
- Requires proficiency with Microsoft Word. Familiarity with Power Point and Excel preferred.
- Requires the ability to substitute for the Administrative Assistant in a temporary capacity
- Other duties as assigned

**Paraeducators**

Under the direction of the teacher or other certificated employee, the Paraeducator will primarily assist by performing a variety of academic and behavior support duties to individual or small groups of students within the Special Education classroom, regular classroom and other school settings. These duties shall be designed to complement the instructional program to maximize learning opportunities for the inclusion student. The Paraeducator will also assist in the establishment and implementation of appropriate classroom and school-wide behavior and assist students to access all aspects of the educational environment of GCA and the community.

**Overarching responsibilities:**

- Serve as the primary point of support for a designated student or group of students in the daily application and implementation of academic guided practice and behavior intervention plans. Bridge gaps that may occur in classroom lessons, in conversations, and in skill development by getting to know the student and using that knowledge and experience to everyone's benefit.

- Provide timely information to the student, to school staff, and to other team members or service providers. This information could include feedback on progress, data collected, task analysis, and concerns.
- As a team member working closely with a student, advocate appropriately to ensure the team is consistently implementing the instructional and behavior plans and to raise concerns about obstacles to successful implementation and student growth

#### Day-to-day Responsibilities:

- Under the direction of the teacher or Education Specialist, work with students in small groups or in one-to-one assignments to reinforce or follow up learning activities in core academic, language, and/or specialized subject areas
- Assist in the implementation of Behavior Intervention Plans (BIP's)
- Facilitate and support social interactions and foster the development of positive relationships between students with disabilities and their non-disabled peers
- Assist all students by modeling appropriate behavior and attitudes and providing emotional support and general guidance
- Support students to be active participants during place-based learning, on field trips and school assemblies or productions
- Provide General Education teachers with information on student progress through observation, daily contact, and maintenance of accurate student progress records/logs
- Assist in establishing and maintaining a clean, safe, and cooperative classroom and learning environment
- Provide testing accommodations, including supervising students completing tests in a separate location or during an extended time
- Maintain confidentiality of student records and classroom information in accordance with legal requirements and GCA policies
- Maintain instructional program in case of temporary absence of the General Education Teacher(s)

#### Qualifications, skills, and qualities:

- Completed at least two years of study at an institution of higher education; or obtained an Associate degree (or higher); or passed the CBEST or a local assessment of knowledge and skills in assisting in instruction
- Proficiency in the native language(s) of the local community strongly preferred
- Excellent organizational, planning, and implementation skills
- Detail-oriented team player
- Ability to communicate and interact effectively with multiple constituencies

### **Teacher Professional Development and Evaluation**

---

#### **A Professional Teaching and Learning Environment**

Strong, dedicated teachers are the backbone of any excellent school, and the Golden Charter Academy charter school will be no exception. GCA will hire outstanding and committed teachers. Much will be expected of GCA teachers. In addition to the extended time in class, teachers are expected to focus on the charter school's mission to inspire powerful young minds, and to be committed to its core values of Stewardship, Equity, and Access.

In return, GCA teachers will be treated as professionals. They will be supported in their professional growth with time for planning and collaboration, stipends for conferences and school visits, and resources for improving instruction. Teachers at GCA will regularly visit each other's classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction at GCA, teachers have the opportunity to receive feedback from their peers and the charter school's leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer and high-speed Internet access.

### **Professional Development**

At GCA, the Head of School and instructional leadership team will set the tone and develop the conditions under which staff members will become the keepers of the charter school's culture and values and grow as teachers and learners. As a result, staff development will support GCA's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. GCA teachers will be encouraged to consistently exchange best practices with each other and teachers at similar schools, both charter and traditional public schools. Professional development involves structured whole staff and small group practice, and is individualized to best serve each teacher's needs.

Beginning in staff orientation before the regular school program for students, the Head of School and instructional leadership team will ensure that teachers fully understand and support GCA's mission, goals, and values. This orientation involves specific activities designed to align the staff and foster teamwork, such as visiting other schools of excellence. Teachers will also engage in both school-based and regional professional development sessions to design their goals, objectives, and curriculum for the summer and the upcoming school year.

During the school year, staff development continues through professional development in order to share best practices. Within GCA, staff will engage in whole staff meetings, department and grade level team working sessions, and individual coaching opportunities. Teachers will receive professional development to function effectively within the parameters of the charter school and to meet the goals outlined in the accountability plan.

Teachers are also encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth.

Additionally, teachers will receive professional development on communicating with students designated as English Learners and in techniques for detecting whether a student has English language deficiencies. All staff will be trained in Universal Design for Learning, an educational approach that provides access to all students and promotes an environment that is inclusive and accessible. Staff will be trained in various teaching strategies such as scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum. Furthermore, teachers will engage in field-based environmental education training that embraces first-hand encounters and immersive experiences. These learning spaces mirror the desired student experiences teachers will be facilitating for Golden Charter Academy, and provide opportunities for teachers to develop meaningful connections to the natural world. This personal interaction is a critical component that elevates teacher efficacy and promotes a deeper understanding of place.

### **Staff Evaluation Plan**

The Principal or Assistant Principal is responsible for evaluating all teachers and support staff. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. In addition, teachers are expected to embrace the diversity of learners and to offer a variety of ways for students to demonstrate mastery of content. This approach is consistent with Universal Design for Learning. The annual performance assessment will be based on adherence to those expectations and academic standards.

GCA will establish clearly defined criteria for performance reviews that may include:

- Demonstrated commitment to GCA's mission and goals
- Successful implementation of the curriculum and educational philosophy
- Student academic progress
- Contribution to school community
- High level of professionalism
- High level of accomplishment
- Effective participation in GCA's staff and team

Tools used in the evaluation process may include:

- Written evaluations based on classroom observations
- Self-evaluation completed by teacher being evaluated
- Student performance on major assessments
- Feedback from parents, students, and peers

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the Principal or Assistant Principal.

### **Compensation & Benefits:**



The GCA Board of Directors also retains the option of adopting a formal salary schedule, although this may depend upon budget considerations. Being a public school, GCA recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. For this reason, GCA will seek to offer salary levels similar to the general salary levels being offered by these surrounding districts.

The Chief Executive Officer, who will function as the Head of School, with approval from the GCA Board of Directors, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees. This will allow GCA to attract and retain the caliber of employees necessary to ensure the success of GCA.

---

## VIII. Element 6: Health and Safety Procedures

---

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

GCA will adopt and implement full Health and Safety procedures and risk management policies at the school site in consultation with insurance carriers and risk management experts prior to the school's opening. Health and Safety policies will be annually reviewed, updated, and distributed to all staff and families via virtual and print publications (e.g. school website and school circulars). GCA shall ensure that staff are trained annually on the Health and Safety policies. The following is a summary of the health and safety procedures of the school. A full draft will be provided to the Fresno Unified School District for review at least 30 days prior to operation, or as otherwise agreed upon by the District and GCA.

The following is a summary of the Health and Safety procedures of the Golden Charter Academy:

### Employees

---

#### Procedures for Background Checks

Employees and contractors of GCA will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. GCA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. GCA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. The CEO will monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the CEO. Volunteers who will have direct contact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Employee Records**

GCA will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

### **Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures**

GCA is committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of the person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, or local law, ordinance or regulation. GCA shall adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's discrimination and harassment policies. All supervisors shall be required to participate in regular training around their legal responsibilities.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

### **Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Fresno Unified School District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Drug, Alcohol, and Smoke-Free Environment**

GCA shall function as a drug, alcohol, and tobacco-free environment.

### **Students**

---

### **Immunization and Health Screenings**

GCA shall maintain student immunization, health examination, and health screening records on each student's permanent file.

All enrolled students at GCA will be required to provide records documenting immunizations as required at public schools pursuant to Health and Safety Code Sections 120325 – 120375, and Title 17, California Code of Regulations Sections 6000 – 6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as described in the Department of Health Services Document IMM-231. All incoming 7th-grade students must be immunized with pertussis (whooping cough) vaccine booster.

### **Medication at School**

GCA shall adhere to Education Code Section 49423 regarding the administration of medication in school.

The school shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to all staff in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

### **Blood-Borne Pathogens**

GCA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

The Charter School shall ensure all staff members receive annual training on the school's health, safety, and emergency procedures, including, but not limited to, training on blood-borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

### **Diabetes**

Once GCA is serving 7 pupils, GCA will provide an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of Type 2 diabetes.
2. A description of the risk factors and warning signs associated with Type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes.

4. A description of treatments and prevention methods of Type 2 diabetes.
5. A description of the different types of diabetes screening tests available

**Vision, Hearing, Scoliosis**

All students will be screened for vision, hearing, and scoliosis, GCA will adhere to Education Code Section 49450 *et. seq.*, as applicable to the grade levels served by the Charter School.

**Emergency Response Plan**

GCA shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the school and facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks. The school shall require that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or equivalent. GCA will also implement CPR Training for personnel and ensure the presence of at least one operable Automated External Defibrillator (AED) at the site for response to medical emergencies.

The school shall comply with applicable requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of the school.

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually, in accordance with Education Code Section 3200.

**Facility Safety and ADA Access**

GCA will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or that are compliant with the California Building Standards Code, including provisions for seismic safety and ADA regulations. The school agrees to fire inspections to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times and in conjunction with the Fresno Unified School District. We will acquire a Certificate of Occupancy before the start of the school.

**Visitors**

All visitors to the school will be required to check-in in the main office and register in the visitor’s log book. All school visitors are required to wear a visitor or volunteer badge while on campus.

A specific policy related to on-campus conduct of visitors will be included in the school handbook. To avoid unnecessary interruption of the educational program, visitors to classrooms will be scheduled at least 24 hours in advance with the school administration.

**Suicide Prevention Policy**

GCA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. GCA shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

### **Prevention of Human Trafficking**

GCA shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 7 of human trafficking prevention resources.

### **Feminine Hygiene Products**

Once GCA is serving students in grades 6 and above, GCA will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Nutritionally Adequate Free or Reduced Price Meal**

GCA shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

### **California Healthy Youth Act**

GCA shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **School Safety Plan**

GCA shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendation
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning

- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 25291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents

### **Bullying Prevention**

GCA shall adopt procedures for preventing acts of bullying, including cyberbullying. GCA shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

---

## **IX. Element 7: Means to Achieve Student Population Balance**

---

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).,*

One of the Core Values of the Golden Charter Academy is the belief in equity and the value of diversity. GCA strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. Because we seek a targeted student population whose families may not be reachable by traditional means, GCA plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in Fresno. GCA will also use television and radio marketing in an effort to tailor outreach efforts to a diversity of students/families.

GCA is located in the City of Fresno and the Fresno Unified School District. The new charter school is being opened with the intent to recruit and serve students from the ethnically diverse southwest Fresno community and to ensure a racial and ethnic, special education, and English Learner student composition that is reflective of the Fresno Unified School District.

Recruitment efforts to the community will include:

- A website providing extensive information on the school's educational program in partnership with the Fresno Chaffee Zoo, including information on the application process
- Creating a social media presence using Facebook, Twitter and forums
- Informational brochures, flyers, and posters to demonstrate the diversity and cultural environment of the school distributed to businesses, pre-schools, Head Start facilities, etc.
- Special community informational meetings and "Open Houses" held during evenings and weekends to inform parents and families about the new school
- Outreach to the local media to publicize the new school and the process to apply
- Participation on television and radio talk shows to describe GCA
- Joint events with local agencies and community partners
- Informational materials mailed to employees of local businesses
- Training for parents to conduct "parent to parent" recruitment through special events or personal contacts
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informational material that appeals to all major racial and ethnic groups represented in the district; including materials in languages other than English, to appeal to limited English proficient populations
- Targeted meetings in multiple communities to reach prospective students and parents
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district

Each year the Charter School shall review its student population composition to determine which policies and practices are the most effective in achieving a diverse student population and will make adjustments as needed.



---

## **X. Element 8: Admission Policies and Procedures**

---

*Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e ). Education Code Section 47605(c)(5)(H).*

The Board of Directors, with the advice of the leadership of the school, shall determine all policies, processes, and procedures governing application, admission, and enrollment at the Golden Charter Academy. All students attending the school must follow the application, admission, and enrollment policies of the school.

The application packet for admission shall include information allowing students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations, and the rights and responsibilities of students and parents who wish to become members of Golden Charter Academy family.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body. The determination of the school capacity shall be based on, among other things, the academic program, the fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

## **Legal Assurances and Admission Criteria**

---

As a non-sectarian, tuition-free public school, GCA will admit all grade-level eligible students who wish to attend up to the school's capacity, within the minimum and maximum age requirements specified in applicable law according to Education Code Section 47605(e)(2)(A). No student will be required to attend GCA, in compliance with Education Code Section 47605(g). The school shall be open to all students at the appropriate grade levels who wish to attend. Admission eligibility will not be determined by the place of residence of a pupil or a pupil's parent or legal guardian within the state, except as otherwise required by law. If the number of students who wish to attend the school exceeds the school's capacity, admission, except for existing students, shall be determined by a public random drawing in accordance with the admission preferences specified below.

The only admission requirement, aside from residence in California, is that students wishing to attend GCA must follow the school's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. Open application deadlines shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

There shall be no admission testing or other evaluation required of any applicant. GCA shall not charge an application fee nor shall it charge tuition. The school will not require any monetary or other contribution as a condition of application, admission, enrollment, or participation in any of the school's required educational activities. In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

GCA shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Pursuant to federal and state guidelines, GCA reserves the right to modify the admissions and public random drawing procedures to comply with the requirements of the Public Charter Schools Grant Program (PCSGP) or Charter Schools Program (CSP) grant in any year in which

the school receives such funds. Such changes to comply with PCSGP or CSP shall not be deemed a material revision of the charter and GCA is authorized to pledge compliance with PCSGP and/or CSP admissions requirements as a condition of receipt of these funds.

In accordance with Education Code Section 47605(e)(4)(A), GCA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), GCA shall not encourage a pupil currently attending GCA to disenroll from GCA or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

### **Timeline for first year of operation**

---

Applications for admission will be made available in March before our first year and will be due by the third Friday of April. The school will hold at least three parent information meetings between February and April so parents can learn more about the school before they apply. These timelines are approximate, and may depend on the ultimate timing of the authorization of GCA charter petition.

### **Timeline for subsequent years of operation**

---

It is our intent that applications for admission will be made available in December of the previous year and will be due by the third Friday of March, or whatever timeline is consistent with the practice of charter schools authorized by FUSD. The school intends to hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.

### **Public Random Drawing and Admission Preferences**

---

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year,

applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend the school exceeds the capacity, attendance, except for existing students, who are guaranteed admission for the following year, shall be determined by a public random drawing (or “lottery”) for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605(e)(2)(B)(i)-(iv), GCA and District agree that GCA shall offer preferences to the following students in the following order:

1. Children of current teachers, staff, and original founders (up to 10% of enrollment)
2. Siblings of students admitted to or attending GCA or graduates residing within the boundaries of the District
3. Siblings of students admitted or attending GCA or graduates residing outside the boundaries of the District
4. Students who are enrolled in, or reside, in the attendance boundaries of, the public elementary school where GCA is located (for purposes of the SB 740 Charter School Facility Grant Program)
5. Students residing within the boundaries of the District
6. All other students who wish to attend the school

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the random public drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date. Families do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds or in a public space large enough to accommodate all who are interested. The school will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Extensive outreach and recruiting efforts will ensure the applicants and those in the lottery will reflect the demographics of the Fresno Unified School District, including underserved populations.

## **Enrollment**

---

Upon admission to GCA, the enrollment process is comprised of the following:

- Completion of a Student Registration form
- Proof of Immunization
- Home Language Survey
- Completion of the Emergency Medical Information Form
- Proof of minimum and maximum age requirement
- Authorization for the school to request and receive documents from the schools the student has attended or is currently attending<sup>1</sup>
- A copy of any existing Student Success Team evaluations and recommendations for the student
- A copy of any existing 504 or Individual Education Program for the student

Upon enrollment, parents/legal guardians will be encouraged to:

- Attend a family and student orientation prior to the start of school
- Sign a Family School Agreement that has two components: 1) an agreement for the student to abide by the academic and behavioral rules of the school and parental support of those policies at home to ensure that children abide by the rules of the school to ensure their success; and 2) Voluntary Family Participation Plan: the agreement to encourage parents to be actively involved in the school and will outline ways for parents to volunteer.

Every effort will be made to offer flexible options to parents to perform volunteer hours. No student will be denied admission or continuing enrollment at the school due to their parents not signing the Family School Agreement or completing volunteer hours.

---

<sup>1</sup> GCA shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to GCA before enrollment.

## **Homeless and Foster Youth**

---

GCA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same FAPE as provided to other children and youths. The school shall provide specific information in its outreach materials, website, at community meetings, open forums and open houses, and regional center meetings, notifying parents the school is open to enroll and provide services for all students, and provides a standard contact number for access to additional information regarding enrollment. The school shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

## **Family Educational Rights and Privacy Act (FERPA)**

---

GCA, including its employees and officers, shall comply with FERPA and Education Code Section 49060 et seq. at all times.

## **Transportation**

---

GCA will not provide transportation to and from school, except as required by law.

---

## **XI. Element 9: Financial Audit**

---

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

An annual independent financial audit of the books and records of GCA will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of GCA will be kept in accordance with Generally Accepted Accounting Principles (GAAP), and as required by applicable law, the audit will employ generally accepted accounting procedures.

GCA's Board of Directors will form a Finance/Audit subcommittee to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs.

GCA will use an auditor with experience working with charter schools. The auditor will have, at a minimum, a CPA certificate and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. GCA will follow best practices and entertain submissions from new auditors at least every five years or the term length that is consistent with statute.

The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. This audit will be conducted in accordance with GAAP and the applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of GCA's financial statements, attendance and enrollment accounting practices, and internal controls.

GCA's finance/audit committee, or the CEO, will review any audit exceptions or deficiencies and report to the school's Board of Directors within thirty (30) days of receipt of the audit with recommendations on mitigation. The Board will report to the authorizing district within sixty (60) days of receipt of the audit regarding how the exceptions and deficiencies have been or will be resolved, or as otherwise agreed with the District.

GCA will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the Fresno Unified School District, the Fresno County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year. GCA will provide the internal controls policy, the full general ledger accounting system, and any

reports requested to be provided by the client to the auditors. GCA will also make available the receivable and disbursement files.

The independent financial audit of GCA will be public record to be provided to the public upon request. GCA will budget in the cost of a full financial audit in its yearly budgeting process.



---

## **XII. Element 10: Student Discipline, Suspension, and Expulsion Policy and Procedures**

---

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5) (J).*

At the Golden Charter Academy, we are committed to the belief that all children can learn at a high level, and that all children can employ their innate curiosity to develop into life-long learners. Our approach is to provide an educational system that addresses the whole child in the context of their particular social and family environment. Successful engagement of students must include the inclusion of home and the community.

### **Student Mentoring**

---

The roots of student misbehavior are complex and must be understood in context. Students tend to misbehave when they are not actively engaged in learning, or when they perceive that their social-emotional security is threatened. Many children, and especially children of lower socio-economic status, having witnessed a disproportionate amount of disruption to their lives, often feel that events of their social and familial world are largely outside of their immediate control. This perception leads to a feeling of helplessness and disenfranchisement.

GCA intends to provide grade level mentors for students at each grade level, so serve as partners with teachers, parents, and staff to promote the social, emotional, and academic success of all students. Mentors will attend an orientation training prior to employment at GCA, and will receive docent training, or a comparable inservice, provided by the Fresno Chaffee Zoo.

At the Golden Charter Academy, we recognize that there are many underlying reasons for student misbehavior. As such, we create structures to address the social/emotional needs of students through active engagement in curriculum, a supportive environment for students and their families, and additional support through grade level mentoring for all students.

### **Restorative Practices**

---

GCA is supportive of restorative practices in the implementation of student discipline. Far too often school policies have focused on punitive measures that are detrimental to students in two ways: 1) they remove students from valuable instructional time, negatively impacting their learning, and 2) they failed to adequately address the causes of inappropriate student behavior. Restorative practices, including Restorative Justice, are evidenced-based interventions that focus on building understanding so that healing bridges of empathy can be built between the aggressor and the target of the aggressive action. Restorative practices appeal to the fundamental link of all humanity, further underscoring GCA emphasis on environmental literacy and the interrelatedness of all creatures.

### **The Importance of a Supportive Environment**

---

At GCA we feel that the most successful behavioral intervention models are based on active and purposeful engagement of students. The eminent educational psychologist Benjamin Bloom once said, “If you manage learning well, you don’t have to worry about managing the learners.” When the learning environment is relevant, caring, engaging, empathetic, diverse, inclusive, and innovative, curiosity is stimulated, exploration and discovery are fostered, and students are less apt to disengage from the learning process and misbehave. Underpinning this engagement is the importance of positive role models for students. The GCA staff will be a ubiquitous presence in the lives of all students on campus. The GCA staff will be expected to reach out to parents on a regular basis to enlist their support for our goal of student success. Staff will be further encouraged to actively participate in community events that further cement the relationship between the school and its families.

The GCA co-founder and CEO Robert Golden, who reached a pinnacle of success when he was drafted into the National Football League at the age of 21, has created the G-O-L-D-E-N Rules, a support structure of behavioral and attitudinal expectations that further enhance student success. The G-O-L-D-E-N Rules are spelled out as follows:

- G ... **G**ive Respect
- O ... **O**bey Authority
- L ... Love **L**earning
- D ... Always be **D**edicated
- E ... **E**levate
- N ... **N**ever Quit

Staff and students will become familiar with this set of expectations through daily reminders and role modeling. The G-O-L-D-E-N Rules provide a structure to support student success by encouraging hard work, discipline, and tenacity. These are traits that have been proven to ensure success in students and adults alike.

### **Pupil Suspension and Expulsion Policy**

---

GCA is committed to providing a healthy, safe, and secure learning environment for all of its students. A safe learning environment allows students to better focus on instructional content and engage in active learning.

Occasionally, student misbehavior negatively affects the safety of other students, or is disruptive to the learning process. When previous interventions have proven unsuccessful in mitigating such behavior, or when misbehavior is such that Education Code requirements mandate corrective action, recommendation for student suspension or expulsion is warranted.

The GCA Suspension and Expulsion Policy and Procedures will adhere to the Suspension/Expulsion guidelines outlined in Education Code Sections 48900, *et seq.*, which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspension, expulsions, and involuntary removal. The GCA Suspension and Expulsion Policy and Procedures are largely consistent with the language of Education Code Section 48900, *et seq.*

All efforts will be made to correct inappropriate student behavior through evidenced-based student interventions, including, but not limited to, student mentoring, restorative practices, and

family outreach. GCA Student Behavioral Expectations will be detailed in the Golden Charter Academy Student Handbook, which will be sent to all students' families.

The "HELPS" model for positive discipline will be instituted at GCA based on the guidelines as follows:

- Hold a meeting with the student
- Employ strong, calm, well-reasoned, focused message
- Listen to all points of views regarding the persons in question
- Provide positive reinforcement
- Support the child in a responsible plan that is mutually agreeable

The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community. The Principal and a staff member serving as acting principal when the principal is absent have the authority to suspend students when necessary. The School will maintain records of all suspensions and will report the suspension of any students to the chartering district including the suspension of any Special Education students.

While suspension and expulsion are to be regarded as a last resort, GCA's suspension policy is communicated to parents and students in the parent and student handbooks.

## **Procedures**

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

## **Enumerated Offenses**

### Discretionary Suspension Offenses

Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or

- intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
  - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
  - p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars

(\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
  - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- r) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to

suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- s) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

#### Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

#### Discretionary Expellable Offense

Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.



- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This policy does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terrorist threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and

- specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- r) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence

in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- s) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

#### Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or GCA employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or GCA personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present the student’s version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with GCA officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

#### **Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following

suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If GCA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

#### Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### Expulsion Procedures

##### Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it, or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final decision.

### Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of GCA's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at GCA to any other school district or school to which the student seeks enrollment;

- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

GCA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by GCA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of the complaining witness's right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- GCA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.



- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, GCA must present evidence that the witness' presence is both desired by the witness and will be helpful to GCA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

### Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to the student's previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations

governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with GCA.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

#### Disciplinary Records

GCA shall maintain records of all student suspensions and expulsions at GCA. Such records shall be made available to the chartering authority upon request.

#### No Right to Appeal

The student shall have no right of appeal from expulsion from GCA as the Board's decision to expel shall be final.

#### Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. GCA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

#### Rehabilitation Plans

Students who are expelled from GCA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited

to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to GCA for readmission.

#### Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon GCA's capacity at the time the student seeks readmission or admission to the Charter School.

#### Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### **Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

##### Notification of the SELPA

GCA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who GCA or the SELPA would be deemed to have knowledge that the student had a disability.

##### Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP

would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, GCA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If GCA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If GCA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the GCA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed unless the parent/guardian and GCA agree to a change of placement as part of the modification of the behavioral intervention plan.

If GCA, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then GCA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or GCA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or GCA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and GCA agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

### Special Circumstances

GCA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

#### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated GCA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if GCA had knowledge that the student was disabled before the behavior occurred.

GCA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to GCA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the child.
- The child's teacher, or other GCA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other GCA supervisory personnel.

If GCA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If GCA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. GCA shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by GCA pending the results of the evaluation.

GCA shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

---

### **XIII. Element 11: Retirement System**

---

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*



All eligible staff will receive coverage by the State Teachers' Retirement System (STRS), Public Employees' Retirement System (PERS), or a Board-approved employee retirement plan. Eligible staff will also earn Social Security as appropriate for their eligibility. The CEO shall be responsible for ensuring that appropriate arrangements for coverage are made.

Initially, GCA will contract with a third-party entity that is qualified to process payroll and make all employee contributions as required by STRS, PERS, Board-approved retirement plan, Social Security, unemployment insurance, health insurance, and any other payroll obligations that they would make if GCA were a non-charter public school. As the school increases in size, it may be necessary for GCA to hire a Business Manager to process payroll, handle receivables and payables, and perform other requisite functions mandated by fiscal regulations and the proper operation of the school.

---

#### **XIV. Element 12: Attendance Alternatives**

---

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5) (L).*

Enrollment in the Golden Charter Academy is voluntary. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

---

## **XV. Element 13: Description of Employee Rights**

---

*Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

All employees of the Golden Charter Academy are at-will employees.

Those members of the charter school staff who leave employment in the chartering district to work at the Golden Charter Academy will have no automatic rights of return to the District after employment by GCA charter unless specifically granted by the District through a leave of absence or other agreement.

Employees of the Golden Charter Academy who were not previous employees of the chartering district will not become employees of the chartering district and will not have the right to employment within the district upon leaving the employment of the charter school.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Golden Charter Academy. Employment by the Golden Charter Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School. The Fresno Unified School District will determine whether former employees continue to earn service credit while employed at the Golden Charter Academy.

Employees of the chartering district cannot be required to work at the Golden Charter Academy, nor can the district require the charter school to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

---

## **XVI. Element 14: Dispute Resolution Process**

---

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).*

The intent of our dispute resolution process is to resolve disputes within the school pursuant to the school's policies, minimize the oversight burden on the District, ensure a fair and timely resolution to disputes, and frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. GCA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. GCA is willing to consider changes to the process outlined below as suggested by the District.

Golden Charter Academy will make every effort to work in harmony with the District and will always work to resolve any disputes in a non-confrontational manner without resorting to formal procedures. In the event that Golden Charter Academy or the District have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to initiate the dispute resolution process by informal meetings, within 10 working days of mutual acknowledgement of a dispute, to discuss and attempt to resolve the relevant issues. If resolution is unsuccessful, both parties agree to inform the other, in writing, of the specific issue(s) being disputed and that writing shall include that relevant facts of issue(s). Matters within the Boards' authority under Education Code section 47607(f) are not subject to this dispute resolution process.

For disputes that remain unresolved after informal meetings, the Golden Charter Academy and the District agree to follow the process outlined here. The charter school CEO and/or administrative representative and the District representative shall meet and confer within thirty days of receipt of a written notice of a dispute and will attempt to resolve the dispute. If the matter cannot be mutually resolved or mediated within the above time frame, the charter school and District shall submit the dispute to a mutually agreeable mediator for nonbinding mediation within thirty days after the attempt at informal mediation fails. The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives of the charter school and the District and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any mediator shall be non-binding, unless the governing boards of the charter school and District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The charter school and the authorizing district shall share all costs and all other costs associated with dispute resolution equally.

If the matter is not resolved using the process stated above, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, GCA shall be given a reasonable period of time for continued resolution efforts, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. If mediation does not resolve the dispute either party may pursue any other remedy available under the law, and nothing in the foregoing shall preclude either party from seeking injunctive or other extraordinary relief in the event of a threat of irreparable injury. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of GCA's pupils.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the District's discretion in accordance with the provision of law and any regulations pertaining thereto.



---

## **XVII. Element 15: School Closure Procedures**

---

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Should the Golden Charter Academy cease operation, the Golden Charter Academy shall comply with all portions of Education Code section 47605(c)(5)(O) and Title 5, California Code of Regulations, section 11962 regarding the closure of the Charter School. The entity responsible for conducting closure-related activities shall be the Golden Charter Academy. Closure of the Golden Charter Academy shall be documented by official action of the Board of Directors of the Golden Charter Academy (“Closure Action”). The Closure Action will identify the reason for closure. The District will work cooperatively to assist the Golden Charter Academy in closure-related activities.

In the event of closure, the following steps are to be implemented:

1. Closure of the charter school will be documented by official action of the Board of Directors of GCA (“Closure Action”). The Closure Action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.
2. Golden Charter Academy will promptly notify parents and students of GCA, Fresno Unified School District, the Fresno County Office of Education, GCA’s SELPA the retirement systems in which the school’s employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
3. Golden Charter Academy will ensure that the notification to the parents/guardians and students of GCA of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close GCA.
4. Golden Charter Academy will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

5. As applicable, GCA will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA, 20 U.S.C. Sections § 1232g. Golden Charter Academy will ask the District to store original records of GCA students. All student records of GCA shall be transferred to the Fresno Unified School District upon the GCA closure. If the District will not or cannot store the records, GCA shall work with the District to determine a suitable alternative location for storage.

6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

7. As soon as reasonably practical, Golden Charter Academy will prepare final financial records. GCA will also have an independent audit completed within six (6) months after closure. Golden Charter Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by GCA and will be provided to the Fresno Unified School District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to GCA.

8. The Golden Charter Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

9. On closure of Golden Charter Academy, all assets of Golden Charter Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GCA, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of Section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled, “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. Section 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned to the Fresno Unified School District upon closure of the Golden Charter Academy. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.



10. On closure, the Golden Charter Academy shall remain solely responsible for all liabilities arising from the operation of the Golden Charter Academy.

11. As the Golden Charter Academy is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Golden Charter Academy, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

12. As specified by the Budget in the Appendix, the Golden Charter Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

---

## **XVIII. Miscellaneous Charter Provisions**

---

### **Financial Plan and District Impact Statement**

---

GCA will operate with a sound financial model. The operation of the charter school is designed to be self-sufficient. However, GCA may contract with Fresno Unified School District for various operational services such as leasing of facilities, transportation, and food service.

### **Financial Position**

---

GCA's funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations. GCA will supplement public funding through philanthropic efforts in order to provide for the full innovative educational experience that is unique to GCA. If GCA's financial goals were to fall short, the organization's fund balance would provide a cushion while the charter school made necessary changes to its operating model.

GCA will maintain a relatively lean administrative staff and low overhead in order to allocate more funds to direct instructional materials and teaching staff. Where necessary and fiscally prudent, GCA will contract with outside agencies, including Fresno Unified School District and the Fresno County Superintendent of Schools, to bring necessary services to meet student needs at GCA. These services may include educational services for English Learners, migrant students, and students in Special Education. In addition, especially as the school will begin with a small enrollment in its first year, GCA may find it necessary to outsource particular services to take advantage of economies of scale available from outside entities. These contracted services may include food services, transportation, facilities management, regulatory compliance, human resources, technology support, accounting, payroll, financial management, audit preparation, Board development, academic oversight and support, fundraising, outreach, and strategic planning.

### **Budgeting**

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605().*

The Chief Executive Officer of GCA will submit an annual budget for GCA to its Board of Directors during the spring of each year. GCA's annual fiscal period runs from July 1 through

June 30. The GCA Board of Directors must approve the annual budget by June 30 of each fiscal year.

As a new charter school, GCA will establish its initial budget based on sound financial practices and conservative fiscal policies. Attached, as Appendix B, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first five years of operation.

These documents are based upon the best data available to the petitioners at this time.

GCA recruited several experienced professionals with successful financial management experience on its founding Board. GCA makes the following assumptions:

- GCA will enroll approximately 176 students in its first year, with a plan to add 44 students per year for the next three subsequent years.
- GCA will employ approximately 24 team members on staff, which may include teachers, office staff, school administration, and custodial and maintenance staff. This is an estimate that may vary slightly depending on the level of contracted services needed.
- GCA will receive revenue principally from the following sources: Local Control Funding Formula (LCFF) and state lottery funds
- GCA will apply directly for federal entitlement funds
- GCA make inflation assumptions of approximately 2% to 3% for both revenues and expenditures. GCA will submit multi-year financial projections, including a budget and cash flow for the first three years of operation. These documents will be based upon the best data available to the petitioners at this time.
- GCA shall provide reports to the Fresno Unified School District as follows as required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:
  - By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
  - By July 1, a LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
  - By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, and California Department of Education.
  - By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

GCA shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

GCA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, GCA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

### **Potential Users of Financial Information**

---

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by. Financial statements will be used by the independent auditors hired each year. GCA also expects the financial statements to be requested by such institutional sources of financing as GCA may require, including commercial banks and issuers of bonds. The financial statements will also be available for review by the GCA Board of Directors and the authorizing District. In addition, Board members will use the financial statements to confirm existing policies or to create new policies. Finally, GCA will submit its annual audited financial statement to the appropriate authorities within the California Department of Education, Department of Finance, and the District.

### **Administrative Services**

---

*Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

GCA will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The Chief Executive Officer and GCA Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

### **Systems for Managing Cash Flow, Purchasing, Payroll and Audits**

GCA will establish strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement. GCA will have a check signing policy in place to ensure multiple levels of internal controls involving at least two of the three following positions: the CEO, the Principal or Assistant Principal, and the senior administrative assistant.

### **Attendance Accounting**

GCA will report attendance requirements directly to the Fresno Unified School District in a format acceptable to the district. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

### **Payroll**

Payroll expenses are always the largest portion of a public school's expenses. GCA will initially contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees. As the school grows in enrollment, it may exercise the option to provide payroll services through in-house employees.

### **Vendor Selection and Purchasing**

The Board of Directors will be responsible for approving GCA's annual budget, with substantial input from the CEO and the school's business advisor(s). The CEO will develop the budget proposal in coordination with the finance team, and will have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for the approval of long-range financial and facilities planning.

### **Food Services**

GCA may contract for food services with Fresno Unified School District or another outside food service provider. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. We expect that the proportion of students who will be eligible for this program will be similar to the proportion eligible within the District, and all eligible students will be included in the district's reported student counts.

### **Role of Chartering Authority**

---

The Fresno Unified School District has the right to monitor GCA through site visits and reviews of reports. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of GCA charter not to exceed one (1) percent of the

revenue of the Charter School. If GCA were to obtain substantially rent-free facilities from the District, the District may charge for the actual costs of supervisory oversight not to exceed three (3) percent of the revenue of GCA in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), “revenue of the charter school” means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03

## Facilities

*Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

GCA plans to lease the Our Lady of Victory Catholic School in west central Fresno, a private school facility that was closed by the Catholic Diocese after the 2019/20 school year. This school site will serve as GCA’s school facility for its initial operation until it is able to secure a permanent location for the charter school. GCA will seek to locate its charter school in the southwest or west-central area of Fresno, adjacent to or near Roeding Park, where the Fresno Chaffee Zoo is located. The location is important because the Fresno Chaffee Zoo has agreed to a formal partnership with GCA that will allow students access to the Zoo, an educational opportunity to study in an environmental laboratory of extraordinary proportions.

GCA will be committed to serving the southwest and west-central community of Fresno and thus intends to operate in those neighborhoods near or adjacent to the Fresno Chaffee Zoo. To ensure that GCA is able to provide its entire academic program and extra-curricular activities necessary for a TK/K through 8<sup>th</sup> grade program, the facility will require access to the following:

- Classrooms: Two classrooms per grade (in the permanent facility)
- Multipurpose room with adequate space to safely prepare and serve breakfast and lunch to the entire student body
- Auxiliary educational spaces for necessary student services or extra and/or co-curricular uses
- Sufficient number of bathrooms for students and staff
- Office space for administrative staff (including the CEO, the school administration, educational and clerical support staff)
- Routine access to fields large enough for Physical Education and after school sports programs

---

## **XIX. Supplemental Information**

---

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

### **Insurance Requirements, Liability, and Indemnity**

---

The Board of Directors of GCA, the charter school’s administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of GCA, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

GCA shall be operated as the Golden Charter Academy, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. GCA shall work diligently to assist Fresno Unified School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the authorizing district shall not be liable for the operation of GCA.

Further, GCA and the authorizing district shall enter into an MOU, wherein the charter school shall indemnify the authorizing district for the actions of the school under this charter. The GCA Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

GCA will hold harmless and indemnify Fresno Unified School District from every liability, claim, or demand that may be made by reason of:

- Any injury to person or property sustained by GCA employees, or by any person, firm, or corporation employed directly or indirectly by GCA.
- Any injury to person or property sustained by any person, firm, or corporation caused by an act, neglect, default, or omission of GCA, its officers, employees, or agents.
- The furnishings or use of any copyrighted or un-copyrighted composition, or patented or un-patented invention.

GCA, at its own expense and risk, will defend all legal proceedings on any such liability, claim, or demand that may be brought against it and/or the Board of Directors, or its officers and employees. In addition, GCA will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the negligence or other tortious conduct of GCA, its Board of Directors, or their officers and employees. GCA has complete liability for all actions of the charter school and its employees in the performance of their duties. GCA will further indemnify and hold harmless the Fresno Unified School District of any present or future liability for the charter school's actions.

In order to mitigate both the potential legal and fiscal liabilities of GCA, GCA will have in force at all times prepaid liability insurance for the charter school. The Fresno Unified School District Board of Education will be named as additionally insured on GCA's general liability insurance.

At minimum, coverage will include:

- Workers' compensation as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than \$5,000,000 per single occurrence. The Fresno Unified School District Board of Education will be named as additionally insured on GCA's school policy. The policy will also provide specifically that any insurance carried by the authorizing district, which may be applicable to any claims or loss, will be deemed excess, and GCA's insurance primary, despite any conflicting provisions in the charter school's policy.
- Commercial Crime coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least \$50,000 per occurrence.



- Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if GCA does not operate a student bus service. If GCA provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

Fresno Unified School District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. Fresno Unified School District has the right to require complete certified copies of the required insurance policies.

Facsimile or reproduced signatures may be acceptable upon review by Fresno Unified School District. However, Fresno Unified School District reserves the right to require certified copies of any required insurance policies.

Should GCA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, its purchase shall be the responsibility of GCA.

### **Oversight, Reporting, Revocation, and Renewal**

---

Fresno Unified School District may inspect or observe any part of GCA at any time but shall provide reasonable notice of at least three (3) working days to the Golden Charter Academy prior to doing so. In the event that Fresno Unified School District believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

In the event that Fresno Unified School District does not believe that GCA is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify the Golden Charter Academy in writing, within two months of the receipt of the performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, the Golden Charter Academy will present Fresno Unified School District with a request for renewal (as well as for any amendments), in response to which the District will render a decision pursuant to the processes set forth in Education Code sections 47605, 47607, and 47607.2, and all applicable regulations.

### **Term of Charter**

The term of this charter shall be for five years beginning July 1, 2021 and expiring June 30, 2026. GCA will comply with all processes and timelines set forth in law for charter renewal.

### **Scope of Charter**

The Golden Charter Academy shall not operate satellite schools, campuses, sites, or resource centers not identified in this charter without the prior written approval of the Fresno Unified School District Board of Trustees.

**Material Revisions**

This petition may be materially revised only by mutual agreement of the Golden Charter Academy and the Fresno Unified School District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code sections 47605 and 47607.

---

## **XX. List of Appendices**

---

APPENDIX A: Necessary Signature

APPENDIX B: Proposed Budget

APPENDIX C: The Golden Charter Academy Organizational Chart

APPENDIX D: Evidence of Incorporation

APPENDIX E: The Golden Charter Academy Non-Profit By-Laws

APPENDIX F: School Calendar, Sample Curriculum, Scope and Sequence

APPENDIX G: Other Attachments

APPENDIX H: FUSD Required Forms

- Development Team Information
- Board Member Information

## **APPENDIX A: Necessary Signatures**

APPENDIX B: Proposed Budget

## PETITION FOR THE ESTABLISHMENT OF Golden Charter Academy, A CALIFORNIA CHARTER SCHOOL

The petitioners listed below certify that they are CREDENTIALLED TEACHERS in California and are meaningfully interested in teaching at Golden Charter Academy. They also certify that they retain the proper credentials and certificates to teach at a California public school. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of Fresno Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME (Please Print)	SIGNATURE	ADDRESS	PHONE NUMBER	CA Credential Number
Clinton Dale Knott	<i>Clinton Knott</i>	3203 Paso Tiempo Fresno, CA 93711	(559) 970-2877	
Terri Edwards	<i>Terri Edwards</i>	4635 N Delmar Fresno, CA 93704	(559) 908-0639	
Nancy Swanson	<i>Nancy Swanson</i>	7178 N Jackson # 106 Fresno, CA 93720	(559) 776-2655	
Shamara Garcia	<i>Shamara Garcia</i>	1339 E Stuart Fresno, CA 93710	(559) 554-6847	
Nancy Howell	<i>Nancy Howell</i>	4645 W Holland Ave Fresno, CA 93722	(559) 709-1790	
Carlanda Williams		4885 N Backer Ave #152 Fresno, CA 93706	(559) 770-0880	

## Golden Charter Academy

Budget Narrative  
Fiscal Years 2021-2026

### Revenues:

**Local control funding formula:** Object 8010-8099 is based on projected ADA per fiscal year as indicated below. In addition, enrollment has been factored with unduplicated pupils to average 95% of attendance. The revenue figures were calculated using the LCFF calculator resulting in the assumptions below. In addition, the Education Protection revenue was a universal calculation from the LCFF calculator based on attendance. And the afterschool program revenues are estimated to be reimbursed directly from the Fresno Office of Education.

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
	ADA	ADA	ADA	ADA	ADA
TK-3	160	160	160	160	160
4-6	0	40	80	120	120
7-8	0	0	0	0	40
<b>Total ADA</b>	<b>160</b>	<b>200</b>	<b>240</b>	<b>280</b>	<b>320</b>
	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:
Base Grant	1,294,560	1,666,880	2,006,720	2,344,560	2,679,497
Grande Span Adj	134,560	138,400	138,400	138,400	138,400
Supplemental	276,077	346,456	405,127	464,364	464,364
Concentration	207,222	262,056	311,043	311,043	311,043
Education Protection Account	32,000	40,000	48,000	56,000	56,000
After School Program	80,000	80,000	80,000	80,000	80,000
<b>Total Local Control Formula</b>	<b>1,944,419</b>	<b>2,455,792</b>	<b>2,909,290</b>	<b>3,314,367</b>	<b>3,649,304</b>

**Federal Revenues:** Golden Charter Academy anticipates applying for federal entitlements as soon as the agency is eligible. For this budget, the only revenues projected are for the nutrition program for which the school will be eligible after two years of operation. The projected revenues were calculated using the reimbursement rates for breakfast, lunch and snack and the projected ADA as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
	ADA	ADA	ADA	ADA	ADA
<b>Total ADA</b>	<b>160</b>	<b>200</b>	<b>240</b>	<b>280</b>	<b>320</b>
	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:	Projected Revenue:
Child Nutrition (Federal)	0	0	274,836	320,642	366,448
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>274,836</b>	<b>320,642</b>	<b>366,448</b>

# Golden Charter Academy

Budget Narrative  
Fiscal Years 2021-2026



**Other State Revenues:** Golden Charter Academy is using a conservative approach and at this time did not include any of the lottery restricted, lottery unrestricted, facilities grant and child nutrition state reimbursements.

**Other Local Revenues:** The school forecast activities throughout the year which calculates will generate an average of \$2,500 per school year.

**Expenditures:**

**Certificated Salaries:** Certificated staff will increase every school year. The school anticipates the hiring of 2 new teachers every year to accommodate the projected increase of ADA. In addition to have a certificated administrator, and to hire new administrative personnel on as needed basis. The school anticipates starting with 8 certificated teachers and a vice-principal and by year five of operations the school will have 16 certificated teachers, a certificated principal and a vice-principal for total gross salaries as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Certificated salaries	515,000	637,500	751,230	864,990.60	978,782.41

**Classified Salaries:** Classified staff will also change every school year on as needed basis. The classified personnel include a CEO, administrative assistant, attendance clerks, custodians, grounds personnel, teacher aides, and cafeteria staff for total gross salaries as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Classified salaries	420,600	460,887	613,604.82	542,359.66	583,993

**Employee Benefits:** Benefits include but are not limited to mandatory payroll taxes, health and welfare insurance coverage, unemployment insurance, workers' compensation insurance and a pension plan. The expense is an accumulation of these benefits computed per individual for a projected cost per year as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Employee Benefits	206,911.40	277,881.39	345,305.98	407,626.53	447,395.06

# Golden Charter Academy

Budget Narrative  
Fiscal Years 2021-2026

**Books and Supplies & Services and Other Operating Expenses:** Supplies include approved textbooks and core curricula materials, computers or tables for every student, books and other reference materials, instructional materials and supplies, noncapitalized equipment and food for all the students attending the school. And other operating expenses include sub-agreements for services, travel and conferences, dues and memberships, insurance ( liability, directors and officers, property, student accident) housekeeping services, rents, professional/consulting services, advertising, communications, etc. The estimated cost per year is as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Employee Benefits	534,060	535,050	614,847.10	740,089.32	918,225.29

**Other Outgo:** This expense includes the oversight fees of 1% as mandated by law for the school district and based on LCFF calculations and the SELPA expense estimated based on ADA. Expenses calculated as follows:

	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Other outgo	168,589	210,983	255,546	297,335	338,423

## Additional Information:

**1) Are there any contracts over \$50,000?**

Yes, there are contracts over \$50,000. The rental agreement and the Special Ed encroachment.

**2) Cash Flows**

- a. **Are anticipated cash referrals reflected in your cash flow?** No, a cash flow projection is enclosed.
- b. **Do you anticipate borrowing funds for cash flow?** Yes, the school anticipates borrowing/accessing funding for the start up and the initial three months of operation from the non-profit agency that will hold the charter. The non-profit has funding available to facilitate the operations of the school while the school waits for the initial advance for projected ADA. After the start up and initial few months of operations, the budget has been developed in such a way that the school will be able to cover all its obligations on a timely manner.



# APPENDIX C: The Golden Charter Academy Organizational Chart

## Golden Charter Academy

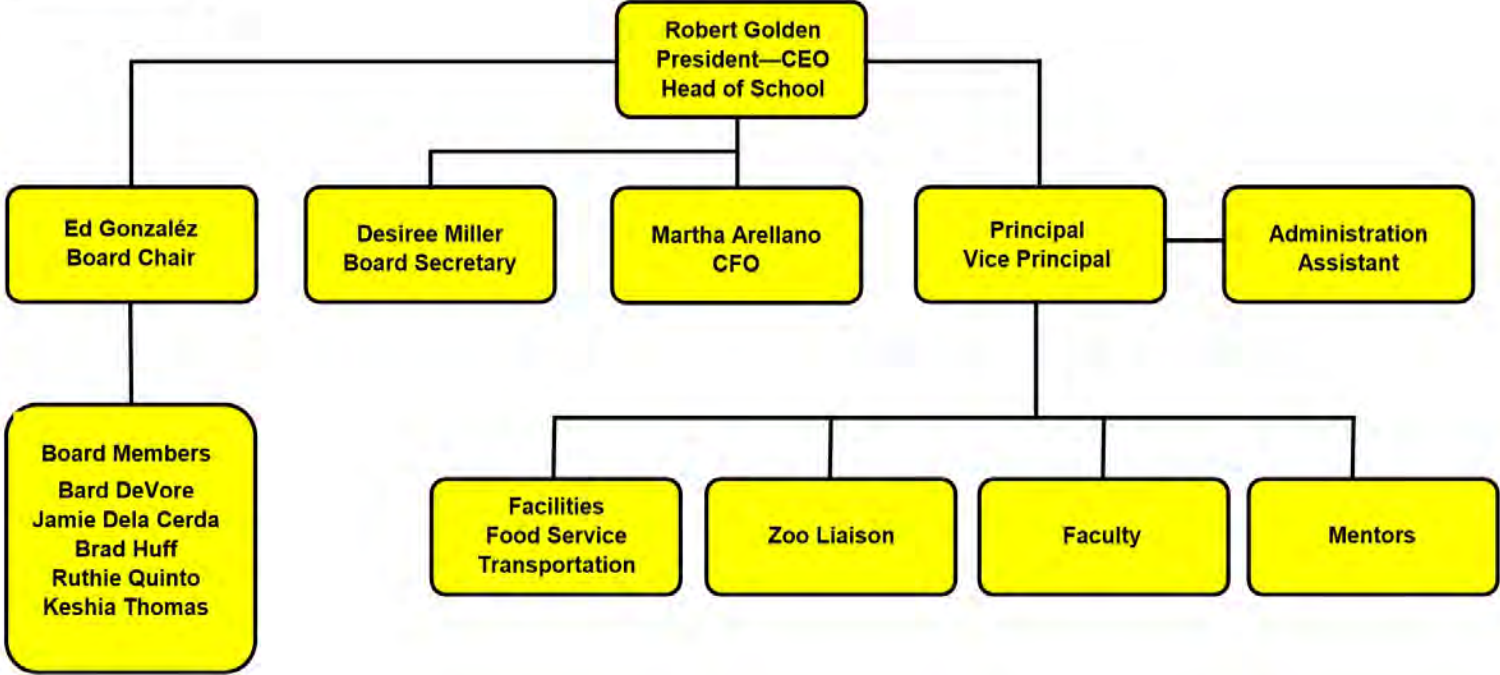
Fiscal Year 2021 - 2025

Cash Flow Worksheet


	Start up	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Beginning Cash	\$ 100,000.00	\$ -	\$ 101,758.41	\$ 397,741.61	\$ 874,219.82	\$ 1,385,633.67
Receipts						
Local Control Funding Formula		\$ 1,944,419.00	\$ 2,455,792.00	\$ 2,909,290.00	\$ 3,314,367.00	\$ 3,649,304.00
Federal Revenues		\$ -	\$ -	\$ 274,836.00	\$ 320,642.00	\$ 366,448.00
Other State Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenues		\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
<b>Total Receipts</b>	<b>\$ -</b>	<b>\$ 1,946,919.00</b>	<b>\$ 2,458,292.00</b>	<b>\$ 3,186,626.00</b>	<b>\$ 3,637,509.00</b>	<b>\$ 4,018,252.00</b>
Disbursements						
Certificated Salaries	\$ 9,000.00	\$ 515,000.00	\$ 654,000.00	\$ 771,030.00	\$ 888,090.60	\$ 1,005,182.41
Classified Salaries	\$ 4,500.00	\$ 420,600.00	\$ 460,887.00	\$ 613,604.82	\$ 657,139.91	\$ 701,068.86
Employee Benefits		\$ 206,911.40	\$ 301,388.88	\$ 434,119.62	\$ 526,751.12	\$ 624,166.30
Supplies & Services	\$ 86,500.00	\$ 534,060.00	\$ 535,050.00	\$ 635,847.10	\$ 793,153.52	\$ 975,870.09
Capital Outlays		\$ -	\$ -	\$ -	\$ -	\$ -
Other Outgo		\$ 168,589.19	\$ 210,982.92	\$ 255,546.26	\$ 260,960.00	\$ 298,240.00
Interfund Transfers Out						
All Othe Financing Uses						
Other Disbursements/Expenditures						
<b>Total Disbursements</b>	<b>\$ 100,000.00</b>	<b>\$ 1,845,160.59</b>	<b>\$ 2,162,308.80</b>	<b>\$ 2,710,147.79</b>	<b>\$ 3,126,095.15</b>	<b>\$ 3,604,527.67</b>
Prior Year Transactions						
Accounts Receivable						
Accounts Payable						
Total Prior Year Transactions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Net Increase/Decrease</b>	<b>-\$ 100,000.00</b>	<b>\$ 101,758.41</b>	<b>\$ 295,983.20</b>	<b>\$ 476,478.21</b>	<b>\$ 511,413.85</b>	<b>\$ 413,724.33</b>
<b>Ending Cash</b>	<b>\$ -</b>	<b>\$ 101,758.41</b>	<b>\$ 397,741.61</b>	<b>\$ 874,219.82</b>	<b>\$ 1,385,633.67</b>	<b>\$ 1,799,358.00</b>



Golden Charter Academy Organizational Chart 2021-2022



APPENDIX D: Evidence of Incorporation



**Secretary of State**  
**Articles of Incorporation of a**  
**Nonprofit Public Benefit Corporation**

**ARTS-PB-501(c)(3)**

**IMPORTANT** — Read Instructions before completing this form.

**Filing Fee** — \$30.00

**Copy Fees** — First page \$1.00; each attachment page \$0.50;  
Certification Fee — \$5.00

*Note:* A separate California Franchise Tax Board application is required to obtain tax exempt status. For more information, go to <https://www.ftb.ca.gov>.

4538893

**FILED** *USA*  
**Secretary of State**  
**State of California**  
**DEC 13 2019** *302*

*280* **This Space For Office Use Only**

**1. Corporate Name** (Go to [www.sos.ca.gov/business/be/name-availability](http://www.sos.ca.gov/business/be/name-availability) for general corporate name requirements and restrictions.)

The name of the corporation is The Golden Charter Academy

**2. Business Addresses** (Enter the complete business addresses. Item 2a cannot be a P.O.Box or "in care of" an individual or entity.)

a. Initial Street Address of Corporation - Do not enter a P.O. Box <b>12690 E Cochise Dr.</b>	City (no abbreviations) <b>Scottsdale</b>	State <b>AZ</b>	Zip Code <b>85259</b>
b. Initial Mailing Address of Corporation, if different than Item 2a <b>Same as above</b>	City (no abbreviations)	State	Zip Code

**3. Service of Process** (Must provide either Individual OR Corporation.)

**INDIVIDUAL** — Complete Items 3a and 3b only. Must include agent's full name and California street address.

a. California Agent's First Name (if agent is not a corporation) <b>Robert</b>	Middle Name	Last Name <b>Golden</b>	Suffix
b. Street Address (if agent is not a corporation) - Do not enter a P.O. Box <b>5335 W. San Gabriel</b>	City (no abbreviations) <b>Fresno</b>	State <b>CA</b>	Zip Code <b>93722</b>

**CORPORATION** — Complete Item 3c. Only include the name of the registered agent Corporation.

c. California Registered Corporate Agent's Name (if agent is a corporation) — Do not complete Item 3a or 3b

**4. Purpose Statement**

Item 4a: One or both boxes must be checked.  
Item 4b: If "public" purposes is checked in Item 4a, or if you intend to apply for tax-exempt status in California, you must enter the specific purpose in Item 4b.)

a. This corporation is a nonprofit **Public Benefit** Corporation and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: ☐ public purposes. ☒ charitable purposes.

b. The specific purpose of this corporation is to provide youth education and training academy

**5. Additional Statements** (See Instructions and Filing Tips.)


a. This corporation is organized and operated exclusively for the purposes set forth in **Article 4** hereof within the meaning of Internal Revenue Code section 501(c)(3).

b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

c. The property of this corporation is irrevocably dedicated to the purposes in **Article 4** hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable, educational and/or religious** purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

**6. Read and Sign Below** (This form must be signed by each incorporator. See Instructions. Do not include a title.)

  
Signature

**Robert Golden**

Type or Print Name

ARTS-PB-501(c)(3) (REV 03/2017)

2017 California Secretary of State  
[www.sos.ca.gov/business/be](http://www.sos.ca.gov/business/be)

## APPENDIX E: The Golden Charter Academy Non-Profit By-Laws

**BYLAWS  
OF  
THE GOLDEN CHARTER ACADEMY**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this Corporation is The Golden Charter Academy.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is Fresno County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by:

- (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their



compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the charter authorizer designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the charter authorizer, shall be appointed by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise. Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws and until a successor director has been designated and qualified.

Board members are eligible to serve for three (3) years per term, with a maximum of two (2) consecutive three-year terms. Any Board member who serves a partial term of less than one and a half years will still be eligible for two full three-year terms. Any partial term of more than one and a half years will count as a full term.

Section 6. NOMINATIONS BY COMMITTEE. The Chair of the Board of Directors or, if none, the President will appoint a nominating committee to designate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on

---

the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any

director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way



teleconference location shall be established at each schoolsite.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. The Vice-Chair is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's email address, or as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as

---

<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority to bring forward recommendations to the full Board. No committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Each Committee Chair shall be responsible for preparing agendas for all committee meetings. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States

Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chair of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause provided that a statement of the reason or reasons have been mailed by registered mail to the officer for removal at least thirty (30) days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The officer will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIR OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Chief Executive Officer (CEO) shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICERS. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## ARTICLE IX

## **CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XIII**

## **INSURANCE**

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

## **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees; and
- c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the

end of the fiscal year;

- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

#### **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

#### **ARTICLE XVIII FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.



### **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of The Golden Charter Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 12 pages, are the bylaws of the Corporation as adopted by the Board of Directors on October 15, 2020; and that these bylaws have not been amended or modified since that date.

Executed on October 19th, 2020 at Fresno, California.

Desiree Miller

Desiree Miller

, Secretary

## **APPENDIX F: School Calendar, Sample Curriculum and Scope and Sequence**

Zoo Schedule Rotation for TK-3

THE GOLDEN CHARTER ACADEMY  
ACADEMIC CALENDAR - SCHOOL YEAR 2021/22

VACATION & HOLIDAYS	
Independence Day - 7/4/2021 (Observed 7/5/2021)	
Labor Day - 9/6/2021	
Veteran's Day - 11/11/2021	
Thanksgiving - 11/22 - 11/26	
Winter Break - 12/20/21 - 1/7/22	
MLK Jr. Day - 1/17	
Lincoln's Birthday - 2/7	
President's Day - 2/21	
Spring Break - 4/11 - 4/18	
Memorial Day - 5/30	

H - HOLIDAY							N - NOT IN SESSION						
JULY 2021							AUGUST 2021						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6	7
	4	5	6	7	8	9	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	29	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				
SEPTEMBER 2021							OCTOBER 2021						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
NOVEMBER 2021							DECEMBER 2021						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						6					1	2	3
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	
JANUARY 2022							FEBRUARY 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						1						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												
MARCH 2022							APRIL 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						5							1
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
MAY 2022							JUNE 2022						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
						7					1	2	3
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	29	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	

Visit us online at [www.goldencharteracademy.org](http://www.goldencharteracademy.org)

SCHOOL BEGINS  
August 16, 2021  
SCHOOL ENDS  
June 9, 2022

ELEMENTARY REPORTING PERIODS  
October 8, 2021 - Period 1 ends (39 days)  
December 17, 2021 - Period 2 ends (43 days)  
March 18, 2022 - Period 3 ends (46 days)  
June 9, 2022 - Period 4 ends (52 days)

END OF SEMESTER DATES  
December 17, 2021 (82 days)  
June 9, 2022 (98 days)

STANDARDIZED TESTING WINDOW  
State Testing: March 26 - June 3, 2022

## **A Week in the Life of a Golden Charter Academy 1st and 7th Grader**

The following tables represent an example of the monthly schedules for TK-3 and 4-8 Zoo/Agency experiences, as well as weekly schedules for a 1st and 7th grader. Grade level days may change as they are dependent on Zoo staff schedules for the season. The schedule will be revisited prior to the beginning of the fall semester, and again prior to winter vacation so appropriate adjustments can be made. Collaboration with the Zoo will not be limited to the zoo grounds, but will also encompass programming such as the Zoomobile, virtual interactions, lab programs, as well as intermittent family-centered activities (not shown). In addition to zoo experiences, students will be engaged in opportunities with local agencies (i.e. NPS, FWS, State Parks, etc.) that will provide encounters in natural open spaces such as the foothills, forests, rivers, and coasts. The following table provides examples of what a monthly schedule could look like for the TK-3 grade levels. The bolded entries are supplemental partner/agency experiences; those that aren't bolded are teacher-led experiences. Actual dates and times will be dependent on agency staffing schedules for the designated seasons.

Students will be provided with grade-level appropriate 'field gear' to use during zoo explorations. Field backpacks will include items such as: a journal, hand lens, binoculars, writing/drawing materials, and a weekly challenge added by the teacher. As can be seen in the schedule, there are days that students will be in the field during the lunch period. On those days, students will be provided a sack lunch which will be distributed prior to leaving campus and stored in their field backpacks.

Each grade will visit the Zoo regularly with different learning objectives. All experiences at the Zoo or in the classroom will be connected to age-appropriate environmental literacy concepts as well as NGSS and Common Core State Standards. Along with environmental concepts, the curriculum will contain a strong English Language Arts component. At the Zoo, educators will present learning experiences in a group setting, allowing space for questions and clarifications. Educators will model process and outcomes for students as well as provide scaffolded engagement as necessary. When appropriate, students will break down into two smaller groups. Because each classroom has a dedicated mentor that will have the same facilitation professional development as the instructors, student learning experiences can be facilitated in a group size with a ratio of 1:11 - or less depending on class size.

**Golden Charter Academy Zoo Rotation Schedule for TK-3rd Grades.**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Wk 1</b>	<b>Zoo Lab: Kinder</b> (back by lunch)	<b>Zoo Lab: 3rd grade</b> (take lunch)  <b>Zoo Lab: 1st grade</b> (after lunch)	<b>Zoo Lab: 2nd grade</b> (take lunch)	<b>Zoo: Kinder</b> (back by lunch)  <b>Zoo: 3rd grade</b> (after lunch)	<b>Zoo: 1st grade</b> (back by lunch)  <b>Zoo: 2nd grade</b> (after lunch)
<b>Wk 2</b>	<b>Virtual Zoo Experience at GCA: Kinder</b>  <b>Local Agency Field Experience: 2nd</b>	<b>Zoo: 1st grade</b> (after lunch)  <b>Zoo: 3rd grade</b> (take lunch)	<b>Zoo: 2nd grade</b> (take lunch)  <b>Zoomobile at GCA: 3rd</b>	<b>Zoo: Kinder</b> (back by lunch)  <b>Zoo: 3rd grade</b> (after lunch)	<b>Local Agency Field Experience: 1st</b>  <b>Zoo: 2nd grade</b> (after lunch)
<b>Wk 3</b>	<b>Zoo: Kinder</b> (back by lunch)  <b>Zoomobile at GCA: 2nd</b>	<b>Zoo: 1st grade</b> (after lunch)  <b>Zoo: 3rd grade</b> (take lunch)	<b>Zoo: 2nd grade</b> (take lunch)	<b>Zoomobile at GCA: Kinder</b>  <b>Zoomobile at GCA: 1st</b>  <b>Zoo: 3rd grade</b> (after lunch)	<b>Zoo: 1st grade</b> (back by lunch)  <b>Zoo: 2nd grade</b> (after lunch)  <b>Local Agency Field Experience: 3rd</b>
<b>Wk 4</b>	<b>Zoo: Kinder</b> (back by lunch)  <b>Virtual Zoo Experience at GCA: 3rd</b>	<b>Zoo: 1st grade</b> (after lunch)  <b>Zoo: 3rd grade</b> (take lunch)	<b>Virtual Zoo Experience at GCA: 1st</b>  <b>Zoo: 2nd grade</b> (take lunch)	<b>Local Agency Field Experience: Kinder</b>  <b>Virtual Zoo Experience at GCA: 2nd</b>  <b>Zoo: 3rd grade</b> (after lunch)	<b>Zoo: 1st grade</b> (back by lunch)  <b>Zoo: 2nd grade</b> (after lunch)

Week-at-a-Glance Legend	
<b>Social-Emotional Learning (SEL)</b> <b>Language Arts/Literature (LA)</b> <b>Math (M)</b> <b>Science (S)</b>	<b>Environmental Education (EE)</b> <b>Arts (A)</b> <b>Physical Education (PE)</b> <b>Social Science (SS)</b>

A Week-at-a-Glance for a 1st Grade Student August Unit: Insects and Spiders			
Day	Start	End	Learning Experiences
Mon	8:15	8:35	<b>Breakfast</b>
	8:35	10:00	<b>SEL Activity (SEL EE)</b> <ul style="list-style-type: none"> <li>• <b>Morning Shorts:</b> activity that supports SEL growth</li> <li>• Topics for this week to include: mindfulness, empathy, feelings, respect</li> <li>• Activity will connect students with themselves and the environment (stewardship)</li> </ul> <b>Language Arts/Literature</b> <ul style="list-style-type: none"> <li>• <b>Word Meaning, Recognition, and Pronunciation (LA S EE)</b> <ul style="list-style-type: none"> <li>◦ Introduce word list for Zoo Lab experience and Sight Words for the week</li> </ul> </li> <li>• <b>Library Day (LA S EE)</b> <ul style="list-style-type: none"> <li>◦ Story Time: read by a Student Ambassador from the upper grades <ul style="list-style-type: none"> <li>▪ Q and A guiding questions throughout the reading</li> </ul> </li> <li>◦ Book selection will align with the unit of study, Insects and Spiders</li> <li>◦ Book of the Week: students check out a book of their choosing</li> </ul> </li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <b>Language Arts/Literature</b> <ul style="list-style-type: none"> <li>• <b>Reporting (Scientific Method) (LA S EE A)</b> <ul style="list-style-type: none"> <li>◦ Students recall, describe something about the story they just listened to in the library.</li> <li>◦ Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayones, markers, paint, sculpt, etc.)</li> <li>◦ Share information/interpretation with the class</li> <li>◦ This process mirrors the final aspects of the scientific method; research must be shared with others</li> </ul> </li> </ul>
	10:00	10:15	<b>Recess</b>

	10:20	11:35	<b>Social Science (SS)</b> <ul style="list-style-type: none"> <li><b>Unit 1: School Culture</b> <ul style="list-style-type: none"> <li>How can rules help us get along</li> <li>How are responsibilities at home and school alike?</li> <li>How do we solve problems in our classroom and school?</li> <li>How can we be good citizens?</li> <li>Ways to show respect.</li> <li>How is our classroom like a family?</li> </ul> </li> </ul>
	11:40	12:15	<b>Lunch/Recess</b>
	12:20	2:10	<b>Math Instruction and Centers (M)</b> <ul style="list-style-type: none"> <li>Counting manipulatives will be natural items ... things you may find insects on or in! (i.g. Acorns, miniature tree cookies, etc.)</li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>1- 5 minute break; in-class physical activity</li> <li>Student led</li> </ul> <b>Science Exploration Centers (LA M S EE)</b> <ul style="list-style-type: none"> <li>Insect observation and articulation (unit word cards for reference)</li> <li>Large, age-appropriate, 3-D insect/spider puzzles</li> <li>Insect Ambassadors: compare crickets, lady bugs to rollie pollies (not an insect), etc.</li> </ul>
	2:10	2:30	<b>Physical Education (PE)</b> <ul style="list-style-type: none"> <li>Foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc. Bridge movements to animals. Build on foundational skills by combining movements. Perform movements for longer periods of time, increasing the challenge. Cognitive - following directions; increase complexity over time.</li> </ul>
	2:30	2:40	<b>Check for Understanding-Recognition (LA S EE)</b> <ul style="list-style-type: none"> <li>High energy</li> <li>Pick from Sight Words and/or Zoo Lab Words</li> </ul>
<b>Tues</b>	8:15	8:35	<b>Breakfast</b>



8:35	10:00	<b>SEL Activity (SEL EE)</b> <ul style="list-style-type: none"> <li>• <b>Morning Shorts:</b> activity that supports SEL growth</li> <li>• Topics for this week to include: mindfulness, empathy, feelings, respect</li> <li>• Activity will connect students with themselves and the environment (stewardship)</li> </ul> <b>Literature</b> <ul style="list-style-type: none"> <li>• Read to class</li> <li>• <b>Word Meaning, Recognition, and Pronunciation (LA S EE)</b> <ul style="list-style-type: none"> <li>◦ Review word list for Zoo Lab experience and Sight Words for the week</li> </ul> </li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <b>Reporting (Scientific Method) (LA S EE A)</b> <ul style="list-style-type: none"> <li>◦ Students recall, describe something about the story they just listened to.</li> <li>◦ Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.)</li> <li>◦ Share information/interpretation with the class</li> <li>◦ This process mirrors the final aspects of the scientific method; research must be shared with others</li> </ul>
10:00	10:15	<b>Recess</b>
10:20	11:35	<b>Social Science (SEL EE)</b> <ul style="list-style-type: none"> <li>• <b>Unit 1: School Culture Components Translated to the Environment</b> <ul style="list-style-type: none"> <li>◦ How can rules help us get along at the zoo and in nature?</li> <li>◦ How are responsibilities at home/school AND the zoo alike?</li> <li>◦ How do we solve problems in our classroom and school?</li> <li>◦ How can we be good citizens ... at the zoo and in the environment?</li> <li>◦ Ways to show respect at the zoo and in the environment.</li> </ul> </li> </ul> <b>ELA/Literature (SEL LA EE)</b> <ul style="list-style-type: none"> <li>• Read an age-appropriate story on respecting the environment</li> <li>• Q and A during the reading</li> </ul>
11:40	12:15	<b>Lunch/Recess</b>
12:20	2:10	<b>Zoo Lab (after lunch) - led by Zoo Instructor (LA M S EE)</b> <ul style="list-style-type: none"> <li>• Learning experiences focused on insects and spiders</li> </ul>
2:10	2:30	<b>Tracking (Math at the Zoo) (M EE)</b> <ul style="list-style-type: none"> <li>• Sorting, counting, measuring, recording, and identifying tracks located on the walkways at the zoo.</li> </ul>



	2:30	2:40	<b>Physical Education (at the Zoo) (PE)</b> <ul style="list-style-type: none"> <li>Physical Education (teacher-led): Foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc. Bridge movements to animals. Build on foundational skills by combining movements. Perform movements for longer periods of time, increasing the challenge. Cognitive - following directions; increase complexity over time.</li> </ul>
Wed	8:15	8:35	<b>Breakfast</b>
	8:35	9:45	<b>SEL Activity (SEL EE)</b> <ul style="list-style-type: none"> <li><b>Morning Shorts:</b> activity that supports SEL growth</li> <li>Topics for this week to include: mindfulness, empathy, feelings, respect</li> <li>Activity will connect students with themselves and the environment (stewardship)</li> </ul> <b>Language Arts/Literature</b> <ul style="list-style-type: none"> <li>Read to class</li> <li><b>Word Meaning, Recognition, and Pronunciation (LA S EE)</b> <ul style="list-style-type: none"> <li>Review word list from Zoo Lab experience and Sight Words for the week</li> </ul> </li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>1- 5 minute break; in-class physical activity</li> </ul> <b>Reporting (Scientific Method) (LA S EE A)</b> <ul style="list-style-type: none"> <li>Students recall, describe something about the story they just listened to.</li> <li>Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.)</li> <li>Share information/interpretation with the class</li> <li>This process mirrors the final aspects of the scientific method; research must be shared with others</li> </ul>
	9:45	10:00	<b>Recess</b>
	10:05	11:35	<b>Math Instruction and Centers (M)</b> <ul style="list-style-type: none"> <li>Counting manipulatives will be natural items ... things you may find insects on or in! (i.g. Acorns, miniature tree cookies, etc.)</li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>1- 5 minute break; in-class physical activity</li> <li>Student led</li> </ul> <b>Growing Up Wild: Project Wild (EE)</b> <ul style="list-style-type: none"> <li><b>Ants in a Line</b></li> </ul> <b>Explorations (SEL LA M S EE A SS)</b> <ul style="list-style-type: none"> <li><b>Centers/Stations:</b> student choice ... reading, science, math, art, etc.</li> </ul>
	11:40	12:15	<b>Lunch/Recess</b>
	12:20	1:00	<b>Growing Up Wild: Project Wild (EE A)</b> <ul style="list-style-type: none"> <li><b>Spider Web Wonders</b></li> </ul>

	1:00	1:20	<b>Physical Education (EE PE)</b> <ul style="list-style-type: none"> <li><b><i>Insect/Spider Identification (builds off of Spider Web Wonders)</i></b> <ul style="list-style-type: none"> <li>high-active game requiring students to retrieve specific cards scattered a distance away from the students. Students must get to the assigned cards using foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc.</li> </ul> </li> </ul>
	1:20	1:45	<b>Check for Understanding-Recognition (LA S EE)</b> <ul style="list-style-type: none"> <li>High energy</li> <li>Pick from Sight Words and/or Zoo Lab Words</li> </ul>
Thur	8:15	8:35	<b>Breakfast</b>
	8:35	10:00	<b>SEL Activity (SEL EE)</b> <ul style="list-style-type: none"> <li><b><i>Morning Shorts:</i></b> activity that supports SEL growth</li> <li>Topics for this week to include: mindfulness, empathy, feelings, respect</li> <li>Activity will connect students with themselves and the environment (stewardship)</li> </ul> <b>Language Arts/Literature</b> <ul style="list-style-type: none"> <li>Read to class</li> <li><b><i>Word Meaning, Recognition, and Pronunciation (LA S EE)</i></b> <ul style="list-style-type: none"> <li>Review word list from Zoo Lab experience and Sight Words for the week</li> </ul> </li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>1- 5 minute break; in-class physical activity</li> </ul> <b>Reporting (Scientific Method) (LA S EE A)</b> <ul style="list-style-type: none"> <li>Students recall, describe something about the story they just listened to.</li> <li>Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.)</li> <li>Share information/interpretation with the class</li> <li>This process mirrors the final aspects of the scientific method; research must be shared with others</li> </ul>
	10:00	10:15	<b>Recess</b>
	10:20	11:35	<b>Environmental Education/Science/Art (S EE)</b> <ul style="list-style-type: none"> <li><b><i>Insect Encounters:</i></b> compare crickets, lady bugs to rollie pollies, etc.</li> <li><b><i>Insect Art Expression (EE A)</i></b> <ul style="list-style-type: none"> <li>create artistic expressions based on the Insect Encounters or on other insects. A variety of media will be available for students to select from for their art experience.</li> </ul> </li> </ul>

	11:40	12:15	<b>Social Science (Part 1) (SS)</b> <ul style="list-style-type: none"> <li>• <b>Unit 2: What stories are part of our past?</b> <ul style="list-style-type: none"> <li>○ Family history</li> <li>○ School history</li> <li>○ Traditions</li> <li>○ Past/present comparisons</li> </ul> </li> </ul> <b>ELA/Literature (EE SS)</b> <ul style="list-style-type: none"> <li>• Read an age-appropriate story about traditions</li> <li>• Q and A during the reading</li> </ul>
	12:20	2:10	<b>Math Instruction and Centers (M)</b> <ul style="list-style-type: none"> <li>• Counting manipulatives will be natural items ... things you may find insects on or in! (i.g. Acorns, miniature tree cookies, etc.)</li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> <li>• Student led</li> </ul> <b>Art Exploration (S EE A)</b> <ul style="list-style-type: none"> <li>• <b>Create an Insect and/or Spider</b></li> </ul> <b>Explorations (SEL LA M S EE A SS)</b> <ul style="list-style-type: none"> <li>• <b>Centers/Stations:</b> student choice ... reading, science, math, art, etc.</li> </ul>
	2:10	2:30	<b>Physical Education (EE PE)</b> <ul style="list-style-type: none"> <li>• <b>Insect/Spider Identification (builds off of Spider Web Wonders)</b> <ul style="list-style-type: none"> <li>○ high-active game requiring students to retrieve specific cards scattered a distance away from the students. Students must get the to the assigned cards using foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc.</li> </ul> </li> </ul>
	2:30	2:40	<b>Check for Understanding-Recognition (LA S EE)</b> <ul style="list-style-type: none"> <li>• High energy</li> <li>• Pick from Sight Words and/or Zoo Lab Words</li> </ul>
<b>Fri</b>	8:15	8:35	<b>Breakfast</b>
	8:35	10:00	<b>Zoo (take lunch) - Teacher-Led</b> <ul style="list-style-type: none"> <li>• <b>SEL Activity (SEL EE)</b> <ul style="list-style-type: none"> <li>○ <b>Morning Shorts:</b> activity that supports SEL growth</li> <li>○ Topics for this week to include: mindfulness, empathy, feelings, respect</li> </ul> </li> </ul>
	10:00	10:15	

10:20	11:35	<ul style="list-style-type: none"> <li>○ Activity will connect students with themselves and the environment (stewardship)</li> <li>• <b>Private Eye</b> curriculum ... insect observation (<b>M S EE</b>) <ul style="list-style-type: none"> <li>○ Observation, patterns, changing scale, questioning, theorizing</li> </ul> </li> <li>• <b>Physical Education at Zoo (teacher-led)</b> (<b>PE EE</b>) <ul style="list-style-type: none"> <li>○ Foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc. Bridge movements to animals. Build on foundational skills by combining movements. Perform movements for longer periods of time, increasing the challenge. Cognitive - following directions; increase complexity over time.</li> </ul> </li> </ul>
11:40	12:15	<b>Lunch</b>
12:20	2:10	<p><b>Language Arts/Literature</b></p> <ul style="list-style-type: none"> <li>• Read to class</li> <li>• <b>Word Meaning, Recognition, and Pronunciation</b> (<b>LA S EE</b>) <ul style="list-style-type: none"> <li>○ Review word list from Zoo Lab experience and Sight Words for the week</li> </ul> </li> </ul> <p><b>Brain Break</b></p> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <p><b>Language Arts/Literature</b></p> <ul style="list-style-type: none"> <li>• <b>Reporting (Scientific Method)</b> (<b>LA S EE A</b>) <ul style="list-style-type: none"> <li>○ Students recall, describe something about something they observed in the Private Eye experience at the zoo that morning.</li> <li>○ Write a simple sentence/summary and represent it; a variety of ways to represent the information will be made available (crayons, markers, paint, sculpt, etc.)</li> <li>○ Share information/interpretation with the class</li> <li>○ This process mirrors the final aspects of the scientific method; research must be shared with others</li> </ul> </li> </ul> <p><b>Explorations</b> (<b>SEL LA M S EE A SS</b>)</p> <ul style="list-style-type: none"> <li>• <b>Centers/Stations:</b> student choice ... reading, science, math, art, etc.</li> </ul>
2:10	2:30	<p><b>Physical Education</b> (<b>EE PE</b>)</p> <ul style="list-style-type: none"> <li>• <b>Insect/Spider Identification (builds off of Spider Web Wonders)</b> <ul style="list-style-type: none"> <li>○ High-active game requiring students to retrieve specific cards scattered a distance away. Students must get to the assigned cards using foundational movements: hop, jump, shape concepts, walk straight line, traveling with arms up, etc.</li> </ul> </li> </ul>
2:30	2:40	<p><b>Weekly Recap: Check for Understanding-Recognition</b> (<b>LA S EE</b>)</p> <ul style="list-style-type: none"> <li>• High energy</li> <li>• Pick from Sight Words and/or Zoo Lab Words</li> </ul>



**Golden Charter Academy Zoo Rotation Schedule for 4th-8th Grades.**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Wk 1</b>	<b>Zoo Lab: 5th (take lunch)</b>  Zoo: 7th grade (after lunch)	<b>Zoo Lab: 6th grade (take lunch)</b>  <b>Zoo Lab: 8th grade (after lunch)</b>	<b>Zoo Lab: 4th grade (take lunch)</b>	<b>Zoo Lab: 7th grade (take lunch)</b> Zoo: 5th (after lunch) Zoo: 6th grade (after lunch)	<b>Local Agency Field Experience: 8th</b>  Zoo: 4th grade (after lunch)
<b>Wk 2</b>	<b>Local Agency Field Experience: 4th</b> <b>Virtual Zoo Experience at GCA: 5th</b> Zoo: 7th grade (after lunch)	Zoo: 6th grade (take lunch)  Zoo: 8th grade (after lunch)	Zoo: 4th grade (take lunch)  <b>Zoomobile at GCA: 6th</b>	Zoo Lab: 7th grade (take lunch) Zoo: 5th (after lunch) Zoo: 6th grade (after lunch)	<b>Local Agency Field Experience: 7th</b> Zoo: 8th grade (take lunch) Zoo: 4th grade (after lunch)
<b>Wk 3</b>	Zoo: 5th (take lunch)  <b>Zoomobile at GCA: 4th</b>  Zoo: 7th grade (after lunch)	Zoo: 6th grade (take lunch)  Zoo: 8th grade (after lunch)	Zoo: 4th grade (take lunch)  <b>Zoomobile at GCA: 7th</b>	<b>Zoomobile at GCA: 5th</b> <b>Zoomobile at GCA: 8th</b> Zoo Lab: 7th grade (take lunch) Zoo: 6th grade (after lunch)	Zoo: 8th grade (take lunch) Zoo: 4th grade (after lunch) <b>Local Agency Field Experience: 6th</b>
<b>Wk 4</b>	Zoo: 5th (take lunch)  <b>Virtual Zoo Experience at GCA: 6th</b>  Zoo: 7th grade (after lunch)	<b>Virtual Zoo Experience at GCA: 7th</b> Zoo: 6th grade (take lunch)  Zoo: 8th grade (after lunch)	<b>Virtual Zoo Experience at GCA: 8th</b>  Zoo: 4th grade (take lunch)	<b>Local Agency Field Experience: 5th</b> <b>Virtual Zoo Experience at GCA: 4th</b> Zoo Lab: 7th grade (take lunch) Zoo: 6th grade (after lunch)	Zoo: 8th grade (take lunch)  Zoo: 4th grade (after lunch)

Week-at-a-Glance Legend	
<b>Social-Emotional Learning (SEL)</b> <b>Language Arts/Literature (LA)</b> <b>Math (M)</b> <b>Science (S)</b>	<b>Environmental Education (EE)</b> <b>Arts (A)</b> <b>Physical Education (PE)</b> <b>Social Science (SS)</b>

A Week-at-a-Glance for a 7th Grade Student August Unit: Endangered Flora and Fauna			
Day	Start	End	Learning Experiences
Mon	8:15	8:35	<b>Breakfast</b>
	8:35	10:40	<b>SEL Activity SEL EE</b> <ul style="list-style-type: none"> <li>• <b>Morning Shorts:</b> activity that supports SEL growth</li> <li>• Topics for this week to include: mindfulness, empathy, feelings, respect</li> <li>• Activity will connect students with themselves and the environment (stewardship)</li> </ul> <b>History/Geology of the Central Valley LA S EE SS</b> <ul style="list-style-type: none"> <li>• Discussion, short video clips</li> <li>• Introduce bioregion, succession, sprawl</li> <li>• Political/economic impact</li> <li>• Introduce map reading (USGS quadrant maps), topography, locating landmarks, using legends, etc.</li> <li>• Simulation of Table Mountain basalt formations <ul style="list-style-type: none"> <li>◦ Small group 'experiments'</li> </ul> </li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <b>Social Studies LA EE SS</b> <ul style="list-style-type: none"> <li>• Cultural exploration of the Central Valley region</li> <li>• Short video clips, discussion, artifacts</li> <li>• Compare human-environment interaction</li> </ul>
	10:40	10:55	<b>Recess</b>



	11:00	12:00	<b>Math LA M S EE</b> <ul style="list-style-type: none"> <li>• Mapping, topography</li> <li>• Using the USGS topo maps introduced earlier, complete a series of calculations</li> <li>• The map will encompass the conservation area that the class will be visiting on Friday</li> <li>• Small group math challenge</li> <li>• Calculations include the area of the conservation area, elevations and heights of specific land features, longitude/latitude, etc.</li> <li>• Narratives of the process of navigating each challenge posed.</li> </ul>
	12:00	12:30	<b>Lunch/Recess</b>
	12:30	1:05	<b>Zoo - Teacher Led (after lunch)</b> <ul style="list-style-type: none"> <li>• <b>Mapping LA M S</b> <ul style="list-style-type: none"> <li>◦ Map comparison - zoo map vs. USGS map</li> <li>◦ Small groups ... discover similarities and differences</li> </ul> </li> <li>• <b>Flora Phenology Project LA S EE A</b> <ul style="list-style-type: none"> <li>◦ Students select a specific flora species/mini-habitat onsite to monitor for the school year</li> <li>◦ Observations will be logged in student field journals</li> <li>◦ Each entry will have guidelines/requirements; students will be free to express these in a variety of ways (e.g. written prose, sketching, drawing, sketchnotes, etc.)</li> </ul> </li> <li>• <b>Adopt-a-Tree (PLT curriculum) LA M S EE A PE SS</b> <ul style="list-style-type: none"> <li>◦ Each student will be assigned a tree</li> <li>◦ Describe tree using personal observation and investigation</li> <li>◦ Identify relationships between tree and other organisms</li> <li>◦ Show/describe distinguishing features of the tree</li> <li>◦ Students will share their data/findings</li> </ul> </li> <li>• <b>Poet-Tree (PLT curriculum) LA S EE SS</b> <ul style="list-style-type: none"> <li>◦ Students will articulate a poem, prose, lyrics about their tree, their experience with the tree, etc.</li> <li>◦ Provides an opportunity to express thoughts, values, beliefs about the environment and related issues in creative and artistic ways.</li> </ul> </li> </ul> <b>Physical Education PE</b> <ul style="list-style-type: none"> <li>• Zoo Race Route (California Classic)</li> <li>• 1 mile route located inside the zoo</li> </ul>
	1:10	2:20	
	2:20	3:05	
	3:10	3:15	
<b>Tues</b>	8:15	8:35	<b>Breakfast</b>



8:35	10:40	<b>SEL Activity</b> <b>SEL EE</b> <ul style="list-style-type: none"> <li>• <b>Morning Shorts:</b> activity that supports SEL growth</li> <li>• Topics for this week to include: mindfulness, empathy, feelings, respect</li> <li>• Activity will connect students with themselves and the environment (stewardship)</li> </ul> <b>Language Arts</b> <b>LA M S EE SS</b> <ul style="list-style-type: none"> <li>• Narratives: <i>Houston We have a Narrative</i></li> <li>• Sharing data and research is a critical piece of the scientific method</li> <li>• This introduction is designed to provide students with tools for articulating narratives about their research, data, and experiences</li> <li>• Students will practice by writing on either the data from their mapping calculations, or their discoveries in the simulation of Table Mountain basalt formations from Monday's class.</li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <b>Introduce Nature Journaling and Field Journals</b> <b>LA S EE A</b> <ul style="list-style-type: none"> <li>• California Native Plant Society curriculum</li> <li>• Free online resources from Author/Artist John Muir Laws Website</li> <li>• Field journal protocols</li> <li>• Students will make an entry in their field journal using one or more of the techniques presented.</li> </ul>
10:40	10:55	<b>Recess</b>
11:00	12:30	<b>Math</b> <ul style="list-style-type: none"> <li>• <b>Lesson of the Kaibab Plateau (Project Wild)</b> <b>LA M S EE</b></li> <li>• Ecosystem carrying capacity, impact, environmental succession</li> <li>• Carrying capacity calculations, exploration of changing populations, data presentation</li> </ul>
12:30	1:05	<b>Lunch/Recess</b>

	1:10	2:20	<b>Conducting Independent Investigations: Mini-Investigations</b> <b>LA S EE</b> (Citizen Science Curriculum Guide: Phenology and Nature's Notebook) <ul style="list-style-type: none"> <li>Students will practice steps in the process of doing science (NGSS Science practices)</li> <li>Guided observation ... measurement, computation, graphing/ diagrams, estimation, prediction</li> <li>Example: How many seeds in a dandelion? Can use real dandelions, or high resolution images that provide a clear picture of the seed clusters</li> <li>Students document their findings/observations in their field journals</li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>1- 5 minute break; in-class physical activity</li> </ul> <b>Mini-Investigation (continued)</b> <b>LA S EE A</b> <ul style="list-style-type: none"> <li>Students will finish documenting their findings/observations in their field journals</li> </ul>
	2:20	3:05	<b>Physical Education</b>
	3:10	3:15	<b>Check for Understanding-Recognition</b> ( <b>LA S EE</b> ) <ul style="list-style-type: none"> <li>High energy</li> <li>Pick from one of the day's activities</li> </ul>
Wed	8:15	8:35	<b>Breakfast</b>

8:35	10:40	<p><b>SEL Activity</b> <b>SEL EE</b></p> <ul style="list-style-type: none"> <li>• <b>Morning Shorts:</b> activity that supports SEL growth</li> <li>• Topics for this week to include: mindfulness, empathy, feelings, respect</li> <li>• Activity will connect students with themselves and the environment (stewardship)</li> </ul> <p><b>Introduce Endangered Species Project</b> <b>LA M S EE SS</b></p> <ul style="list-style-type: none"> <li>• Introduce the International Union for Conservation of Nature (IUCN)</li> <li>• Explore the Red List categories and Criteria</li> <li>• Introduce students with an array of resources to research endangered species</li> <li>• Review the math processes to help students calculate the rate of extinction of a species.</li> </ul> <p><b>Brain Break</b></p> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <p><b>Introduce Endangered Species Project (continued)</b> <b>LA M S EE SS</b></p> <ul style="list-style-type: none"> <li>• Provide each student with a map that has the outline of the world</li> <li>• Place students in small groups and provide a list of endangered species</li> <li>• Groups research each animal on the list, locate and note their habitat on their map</li> <li>• In addition, groups will write short narratives on each animal that focuses on those things they find most unique and intriguing from their research</li> <li>• Students must also calculate the species rate of extinction and approximate how many years it has before extinction</li> <li>• From this activity springboards individual projects centered on an endangered specie selected by the student</li> </ul>
10:40	10:55	<b>Recess</b>
11:00	12:30	<p><b>Individual Endangered Species Project</b> <b>LA S EE</b></p> <ul style="list-style-type: none"> <li>• <b>Library Day</b> <b>LA S EE</b> <ul style="list-style-type: none"> <li>◦ Students will spend time in the library doing initial research and ultimately selecting an endangered species they would like to learn more about</li> </ul> </li> </ul> <p><b>Brain Break</b></p> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <p><b>Individual Endangered Species Project (continued)</b> <b>LA S EE</b></p> <ul style="list-style-type: none"> <li>• Students will create a written proposal (template provided) on the animal of their choice</li> <li>• Students will do a short 1 minute video summarizing what they have learned so far about the species they selected, and the big questions that they are curious about</li> </ul>
12:30	1:05	<b>Lunch/Recess</b>

	1:10	1:40	<b>Physical Education M S EE PE</b> <ul style="list-style-type: none"> <li>• <b>Oh Deer! (Project Wild)</b></li> <li>• Physical activity that demonstrates population fluctuations, carrying capacity, and limiting factors</li> </ul> <b>Check for Understanding-Recognition LA S EE</b> <ul style="list-style-type: none"> <li>• High energy</li> <li>• Pick from one of the day's activities</li> </ul>
Thur	8:15	8:35	<b>Breakfast</b>
	8:35	10:40	<b>Zoo Lab (take lunch) LA S EE</b> <ul style="list-style-type: none"> <li>• Review levels of endangerment</li> <li>• Introduce some of the endangered onsite plants and animals from the local region</li> <li>• Introduce external catalysts that cause changes in flora</li> <li>• Introduce internal responses to these catalysts</li> <li>• Reflect upon and study the effect of climate change on flora and fauna</li> <li>• Field journal entry on one of the species presented in the lab session</li> </ul> <b>Physical Education PE</b> <ul style="list-style-type: none"> <li>• Zoo Race Route (California Classic)</li> <li>• 1 mile route located inside the zoo</li> </ul> <b>Lunch</b>
	10:40	10:55	
	11:00	12:30	
	12:30	1:05	
	1:10	2:20	<b>Math LA M</b> <ul style="list-style-type: none"> <li>• Field Exploration: introduce math processes that will be used in Friday's field-experience</li> <li>• Students will learn how to conduct transect measurements, and residual dry matter measurements</li> <li>• Introduce methods of sharing data gathered</li> </ul> <b>Brain Break</b> <ul style="list-style-type: none"> <li>• 1- 5 minute break; in-class physical activity</li> </ul> <b>Math (continued) LA M</b> <ul style="list-style-type: none"> <li>• Break students into groups of two and practice the concept of transect measurements on campus</li> <li>• Have students make calculations and decide on a way to share the data.</li> </ul>
	2:20	3:05	<b>Physical Education PE</b> <ul style="list-style-type: none"> <li>• High Intensity Interval Challenge</li> </ul>
	3:10	3:15	<b>Check for Understanding-Recognition (LA S EE)</b> <ul style="list-style-type: none"> <li>• High energy</li> <li>• Pick from Sight Words and/or Zoo Lab Words</li> </ul>
Fri	8:15	8:35	<b>Breakfast</b>
	8:35	10:40	<b>Local Agency Field Experience LA M S EE PE SS</b> <ul style="list-style-type: none"> <li>• Collaborate with local foothill agency for a field experience in the Blue Oak Woodland habitat</li> <li>• Exploration traverses a three mile distance; easy to moderate difficulty level.</li> </ul>
	10:40	10:55	

11:00	12:30	<ul style="list-style-type: none"> <li>• Field biologist, botanist, wildlife ecologist to introduce foothill species; view first-hand impacts on flora-fauna</li> <li>• Geology of the watershed <ul style="list-style-type: none"> <li>◦ First-hand view of large granite outcroppings and the basalt table formations discussed earlier in the week</li> </ul> </li> <li>• 30 minute individual field exploration and field-journal experience</li> <li>• First-hand view of impacts on species: Invasive species, succession, development</li> <li>• Cultural-Historical Resources <ul style="list-style-type: none"> <li>◦ Native Americans of the area, village site, grinding holes, native uses of plants, artifacts</li> <li>◦ Mining and railroad footprint</li> </ul> </li> <li>• Rangeland Management (holistic) <ul style="list-style-type: none"> <li>◦ Tie to the 'Oh Deer' and 'Lessons of Kaibab Plateau' done earlier in the week</li> <li>◦ Discuss capacity and mimicry</li> </ul> </li> <li>• Transects and specie counts, Residual Dry Matter (RDM) calculations</li> <li>• Citizenship: Rights and Responsibilities <ul style="list-style-type: none"> <li>◦ What rights does the environment have?</li> <li>◦ What responsibility do you have to respect its rights?</li> </ul> </li> <li>• To end the day, a 30 minute individual field exploration and field-journal experience</li> </ul>
12:30	1:05	
1:10	2:20	
2:20	3:05	
3:10	3:15	

Scope And Sequence Map: 1st Grade		
1st Trimester August - October	2nd Trimester November - February	3rd Trimester March - May

<p><b>READING</b></p> <p>RL 1.1 details  RL 1.3 describe story  RL 1.4 feelings/senses  RL 1.7 illustrations  RL 1.9 compare-contrast</p> <p>RI 1.1 ask/answer questions  RI 1.2 topic/key details  RI 1.3 connect ideas  RI 1.4 clarify meaning  RI 1.6 distinguish information  RI 1.7 describe key ideas  RI 1.10 informational text</p> <p>RF 1.1 understanding  RF 1.1a sentence structure  RF 1.2 understanding  RF 1.2b pronunciation  RF 1.3 phonics/word analysis  RF 1.3a spelling-sound  RF 1.3b decoding  RF 1.3c vowel convention  RF 1.4 fluency/comprehension  RF 1.4a understanding  RF 1.4b accuracy, pacing</p>	<p><b>READING</b></p> <p>RL 1.1 details  RL 1.2 retell  RL 1.3 describe story  RL 1.4 feelings/senses  RL 1.5 text types/structures  RL 1.6 identify  RL 1.7 illustrations  RL 1.9 compare-contrast  RL 1.10 prose-poetry</p> <p>RI 1.1 ask/answer questions  RI 1.2 topic/key details  RI 1.3 connect ideas  RI 1.4 clarify meaning  RI 1.5 text structures  RI 1.6 distinguish information  RI 1.7 describe key ideas  RI 1.8 author reasoning  RI 1.9 text comparison  RI 1.10 informational text</p> <p>RF 1.1 understanding  RF 1.1a sentence structure  RF 1.2 understanding  RF 1.2b pronunciation  RF 1.2c isolate sounds  RF 1.2d segment sounds  RF 1.3 phonics/word analysis  RF 1.3a spelling-sound  RF 1.3b decoding  RF 1.3f inflectional words  RF 1.3g irregular words  RF 1.4 fluency/comprehension  RF 1.4a understanding  RF 1.4b accuracy, pacing  RF 1.4c using context</p>	<p><b>READING</b></p> <p>RL 1.1 details  RL 1.2 retell  RL 1.3 describe story  RL 1.4 feelings/senses  RL 1.5 text types/structures  RL 1.6 identify  RL 1.7 illustrations  RL 1.9 compare-contrast  RL 1.10 prose-poetry</p> <p>RI 1.1 ask/answer questions  RI 1.2 topic/key details  RI 1.3 connect ideas  RI 1.4 clarify meaning  RI 1.7 describe key ideas  RI 1.8 author reasoning  RI 1.9 text comparison  RI 1.10 informational text</p> <p>RF 1.1 understanding  RF 1.1a sentence structure  RF 1.2 understanding  RF 1.2b pronunciation  RF 1.3a spelling-sound  RF 1.3b decoding  RF 1.3c vowel convention  RF 1.3d syllables  RF 1.3e decoding syllables  RF 1.3f inflectional words  RF 1.3g irregular words  RF 1.4 fluency/comprehension  RF 1.4a understanding  RF 1.4b accuracy, pacing  RF 1.4c using context</p>
<p><b>WRITING</b></p> <p>W 1.2 informative  W 1.5 topic  W 1.7 research  W 1.8 recall/gather info</p>	<p><b>WRITING</b></p> <p>W 1.1 opinion  W 1.2 informative  W 1.3 narrative  W 1.5 topic  W 1.7 research  W 1.8 recall/gather info</p>	<p><b>WRITING</b></p> <p>W 1.1 opinion  W 1.2 informative  W 1.3 narrative  W 1.5 topic  W 1.6 produce writing  W 1.7 research  W 1.8 recall/gather info</p>

<b>SPEAKING/LISTENING</b> SL 1.1 collaborative conversations SL 1.1a discussion protocols SL 1.2 key details SL 1.3 clarify information SL 1.4 description SL 1.5 visual description	<b>SPEAKING/LISTENING</b> SL 1.1 collaborative conversations SL 1.1a discussion protocols SL 1.1b build on conversations SL 1.1c clarifying questions SL 1.2 key details SL 1.3 clarify information SL 1.4 description SL 1.5 visual description SL 1.6 complete sentences	<b>SPEAKING/LISTENING</b> SL 1.1 collaborative conversations SL 1.1a discussion protocols SL 1.1b build on conversations SL 1.1c clarifying questions SL 1.2 key details SL 1.3 clarify information SL 1.4 description SL 1.5 visual description SL 1.6 complete sentences
<b>LANGUAGE</b> L 1.1a print L 1.1b nouns L 1.1c nouns/verbs L 1.1d pronouns L 1.1f adjectives L 1.1g conjunctions L 1.4c root words L 1.5a categorize words	<b>LANGUAGE</b> L 1.1a print L 1.1b nouns L 1.1c nouns/verbs L 1.1d pronouns L 1.1e verbs-time L 1.1f adjectives L 1.1g conjunctions L 1.2a capitalize L 1.2b punctuation L 1.2d spelling L 1.4a context clues L 1.4c root words L 1.5a categorize words L 1.5b define by category L 1.5c connections L 1.6 word relationships	<b>LANGUAGE</b> L 1.1c nouns/verbs L 1.1d pronouns L 1.1e verbs-time L 1.1h determiners L 1.1i prepositions L 1.1j sentence structure L 1.2c commas L 1.2d spelling L 1.2e spelling conventions L 1.4a context clues L 1.4b affixes L 1.4c root words L 1.5c connections L 1.5d shades of meaning L 1.6 word relationships
<b>ELD</b> PI A.1 exchanging info/ideas PI A.2 interacting PI B.5 listening actively PI B.8 analyzing PI C.10 writing PI C.12 precise vocabulary PII A.1 text structure PII B.3 verbs/phrases PII B.4 nouns/phrases PIII phonics/word recognition, print concepts, fluency	<b>ELD</b> PI A.1 exchanging info/ideas PI A.2 interacting PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI B.7 evaluating PI B.8 analyzing PI C.9 expressing info/ideas PI C.10 writing PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PII C.7 condensing ideas PIII phonics/word recognition, print concepts, fluency	<b>ELD</b> PI A.1 exchanging info/ideas PI A.2 interacting PI A.3 justify, negotiate PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI C.9 expressing info/ideas PI C.10 writing PI C.11 justify, evaluate PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PII C.7 condensing ideas PIII phonics/word recognition, print concepts, fluency

<b>MATH</b> Count and Model Numbers 1.NBT.1 Add/Sub within 10 1.OA.1 1.OA.3 1.OA.5 1.OA.6 1.OA.7 1.OA.8	<b>MATH</b> Place Value 1.NBT.2 1.NBT.5 Comparing Numbers 1.NBT.3 1.NBT.1 Add/Sub within 20 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8	<b>MATH</b> Geometry 1.G.1 1.G.2 1.G.3 Add/Sub of Larger Numbers 1.OA.6 1.NBT.4 1.NBT.5 1.NBT.6 Measurement 1.MD.1 1.MD.2 1.MD.3 1.MD.4
--	--	---

Scope And Sequence Map: 7th Grade		
1st Trimester August - October	2nd Trimester November - February	3rd Trimester March - May
<b>Reading</b> RL 7.1 cite evidence RL 7.2 theme RL 7.3 story elements  RI 7.1 cite evidence RI 7.2 central idea RI 7.3 analyze ideas RI 7.6 author's point of view	<b>Reading</b> RL 7.1 evidence RL 7.2 theme RL 7.3 story elements RL 7.4 figurative/connotative language RL 7.6 point of view RL 7.7 compare to another medium RL 7.9 historical fiction  RI 1.7 textural evidence RI 7.2 central idea RI 7.3 analyze text, ideas, events RI 7.4 word meaning, choice RI 7.5 analyze structure RI 7.7 compare to other medium, RI 7.8 trace/evaluate argument RI 7.9 Compare and contrast	<b>Reading</b> RL 7.1 evidence RL 7.2 central idea RL 7.3 story elements RL 7.4 word meaning RL 7.6 point of view RL 7.7 compare to another medium  RI 7.2 central idea RI 7.3 analyze text, ideas, events RI 7.6 point of view RI 7.7 media



<p><b>Reading: History/Soc Stu</b>  RH 7.2 secondary source  RH 7.4 word meanings  RH 7.5 presentation of info  RH 7.7 visual integration  RH 7.9 analysis of sources</p> <p><b>Reading: Science/Tech</b>  RST 7.1 cite evidence  RST 7.2 central ideas  RST 7.3 multistep procedure  RST 7.4 scientific symbols/terms  RST 7.5 analyze structure  RST 7.8 distinguish facts</p>	<p><b>Reading: History/Soc Stu</b>  RH 7.1 textural evidence  RH 7.2 secondary source  RH 7.3 identify key steps  RH 7.4 word meanings  RH 7.5 presentation of info  RH 7.7 visual integration  RH 7.8 fact/opinion  RH 7.9 analysis of sources</p> <p><b>Reading: Science/Tech</b>  RST 7.1 cite evidence  RST 7.2 central ideas  RST 7.3 multistep procedure  RST 7.4 scientific symbols/terms  RST 7.5 analyze structure  RST 7.6 analyze purpose  RST 7.7 integrate information  RST 7.8 distinguish facts</p>	<p><b>Reading: History/Soc Stu</b>  RH 7.1 textural evidence  RH 7.3 identify key steps  RH 7.4 word meanings  RH 7.5 presentation of info  RH 7.6 author viewpoint  RH 7.7 visual integration  RH 7.8 fact/opinion  RH 7.10 understand Hist/SS</p> <p><b>Reading: Science/Tech</b>  RST 7.1 cite evidence  RST 7.2 central ideas  RST 7.3 multistep procedure  RST 7.4 scientific symbols/terms  RST 7.5 analyze structure  RST 7.7 integrate information  RST 7.9 compare/contrast  RST 7.10 understand Sci/Tech texts</p>
<p><b>Writing</b>  W 7.1a introduce claim  W 7.1b support claim  W 7.1c reasons/evidence  W 7.2 topic, informative  W 7.3.a point of view  W 7.3.b narrative techniques  W 7.3d details  W 7.3e conclusion  W 7.4 purpose/audience  W 7.7 research  W 7.8 digital sources  W 7.9 evidence  W 7.9 evidence</p>	<p><b>Writing</b>  W 7.1a introduce claim  W 7.1b support claim  W 7.1c reasons/evidence  W 7.1d formal style  W 7.1e conclusion  W 7.2 informative  W 7.3a point of view  W 7.3.b narrative techniques  W 7.3c transitions  W 7.3d details  W 7.3e conclusion  W 7.4 task, purpose  W 7.5 writing process, revision  W 7.10 write routinely</p>	<p><b>Writing</b>  W 7.2a thesis statement  W 7.2b develop a topic  W 7.2c transitions  W 7.2d precise language  W 7.2e formal style  W 7.2f concluding statement  W 7.4 talks, purpose, audience  W 7.5 writing process  W 7.6 linking/citing sources  W 7.7 research  W 7.8 relevant information  W 7.9 evidence  W 7.10 write routinely</p>
<p><b>Speaking/Listening</b>  SL7.1 collaborative discussions  SL 7.1c pose questions  SL 7.1d acknowledge new information  SL 7.4 present claims</p>	<p><b>Speaking/Listening</b>  SL 7.1 collaborative discussions, engage effectively  SL 7.1a come to discussions prepared  SL 7.1b collegial discussions  SL 7.1c pose questions  SL 7.1d acknowledge new information  SL 7.2 analyze main idea  SL 7.3 delineate a speaker's argument  SL 7.4 present claims  SL 7.5 include multimedia  SL 7.6 adapt speech</p>	<p><b>Speaking/Listening</b>  SL 7.1 collaborative discussions, engage effectively  SL 7.1a come to discussions prepared  SL 7.1b collegial discussions  SL 7.1c pose questions  SL 7.1d acknowledge new information  SL 7.4 present claims  SL 7.5 include multimedia  SL 7.6 adapt speech</p>

<b>LANGUAGE</b> L 7.2 conventions L 7.2a adjectives L 7.4 word meanings L 7.4a context clues	<b>LANGUAGE</b> L 7.1 conventions/grammar L 7.1a phrases/clauses L 7.1b sentence variety L 7.1c dangling modifiers L 7.2 language conventions L 7.2b spell correctly L 7.3 language L 7.4a context L 7.4b roots L 7.4c use reference material L 7.4d word meaning L 7.5 figurative language, analogy L 7.5a figures of speech L 7.5b word relationships L 7.5c connotations	<b>LANGUAGE</b> L 7.1a phrases/clauses L 7.1b sentence variety L 7.1c dangling modifiers L 7.4a context L 7.4b roots L 7.4c use reference material L 7.4d word meaning L 7.5 figurative language, analogy L 7.5a figures of speech L 7.5b word relationships L 7.5c connotations L 6 word phrases
<b>ELD</b> PI A.1 exchanging info/ideas PI A.2 interacting PI B.5 listening actively PI B.6 conveyed meaning PI C.9 expressing info/ideas PI C.10 writing PII A.1 text structure PII B.3 verbs/phrases PII B.4 nouns/phrases PII C.1 connecting ideas PIII print concepts, fluency	<b>ELD</b> PI A.1 exchanging info/ideas PI A.2 interacting PI A.3 justify, negotiate PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI B.7 evaluating PI B.8 analyzing PI C.9 expressing info/ideas PI C.10 writing PI C.11 justify, evaluate PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PII C.7 condensing ideas	<b>ELD</b> PI A.1 exchanging info/ideas PI A.2 interacting PI A.3 justify, negotiate PI A.4 language choice PI B.5 listening actively PI B.6 conveyed meaning PI B.7 evaluating PI B.8 analyzing PI C.9 expressing info/ideas PI C.10 writing PI C.11 justify, evaluate PI C.12 precise vocabulary PII A.1 text structure PII A.2 cohesion PII B.3 verbs/phrases PII B.4 nouns/phrases PII B.5 modifying PII C.6 connecting ideas PIII print concepts, fluency
<b>MATH</b> Number System 7.NS.1 7.NS.2 7.NS.3 Ratios & Proportions 7.RP.1 7.RP.2 7.RP.3 7.G.1	<b>MATH</b> Probability 7.SP.5 7.SP.6 7.SP.7 7.SP.8 Expressions & Equations 7.EE.1 7.EE.2 7.EE.3 7.EE.4	<b>MATH</b> Statistics 7.SP.1 7.SP.2 7.SP.3 7.SP.4 Geometry 7.G.2 7.G.3 7.G.4 7.G.5 7.G.6

## **APPENDIX G: Other Attachments**

# CALIFORNIA'S ENVIRONMENTAL PRINCIPLES & CONCEPTS



California's Environmental Principles and Concepts (EP&Cs) highlight the deep relationship between humans and the natural world. The EP&Cs are “big ideas” intended to inform standards-based instruction and fuel student inquiry. Teachers can support environmental literacy by helping students to understand and apply the EP&Cs across academic disciplines and in the real world.

## The EEI Curriculum

The EP&Cs are the foundation of the environmental content taught in the model EEI Curriculum. Each EEI Curriculum unit supports at least one EP&C. In the EEI Curriculum, your students' understanding of the EP&Cs builds over the course of their academic careers, strengthening their environmental literacy.

## PRINCIPLE 1

### People Depend on Natural Systems



The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.

**Concept A.** The goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.

**Concept B.** The ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.

**Concept C.** That the quality, quantity, and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.

[www.californiaeei.org/epc/](http://www.californiaeei.org/epc/)



## PRINCIPLE 2

### People Influence Natural Systems



The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.

**Concept A.** Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.

**Concept B.** Methods used to extract, harvest, transport, and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems.

**Concept C.** The expansion and operation of human communities influences the geographic extent, composition, biological diversity, and viability of natural systems.

**Concept D.** The legal, economic, and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.

## PRINCIPLE 3

### Natural Systems Change in Ways that People Benefit From and Can Influence



Natural systems proceed through cycles that humans depend upon, benefit from, and can alter.

**Concept A.** Natural systems proceed through cycles and processes that are required for their functioning.

**Concept B.** Human practices depend upon and benefit from the cycles and processes that operate within natural systems.

**Concept C.** Human practices can alter the cycles and processes that operate within natural systems.

## PRINCIPLE 4

### There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems



The exchange of matter between natural systems and human societies affects the long-term functioning of both.

**Concept A.** The effects of human activities on natural systems are directly related to the quantities of resources consumed and to the quantity and characteristics of the resulting byproducts.

**Concept B.** The byproducts of human activity are not readily prevented from entering natural systems and may be beneficial, neutral, or detrimental in their effect.

**Concept C.** The capacity of natural systems to adjust to human-caused alterations depends on the nature of the system as well as the scope, scale, and duration of the activity and the nature of its byproducts.

## PRINCIPLE 5

### Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors



Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

**Concept A.** There is a spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions.

**Concept B.** The process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.

[www.californiaeei.org/epc/](http://www.californiaeei.org/epc/)

## APPENDIX H: Required Forms

## Development Team Information



### Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☐ Lead Developer      ☐ Director/Principal      ☐ On-site Financial Manager      ☒ Other\_\_Curriculum

Legal Name (First/Middle/Last): \_\_Andra Kay Christenson

Other Names Used (i.e. Maiden/Former Married): Kasparian, Tremper

Address: 2110 N Vagedes Ave

City: Fresno    State: CA    Zip Code: 93705

### Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

### Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: Andra Kay Christenson



Fresno Unified  
School District

Name: Andra Kay Christenson

Date: 10/6/20

# Andra Kay Christenson

2110 N. Vagedes Ave, Fresno, CA 93705

559 824 8422

andrakaydesign@gmail.com

## PERSONAL PROFILE

Highly creative and motivating individual with demonstrated experience in educational administration and program development; teacher training and support; and children's curriculum/ enrichment activities. Professional strengths include a unique ability to synthesize projects from conception to implementation, excellent writing skills, and artistic ability.

## PROFESSIONAL EXPERIENCE

### *Educational Administration*

- Worked with founding Board of Trustees to define and implement the vision for a school focused on the Arts & Science as described in the Charter with the State of California.
- Hired, trained, and supervised a staff of 46 employees.
- Worked with staff to develop all infrastructure including schedules, forms and procedures.
- Organized and implemented the After-School Program in coordination with the Fresno County Office of Education.
- Established and organized parents into groups including Fundraising, Classroom Volunteers, Garden and School Site Committees, Parenting Partners training.
- Wrote and assisted with grants for the school - \$85,000 plus.
- Served on the Marketing Committee, acted as a liaison between VASA and the media and community groups such as the Fresno Coalition of Art, Science, and History. Handled all media communications and interviews.
- Modeled lessons in all classrooms for 16 teachers and approximately 260 students.
- Scheduled staff development and training opportunities for the teachers including Art Smart, Visual Thinking Strategies, CPR & First Aide, San Joaquin Valley Writing Project.
- Collaborated with Fresno Pacific University to provide instruction in reading instruction.

### *Program Development – Community Theme Park*

- Developed and performed puppet shows for an outdoor theme park.
- Developed and performed in the Early Literacy Program.
- Interactive storytelling and reading was provided for visiting San Joaquin Valley schools.
- Six Story Festivals complete with dramatic, musical, and story performances for families in the region. Over 5,000 people participated in the programs.
- Hired and supervised 10 paid staff and over 50 volunteers.
- Wrote grants - \$255,000 for community theme park
- Coordinated marketing plan for programs including focus groups, organizing outreach activities for festivals, developing flyers and brochures for the program, and creating paid advertisements for the newspaper. T.V. and other media contacts were also handled. Wrote copy for the Storyland focus piece in the 2005/06 issue of the Valley Yellow Pages phone book.
- Trained staff and volunteers in puppetry, literacy, and performance techniques.



#### *Program Development – Regional Science Museum*

- Developed both on site and traveling programs including Suitcase Science, a hands on science experience for area classrooms and Naturekids, a preschool camp for parents and children to attend together.
- Wrote grants - \$260,000 for regional science museum.
- Worked with staff and Board to develop a 3 year Strategic Plan for the museum.
- Organized and participated in Fund Raising Events such as Cactus in Bloom Wine Tasting, Noches de los Luminarias, a Mexican American holiday event, and California Arts Council puppet performances.
- Served as a member of the Board of Trustees including President.
- Staff training in classroom management, Inquiry based Science techniques and customer service.
- Managed a small gift shop. Improved ordering and inventory procedures.
- Collaborated with CSU Fresno Business Department to hire an intern to improve marketing of the gift shop.
- Connected TDC with the Forest Service and the National Parks Service to create the Naturevans program.

#### *Program Development – Regional Zoological Park*

- Served as Docent and Wildlife Workshop Coordinator.
- Developed and taught in the preschool workshops and the popular Flashlight Safaris which included activities, food, and night tours of the zoo for families.
- Helped to develop the Zoomobile program. Traveled to Valley schools using a personal car before Zoomobile van was purchased.
- Created a puppet program for zoo promotion which included puppet construction and training of puppeteers. Still operational to this day.
- Participated in many educational and fundraising activities including Breakfast with the Animals and Safari Night.
- City of Fresno Blue Ribbon Zoo Commission – worked with local citizens to create the plan for sustaining the zoo and the regional tax that would fund the plan.
- Performed Zookeeper functions for baby animals and reptiles.

#### *Teaching and Teacher Training*

- **Classroom Teacher** – grades K, 1, 2, 5,6. Taught multiple subjects in a self contained classroom in three school districts.
- **Science Lead Teacher** – Full Option Science System (FOSS) from the Lawrence Hall of Science & the California Science Implementation Network (CSIN). Conducted workshops and training for teachers in Earth, Life, and Physical Science.
- **Mentor Teacher** – Supported beginning teachers by modeling lessons, providing curriculum ideas, and classroom management skills.
- **Peer Assistance & Review (PAR) Consulting Teacher** – Worked with over 30 beginning and

experienced teachers. Modeled lessons and provided coaching on classroom management and teaching strategies. Evaluated teachers using the California Standards for the Teaching Profession. Twenty PAR Consulting Teachers were selected from a group of 700 applicants.

- **Literacy Coach** – Modeled lessons in Best Practices for teaching the Language Arts. Coached primary teachers and provided materials on Literacy.
- **Staff Developer** – Intersession Program – Conducted workshops and training for over 20 teachers working in the Intersession Program for a year round school district. Visited classrooms and provided coaching for all teachers.
- **Summer School Teacher** – 2 sessions.
- **Beginning Teacher Support & Assessment (BTSA)** - Provided non-evaluative curricular support for beginning teachers. The California Standards for the Teaching Profession were used as a guide.
- **Music Teacher** – Weekly lessons were given to primary classrooms in three elementary schools.
- **Artist in the Schools** – Puppetry, Weaving, Paper Construction: Visited classrooms in 10 different schools and conducted lessons in the arts. Each classroom was seen for 1 hour a week for 6 weeks at a time.
- **Presenter** -Conducted workshops on puppetry, literacy, integrating science, & art at Early Childhood, Science & Mentor Teacher Conferences. Over 150 teachers were seen in six different sessions.
- **Author** - Wrote and published curriculum materials for teachers. The book published by Good Apple was distributed internationally. The book published by Evan Moor was a best seller.
- **Puppeteer & Storyteller** – Read and told stories, performed in costume with puppets in a zoo, an outdoor theme park, and at private parties and public school classrooms.

## **WORK HISTORY**

**Founding Principal** , Valley Arts & Science Academy

**Curriculum Specialist/Science**, Fresno Unified School District

**Chavez Adult School - ESL**

**Classroom Teacher** – K, 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>

**Teacher Support & Training**

**Visual Arts Program** – K-8

**Program Development & Grant Writing** Storyland Children's Theme Park

**Board of Trustees & Program Development** at The Discovery Center Children's Science Museum

## **EDUCATION, CERTIFICATION, LICENSES**

**California State University, Fresno**

- Multiple Subjects Credential in Elementary Education
- BS in Special Major, Biology & Education
- Supplemental Certificate in Life Science

**Fresno Pacific University** – Masters Program in Organizational Leadership

**Charter Schools Leadership Institute**

**Grant Writing** – United Way & CSU Fresno coursework

**Early Literacy Training** – Rigby Company

- National Center For Family Literacy
- Fresno County Office of Education
- San Joaquin Valley Writing Project

**Center For Peacemaking & Conflict Studies** – School Conflict Management

**Beginning Teacher's Support & Assessment (BTSA)** – Support Provider & Admin. Training, Cognitive Coaching

**Keeping Score** – Music Training with the San Francisco Symphony and the Fresno County Office of Education

**Parenting Partners** – Coursework/Training in Parenting Techniques

**Conference Presentations** – Brain Symposium, CA Kindergarten Association, Puppeteers of America, California Science Teachers Association, California Charter Schools Association



### Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☒ Lead Developer    ☐ Director/Principal    ☐ On-site Financial Manager    ☐ Other Co. Founder

Legal Name (First/Middle/Last): Bard M De Vore

Other Names Used (i.e. Maiden/Former Married): N/A

Address: 3430 Phillip Ave

City: Clovis State: CA Zip Code: 93612

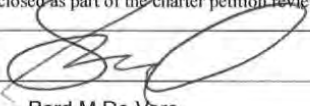
#### Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

#### Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: 

Name: Bard M De Vore

Date: 10/8/20

## PROFESSIONAL SUMMARY

Innovative Academic leaders focused on engaging with students and educators to meet students needs and support student success. Committed to providing empowering leadership through clear and open communication. Known for consistently supporting students and staff as an educational advocate. Motivational in team building, culture improving and performance-increasing initiatives. Demonstrates versatility in leadership approaches to acquire active participation in collaborative activities.

## SKILLS

Relationship building and management  
Alternative education specialist  
At-risk youth  
Student-centered learning  
Middle school, secondary and Adult education  
Student engagement  
Online learning tools

Data collection and analysis  
Classroom Management  
Curriculum Development  
Student records management  
Instructional leadership  
Program development and management  
Strategic Planning

## WORK HISTORY

### Teacher

08/2002 - Current

#### Fresno Unified School District - Fresno, CA

**JE Young Academic Academy** 2009-Current Teacher with HOUSSE credentialing in all subject areas and electives, Alternative Education specialist, 504 Coordinator (2009-2012), assisted in developing and delivering alternative education services to students on comprehensive high school campuses throughout Fresno Unified School District.

**Edison High School** 2005-2009 English Teacher, Assistant Varsity Basketball Coach, Varsity Golf Coach, Assistant Track Coach, Announcer for Football and boys and girls Basketball.

**Scandinavian Middle School** 2002-2005 English Teacher, Athletic Director, Coach, Department Head, TSA Guidance Learning Coordinator (2004-2005), Developed and implemented before and after school programs. Responsible for creating and maintaining the programs budget. Assess students' strengths and weaknesses regularly to provide appropriate strategies for addressing learning needs.

### Adjunct Professor

#### National University - Fresno, CA

09/2010 - Current

Instruct students using on-line lectures, discussions and Blackboard Collaborate live video sessions for Teacher Education courses and Masters in Education courses.

Work with graduate students on development of their Masters Professional Development Quest Portfolio. Define and articulate learning outcomes, including rubrics to improve student learning. Track student assignments, discussion board posts and test scores by using online database to provide real-time progress monitoring.

### Chairperson



**Western Association Of Schools And Colleges (WASC)** - Burlingame, CA 08/2013 - Current

Lead accreditation teams to determine Accreditation Status of schools based on WASC criterion. Produce and deliver a detailed report outlining accreditation terms and justifications for findings and a final presentation to the school visited as well as stakeholders and community members.

**Founding Board Member**

**Golden Charter Academy** - Fresno, CA 10/2019 - Current

Offered expertise on employee and business development plans to enhance implementation and routine oversight.

Crafted business plans that identified long term company goals and also detailed smaller goals to keep organization on track.

Focused teams on developing innovative and cutting-edge approaches at all levels with effective resource allocation and strategic planning.

**Summer School Principal**

**Fresno Unified School District** - Fresno, CA 06/2018 - 06/2019

Interviewed, hired, supervised and assisted all school employees and offered feedback through positive methods.

Oversaw administrative functions for Summer School Sessions.

Built productive relationships with parents of students facing difficult situations at school or at home.

**Committee Member**

**Western Association Of Schools And Colleges** - Burlingame, CA Served as a team member during WASC visits. 08/2011 - 08/2013

Assisted in determining WASC accreditation status through a detailed report that outlined findings and evidence in support of accreditation recommendation provided by the WASC visiting committee.

**Adjunct Professor**

**University Of Phoenix** - Fresno, CA 08/2010 - 06/2016

Instructed students using lectures, discussions and demonstrations in the area of Action research, Writing, Language development, critical thinking and Literature.

Employed variety of teaching techniques to encourage student engagement and cater to diverse learning modalities.

**Teacher**

**Fresno County Office Of Education** - Fresno, CA 08/1992 - 06/2002 Administration And Policy  
**Pepperdine University** - Malibu, CA

Observed and evaluated students' performance, behavior, social development and physical health. Kept students on-task with proactive behavior modification and positive reinforcement strategies. Teacher of the year nominee, 1999 and 2002

Specialized in at-risk youth

**EDUCATION** 06/2008

**Doctor of Education:** Educational Leadership,

Dissertation: Attitudes & Perceptions of High School Career and Technical Education in California's Central Valley

Received the Pepperdine Presidents Fellowship

Graduated magna cum laude

**Master of Arts:** Cross-Cultural Education W/Single Subject Cred.

**National University** - Fresno **Bachelor of Arts:** English 05/2002

**California State University - Fresno** - Fresno, CA 05/1997

## **ACCREDITATIONS**

California Administrative Services Credential Tiers 1 and 2.

California Clear Single-Subject Teaching Credential

CLAD Certification

National Coaching Certification

## **PROFESSIONAL MEMBERSHIPS**

Phi Delta Kappa

ACSD

CTA



### Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☒ Lead Developer      ☐ Director/Principal      ☐ On-site Financial Manager      ☐ Other \_\_\_\_\_

Legal Name (First/Middle/Last): Robert D. Golden

Other Names Used (i.e. Maiden/Former Married): \_\_\_\_\_

Address: 1719 L. Street

City: Fresno State: CA Zip Code: 93721

#### Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

#### Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: \_\_\_\_\_

Name: Robert Golden

Date: 10/8/2020



---

## ROBERT D. GOLDEN SR.

1719 L Street Fresno, CA 93721 559-999-4887 [Robert@goldencharteracademy.org](mailto:Robert@goldencharteracademy.org)

---

### PROFILE

Professional Football player in the NFL for seven years demonstrating the ability to successfully perform in highly competitive environments & working under extreme pressure. Diverse industry & functional experience with a driven attitude to motivate, encourage and bring out the best in others. Reputation for providing leadership in team like settings.

### EXPERIENCE

#### GOLDEN CHARTER ACADEMY - 2019-PRESENT

- Founder and C.E.O. of developmental Processes regarding establishing the educational school.
- Kansas City Chiefs 2018 (Free Safety & Special Teams).
- Pittsburgh Steelers 2012-2017 (Cornerback, Free Safety, Strong Safety, Special Teams)

#### PITTSBURGH STEELERS TEAM CAPTAIN – 2014-2017

ELECTED BY PITTSBURGH STEELERS TEAMMATES TO BE THE CAPTAIN OF THE SPECIAL TEAMS UNIT FOR FOUR CONSECUTIVE YEARS.

- Responsible for making sure the unit was motivated and prepared to execute the game plan.
- Helped create winning game plans with special team coordinator.
- Robert helped lead the Steelers to 3 AFC North Championships, and appeared in 4 playoff births during those captaincy years.

#### PITTSBURGH STEELERS PLAYER ENGAGEMENT – 2017-2018

- Encouraged players to continue education during the offseason.
- Helped organize post NFL career internships with the NFLPA.
- Taught rookies how to manage life outside of football. (Pay bills, agendas, structure)

#### BEGREAT SPORTS – 2018-2019

BeGreat Sports is a sports agency that tailors to more than 15 current NFL players.

- Player Development - Teach rookies how to be a professional on and off the field.
- Assistant Recruiting Coordinator - I recruited 4 players to BeGreat Sports who all participated in the NFL.

### EDUCATION:

References upon Request

---

UNIVERSITY OF ARIZONA, TUCSON – 2018  
BACHELOR OF GENERAL STUDIES; SOCIAL & HUMAN UNDERSTANDING.

ROBERT D. GOLDEN SR.

1719 L Street Fresno, Ca 93721 559-999-4887 Robert@goldencharteracademy.org

RESUME ADDENDUM PAGE 2 OF 2 EXCELLENCE SKILLS & COMMUNITY  
SERVICE:

---

**EXCELLENCE SKILLS:**

- Leading & Developing Teams
- Motivator
- Multi-Tasking
- Teaching
- Public Speaking
- Effective Communicator
- Radio & Television Broadcast
- Media

**COMMUNITY SERVICE:**

**Believe & Achieve Football Clinic: 2013-Present:**

Robert Golden host a free football clinic at Fresno State stadium for children throughout the San Joaquin Valley. It is a clinic where kids get to learn from current and former NFL Players, as well as Collegiate athletes. Each year, the camp averages over 500 free participants.

**Robert Golden Health & Fitness: 2016-2017**

Robert Golden put together a free health & fitness training class for his under privilege community in Fresno CA. Robert had 5 trainers from 5 different gyms come together with a game plan to train over 50 individuals to promote health & Fitness.

**Robert Golden Diabetes Awareness Walk: 2017-Present**

After Robert lost his dad, and high school coach to the deadly disease of diabetes, he wanted to bring awareness to his community. Robert host an annual diabetes awareness walk every year at his alma mater, Edison High School, Fresno CA.

References upon Request

---

**Dicks Sporting Goods NO BULLYING: 2018**

Robert 2018 offseason he promoted No Bullying in Fresno Unified School District. Robert spoke to multiple schools in Fresno Unified about anti-bullying. He partnered with Dicks Sporting Goods for his NO Bullying Campaign. Robert was able to take bullied kids in low income neighborhoods on a shopping spree at Dicks Sporting Goods.

References upon Request



### Request for Development Team Information

#### Please attach resume

Position with Charter School – Please check appropriate box:

☐ Lead Developer      ☐ Director/Principal      ☐ On-site Financial Manager      ☐ Other Board Chair

Legal Name (First/Middle/Last): Edward Charles González

Other Names Used (i.e. Maiden/Former Married): N/A

Address: 2117 W. San Joe Ave.

City: Fresno \_\_\_\_\_ State: CA \_\_\_\_\_ Zip Code: 93711

#### Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

#### Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: \_\_\_\_\_

Name: Edward C. González

Date: 10/1/20



## Edward C. González, Ed.D.

2117 W. San Jose Ave.

Fresno, CA 93711

(559) 977-7487

edward.edgeconsulting@gmail.com

---

### EDUCATION:

- 2017-2020 Doctorate in Educational Leadership, CSU Fresno
- 1997-2002 Professional Clear Administrative Credential, CSU Fresno
- 1997-1999 Master of Arts in Educational Leadership, CSU Fresno
- 1981-1982 Multiple Subjects Credential, CSU Fresno
- 1975-1981 Bachelor of Arts in Political Science, CSU Fresno

### EMPLOYMENT:

- 2019-Curr Senior Advisor and Board Chair, Golden Charter Academy
- 2017-Curr Founder and Senior Consultant, Edge Consulting and Educational Services
- 2017-Curr Facilities Consultant, SchoolWorks, Inc.
- 2013-2017 Superintendent, Madera Unified School District
- 2012-2013 Administrator of Dropout Prevention, Fresno County Office of Education
- 2010-2012 Associate Superintendent, Department of Prevention and Intervention, Fresno Unified School District
- 2006-2010 Superintendent/Principal, American Union Elementary School District
- 2004-2006 Principal, John Adams Elementary School, Madera Unified School District
- 1998-2004 Principal, Martin Luther King, Jr. Middle School, Madera Unified School District
- 1997-1998 Vice Principal, Martin Luther King, Jr. Middle School, Madera Unified School District
- 1982-1997 Teacher, Madera Unified School District

### HONORS:

- 2015 (Dec) *District Administration* magazine - Subject of feature article ("What Could \$500 Buy?") regarding innovative Professional Development in Madera Unified School District
- 2014 (Sep) Sole K-12 public school representative selected to participate in the "Skills Initiative," a German Embassy-sponsored program highlighting Vocational Education in Germany
- 2009 Fresno County Office of Education - "Tech Savvy" Superintendent
- 2005 Association of California School Administrators (ACSA) Region IX Award Recipient - Diversity
- 2003 (Nov) *School Library Journal* - National Administrator of the Year (inaugural award)
- 2003 (Nov) *School Library Journal* - Subject of feature article ("Ultimate Advocate: A Principal transforms a failing school by investing in its Media Specialist")
- 1992-2000 Five-time nominee for *Who's Who Among America's Teachers*
- 1995 Madera Unified Distinguished Teacher Representative: Ripperdan School
- 1991 Madera Unified Distinguished Teacher Representative: Dixieland School

### PROFESSIONAL ORGANIZATIONS:

- 2015 - 2016 Stanford University Executive Program for Educational Leaders (EPEL), inaugural cohort
- 2014 - 2017 Association of California School Administrators (ACSA), Urban Education Committee
- 2013 - 2017 Madera County Coalition
- 2013 - 2017 Madera Compact committee
- 2013 - 2017 Madera County Interagency Council

2013 - 2017 California Association of Latino School Administrators (CALSA)  
 2013 - 2017 Association of Mexican American Educators (AMAE) – Madera Chapter  
 2005 - 2017 Association of California School Administrators (ACSA), Region IX  
 2013 - 2015 UC Davis Center for Applied Policy in Education (CAP-Ed), Advisory Board  
 2013 Youth Court Fresno County, Steering Committee  
 2013 The Children’s Movement, Work Group  
 2011-2013 Stop Hate and Respect Everyone (SHARE), Steering Committee  
 2010-2013 California Institute for School Improvement (CISI), Board of Directors  
 2012 Graduation Task Force, Fresno Unified School District  
 2010-2012 Fresno County Interagency Council for Children and Families, Board of Directors and Executive Committee member  
 2008-2010 Central Valley Educational Coalition (CVEC), Fresno County Representative  
 2006-2010 Central Valley Educational Leadership Institute (CVELI), Executive Leadership Committee  
 2007-2008 California Technology Assistance Project (CTAP), Administrative Representative for Fresno County

#### **NON-PROFIT/GOVERNMENT/COMMUNITY SERVICE ORGANIZATIONS:**

2019 – Curr Golden Charter Academy, Board of Directors  
 2016 – Curr Central California Latino Giving Circle, member  
 2014 – Curr Fresno Chaffee Zoo Corporation, Board of Directors  
 2014 – 2020 Girl Scouts of Central California South, Board of Directors  
 2011 – 2018 Valley Cultural Coalition (VCC), Board of Directors  
 2016 – 2017 WYE Madera County (High-Speed Rail Advocacy Council), member  
 2011 – 2013 The Fencepost Project (Foster, Homeless, and Expelled Youth), Founder and Director  
 2010 – 2013 Youth Leadership Institute (YLI), Advisory Board  
 2011 – 2012 CREATE for the Westside, Advisory Board  
 1991 – 2007 Second Take Choral Ensemble, singer, composer, and performer

#### **NOTEWORTHY PRESENTATIONS**

2016 (Jan) “Pursuing the Dream” – Keynote Speaker at MLK Celebration, Madera, CA  
 2015 (Jan) “A Life of Service” – Keynote Speaker at Court-Appointed Special Advocates (CASA) Annual Awards Dinner, Fresno, CA  
 2011 (Feb) “Disproportionality in Discipline in Fresno Unified School District” – Presented at the Commission on Civil Rights, Washington D.C.  
 2004 (Dec) “Making Library/Media Centers the Hub of the Curriculum” – Presented at the California School Boards Association (CSBA) Annual Conference, San Francisco, CA  
 1998 (Jan) “The Life of Martin Luther King, Jr.” – Keynote Speaker at MLK Celebration, Madera, CA

#### **REFERENCES**

Scott Barton, Executive Director  
 Fresno Chaffee Zoo  
 894 W. Belmont Ave.  
 Fresno, CA 93728  
 (559) 313-6486 – Cell  
 (559) 498-5915 - Office

Robert Frausto, Superintendent  
 Kerman Unified School District  
 151 S. First St.  
 Kerman, CA 93630  
 (559) 842-2000 – Office

(559) 232-8504 – Cell

Todd Lile, Superintendent  
Madera Unified School District  
1902 Howard Road.  
Madera, CA 93637  
(559) 675-4500 Ext. 220 – Office  
(559) 285-8677 - Cell

Dr. Cecilia Massetti, Superintendent  
Madera County Superintendent of Schools  
1105 S. Madera Ave.  
Madera, CA 93637  
(559) 662-6220 - Office  
(559) 978-4426 – Cell

Jim Yovino, Superintendent  
Fresno County Superintendent of Schools  
1111 Van Ness Ave.  
Fresno, CA 93704  
(559) 930-5412 – Cell  
(559) 265-3090 – Office

Julia Copeland, Executive Director  
Youth Orchestras of Fresno  
5627 N. Figarden Ave., Suite 201  
Fresno, CA 93722  
(812) 320-3885 – Cell  
(559) 275-6694 – Office

Charles Beckett, Director of Human Resources (Retired)  
Madera Unified School District  
1902 Howard Road  
Madera, CA 93637  
(559) 706-6304 – Cell

Dr. Julia O’Kane, Superintendent (Retired)  
Madera Unified School District  
1902 Howard Road  
Madera, CA 93637  
(559) 706-0626 – Cell



### Request for Development Team Information

#### Please attach resume

Position with Charter School – Please check appropriate box:

☐ Lead Developer    ☐ Director/Principal    ☐ On-site Financial Manager

☒ Other Advisory Committee Member

Legal Name (First/Middle/Last): G Bradley Huff

Other Names Used (i.e. Maiden/Former Married): \_\_\_\_\_

Address: 1637 W. Morris Avenue

City: Fresno State: CA Zip Code: 93711

#### Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

#### Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:

G Bradley Huff

Name: G. Bradley Huff

Date: \_\_\_\_\_



### **Brad Huff**

1637 West Morris, Fresno, CA 93711  
559.412.4450 home; 559.930.1786 cell; [bradh@csufresno.edu](mailto:bradh@csufresno.edu)

### EDUCATION

PhD, MA, Physics, University of Washington, Seattle, WA  
MAT, Physical Science and Mathematics Education, Harvard University  
AB, Physics, Hamilton College, Clinton NY

California Single Subject Clear Credentials in Physical Science and Mathematics  
New York State Permanent Credentials in Physical Science and Mathematics

### RELEVANT PROFESSIONAL EXPERIENCE

Vice President for Educational Programs – StudentNest, Fresno, CA  
Consultant – Measurement, Inc. reviewing test items for CAASSP  
Consultant – California Department of Education, Sacramento, CA, several assignments including reviewing of instructional materials and assessing test items  
Instructor/Part Time – Heald College, Fresno, CA  
Instructor/Part Time – San Joaquin Valley College, Fresno, CA  
Coordinator – MSTI CSET Science Workshops at Fresno State, Fresno, CA  
Visiting Committee Chair – Western Association of Schools and Colleges  
Project Director – Valley Arts & Science Academy, Fresno, CA  
Consultant – charter schools in the Central Valley of California  
Academy for Civic and Entrepreneurial Leadership (ACEL) – Fresno  
New Spirit Charter Academy – Fresno  
Ivy League Academy of Avenal - Avenal  
Board Member – KIPP Academy, Fresno – Fresno  
Founding Head of School – University High School, Fresno, CA  
Reader and Consultant – Advanced Placement Program/Mathematics – Calculus AB and BC  
Physics Consultant – American Board for Certification of Teacher Excellence  
Coordinator/Developer – California Department of Education, Golden State Examination in Physics  
Science Coordinator/Curriculum Specialist – Fresno County Office of Education, Fresno, CA  
also serving as California State Director, Odyssey of the Mind, Director of Regional Science, Mathematics and Engineering Fair, Director of Science Olympiad Regional Competition  
Teacher on Special Assignment at Edison High School for the District Department of Curriculum and Instruction – Fresno Unified School District  
Assistant Professor of Physics, Mathematics, and Education – State University of New York at Geneseo  
Research Associate, Department of Physics – University of Pittsburgh, Pittsburgh, PA  
Assistant Professor of Physics – Hamilton College, Clinton, NY  
Head Teaching Assistant and Pre-Doctoral Lecturer – Department of Physics, University of

---

Washington, Seattle, WA  
Teaching Assistant, Department of Physics – Rutgers, the State University, New Brunswick, NJ  
Master, The Pingry School, Elizabeth, NJ  
Teaching Intern – Wayland Junior High School, Wayland, MA as part of the Harvard Graduate School of Education Master of Arts in Teaching Program

#### PROFESSIONAL AFFILIATIONS

Phi Delta Kappa  
American Association of Physics Teachers  
National Science Teachers Association  
National Council of Teachers of Mathematics  
California Science Teachers Association  
California Mathematics Council

#### HONORS

Administrator of the Year, California Science Teachers Association  
Margaret Nicholson Outstanding Service Award, California Science Teachers Association  
Guest lecturer on creativity and education for gifted and talented students sponsored by the Odyssey of the Mind Program, Shanghai, China  
Teacher of the Year, California Association for the Gifted  
Physics Teaching Resource Agent, American Association of Physics Teachers  
Phi Delta Kappa, Harvard University Chapter

#### REFERENCES

Dr. Carol Fry Bohlin, Kremen School of Education and Human Development, CSU Fresno  
[carolb@csufresno.edu](mailto:carolb@csufresno.edu), 559-278-0237  
  
Chander Joshi, CEO, StudentNest, 2121 Merced Street, Fresno CA [cjoshi@studentnest.com](mailto:cjoshi@studentnest.com)  
916-505-3508  
  
Dr. John Walkup, Department of Physics, CSU Fresno [jwalkup@csufresno.edu](mailto:jwalkup@csufresno.edu) 559-278-7741



### Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☐ Lead Developer    ☐ Director/Principal    ☐ On-site Financial Manager    ☐ Other Curriculum Developer

Legal Name (First/Middle/Last): Rosanna Ruiz

Other Names Used (i.e. Maiden/Former Married): Nelson, Ruiz-Collison

Address: 5943 E. Laurel Ave.

City: Fresno State: CA Zip Code: 93727

#### Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

#### Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:

Name: Rosanna Ruiz

Date: 10/13/20



**Rosanna Ruiz**  
5493 E. Laurel Avenue  
Fresno CA 93727

(559) 313-1789  
rosannar@csufresno.edu

### Professional Competencies

- Exceptional servant leader with a proven ability to effectively serve individuals in the private, public, corporate, and nonprofit sectors.
- Well organized, meticulous and comfortable in a fast-paced setting.
- Strong interpersonal skills; approachable, personable and able to connect with diverse populations.
- Effective at managing multiple tasks and priorities simultaneously; ability to orchestrate large projects requiring input from various sources.
- Proven competence in data analysis, and able to compile information in a succinct and clear manner; both written and verbal.
- Highly skilled in developing learning modules that enhance existing curriculum and create real life connections.
- Effective at presenting curriculum in a meaningful and engaging manner.
- Highly skilled in using technology and consistent in keeping up with changing technologies.

### Education

#### California State University, Fresno, CA

##### **Edd Educational Leadership Doctoral Program**

**May 2020**

**Dissertation:** *Awe as a Professional Development Approach in Environmental Education*

**Research interests:** environmental education, eco-literacy, environmental justice, experiential learning, neuroscience, place-based education.

#### Fresno Pacific University, Fresno, CA

##### **MA Business – Leadership and Organizational Studies**

**May 2010**

**Thesis:** *Leadership Perspectives: Elements of Change*

**Research interests:** leadership development, transformation, building dynamics with diverse groups, defining moments and empowerment.

#### California Polytechnic State University, Pomona, CA

##### **Post-graduate Work – Kinesiology and Recreation**

**Sept 1996 to June 1997**

**Emphasis: Pedagogy and Curriculum Development**

##### **BS Recreation Administration**

**June 1996**

**Emphasis: Management and Outdoor/Wilderness Education**

### Employment

#### **Golden Charter Academy, Fresno**

**March 2020 to Present**

##### **Program/Curriculum Developer and Environmental Education Specialist**

- Develop philosophical framework, values, mission, and vision.
- Participate in the development of the charter petition.
- Develop curricular pathways through environmental education, while integrating core subject matter.
- Continuous research on curriculum, best practices, and supporting research.
- Orchestrate the final compilation of final charter petition draft.
- Develop marketing materials that support branding and recruitment.
- Articulate messaging for various Academy uses.

Ruiz |

**California State University, Fresno****January 2016 to Present****Recreation Administration Department Lecturer: Lifelong Learning in the Natural Environment, Environmental Interpretation, Supervision & Administration, Program Development, Leadership, Contemporary Leisure, Service-Learning**

- Connect students to the importance of natural resources and the role effective interpretation can play in stewardship efforts.
- Apply a variety of hands on activities to help students develop effective communication skills in an array of modalities and media; including both static and interactive elements.
- Instill a sense of wonder and engage students in place-based activity modules as well as service-learning experiences.
- Implement, evaluate, and adapt curriculum as needed as a means of ensuring a sound presentation of concepts.
- Correlate learned skills with prospective career paths.
- Plan and deliver critical thinking, problem solving, and active-learning activities designed to meet course goals and the required student learning outcomes.
- Evaluate student work according to course, program and institutional student learning outcomes. Hold individuals accountable for demonstrating course content proficiency and utilize a variety of assessment techniques to measure student learning.
- Promote a collaborative and active learning environment that encourages students to challenge themselves. Help students recognize that they can meet their educational goals.
- Know and abide by the policies, regulations and procedures specific to CSU Fresno.

**Fresno County Superintendent of Schools, Fresno CA****August 2015 to Present****Scout Island Instructor**

- Instruct student groups in outdoor science modules in a place-based setting.
- Adapt to unique learning opportunities in an outdoor realm, while still maintaining the integrity of the curriculum.
- Instill a sense of wonder and engage students in the importance of environmental stewardship.
- Evaluate, adapt, and implement curriculum to Common Core and Next Generation Science Standards. Ensure a sound presentation of concepts.
- Share and incorporate best practices on current activity modules.
- Required to know and abide by the policies, regulations and procedures specific to FCOE.

**Sierra Foothill Conservancy, Prather CA****Feb 2008 to June 2018****Associate Director, Education and Outreach Director, Education Program Manager**

- Responsible for aspects of organizational systems management, including but not limited to human resources; OSHA compliance; implementation of Land Trust Alliance policies; finance, budget and grant administration.
- Provide direction, supervision, training, and support, to staff, volunteers, and interns.
- Responsible for outreach communications including the website, eNewsletter, online Event Calendar, and the program registration process.
- Cultivate and maintain positive working relationships with state and federal agencies, community partners, educational entities, members and volunteers.
- Manage and evaluate the design, development, and coordination of youth programs. Recruit and train volunteers to implement programs. Adapt curriculum to Common Core and Next Generation Science Standards.
- Write and administer grant funding specific to education and stewardship programs.
- Implement the UC California Naturalist course. Duties include curriculum development, instruction, planning field days, recruiting guest speakers, counsel and advise students on appropriate capstone projects.
- Mentor interns. Develop student-specific goals and objectives for the term of service; implement training, provide continuous opportunities for development and growth; evaluate progress and offer new direction.

**Heald College, Fresno CA****July 2010 to April 2015****Adjunct Instructor: Environmental Science and Mathematics**

- Instructed courses in environmental science and mathematics in the general education program.
- Know and abide by the policies, regulations and procedures specific to Heald college.
- Participated in student counseling activities including tutoring, progress evaluation, and the development of strategies for student success.
- Communicated regularly with students outside of class. Instructors were required to contact all absent students and advise them of missed or upcoming assignments. Also provided out of class support to students needing help with their assignments.
- Planned and delivered critical thinking, problem solving, and active-learning activities designed to meet course goals and the required student learning outcomes.

Ruiz 2

- Evaluated student work according to course, program and institutional student learning outcomes. Held individuals accountable for demonstrating course content proficiency and utilized a variety of formative and summative assessment techniques to measure student learning.
- Promoted a collaborative and active learning environment that encouraged students to challenge themselves. Helped students recognize that they can meet their educational goals.
- Partnered with the Learning Resource Center, Student Services, and the Advising staff on support plans for students in need of academic or personal assistance.

## Honors and Certifications

<b>Service-Learning Research Fellowship</b> California State University, Fresno	<b>November 2019</b>
<b>Phi Kappa Phi – Honor Society</b> California State University, Fresno	<b>March 2019</b>
<b>Morpho Institute Educator Academy Scholarship Recipient</b> Morpho Institute Educator Academy in the Amazon Rainforest	<b>February 2019</b>
<b>DISCOVERe Mobile Technology Program Certification</b> California State University, Fresno	<b>January 2019</b>
<b>Advanced Online and Blended Teaching Certification</b> California State University, Fresno	<b>September 2018</b>
<b>Service-Learning Faculty Development Grant</b> California State University, Fresno	<b>September 2018</b>
<b>Community Hero</b> California State University, Fresno College of Health and Human Services: Department of Recreation Administration	<b>June 2016</b>
<b>Certified Interpretive Guide</b> National Association of Interpretation	<b>May 2016</b>
<b>California Naturalist – Instructor</b> University of California, Division of Agriculture and Natural Resources	<b>August 2014</b>
<b>California Naturalist - Certificated</b> University of California, Division of Agriculture and Natural Resources	<b>July 2014</b>
<b>Parthenon Recipient and Teacher of the Year Nominee</b> Heald College, Fresno	<b>April 2012</b>
<b>Leadership Fresno Graduate</b> City of Fresno Chamber of Commerce	<b>June 2010</b>
<b>President's Award: Exemplary Contributions to Community Service &amp; Service-Learning</b> California State University, Fresno	<b>September 2010</b>

## Affiliations

<b>California Association for Environmental Education - Member</b>	<b>July 2020 - present</b>
<b>The Morpho Institute – Advisory Council</b>	<b>January 2020 - present</b>
<b>National Association for Interpretation - Member</b>	<b>May 2016 - present</b>
<b>California Naturalist – Member</b> University of California, Division of Agriculture and Natural Resources	<b>July 2014 - present</b>
<b>Leadership Fresno - Alumni</b> City of Fresno Chamber of Commerce	<b>June 2010 - present</b>

## References

### **Chris Fiorentino**

Director of the Jan and Bud Richter Center for Community Engagement and Service-Learning at CSU, Fresno  
[chrisf@mail.fresnostate.edu](mailto:chrisf@mail.fresnostate.edu)  
559-278-8848

### **Dr. Samuel Lankford**

CSU Fresno Recreation Administration Department Chair  
[slankford@csufresno.edu](mailto:slankford@csufresno.edu)  
559-278-2624

### **Dr. Lupe Jaime-Mileham**

Senior Director of Early Care and Education at Fresno County Superintendent of Schools  
[ljaime@fcoe.org](mailto:ljaime@fcoe.org)  
Phone: (559) 497-3846

### **Mary Kate McKenna**

Deputy Executive Director, Mendocino Coast Healthcare Foundation  
[ed@mchfoundation.org](mailto:ed@mchfoundation.org)  
707-961-4671





### Request for Development Team Information

Please attach resume

Position with Charter School – Please check appropriate box:

☐ Lead Developer    ☒ Director/Principal    ☐ On-site Financial Manager    ☐ Other \_\_\_\_\_

Legal Name (First/Middle/Last): Keshia Thomas

Other Names Used (i.e. Maiden/Former Married): \_\_\_\_\_

Address: 1005 W. Kearney Blvd.

City: Fresno State: CA Zip Code: 93706

#### Background Information - Include the following information in the attached resume:

- Education History
- Employment History – If applicable, include previous experience with Charter Schools
- Professional Licenses/Credentials
- Professional Affiliations (Corporate Positions, Board Positions, etc.)
- Fictitious Business Name Affiliations
- Professional References
- If applicable – Arrests and/or Convictions

#### Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: 

Name: Keshia Thomas

Date: 10/7/2020



**Keshia Thomas**  
**1005 W Kearney Blvd**  
**Fresno, Ca. 93706**  
**559-960-2292**

**SUMMARY OF EXPERIENCE**

President of Fresno Unified School District Board of Trustees<sup>1</sup>  
 Director of community economic development program  
 Program Director of workforce program  
 Experience in teaching Algebra I, Geometry, Algebra II, CAHSEE Math, English, and Science  
 Developed and implemented a Careers Program for high school students  
 Journeyman Cashier  
 Licensed cosmetologist

**PROFESSIONAL EXPERIENCE**

Saint Rest Economic Development Corporation <b>Executive Director</b>	2019 to Present	Fresno
Career Development Center <b>Consultant / Program Director</b>	2010 to Present	Fresno
McLane High School <b>Algebra Instructor</b>	2015 to 2018	Fresno
Carter G. Woodson Public Charter School <b>CAHSEE Instructor/Vice Principal</b>	2012 to 2015	Fresno
New Millennium Institute of Education Fresno <b>Algebra and Geometry Instructor/ Director of Careers</b>	2010 to 2012	Fresno
Fresno Unified School District <b>Algebra and Geometry Instructor</b>	2006 to 2010	Fresno
New Millennium Institute of Education <b>Algebra and Geometry Instructor</b>	2005 to 2006	Fresno
Von's Grocery Store <b>Cashier / Supervisor</b>	1995 to 2005	Fresno

**EDUCATION**

National University		Fresno
<b>Bachelor of Art</b>	<b>2005</b>	
<b>Masters Degree in Education</b>	<b>2012</b>	
<b>Administrative Credential</b>	<b>2015</b>	

**ORGANIZATIONS AND AFFILIATIONS**

I also sit on the Board of The Center for Advanced Research and Technology, Daily Charter school, Central Valley New Market Tax Credit, and the Mary Ella Brown Parks and recreation. I am also a member of the Women's Democratic Club, National Women's Political Caucus, West Fresno Democratic Club, Kennedy Club and Chair of the Youth and Young Adults committee of Black Women Organized for Political Action (BOWAPA), and Assistant Director of FMBC Homeless Ministry.

**Board Member Information**

**Fresno Unified School District**  
**Request for Current or Prospective Board Member Information**

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

**Background**

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

**Please submit typed responses to the inquiries below. Attach resume.**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

**Authorization to release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:

Name:

Position on the Board: Member

Date:

Jami Hamel De La Cerda M.S. SpEd

1. I was invited to participate on the GCA board by Mr. Robert Golden. We share a passion for education, diversity and embracing all children. I am the founder/CEO of Diamond Learning Center, Inc. Robert has spent many hours volunteering in our learning center, in classes from Sport Talk to Music to Personal Social Communication.
2. GCA represents diversity, inclusion, and Universal Design. Terms and frameworks that the Special Education world has embraced for years. I look forward to observing and experiencing student success.
3. I have served on the following boards: Advisory for First Five of California, Advisory for KYJO, Advisory for Break the Barriers and Advisory for Central California Down Syndrome Association of Central California.
4. I believe the role is to be honest, open, embrace the mission of the charter and strive to make the mission and vision the reality.
5. I bring experience as a business owner, special education teacher, Adjunct Professor: Graduation studies special education, Teacher Mentor, and undergraduate education. My greatest role is as a Proud Mom of 3 Kings. My unique experience is navigating and advocating for the most basic of educational rights and writing curriculum for my son Elijah, who has Down Syndrome.

---

EMPLOYMENT EXPERIENCE

- 2015 – Present    **FOUNDER / CEO**  
                         **ISE PUBLISHING, INC**  
                         Published: Am I Invisible? – Children’s book –Author Samuel De La Cerda
- 2013 - Present    **ADJUNCT PROFESSOR / EDUCATION CONSULTANT/MENTOR**  
                         **FRESNO PACIFIC UNIVERSITY**  
                         **School of Education**  
                         **Special Education Graduate Studies**  
                         3/2013 Course re-write School of Education Graduate Studies
- 2012 – Present    **ADJUNCT PROFESSOR**  
                         **CALIFORNIA STATE UNIVERSITY, FRESNO**  
                         **Adjunct Professor School of Education and Human Development**  
                         **Department of Literacy, Early, Bilingual and Special Education.**
- 2009 – Present    **FOUNDER / PRESIDENT**  
                         **Gems for L.I.F.E.**  
                         Professional Development, Assistance and Support Serving Individuals with  
                         Intellectual Disabilities Birth through Adulthood and their families.
- 2001 – Present    **FOUNDER / CEO**  
                         **DIAMOND LEARNING CENTER, INC.**  
                         Professional Development and Educational Services for Individuals with  
                         Intellectual Disabilities Birth through Adulthood. Behavioral, Vocational,  
                         Paid employment and Academic Life Skill Development. Advocacy and Support  
                         DLC serves as an Internship site for California State University Fresno.
- 2005 – 2014       **FOUNDER / PRESIDENT**  
                         **CENTERS FOR LIFELONG LEARNING, Inc.**  
                         Professional Development and Educational Serves for Individuals with  
                         Intellectual Disabilities Birth through Adulthood and their families.
- 1998 – 2005       **SPECIAL EDUCATION TEACHER**  
                         **FRESNO COUNTY OFFICE OF EDUCATION – Special Education Adult Transition Program**  
                         Develop and Implement curriculum for 18-22 year old students with moderate to  
                         severe physical and/or intellectual disabilities.
- 1998 – 2002       **SPECIAL EDUCATION TEACHER**    **Home Instruction**  
                         Develop and implement educational strategies for students with moderate to  
                         severe disabilities and are unable to attend school regularly due to medical concerns.

- Nominated for “Teacher of the Year”, Central Unified School District.

## **EDUCATION**

**National University, Fresno, CA** – Masters of Science, Special Education  
Professional Clear / Single Subject Credential, Social Science  
Mild / Moderate Education Specialist Credential  
Moderate / Severe Education Specialist Credential  
Cross Cultural Language Development  
**California State University, Fresno**  
Bachelor of Arts Degree, Anthropology – Culture and Human Behavior\

## **AFFILIATIONS**

**International Association of Special Education** – Member  
**Council for Exceptional Children International** – Member  
**CA – California Council for Exceptional Children** – Member  
**Council of Administrators of Special Education** – Member  
**Division of Career Development and Transition** – Member  
**Division of International Special Education & Services** – Member  
**Division for Learning Disabilities** - Member  
**The Association of the Gifted** - Member  
**Autism Society of America** - Member  
**Special Olympics** – Volunteer, Coach, Coordinator  
**Down syndrome Association of Central Cal** – Past Advisory Board Member & Volunteer  
**Fresno Women’s Network** – Member  
**Division for Early Childhood** – Member  
**Free Wheel Project** – Advocacy - Sponsor  
**Community Connections** – Past Board Member  
**U Turns Allowed** – Sponsor  
**Break the Barriers** – Sponsor  
**KYJO Keeping Youth Moving Forward** – Past Board Member

## **RECOGNITIONS**

**Top 10 Stories of Hope** – Focus Forward Magazine - 2016  
**Top 10 Professional Women Business award** – Marjorie Mason Center  
**City of Fresno Disability Advisory Commission Achievement Award** – 2014  
**Mark Golden Award** – Division of Career Development and Transitions – Division of International Counsel for Exceptional Children - 2013  
**Business of the Year** – Marjaree Mason Center – 2012  
**Down Syndrome Association of Central California Founders Award** – 2012  
**Poverello House** – Recognition of Volunteerism Award – 2012, 2011  
**Down Syndrome Association of Central California** – Volunteer of the Year DLC 2012, 2011  
**Fresno County Board of Supervisors** – Proclamation – 2012, 2011  
**County of Fresno** – Certificate of Recognition –Celebration of Learning Event -2009  
**Spirit of Philanthropy Award** – 2007  
**Speaking Engagements**

**Fresno Unified School District  
Request for Current or Prospective Board Member Information**

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

**Background**

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

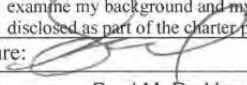
**Please submit typed responses to the inquiries below. Attach resume.**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

**Authorization to release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: 

Name: Bard M. De Vore

Position on the Board: Member

Date: 10/8/20



Dr. Brad De Vore

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
  - I am a founder and was asked to sit on the Board By the CEO, Robert Golden.
2. Explain why you wish to serve on the board.
  - I want to uphold the mission and vision of GCA and ensure that the board stays true to the task at hand, serving as a catalyst for change in the lives of the students that attend GCA.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
  - I served as the president of the Clovis High Football Boosters. The experience lends itself to this opportunity.
4. Describe your understanding of the appropriate role of a public charter school board member.
  - Setting direction
  - Establishing an effective and efficient structure
  - Providing support
  - Ensuring accountability
  - Providing community leadership as advocates for children, the school district and public schools.
5. Indicate the specific knowledge and expertise that you would bring to the board.
  - Educational knowledge and over 23 years of experience as an educator and coach in the Central Valley.

## PROFESSIONAL SUMMARY

Innovative Academic leaders focused on engaging with students and educators to meet students needs and support student success. Committed to providing empowering leadership through clear and open communication. Known for consistently supporting students and staff as an educational advocate. Motivational in team building, culture improving and performance-increasing initiatives. Demonstrates versatility in leadership approaches to acquire active participation in collaborative activities.

## SKILLS

Relationship building and  
management Alternative education  
specialist  
At-risk youth  
Student-centered learning  
Middle school, secondary and Adult  
education Student engagement  
Online learning tools

Data collection and analysis  
Classroom Management  
Curriculum Development  
Student records management  
Instructional leadership  
Program development and  
management Strategic Planning

## WORK HISTORY

### Teacher

08/2002 - Current

#### Fresno Unified School District - Fresno, CA

**JE Young Academic Academy** 2009-Current Teacher with HOUSSE credentialing in all subject areas and electives, Alternative Education specialist, 504 Coordinator (2009-2012), assisted in developing and delivering alternative education services to students on comprehensive high school campuses throughout Fresno Unified School District.

**Edison High School** 2005-2009 English Teacher, Assistant Varsity Basketball Coach, Varsity Golf Coach, Assistant Track Coach, Announcer for Football and boys and girls Basketball.

**Scandinavian Middle School** 2002-2005 English Teacher, Athletic Director, Coach, Department Head, TSA Guidance Learning Coordinator (2004-2005), Developed and implemented before and after school programs. Responsible for creating and maintaining the programs budget. Assess students' strengths and weaknesses regularly to provide appropriate strategies for addressing learning needs.

### Adjunct Professor

#### National University - Fresno, CA

09/2010 - Current

Instruct students using on-line lectures, discussions and Blackboard Collaborate live video sessions for Teacher Education courses and Masters in Education courses.

Work with graduate students on development of their Masters Professional Development Quest Portfolio. Define and articulate learning outcomes, including rubrics to improve student learning. Track student assignments, discussion board posts and test scores by using online database to provide real-time progress monitoring.

### Chairperson



**Western Association Of Schools And Colleges (WASC)** - Burlingame, CA 08/2013 - Current

Lead accreditation teams to determine Accreditation Status of schools based on WASC criterion. Produce and deliver a detailed report outlining accreditation terms and justifications for findings and a final presentation to the school visited as well as stakeholders and community members.

**Founding Board Member**

**Golden Charter Academy** - Fresno, CA 10/2019 - Current

Offered expertise on employee and business development plans to enhance implementation and routine oversight.

Crafted business plans that identified long term company goals and also detailed smaller goals to keep organization on track.

Focused teams on developing innovative and cutting-edge approaches at all levels with effective resource allocation and strategic planning.

**Summer School Principal**

**Fresno Unified School District** - Fresno, CA 06/2018 - 06/2019

Interviewed, hired, supervised and assisted all school employees and offered feedback through positive methods.

Oversaw administrative functions for Summer School Sessions.

Built productive relationships with parents of students facing difficult situations at school or at home.

**Committee Member**

**Western Association Of Schools And Colleges** - Burlingame, CA Served as a team member during WASC visits. 08/2011 - 08/2013

Assisted in determining WASC accreditation status through a detailed report that outlined findings and evidence in support of accreditation recommendation provided by the WASC visiting committee.

**Adjunct Professor**

**University Of Phoenix** - Fresno, CA 08/2010 - 06/2016

Instructed students using lectures, discussions and demonstrations in the area of Action research, Writing, Language development, critical thinking and Literature.

Employed variety of teaching techniques to encourage student engagement and cater to diverse learning modalities.

**Teacher**

**Fresno County Office Of Education** - Fresno, CA 08/1992 - 06/2002 Administration And Policy

**Pepperdine University** - Malibu, CA

Observed and evaluated students' performance, behavior, social development and physical health. Kept students on-task with proactive behavior modification and positive reinforcement strategies. Teacher of the year nominee, 1999 and 2002

Specialized in at-risk youth

**EDUCATION** 06/2008

**Doctor of Education:** Educational Leadership,

Dissertation: Attitudes & Perceptions of High School Career and Technical Education in California's Central Valley

Received the Pepperdine Presidents Fellowship

Graduated magna cum laude

**Master of Arts:** Cross-Cultural Education W/Single Subject Cred.

**National University** - Fresno **Bachelor of Arts:** English 05/2002

**California State University - Fresno** - Fresno, CA 05/1997

## **ACCREDITATIONS**

California Administrative Services Credential Tiers 1 and 2.

California Clear Single-Subject Teaching Credential

CLAD Certification

National Coaching Certification

## **PROFESSIONAL MEMBERSHIPS**

Phi Delta Kappa

ACSD

CTA

**Fresno Unified School District**  
**Request for Current or Prospective Board Member Information**

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

**Background**

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

**Please submit typed responses to the inquiries below. Attach resume.**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

**Authorization to release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: \_\_\_\_\_

Name: **Robert Golden**

Position on the Board: **President Of The Board**

Date: **10/10/2020**

Robert Golden

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
  - I am the president and CEO of Golden Charter Academy. I established the beginning Structural process and inquired the involvement of our current standing Board Members
2. Explain why you wish to serve on the board.
  - I have always strived to be an inspiration to my community. Serving on the School Board will allow me to further assist underserved communities and ensuring they receive the necessary programs and resources.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
  - I have not served as a Board Member previously, however decision making and team management was my primary roll as a team captain on the Pittsburg Steelers team.
4. Describe your understanding of the appropriate role of a public charter school board member.
  - The roll of a School Board Member is to oversee academic programs and to discuss and maintain financial stability of the charter. Setting Direction and establishing an effective and efficient structure. While simultaneously providing support and ensuring accountability, along with providing community leadership as advocates for children, the school district and public schools.
5. Indicate the specific knowledge and expertise that you would bring to the board.
  - Having served in leadership and organizational rolls in sports for 6 years, I have experience in encouraging, managing, and coordinating groups of individuals towards a common goal. I am passionate in my mission to inspire powerful young

minds, with my experience and exposure; I believe I will be able to motivate and assist in preparing our board to execute our goals and developing programs for our parents, students and staff.

---

UNIVERSITY OF ARIZONA, TUCSON – 2018  
BACHELOR OF GENERAL STUDIES; SOCIAL & HUMAN UNDERSTANDING.

ROBERT D. GOLDEN SR.

1719 L Street Fresno, Ca 93721 559-999-4887 Robert@goldencharteracademy.org

RESUME ADDENDUM PAGE 2 OF 2 EXCELLENCE SKILLS & COMMUNITY  
SERVICE:

---

**EXCELLENCE SKILLS:**

- Leading & Developing Teams
- Motivator
- Multi-Tasking
- Teaching
- Public Speaking
- Effective Communicator
- Radio & Television Broadcast
- Media

**COMMUNITY SERVICE:**

**Believe & Achieve Football Clinic: 2013-Present:**

Robert Golden host a free football clinic at Fresno State stadium for children throughout the San Joaquin Valley. It is a clinic where kids get to learn from current and former NFL Players, as well as Collegiate athletes. Each year, the camp averages over 500 free participants.

**Robert Golden Health & Fitness: 2016-2017**

Robert Golden put together a free health & fitness training class for his under privilege community in Fresno CA. Robert had 5 trainers from 5 different gyms come together with a game plan to train over 50 individuals to promote health & Fitness.

**Robert Golden Diabetes Awareness Walk: 2017-Present**

After Robert lost his dad, and high school coach to the deadly disease of diabetes, he wanted to bring awareness to his community. Robert host an annual diabetes awareness walk every year at his alma mater, Edison High School, Fresno CA.

References upon Request

---

**Dicks Sporting Goods NO BULLYING: 2018**

Robert 2018 offseason he promoted No Bullying in Fresno Unified School District. Robert spoke to multiple schools in Fresno Unified about anti-bullying. He partnered with Dicks Sporting Goods for his NO Bullying Campaign. Robert was able to take bullied kids in low income neighborhoods on a shopping spree at Dicks Sporting Goods.

References upon Request



**Fresno Unified School District**  
**Request for Current or Prospective Board Member Information**

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

**Background**

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

**Please submit typed responses to the inquiries below. Attach resume.**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board. *I was made aware of the Golden Charter Academy's wish to create a charter school by Dr. Brad Huff. I was asked to sit on the Board by Robert Golden, the co-founder of GCA and the initiator of the charter school.*
2. Explain why you wish to serve on the board. *I have spent almost 40 years in public school education, including 20 years in administration. I work as an educational consultant in my retirement. I have also been active on several local boards. For that reason, I have the experience to help this school be successful.*
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience. *I have never served on a board of a school district, but I served as a superintendent of two school districts (American Union: 2006-2010; Madera Unified: 2013-2017) for a total of eight years and, in that capacity, I served as the Secretary of the Board. I also have experience serving in non-profit boards, including the Valley Cultural Coalition, the Girl Scouts of Central California South, and the Fresno Chaffee Zoo.*
4. Describe your understanding of the appropriate role of a public charter school board member. *The role of a public charter school board member is to oversee the financial operations of the charter school to ensure that the school is being operating in a legal and economically-feasible manner, and to set policies for the charter school that are consistent with the 16 elements of the charter and provide maximum educational benefit for all the charter school students.*
5. Indicate the specific knowledge and expertise that you would bring to the board. *As mentioned previously, I have almost 40 years in public school employment, including 4 years as a part-time custodian, 15 years as a classroom teacher, and 20 years in administration, including eight years in the Superintendent's chair. I was an administrator in three of the largest LEA's in the valley—Madera Unified, Fresno Unified, and the Fresno County Office of Education. As an educational consultant, I consult for SchoolWorks, Inc., so I have extensive knowledge of the school facilities funding process. I regularly assist in school facility assessments for districts throughout the state. I have an extensive network of professionals inside and outside of education who I work with to improve educational outcomes for students.*

**Authorization to release Information**



My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:

Name: Edward C. González

Position on the Board: Board Chair

Date: 10/1/20

## Edward C. González, Ed.D.

2117 W. San Jose Ave.  
Fresno, CA 93711  
(559) 977-7487  
edward.edgeconsulting@gmail.com

---

### EDUCATION:

2017-2020 Doctorate in Educational Leadership, CSU Fresno  
1997-2002 Professional Clear Administrative Credential, CSU Fresno  
1997-1999 Master of Arts in Educational Leadership, CSU Fresno  
1981-1982 Multiple Subjects Credential, CSU Fresno  
1975-1981 Bachelor of Arts in Political Science, CSU Fresno

### EMPLOYMENT:

2019-Curr Senior Advisor and Board Chair, Golden Charter Academy  
2017-Curr Founder and Senior Consultant, Edge Consulting and Educational Services  
2017-Curr Facilities Consultant, SchoolWorks, Inc.  
2013-2017 Superintendent, Madera Unified School District  
2012-2013 Administrator of Dropout Prevention, Fresno County Office of Education  
2010-2012 Associate Superintendent, Department of Prevention and Intervention, Fresno Unified School District  
2006-2010 Superintendent/Principal, American Union Elementary School District  
2004-2006 Principal, John Adams Elementary School, Madera Unified School District  
1998-2004 Principal, Martin Luther King, Jr. Middle School, Madera Unified School District  
1997-1998 Vice Principal, Martin Luther King, Jr. Middle School, Madera Unified School District  
1982-1997 Teacher, Madera Unified School District

### HONORS:

2015 (Dec) *District Administration* magazine - Subject of feature article ("What Could \$500 Buy?") regarding innovative Professional Development in Madera Unified School District  
2014 (Sep) Sole K-12 public school representative selected to participate in the "Skills Initiative," a German Embassy-sponsored program highlighting Vocational Education in Germany  
2009 Fresno County Office of Education - "Tech Savvy" Superintendent  
2005 Association of California School Administrators (ACSA) Region IX Award Recipient - Diversity  
2003 (Nov) *School Library Journal* - National Administrator of the Year (inaugural award)  
2003 (Nov) *School Library Journal* - Subject of feature article ("Ultimate Advocate: A Principal transforms a failing school by investing in its Media Specialist")  
1992-2000 Five-time nominee for *Who's Who Among America's Teachers*  
1995 Madera Unified Distinguished Teacher Representative: Ripperdan School  
1991 Madera Unified Distinguished Teacher Representative: Dixieland School

### PROFESSIONAL ORGANIZATIONS:

2015 - 2016 Stanford University Executive Program for Educational Leaders (EPEL), inaugural cohort  
2014 - 2017 Association of California School Administrators (ACSA), Urban Education Committee  
2013 - 2017 Madera County Coalition  
2013 - 2017 Madera Compact committee  
2013 - 2017 Madera County Interagency Council

2013 - 2017 California Association of Latino School Administrators (CALSA)  
 2013 - 2017 Association of Mexican American Educators (AMAE) – Madera Chapter  
 2005 - 2017 Association of California School Administrators (ACSA), Region IX  
 2013 - 2015 UC Davis Center for Applied Policy in Education (CAP-Ed), Advisory Board  
 2013 Youth Court Fresno County, Steering Committee  
 2013 The Children’s Movement, Work Group  
 2011-2013 Stop Hate and Respect Everyone (SHARE), Steering Committee  
 2010-2013 California Institute for School Improvement (CISI), Board of Directors  
 2012 Graduation Task Force, Fresno Unified School District  
 2010-2012 Fresno County Interagency Council for Children and Families, Board of Directors and Executive Committee member  
 2008-2010 Central Valley Educational Coalition (CVEC), Fresno County Representative  
 2006-2010 Central Valley Educational Leadership Institute (CVELI), Executive Leadership Committee  
 2007-2008 California Technology Assistance Project (CTAP), Administrative Representative for Fresno County

#### **NON-PROFIT/GOVERNMENT/COMMUNITY SERVICE ORGANIZATIONS:**

2019 – Curr Golden Charter Academy, Board of Directors  
 2016 – Curr Central California Latino Giving Circle, member  
 2014 – Curr Fresno Chaffee Zoo Corporation, Board of Directors  
 2014 – 2020 Girl Scouts of Central California South, Board of Directors  
 2011 – 2018 Valley Cultural Coalition (VCC), Board of Directors  
 2016 – 2017 WYE Madera County (High-Speed Rail Advocacy Council), member  
 2011 – 2013 The Fencepost Project (Foster, Homeless, and Expelled Youth), Founder and Director  
 2010 – 2013 Youth Leadership Institute (YLI), Advisory Board  
 2011 – 2012 CREATE for the Westside, Advisory Board  
 1991 – 2007 Second Take Choral Ensemble, singer, composer, and performer

#### **NOTEWORTHY PRESENTATIONS**

2016 (Jan) “Pursuing the Dream” – Keynote Speaker at MLK Celebration, Madera, CA  
 2015 (Jan) “A Life of Service” – Keynote Speaker at Court-Appointed Special Advocates (CASA) Annual Awards Dinner, Fresno, CA  
 2011 (Feb) “Disproportionality in Discipline in Fresno Unified School District” – Presented at the Commission on Civil Rights, Washington D.C.  
 2004 (Dec) “Making Library/Media Centers the Hub of the Curriculum” – Presented at the California School Boards Association (CSBA) Annual Conference, San Francisco, CA  
 1998 (Jan) “The Life of Martin Luther King, Jr.” – Keynote Speaker at MLK Celebration, Madera, CA

#### **REFERENCES**

Scott Barton, Executive Director  
 Fresno Chaffee Zoo  
 894 W. Belmont Ave.  
 Fresno, CA 93728  
 (559) 313-6486 – Cell  
 (559) 498-5915 - Office

Robert Frausto, Superintendent  
 Kerman Unified School District  
 151 S. First St.  
 Kerman, CA 93630  
 (559) 842-2000 – Office

(559) 232-8504 – Cell

Todd Lile, Superintendent  
Madera Unified School District  
1902 Howard Road.  
Madera, CA 93637  
(559) 675-4500 Ext. 220 – Office  
(559) 285-8677 - Cell

Dr. Cecilia Massetti, Superintendent  
Madera County Superintendent of Schools  
1105 S. Madera Ave.  
Madera, CA 93637  
(559) 662-6220 - Office  
(559) 978-4426 – Cell

Jim Yovino, Superintendent  
Fresno County Superintendent of Schools  
1111 Van Ness Ave.  
Fresno, CA 93704  
(559) 930-5412 – Cell  
(559) 265-3090 – Office

Julia Copeland, Executive Director  
Youth Orchestras of Fresno  
5627 N. Figarden Ave., Suite 201  
Fresno, CA 93722  
(812) 320-3885 – Cell  
(559) 275-6694 – Office

Charles Beckett, Director of Human Resources (Retired)  
Madera Unified School District  
1902 Howard Road  
Madera, CA 93637  
(559) 706-6304 – Cell

Dr. Julia O’Kane, Superintendent (Retired)  
Madera Unified School District  
1902 Howard Road  
Madera, CA 93637  
(559) 706-0626 – Cell



**Fresno Unified School District  
Request for Current or Prospective Board Member Information**

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

**Background**

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☐ Yes ☐ No

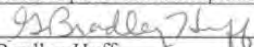
**Please submit typed responses to the inquiries below. Attach resume.**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

**Authorization to release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: 

Name: G. Bradley Huff

Position on the Board: One Year Member

Date:

### Written Response to Questions of Prospective Board Members of a New Charter School

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

In approximately August, 2017 I was contacted by CJ Jones, founder of the Hand in Hand Mentor Program in between 10 and 20 Fresno Unified schools. He asked me if I had experience founding charter schools. I said I did and agreed to meet with him. He explained his vision of founding a charter school to serve the disadvantaged students in West Fresno. Because of my 15 years teaching at Edison High School, I am well acquainted with West Fresno and immediately told CJ I would help him found a charter school.

2. Explain why you wish to serve on the board.

With my extensive experience founding, running, and advising charter schools, I was pleased when I was asked by Robert Golden to serve on the founding board for one year to help the school achieve its mission and vision. In addition, I have a strong science education background and wish to encourage the success of the partnership with the Fresno Chaffee Zoo, which is unique in the United States.

3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I served on the Board of KIPP Academy, Fresno until I became Project Director for Valley Arts & Science Academy and, briefly on the board of Valley Arts & Science Academy. I served on the Board of California Odyssey of the Mind.

4. Describe your understanding of the appropriate role of a public charter school board member.

The members of a public school board are charged with overseeing the proper operation of the school including approval of staff members submitted by the administration, overseeing the financial health of the school, and insuring that the curriculum, instruction, credentials of staff meet state requirements and support the mission and vision of the school.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I was the founding Head of School of University High School and worked closely with the board. I served on the board of KIPP Academy, Fresno for approximately 2 years until my work for Valley Arts & Science Academy constituted a conflict of interest. I founded Valley Arts & Science Academy and served briefly on the board. I serve as Chair of WASC Visiting Committees, mostly being assigned to charter schools, and have reviewed their school reports including the role of their boards. I have presented at conferences of the California School Boards Association and attended sessions on charter school boards.

### **Brad Huff**

1637 West Morris, Fresno, CA 93711  
559.412.4450 home; 559.930.1786 cell; [bradh@csufresno.edu](mailto:bradh@csufresno.edu)

### EDUCATION

PhD, MA, Physics, University of Washington, Seattle, WA  
MAT, Physical Science and Mathematics Education, Harvard University  
AB, Physics, Hamilton College, Clinton NY

California Single Subject Clear Credentials in Physical Science and Mathematics  
New York State Permanent Credentials in Physical Science and Mathematics

### RELEVANT PROFESSIONAL EXPERIENCE

Vice President for Educational Programs – StudentNest, Fresno, CA  
Consultant – Measurement, Inc. reviewing test items for CAASSP  
Consultant – California Department of Education, Sacramento, CA, several assignments including reviewing of instructional materials and assessing test items  
Instructor/Part Time – Heald College, Fresno, CA  
Instructor/Part Time – San Joaquin Valley College, Fresno, CA  
Coordinator – MSTI CSET Science Workshops at Fresno State, Fresno, CA  
Visiting Committee Chair – Western Association of Schools and Colleges  
Project Director – Valley Arts & Science Academy, Fresno, CA  
Consultant – charter schools in the Central Valley of California  
Academy for Civic and Entrepreneurial Leadership (ACEL) – Fresno  
New Spirit Charter Academy – Fresno  
Ivy League Academy of Avenal - Avenal  
Board Member – KIPP Academy, Fresno – Fresno  
Founding Head of School – University High School, Fresno, CA  
Reader and Consultant – Advanced Placement Program/Mathematics – Calculus AB and BC  
Physics Consultant – American Board for Certification of Teacher Excellence  
Coordinator/Developer – California Department of Education, Golden State Examination in Physics  
Science Coordinator/Curriculum Specialist – Fresno County Office of Education, Fresno, CA also serving as California State Director, Odyssey of the Mind, Director of Regional Science, Mathematics and Engineering Fair, Director of Science Olympiad Regional Competition  
Teacher on Special Assignment at Edison High School for the District Department of Curriculum and Instruction – Fresno Unified School District  
Assistant Professor of Physics, Mathematics, and Education – State University of New York at Geneseo  
Research Associate, Department of Physics – University of Pittsburgh, Pittsburgh, PA  
Assistant Professor of Physics – Hamilton College, Clinton, NY  
Head Teaching Assistant and Pre-Doctoral Lecturer – Department of Physics, University of

---

Washington, Seattle, WA  
Teaching Assistant, Department of Physics – Rutgers, the State University, New Brunswick, NJ  
Master, The Pingry School, Elizabeth, NJ  
Teaching Intern – Wayland Junior High School, Wayland, MA as part of the Harvard Graduate School of Education Master of Arts in Teaching Program

#### PROFESSIONAL AFFILIATIONS

Phi Delta Kappa  
American Association of Physics Teachers  
National Science Teachers Association  
National Council of Teachers of Mathematics  
California Science Teachers Association  
California Mathematics Council

#### HONORS

Administrator of the Year, California Science Teachers Association  
Margaret Nicholson Outstanding Service Award, California Science Teachers Association  
Guest lecturer on creativity and education for gifted and talented students sponsored by the Odyssey of the Mind Program, Shanghai, China  
Teacher of the Year, California Association for the Gifted  
Physics Teaching Resource Agent, American Association of Physics Teachers  
Phi Delta Kappa, Harvard University Chapter

#### REFERENCES

Dr. Carol Fry Bohlin, Kremen School of Education and Human Development, CSU Fresno  
[carolb@csufresno.edu](mailto:carolb@csufresno.edu), 559-278-0237  
  
Chander Joshi, CEO, StudentNest, 2121 Merced Street, Fresno CA [cjoshi@studentnest.com](mailto:cjoshi@studentnest.com)  
916-505-3508  
  
Dr. John Walkup, Department of Physics, CSU Fresno [jwalkup@csufresno.edu](mailto:jwalkup@csufresno.edu) 559-278-7741



**Fresno Unified School District**  
**Request for Current or Prospective Board Member Information**

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

**Background**

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

**Please submit typed responses to the inquiries below. Attach resume.**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

**Authorization to release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature:



Name: Ruth F. Quinto

Position on the Board: Board Member at Large

Date: 10/20/2020

### Golden Charter Academy – Inquiry Responses – Ruth F. Quinto

- 1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.**

I first heard of Golden Charter Academy through its founder Mr. Robert Golden. Mr. Golden is a model of integrity, loyalty, and dedication. He, along with Dr. Ed Gonzalez invited me to serve on the Board for the Golden Charter Academy.

- 2. Explain why you wish to serve on the board.**

Golden Charter Academy's unique partnership with the Fresno Chaffee Zoo is a fantastic collaboration and a stimulating concept. I believe in high quality charter schools that provide an innovative educational experience to underserved children. Given my background, experience, and propensity to serve, I believe I can contribute in a meaningful way to the Charter School's intended purpose.

- 3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.**

Currently and for the past eight years, I have served as a Board Trustee for Community Medical Centers. Community Medical Centers is governed by a volunteer board of trustees made up of local civic leaders and physicians. The Board serves as the ultimate decision-making authority for this nonprofit organization. They develop our strategic plan, which is executed by our administrative leadership team. The administration team oversees day-to-day operations, including management of our more than 7,700 employees.

From 2003 through 2010, I served on the Board for my alma mater, San Joaquin Memorial High School. San Joaquin Memorial is a private Catholic high school with a current enrollment of 500+ students. They offer students a diverse and challenging curriculum designed to provide a thorough college preparatory education rooted in the Catholic faith. SJM's administration and staff inspire students to achieve academic excellence and deep spiritual growth by embedding faith, learning, and service into their rigorous college prep environment.

- 4. Describe your understanding of the appropriate role of a public charter school board member.**

Charter school board members provide the strategic vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight. The Governing Board formulates policies and procedures, delegate's administration of the policies and procedures to the Executive Director and reviews operations and activities on a regular basis.

- 5. Indicate the specific knowledge and expertise that you would bring to the board.**

As described in the attached resume, I recently served as the CFO and Deputy Superintendent for Fresno Unified School District for the past 15 years. During my tenure, the fiscal oversight of all district sponsored charter schools fell under my purview of responsibility. Additionally, I was instrumental in assisting University High School attain their Charter School Facilities Grant from the state of California, working closely with the Dean of Education at Fresno State, along with UHS' Head of School in order to design, execute and implement the memorandum of understanding as the foundational three-party agreement required given UHS' location on the campus of Fresno State.



### **IMPACT STATEMENT**

An innovative and resilient CPA and CFO seeking a board position in which my financial expertise and professional skill sets in finance, healthcare and education coalesce to provide strategic thought leadership and inspire resource equity.

---

### **PROFESSIONAL SUCCESSES**

#### **Financial turnaround of Fresno Unified School District**

Upon appointment in 2005, the district was on the brink of insolvency and facing an impending state takeover. Through my leadership, the district transformed fiscally and has remained on strong financial footing with 14 straight years of balanced budgets, positive certifications, clean audits and strong financial reserves.

#### **Creating and executing a fiscally responsible capital improvement plan**

While I was directly responsible for district facilities, I led the development and implementation of the first ever district-wide Facilities Master Plan which was invested in data analytics, community forums, and educational and facilities' needs assessments. In 2010, the first bond measure passed with a 76% approval rate. From 2010 to 2020, the district completed \$1 billion in capital projects over three bond measures.

#### **Planning, directing and organizing a \$1.5 billion budget**

Fresno Unified is the third largest school district in the State of California with an annual operating budget of over \$1 billion, and a total budget of \$1.5 billion when combined with capital program related funds and internal service funds.

#### **Maintaining Fresno Unified's credit rating during the significant economic downturn**

Unlike many districts and municipalities in the State of California, the district's credit rating was never downgraded during the Great Recession. In fact, despite the current unprecedented global economic crisis Fresno Unified's credit rating was recently affirmed by Moody's Investor Service with no change to the district's Stable economic outlook.

#### **Innovative healthcare partnership with all district labor partners**

In 2005, the district's unsustainable health and welfare benefits structure was a major factor in the district's financial insolvency. Bringing together representatives from all bargaining units representing the district's 30,000 covered lives, as the Chair, I implemented the district's Joint Health Management Board responsible for all aspects of plan design. JHMB actively integrates and analyzes data, promoting effective and strategic decision making. From 2006 to 2019, the health fund outperformed the state's annual average cost trend for medical spending by \$240 million.

---

### **PUBLIC REFERENCES**

In a recent case study by Michael Fullan, reports, "Fresno Unified underwent a solid transition from a dysfunctional system to a more coherent and energized one," further noting that, "Fresno is one of the most fiscally sound districts in the entire country."

In its most recent report, Moody's Investors Services praised the district's "stable and strong management team, with prudent fiscal practices and a consistent track record of outperforming budget." Most recently, Moody's affirmed a solid Aa3 rating and Stable outlook.

Considered an expert in the field by state and national educational policy leaders, effectively cultivating relationships with state and national educational policy leaders, such as Karen Staph-Walters, Executive Director at the State Board of Education, Robert Carlson, Director at the Council of Great City Schools, and Jonathan Travers, Partner at Educational Resource Strategies.

---

---

## COMMUNITY BOARD INVOLVEMENT

### **Community Medical Centers – Corporate Board of Trustees**

January 2013 through Present (8 years), Fresno California

Community Medical Centers is governed by a volunteer board of trustees made up of local civic leaders and physicians. The Board serves as the ultimate decision-making authority for this nonprofit organization. They develop our strategic plan, which is executed by our administrative leadership team. The administration team oversees day-to-day operations, including management of our more than 7,700 employees.

### **Fresno Unified Joint Health Management Board**

Chair, Management Representative

2005 through 2020 (15 years) Fresno, California

Labor and Management Health Board entrusted with co-managing the district's health and welfare benefits.

---

## PROFESSIONAL EXPERIENCE

### ***Chief Financial Officer and Deputy Superintendent – 15 years***

#### **Fresno Unified School District**

2005 – 2020

Responsibilities included comprehensive and district-wide fiscal policy guidance and advice to the Superintendent and to the Board of Education. Planned, organized and directed district-wide: Fiscal and Accounting; Treasury Management; the Budget Office; Benefits and Risk Management including Chair of the district's Joint Health Management Board; the Office of State and Federal including the Local Control and Accountability Plan; and, the Grants and Management Office. Additionally, during the first seven years of my tenure, all operational services were under my direct purview of responsibility including: Facilities; Maintenance; Transportation; Student Nutrition Services; and, Purchasing, including the Warehouse.

### ***City Controller – 4 years***

#### **City of Fresno**

2001 – 2005

Responsibilities included comprehensive and City-wide fiscal policy guidance and advice including Treasury Management to the Mayor, City Manager and City Council.

#### **City of Moreno Valley**

### ***City Controller and Assistant Treasurer – 4 years***

1997 –2001

Responsibilities included comprehensive and City-wide fiscal policy guidance and advice including Treasury Management to the City Manager and City Council.

### **Certified Public Accounting – 8 years**

1990 –1997

Total of eight years, including six with national CPA firm McGladrey & Pullen, LLP (currently RSM McGladrey). Increased scope and experience including specialization in auditing publicly traded banks and other financial institutions.

---



---

## HONORS & AWARDS

### **2020 100 Notable Women**

League of Women Voters – Fresno

Selected by the League of Women Voters of Fresno as one of “100 Notable Women” in the Fresno community from 1920 through 2020 who have distinguished themselves by elective office, public service, and/or groundbreaking achievements as part of the League’s Suffrage Centennial, celebrating the adoption of the 19th Amendment of the Constitution giving women the right to vote.

### **2017 Excellence in Financial Management**

Council of the Great City Schools

The Council of the Great City Schools recognizes school districts for reaching the highest standards in finance management, accountability and fiscal control and for enhancing, safeguarding and protecting the financial integrity of the district.

### **2015 Administrator of the Year - Region IX**

Association of California School Administrators

Demonstrated exceptional performance in promoting the success of all students through articulating, implementing and stewarding a vision of sustained leadership through advocacy, nurturing and overall exceptional management.

### **2009 Administrator of the Year**

Active Mother’s Association in Education (AMA)

Local, state and national recognition for dedication, commitment and success in making a significant impact in the lives of the students of Fresno Unified and the Central Valley.

### **2004 Top Ten Professional Women of the Year**

Marjaree Mason Center

A prestigious award honoring ten local professional women and paying tribute to them for serving as role models and giving back to their community, all while making significant strides in their given field.

### **2002 Latinas Beyond Boundries Award for Government**

Central California Chamber of Commerce

Awarded to hispanic women paying tribute to their heritage while honoring them for serving as latina role models while making significant contributions in their respective professions.

### **2000 Outstanding Leader**

City of Moreno Valley Organization Development Steering Committee

Strong leadership and support for the employees of the City and a demonstrated a commitment to their professional growth.

---

## EDUCATION

### **California State University, Fresno**

BACHELOR of SCIENCE

Business Administration – Accounting Option

May, 1990

## CERTIFICATION

### **California Board of Accountancy**

CERTIFIED PUBLIC ACCOUNTANT

May, 1994

(currently inactive)

**Fresno Unified School District**  
**Request for Current or Prospective Board Member Information**

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

**Background**

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

**Please submit typed responses to the inquiries below. Attach resume.**

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate the specific knowledge and expertise that you would bring to the board.

**Authorization to release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: 

Name: **Keshia Thomas**

Position on the Board: **Vice Chair**

Date: **10/7/2020**

1.) Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.

A: I am a founding member of Golden Charter Academy.

2.) Explain why you wish to serve on the board.

A: I am passionate about education of students.

3.  
Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

A: I have worked on multiple school boards including Fresno Unified, New Millennium Charter, Dailey Charter, and CART. I have extensive knowledge on Board member duties and have served on the board of a charter school before.

4. Describe your understanding of the appropriate role of a public charter school board member.

A:

- primary duties are to ensure that: The academic programs are successful
- the board should discuss the financial stability & academic standing of the charter
- taking the steps to reach out to constituents and parents of students to make sure that all their needs are being met by the charter
  - solve any disputes that may occur

5. Indicate the specific knowledge and expertise that you would bring to the board.

A: Years of service on boards. Development of career programs at schools. I have been a teacher, a principal, an administrator of a charter school, and am currently a FUSD board member. I am also a parent of a high school student.



**Keshia Thomas**  
**1005 W Kearney Blvd**  
**Fresno, Ca. 93706**  
**559-960-2292**

**SUMMARY OF EXPERIENCE**

President of Fresno Unified School District Board of Trustees<sup>1</sup>  
 Director of community economic development program  
 Program Director of workforce program  
 Experience in teaching Algebra I, Geometry, Algebra II, CAHSEE Math, English, and Science  
 Developed and implemented a Careers Program for high school students  
 Journeyman Cashier  
 Licensed cosmetologist

**PROFESSIONAL EXPERIENCE**

Saint Rest Economic Development Corporation <b>Executive Director</b>	2019 to Present	Fresno
Career Development Center <b>Consultant / Program Director</b>	2010 to Present	Fresno
McLane High School <b>Algebra Instructor</b>	2015 to 2018	Fresno
Carter G. Woodson Public Charter School <b>CAHSEE Instructor/Vice Principal</b>	2012 to 2015	Fresno
New Millennium Institute of Education Fresno <b>Algebra and Geometry Instructor/ Director of Careers</b>	2010 to 2012	Fresno
Fresno Unified School District <b>Algebra and Geometry Instructor</b>	2006 to 2010	Fresno
New Millennium Institute of Education <b>Algebra and Geometry Instructor</b>	2005 to 2006	Fresno
Von's Grocery Store <b>Cashier / Supervisor</b>	1995 to 2005	Fresno

**EDUCATION**

National University		Fresno
<b>Bachelor of Art</b>	<b>2005</b>	
<b>Masters Degree in Education</b>	<b>2012</b>	
<b>Administrative Credential</b>	<b>2015</b>	

**ORGANIZATIONS AND AFFILIATIONS**

I also sit on the Board of The Center for Advanced Research and Technology, Daily Charter school, Central Valley New Market Tax Credit, and the Mary Ella Brown Parks and recreation. I am also a member of the Women's Democratic Club, National Women's Political Caucus, West Fresno Democratic Club, Kennedy Club and Chair of the Youth and Young Adults committee of Black Women Organized for Political Action (BOWAPA), and Assistant Director of FMBC Homeless Ministry.

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM B-17**

**AGENDA SECTION: B**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Discuss and Decide**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT:** Discuss and Decide in the Matter of the Changing of the Fresno High Mascot

**ITEM DESCRIPTION:** Included in the Board binders is a continued discussion that has taken place over the last several months as district staff has been engaging the Fresno High community regarding concerns related to their Native American mascot logo. As was shared in the September 22 board communication, the Communications Office was working with the Fresno High School administration, Equity and Access and our Indian Education Department to host a listening session made up of a small group of students, staff, parents, alumni, community members and tribal elders. The listening session scheduled for September 28 was postponed at the last minute and rescheduled to September 30 after a Teams outage impacted Microsoft users.

The district's Cultural Proficiency Response Team helped facilitate the listening session while Communications collected feedback. Based on emotional and thought-provoking feedback from that session, staff identified a need to make slight shifts in its original outreach plan. In our ongoing effort to seek diversity of thought, Communications, in partnership with Equity and Access, Fresno High administration and our Indian Education Department, held a second, slightly larger listening session on October 26. In attendance were several Fresno High families who currently receive support from the district's Indian Education Department, members of four local community tribes, and several Fresno High alumni who have been actively engaged in the social media conversation. The response for the October 26 meeting exceeded expectations and district staff determined it necessary to host a public town hall style meeting to give additional stakeholders the opportunity to share their perspective.

The town hall meeting was held Thursday, November 12. In addition, Fresno High coordinated an academic student senate meeting on November 9 to provide perspective from both sides of the conversation and gain student input. At the end of that outreach, students completed a survey to further share their voice.

In addition to the upcoming board presentation, included in the Board binders are additional data points for your review and consideration, including surveys, petitions, articles and constituent correspondence.

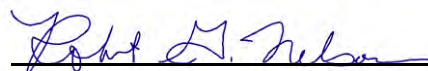
**FINANCIAL SUMMARY:** Fiscal impact to the district or school site is unknown at this time.

**PREPARED BY:** Amy Idsvoog,  
Executive Officer

**DIVISION:** Communications  
**PHONE NUMBER:** (559) 457-3498

**CABINET APPROVAL:** Nikki Henry,  
Chief Information Officer

**SUPERINTENDENT APPROVAL:**

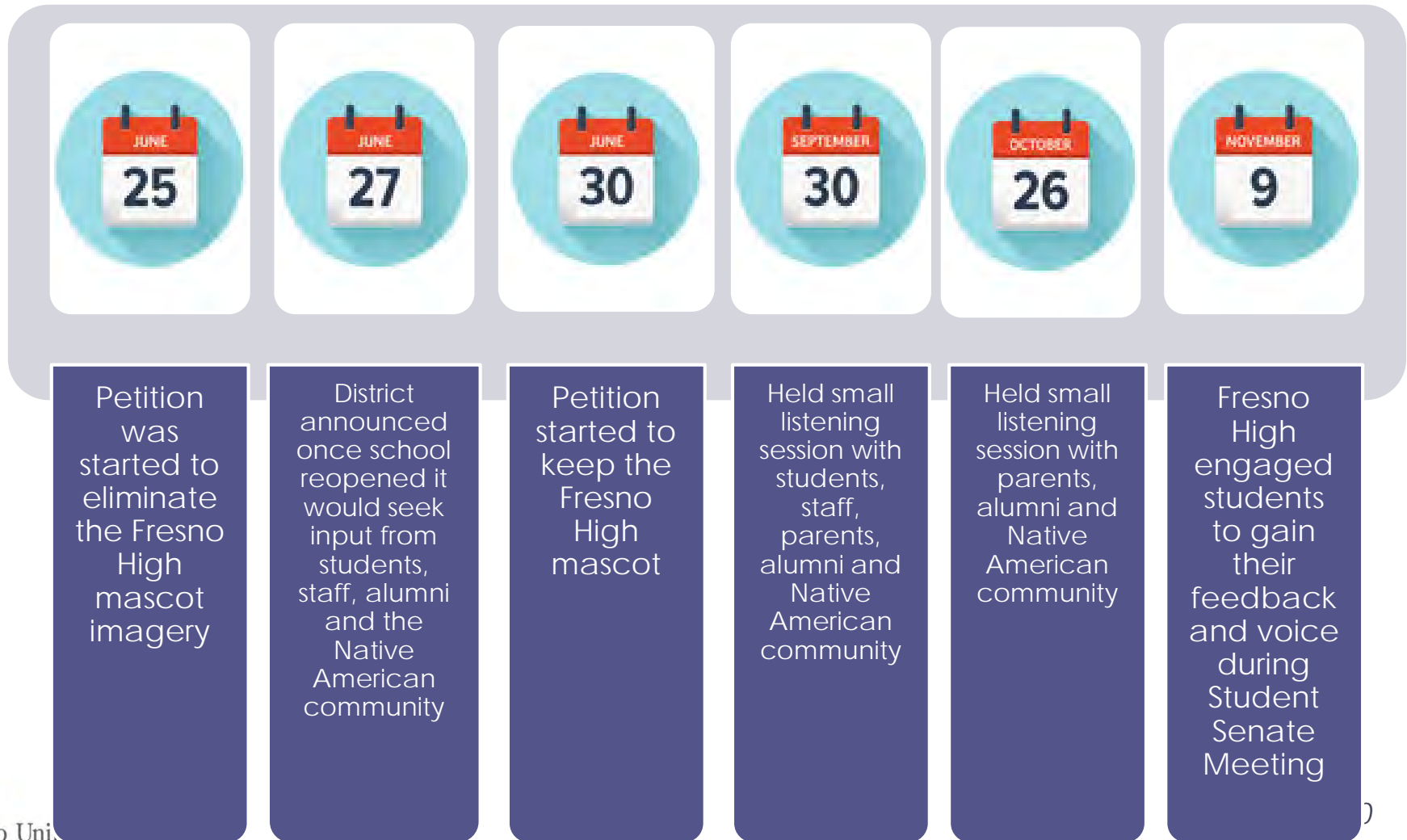
  
\_\_\_\_\_



# **Fresno High Mascot Image**

December 9, 2020

# 2 Timeline for Outreach





# Virtual Town Hall

## **COMMUNITY VOICE** & Diversity of Thought

- Held Microsoft Team Live event on November 12, 2020
- Four speakers represented the voice of petitions, Native American concern and alumni
- Nearly 200 in attendance
- Over 550 comments shared via chat

# Change Fresno High School's Mascot



 [Valley Natives for Change !](#) started this petition to Superintendent Fresno Unified School District and [1 other](#)


65% of **ALL Native People** oppose the use of Native mascots.

Literally THOUSANDS of Native voices have fought the use of Native mascots since 1968.

This is OUR fight. Our Native People have decidedly spoken out against this gross misuse of our culture.

4,616 have signed. Let's get to 5,000!



 John Moorhous signed 2 hours ago

 Caitlyn Farrell signed 2 hours ago

Fresno, 93704  
United States



☒ Display my name and comment on this petition

 **Sign this petition**

By signing, you accept Change.org's [Terms of Service](#) and [Privacy Policy](#), and agree to receive occasional emails about campaigns on Change.org. You can unsubscribe at any time.



The **Yokuts People** inhabited the specific land that Fresno High sits on before that land was taken through genocide, systemic racism and oppression. The use of generic Native imagery as a mascot has not only caused pain to many Natives in the community, it reinforces archaic and racist ideas about Native Americans as violent savages from a bygone era. Images like this have forced many Natives to live in silent shame, to hide from their beautiful culture, due to a misguided effort to honor our People.

The Fresno High area is rich with tradition; from its lush neighborhoods, to the beautiful Tower District area, Christmas Tree Lane, to its famous alumni. The Warrior spirit of that community comes from its willingness to love, build, and sustain a sense of community. The Warrior model should be explored through a modern angle that better reflects REAL traditions. The "tradition" of racist and insensitive imagery should no longer be tolerated by a community and city that has made strides in recent weeks to change its image when it comes to systemic racism and oppression.

**IT CAN BE DONE!** According to data: "In the period from 1970 until about 2000, some 600 of 2,500 institutions using such (Native American) designations made changes (Blankenship 2001: 455)."

This is an **OLD** issue that needs a fresh, and **NEW** look.


As a Yokuts man I ask that you help us **CHANGE THE MASCOT.**

"Yokuts People" is a term that speaks to Indian people in general, not one specific tribe

Change the **#FresnoHighMascot**  
Change every **#NativeMascot**  
We are **#NotYourMascot**  
**#FUSD**

# Keep true to tradition keep our school Fresno High Warrior mascot



 [Joshua Washburn](#) started this petition to Fresno unified school district, Fresno office of education and [2 others](#)

So apparently KMJ talk radio recently mentioned a petition going around started by a supposedly yoku tribe member Jamie Nelson this petition is attempting to try and remove the Fresno High School mascot (THE WARRIOR) this mascot is a sign of strength, unity history and even diversity 1 diffention of warrior Warrior is a noun that refers to a soldier or someone who is involved in a fight. ... Today, the word warrior is frequently used to describe a person who is very strong and doesn't give up easily ('He battled cancer like a warrior'.) please all you Warriors unite and not let them still FHS mascot heritage and what we stand for


PLEASE SIGN THIS PETITION stand United with fellow peers family friends and community and not let this Mascot fade into history like all other mascots, statues that have been torn do weed n flat out removed because someone's feelings might have been hurt or misunderstood what the item may have been there to represent

984 have signed. Let's get to 1,000!

Fresno, 93704  
United States



☒ Display my name and comment on this petition

 [Sign this petition](#)

By signing, you accept Change.org's [Terms of Service](#) and [Privacy Policy](#), and agree to receive occasional emails about campaigns on Change.org. You can unsubscribe at any time.





# Submitted in Your Board Packets

- ▣ Both petitions found on Change.org
- ▣ PowerPoint from November 12 town hall meeting
- ▣ Chat comments from listening sessions held:
  - September 30
  - October 26
  - November 9
  - November 12
- ▣ Student exit survey from November 9 listening session
- ▣ Emails from constituents
- ▣ Related articles

# Question Regarding Process



# Change Fresno High School's Mascot



## CHANGE FRESNO HIGH SCHOOL'S MASCOT



Valley Natives for Change! started this petition to Superintendent Fresno Unified School District and 1 other

65% of **ALL Native People** oppose the use of Native mascots.

Literally THOUSANDS of Native voices have fought the use of Native mascots since 1968.

This is OUR fight. Our Native People have decidedly spoken out against this gross misuse of our culture.

5,650 have signed. Let's get to 7,500!



Jacina Serbalik signed 9 minutes ago



Abbigayle Redden signed 14 minutes ago

Fresno, 93704  
United States



☒ Display my name and comment on this petition

 Sign this petition

By signing, you accept Change.org's [Terms of Service](#) and [Privacy Policy](#), and agree to receive occasional emails about campaigns on Change.org. You can unsubscribe at any time.

The **Yokuts People** inhabited the specific land that Fresno High sits on before that land was taken through genocide, systemic racism and oppression. The use of generic Native imagery as a mascot has not only caused pain to many Natives in the community, it reinforces archaic and racist ideas about Native Americans as violent savages from a bygone era. Images like this have forced many Natives to live in silent shame, to hide from their beautiful culture, due to a misguided effort to honor our People.

The Fresno High area is rich with tradition; from its lush neighborhoods, to the beautiful Tower District area, Christmas Tree Lane, to its famous alumni. The Warrior spirit of that community comes from its willingness to love, build, and sustain a sense of community. The Warrior model should be explored through a modern angle that better reflects REAL traditions. The "tradition" of racist and insensitive imagery should no longer be tolerated by a community and city that has made strides in recent weeks to change its image when it comes to systemic racism and oppression.

**IT CAN BE DONE!** According to data: "In the period from 1970 until about 2000, some 600 of 2,500 institutions using such (Native American) designations made changes (Blankenship 2001: 455)."

This is an **OLD** issue that needs a fresh, and **NEW** look.

As a Yokuts man I ask that you help us **CHANGE THE MASCOT.**

# Keep true to tradition keep our school Fresno High Warrior mascot



 [Joshua Washburn](#) started this petition to Fresno unified school district, Fresno office of education and [2 others](#)

So apparently KMJ talk radio recently mentioned a petition going around started by a supposedly yoku tribe member Jamie Nelson this petition is attempting to try and remove the Fresno High School mascot (THE WARRIOR) this mascot is a sign of strength, unity history and even diversity 1 diffention of warrior Warrior is a noun that refers to a soldier or someone who is involved in a fight. ... Today, the word warrior is frequently used to describe a person who is very strong and doesn't give up easily ('He battled cancer like a warrior'.) please all you Warriors unite and not let them still FHS mascot heritage and what we stand for

1,985 have signed. Let's get to 2,500!



Erik Jacobsen signed 1 hour ago



Leah Phillips signed 3 hours ago

Fresno, 93704  
United States



☒ Display my name and comment on this petition

 **Sign this petition**

By signing, you accept Change.org's [Terms of Service](#) and [Privacy Policy](#), and agree to receive occasional emails about campaigns on Change.org. You can unsubscribe at any time.

PLEASE SIGN THIS PETITION stand United with fellow peers family friends and community and not let this Mascot fade into history like all other mascots, statues that have been torn down flat out removed because someone's feelings might have been hurt or misunderstood what the item may have been there to represent

**AMERICAN PSYCHOLOGICAL ASSOCIATION**

MEMBERSTOPICSPUBLICATIONS &amp; DATABASESPSYCHOLOGY HELP CENTERNEWS &amp; EVENTSSCIENCEEDUCATIONCAREERSABOUT APA

# Summary of the APA Resolution Recommending Retirement of American Indian Mascots

"The use of American Indian mascots as symbols in schools and university athletic programs is particularly troubling because schools are places of learning. These mascots are teaching stereotypical, misleading and too often, insulting images of American Indians. These negative lessons are not just affecting American Indian students; they are sending the wrong message to all students."

- Former APA President Ronald F. Levant, EdD

## Retirement of American Indian Mascots

In 2005, the APA called for the immediate retirement of all American Indian mascots, symbols, images and personalities by schools, colleges, universities, athletic teams and organizations. APA's position is based on a growing body of social science literature that shows the harmful effects of racial stereotyping and inaccurate racial portrayals, including the particularly harmful effects of American Indian sports mascots on the social identity development and self-esteem of American Indian young people.

Research has shown that the continued use of American Indian mascots, symbols, images and personalities has a negative effect on not only American Indian students but all students by:

**Undermining the educational experiences of members of all communities-especially those who have had little or no contact with indigenous peoples.** The symbols, images and mascots teach non-Indian children that it's acceptable to participate in culturally abusive behavior and perpetuate inaccurate misconceptions about American Indian culture.

**Establishes an unwelcome and often times hostile learning environment for American Indian students that affirms negative images/stereotypes that are promoted in mainstream society.**

According to Stephanie Fryberg, PhD, University of Arizona, this appears to have a negative impact on the self-esteem of American Indian children, "American Indian mascots are harmful not only because they are often negative, but because they remind American Indians of the limited ways in which others see them. This in turn restricts the number of ways American Indians can see themselves."

**Undermines the ability of American Indian Nations to portray accurate and respectful images of their culture, spirituality and traditions.** Many American Indians report that they find today's typical portrayal of American Indian culture disrespectful and offensive to their spiritual beliefs.

**Presents stereotypical images of American Indians.** Such mascots are a contemporary example of prejudice by the dominant culture against racial and ethnic minority groups.

**Is a form of discrimination against American Indian Nations that can lead to negative relations between groups.**

"We know from the literature that oppression, covert and overt racism, and perceived racism can have serious negative consequences for the mental health of American Indian and Alaska native people. The discontinued use of American Indian mascots is a gesture to show that this kind of racism toward and the disrespect of, all people in our country and in the larger global context, will not be tolerated," said Lisa Thomas, PhD, APA Committee on Ethnic and Minority Affairs.

To eradicate the hurtful presence of stereotypical imaging of American Indians, the APA encourages continued research on the psychological effects that these mascots, symbols, images and personalities have on American Indian communities and others.

The APA is calling upon all psychologists to speak out against racism, and take proactive steps to prevent the occurrence of intolerant or racist acts and recommends the immediate retirement of American Indian mascots, symbols, images and personalities by schools, colleges, universities, athletic teams and organizations.

This document is based on the APA American Indian Mascot Resolution adopted by the APA's Council of Representatives in September 2005.

Read the full text of the official APA American Indian Mascot Resolution [\(about/policy/mascots.pdf\)](#)

## For more information

Office of Public Communications  
(202) 336-5700

Office of Ethnic Minority Affairs  
(202) 336-6050

TDD (202) 336-6123

**f** (javascript: openSocialShare('https://twitter.com/share?url=https%3a%2f%2fwww.apa.org%2fpi%2foema%2fresources%2findian-mascots&via=APA&text=American+Indian+Mascots'))

**in** (javascript: openSocialShare('https://www.linkedin.com/shareArticle?mini=true&url=https%3a%2f%2fwww.apa.org%2fpi%2foema%2fresources%2findian-mascots&title=American+Indian+Mascots&summary=APA+calls+for+the+immediate+retirement+of+indian+American+Indian+Mascots'))

Related

[Office on Ethnic Minority Affairs \(OEMA\)](#)

[About OEMA](#)

[Committee on Ethnic Minority Affairs](#)

[OEMA Programs](#)

[OEMA Resources and Publications](#)

[OEMA Brochures and Handbooks](#)

[Communiqué News Journal](#)

[Multicultural Training Resources](#)

[APA Public Policy Related to Ethnic Minority Affairs](#)

ADVERTISEMENT

ADVERTISEMENT

CONTACT THE OFFICE OF ETHNIC  
MINORITY AFFAIRS

Advancing psychology to benefit society and improve lives





PSYCHOLOGISTS

- Standards & Guidelines
- PsycCareers
- Divisions of APA
- Ethics
- Early Career Psychologists
- Continuing Education
- Renew Membership

STUDENTS

- Careers in Psychology
- Accredited Psychology Programs
- More for Students

ABOUT PSYCHOLOGY

- Science of Psychology
- Psychology Topics

PUBLICATIONS & DATABASES

- APA Style
- Journals
- Books
- Magination Press
- Videos
- APA PsycInfo
- APA PsycArticles
- More Publications & Databases

ABOUT APA

- Governance
- Directorates and Programs
- Policy Statements
- Press Room
- Advertise with Us
- Corporate Supporters
- Work at APA
- Contact Us

MORE APA WEBSITES

- ACT Raising Safe Kids Program
- American Psychological Foundation
- APA Annual Convention
- APA Services, Inc.
- APA Merch Store

- APA PsycNet®
- APA Style
- Online Psychology Laboratory
- Psychology: Science in Action

GET INVOLVED

- Advocate
- Participate
- Donate
- Join APA

# YALE INSIGHTS

## Video

### When the School Mascot Is a Native American Stereotype

More than a decade ago, the University of Illinois officially dropped its mascot Chief Illiniwek, a stereotypical image of a Native American, but the image persists on campus and among alumni. A team of researchers led by Yale SOM's Michael Kraus and psychology doctoral student Xanni Brown found that a university community's acceptance of such a symbol affects students' sense of belonging and may decrease willingness to donate in the future.

When the School Mascot Is a Native American Stereotype



#### **Xanni Brown**

Doctoral Candidate, Psychology, Yale University

#### **Michael W. Kraus**

Associate Professor of Organizational Behavior

*September 25, 2019*

In 2018, Cincinnati's Anderson High School convened a committee to consider changing its team nickname, which has been "Redskins" since 1929. Supporters of the nickname campaigned under the slogan "Once A Redskin, Always A Redskin"; opponents made buttons reading "#WordsMatter." After a contentious public meeting, the committee chose to adjourn and leave the nickname in place. But tensions continued; this month, graffiti opposing the nickname appeared on the school's athletics fields.

Anderson High School, like thousands of other schools, is struggling to confront racist imagery at the center of its traditions. Sports teams from high schools to the pros continue to use Native American stereotypes as mascots and team names, despite clear messages from Native Americans and others that these mascots are offensive. Confronted with such public pressure, leaders often cite the popularity of the mascots within their communities of fans and alumni. But what does it mean for a diverse community like a university to embrace a racial stereotype?

In 2005, the NCAA banned teams from using "hostile and abusive racial/ethnic/national origin mascots, nicknames, or imagery" at its post-season tournaments, causing some universities to retire their mascots. But retirement meant different things at different institutions. At some schools, Native American symbols were replaced with new mascots and faded from view; at others, the mascot was officially dropped but continued to have a presence on campus and among alumni.

The University of Illinois, whose former mascot is known as Chief Illiniwek, falls into the latter category. The persistence of Chief Illiniwek gave researchers Michael Kraus (Yale SOM), Xanni Brown (Yale University), and Hannah Swoboda (University of Chicago) the opportunity to examine what acceptance of such a symbol means to a community. They find that the mascot affects students' sense of

belonging in the university community and may decrease willingness to donate in the future.

**Q: How prevalent are Native American mascots in sports today?**



**Looking for more insights?**

Sign up to get our top stories by email.

**Xanni Brown:** There are Native American mascots on sports teams from the professional level down to Little League teams. There's not a lot of official accounting of these, but there's a website that maintains a list of different mascots in the U.S. by their prevalence, and they rank both "Warriors" and "Indians" — which are mascots that use a lot of Native American imagery — among the top 10 in the U.S., for high schools.

**Q: What does the research say about how these stereotypic images harm Native Americans, or other racial minorities?**

**Michael Kraus:** One of the best things to do in a situation where you're trying to figure out if Native American stereotypes harm indigenous peoples is to ask those peoples. If you ask, the answers are pretty clear: that the images are an inaccurate conception of Native Americans that's from the past, that confines a group of peoples that is active, and has communities, and is very much alive and well today, as an artifact, rather than as a present group. And so to persist with these images is very clearly, when you ask these peoples, something that's offensive. So before you do any research, if you just were to ask, the answer's pretty clear.

**Brown:** And has been for a long time. The National Congress of American Indians first put out an official call to eliminate the mascots in the late '60s; since then, some social psychologists have gotten onboard and have started doing some

research on it. They've shown effects where exposure to these mascots can decrease self-worth and community-worth among Native American students. They've also shown that it can increase stereotyping of Native American students by other racial groups. And there's even a little bit of evidence to suggest that it can increase stereotyping of racial groups broadly. So seeing a Native American mascot can, for example, make you draw more stereotypical conclusions about Asian Americans.

**Q: Tell me about what you wanted to investigate, and how you went about it.**

**Kraus:** I'm from California, and my first job as assistant professor was at the University of Illinois, in Urbana-Champaign, a Big Ten school that doesn't actually have a mascot. They decommissioned Chief Illiniwek in 2007, after the NCAA said that you couldn't host NCAA tournaments at a college with a Native American mascot. But as a new assistant professor, you're at a basketball game, and to see the Chief being a regular part of some of the activities during those basketball games, it was a little bit of a shock, because you think, well wait a minute, the mascot's gone. You look around the community and you see images of the Chief everywhere – at the bar, on your neighbor's car. At sports events, people are still wearing clothing with the image on it. All around campus, you can buy images of the Chief. But these are just anecdotes. We wanted to address in our research: To what extent is the Chief really present on campus? And if the Chief is really present on campus, how do students feel about it, and what does it do to students in terms of belonging?

**Brown:** My high school mascot is the Indians; the next one down the street is the Braves; the next one down the street is the Warriors. I think I was really interested, one, in what the impact of those symbols is, but two, how they persist. I had a lived experience of how you grow up with these symbols and don't interrogate them, so I was interested in processes of change around these mascots, and how they persist on campuses.

**Q: Would you describe the Chief?**

**Kraus:** There's a lot of the stereotypic Native American imagery with the headdress and clothing, but it's not tied to any particular group or tribe. The rhetoric around the Chief is really a rhetoric of honor and bravery, and these are the virtues that students are trying to embody with the Chief. In a lot of ways, the persistence of the image on campus is really about upholding that kind of tradition, upholding the honor and bravery of the mascot.

**Brown:** Yes. And yet the team's name is "the fighting Illini," a reference to the confederation of tribes native to the area, and the actual way in which the Chief is dressed is, while a caricature, similar to that of a Lakota or Sioux Plains Native American.



A student portraying Chief Illiniwek during a University of Illinois at Urbana-Champaign basketball game in 2016. Photo: Erin Hooley/Chicago Tribune/Tribune News Service via Getty Images.

**Q:** Were you interested in this university because they had “retired” the mascot

**but not entirely?**

**Kraus:** One of the things that is interesting about, and I think important about, making the decision to retire the mascot but then still seeing the mascot on campus, is the role of norms, and how norms communicate something separate from what official policies can be on a campus. So if you say we're not using the mascot, but students around campus can easily find it, can easily wear it, and there are no sanctions for doing that, the mascot can take on a life of its own and become an image of something else, and become a part of the campus community in ways that lead to its image persisting on the campus. So those norms that are present may not be explicit institutional norms in the way that we would think of them, as "This is still our mascot," but they can still operate if many people on campus are adhering to those norms. So even though the Chief is not part of the campus space, it can still be a big part of it if people are still engaging and wearing the clothing, and if the university is still inviting the Chief to participate in halftime activities in the basketball game, for instance.

**Brown:** Yeah, and this wasn't the only school that was affected by this NCAA decision in 2007. There were actually a lot of institutions that were still employing Native American mascots, and a lot of them made different decisions. So one reason we focused on the school we did is because this is a place where we could identify a case study of the persistence of this mascot. We wanted to better understand how that happened, compared to some other schools who did things like replace the mascot, or made a real effort to get people on board with the change.

**Q: Did people of different races display images of the mascot at that university?**

**Kraus:** In the paper what we find, at least in our observations on the campus, is that the people who end up wearing the imagery on campus – and it's a sample of 1,000 students – 70% of them are white Americans. I think the prevalence of white Americans on the Illinois campus is about 45% of students, so a disproportionate



number are wearing the Chief, and there are a lot of reasons why that might be happening. One of them might be that white students feel more central and feel more belonging on the campus.

**Read the study: “Dog whistle mascots: Native American mascots as normative expressions of prejudice”**

**Q: Did enthusiasm or disgust for the Chief line up with other behaviors or attitudes toward the university?**

**Brown:** The previous research we mentioned was from our first study. In studies three and four, we manipulate exposure, so participants either see images of the campus that don't have the stereotypic depiction of the Chief, or they see images that do have the Chief. We find that when people see the Chief, there's a relationship between their level of prejudice against Native Americans and the amount of belongingness they feel on campus. Whereas in the control condition, where they don't see the symbol, there's no relationship between belongingness on campus and the way they feel about Native Americans.

**Kraus:** So people higher in prejudice feel more belonging, and people lower in prejudice feel less belonging. When you're exposed to images of students on campus wearing imagery of the Chief, people low on prejudice feel less belonging.

**Q: How do researchers measure racism, and specifically racism toward Native Americans?**

**Kraus:** You can do it very explicitly and ask people about their negative attitudes toward Native Americans outright. Another way is, you do an implicit association task. So if people are not willing to admit to, or are unaware of, their own biases towards Native Americans, you do an association where you have negative words and then Native American imagery, and positive words and non-Native American



imagery. Then you can look at the associations, and if people associate negative words with Native Americans, that's the implicit, unintended, unaware association with bias against Native Americans. We find similar effects both ways.

**Q: So the supposed virtues of mascots like this are bravery and honor, and yet these images are associated with negative stereotypes.**

**Brown:** Yeah, and that's in line with previous work. So there's the work that looks at the self-worth of Native American students in response to these mascots, and asks them explicitly, what words do you associate with them? I think they use Chief Wahoo from the Cleveland Indians. And they said the same things about the mascot's qualities that supporters of these mascots say — bravery, nobleness. But then when you ask them how they feel about themselves after they see those mascots, they feel worse. They feel worse about themselves, and they feel worse about their community. So even when these stereotypes are ostensibly positive, or are really seen by the community of the school as positive, they're still limiting, and they can make the affected people feel worse in a lot of ways.

**Q: You also studied how these perceptions might affect giving to the university, using very small donations as a proxy for real-world giving.**

**Kraus:** In the study, participants see images of students on campus living their everyday lives and going to sporting events where the mascot imagery is either present or absent. When the mascot image is present, we see a decrease of about 5% in donations to the university relative to when the mascot is not present. But you see that decrease happening primarily for people who are low in explicit prejudice towards Native Americans. So for people who are low in prejudice towards Native Americans, when they see images of the Chief, they feel presumably less belonging on this campus, and they feel less willing to support the campus through monetary donations.

**Q: Do you think that the research on donations will surprise the universities that have Native American mascots or other stereotypic racist imagery on campus?**

**Brown:** It's certainly counter to a lot of the narrative you see from schools, and their expectation is that there will be a strong alumni backlash. It's worth being cautious about a real-life case, because university donations are so driven by outliers, but yes, I think it is somewhat surprising. But also makes sense. If you're making decisions about how much you identify with and support a campus, one of the questions you're going to ask yourself is, Do I belong there? And seeing expressions that don't align with your values, it makes sense that that would shape your willingness to participate and donate to a campus.

**Kraus:** Yeah, I would register a prediction that campuses that have problems with admitting non-white students, admitting significant numbers of racial minorities, may have similar histories of racist imagery on their campuses. And so the campuses are having this dual problem, where they are trying to increase diversity of their student bodies, but also trying to satisfy some of these tradition- and honor-based needs to hold on to these past mascots. And maybe people are not connecting the dots, but there's likely to be a link there between the imagery that you have on campus, and this holding on to the past images of the campus, and your ability to recruit a student body that's broad and diverse. Because those images are directly related to the belonging of the people who could decide to come to your school. And I think we're trying to connect the dots with this study more directly, and hopefully people will see that connection more robustly when they're making decisions about the image on campus that can be directly related to some of the goals and initiatives that many universities like Yale have, for creating a student body that's really representative of the United States.



“Directly talking about images as being racist, images as being offensive to the communities that they’re purportedly supposed to represent, matters for how you create communities.”

**Q:** Is there a course of action that you would recommend for universities that have had this kind of imagery in the past?

**Brown:** First, they can be clear about why they're making the transition and take some ownership of the decision, not just treat it as a mandate from on high, even if it is something that comes from the NCAA or a governing body. Second, the universities that are successful spend some time investing in the community, getting input on what they want a new mascot to represent, how much continuity they want in terms of color, themes, and things like that, from the old mascot. And then what they'd be looking for in a new mascot. Then, three, they replace it. They replace it in a way that is going to get students excited about it. Arkansas State had a wolf ride a motorcycle into a football game and shoot off fireworks. Those things that build a little bit of excitement in the community can go a long way.

**Kraus:** And I would say that the mascot persists in part because of how easy it is, how much access students have to images of the mascot that's now supposed to be retired. And universities have licensing rules. If the school makes a decision to not associate the mascot with the image of the university, there's not going to be a means for people to have access to the imagery. You just won't find it on campus anymore.

So the bar is extremely low here. What we're saying is, you truly replace the mascot, and replace it in ways that don't allow the former mascot to hang around. These are the two things that you could do that other schools have done. And when we compare image searches between these other schools that have replaced the mascot with the University of Illinois, who didn't fully replace it, it's a lot harder to find images of their now-replaced mascot relative to the university.

**Brown:** Yeah, the first thing you do is stop selling T-shirts that have the old mascot and the current university logo on it. That's something that schools have control over. And then above and beyond that, there are all these steps you can do to actually create community buy-in to a new mascot.

## **Q: How does this compare to the problems faced by teams like the Cleveland Indians and the Atlanta Braves?**

**Brown:** The Cleveland Indians have technically retired the mascot of Chief Wahoo, but the nickname is still the Indians, and if you went to a game, I'm sure you would see a lot of imagery that was reflective of the current nickname and the old mascot.

**Kraus:** It seems like it's really important to actually go ahead and replace the mascot. And there are some other considerations that you could bring to the table that have to do with, how are our current merchandising marks going to be hit if we change the mascot in such a radical way? But I think of it as being a moral stance, that directly talking about images as being racist, images as being offensive to the communities that they're purportedly supposed to represent, matters for how you create communities, and how you communicate to people — people who live in Ohio and root for the Cleveland baseball team — to communicate that that baseball team is a part of the broader community, and not just a certain segment of the community. So aside from the numbers about what kind of merchandise you're going to move, it's really important to think about who this baseball team is for. And that's going to lead to a very different set of ideas about what's necessary for change.

## **Q: What's next?**

**Brown:** One of the things we are hoping to do is see if there is a link between actual diversity outcomes at these schools and decisions they've made around these mascots, so looking at an archival dataset of what mascots these schools have, when they change them, and seeing if that predicts racial diversity at both the undergraduate and faculty levels. We're also potentially interested in looking at the narratives that schools tell around these changes, and what sorts of narratives are effective at creating community buy-in, creating a relatively positive change

experience in terms of these mascots, and doing so while minimizing effects like paternalistic attitudes.

*Interview conducted and edited by Emily Gordon.*

*Department:*

**Video**

*Topics:*

**Diversity and Inclusion**

---

**YALE**  
**INSIGHTS**

Yale Insights is produced by the Yale School of Management.

© 2007-2020 Yale School of Management



Troy Polnitz 9/30 6:00 PM  
Good Afternoon, everyone.



Linda Laettner 9/30 6:00 PM  
Good evening



Michelle Lira 9/30 6:00 PM  
Good evening



Troy Polnitz 9/30 6:00 PM  
Evening\* Haha. lost track of time



Aidan Morningdove 9908 9/30 6:00 PM  
Good Evening

9/30 6:00 PM

Hello everyone. Thank you for joining



Christine Williams joined the meeting.



Nikki Henry 9/30 6:01 PM  
Good evening!



Troy Polnitz 9/30 6:12 PM  
Beautiful language, James. Thank you for sharing that with us.



beautiful language, James. Thank you for sharing that with us.



sonia lopez joined the meeting.



James Martin (Guest) 9/30 6:19 PM ❤️ 1

Thank you Troy, Yakoke



Sylvia Molina joined the meeting.



Michelle Lira 9/30 6:24 PM

done



Linda Laettner 9/30 6:24 PM

done



Bryan Alonso-Garcia 6562 9/30 6:24 PM

done



River Richart 4982 9/30 6:24 PM

done



Ysidro Valenzuela 9/30 6:24 PM

done



Troy Polnitz 9/30 6:24 PM



Carol Mills 9/30 6:24 PM

done



Christine Williams 9/30 6:24 PM

Done!



Aidan Morningdove 9908 9/30 6:24 PM

done



Aidan Morningdove 9908 9/30 6:24 PM  
done



Jamie Hamilton 9/30 6:26 PM  
Done👍



Troy Polnitz 9/30 6:35 PM ❤️ 1  
That's a powerful comparison



James Martin (Guest) 9/30 6:36 PM  
A' ho



Nikki Henry 9/30 6:38 PM 👍 1 ❤️ 1  
Thank you so much Nicholas for sharing your experiences with us so openly.



Christine Williams 9/30 6:39 PM  
Awesome Nick!\



Bryan Alonso-Garcia 6562 9/30 6:39 PM  
Thank you for sharing your experience Nicholas.



Carol Mills 9/30 6:43 PM  
agree with ysidro's comment - listen to NA and do what they say

9/30 6:46 PM  
absolutely. Brian. Thank you for that idea.



sonia lopez left the conversation.



sonia lopez joined the meeting.

9/30 7:00 PM ❤️ 2  
Thank you Greg for your insight and experience. Its helps a great deal.



sonia lopez left the conversation.



 Ronnie Cantu joined the meeting.

 Amber Esquivel (Guest) joined the meeting.



Nikki Henry Monday 5:57 PM

Good evening all! Loving the music! 😊



Linda Laettner Monday 5:58 PM ❤️ 1

Good evening and welcome!



Yaynicut Franco (Guest) joined the meeting.



Troy Polnitz Monday 5:59 PM

Good Evening, everyone! Welcome!

Monday 5:59 PM

Evening all! Thank you for joining us. We're waiting on a few additional people and the meeting has not started.



Darlene Franco (Guest) joined the meeting.



Brooke Rowland (Guest) joined the meeting.



Jenny Garcia (Guest) joined the meeting.



Darlene Franco (Guest) Monday 6:03 PM

Amy, I might jump off and get on my phone, when I leave the office.



Nikki Henry Monday 6:04 PM

Hi everyone!



669874853 joined the meeting.



Darlene Franco (Guest) Monday 6:09 PM

We can not see her when you share your screen



Sam Holmes joined the meeting.



Troy Polnitz Monday 6:25 PM

I can see it, Amy

I can see it, Amy

Ronnie Cantu Monday 6:26 PM

I can not see it.

Carol Mills Monday 6:27 PM

I don't see where Warrior is challenged in the petition, only the depiction. Have I missed something in the petition?

Darlene Franco (Guest) Monday 6:29 PM

<https://www.change.org/p/fresno-unified-school-district-change-fresno-high-school-s-mascot>



**CHANGE FRESNO  
HIGH SCHOOL'S  
MASCOT**

**Sign the Petition**

Change Fresno High School's Mascot

[www.change.org](https://www.change.org)

Here is the link to the petition

Troy Polnitz Monday 6:38 PM

**Carol Mills** yes, I believe the petition focuses primarily on the mascot however, the name is linked by association.

Ken Carpenter (Guest) Monday 6:40 PM

Facilitator is adding unnecessary commentary.

Jenny Garcia (Guest) Monday 6:46 PM

This is a very touchy subject for me and it is not always easy to talk about. I've struggled to find who I am because I was not taught growing up where we came from. I am from here born here and went to Fresno High but from my moms side I am also Pasque Yachi from Arizona and we even lost our lineage to that tribe because of fear from back then to even say our family is Native. I've been called Native trash and yes other students do ask to make it rain and make funny noises like native sounds the word "HOW" and so on but in a making fun of way, Mocked, not in respect. The Mascot and Fresno Highs opens up the door for others to make fun and dress up as and imitate our dances when those are sacred not for amusement or entertainment.

KC

Ken Carpenter (Guest) Monday 6:40 PM

Facilitator is adding unnecessary commentary.

JG

Jenny Garcia (Guest) Monday 6:46 PM

This is a very touchy subject for me and it is not always easy to talk about. I've struggled to find who I am because I was not taught growing up where we came from. I am from here born here and went to Fresno High but from my mom's side I am also Pasque Yachi from Arizona and we even lost our lineage to that tribe because of fear from back then to even say our family is Native. I've been called Native trash and yes other students do ask to make it rain and make funny noises like native sounds the word "HOW" and so on but in a making fun of way. Mocked, not in respect. The Mascot and Fresno High's opens up the door for others to make fun and dress up as and imitate our dances when those are sacred not for amusement or entertainment.

DF


Darlene Franco (Guest) Monday 6:46 PM

Here is a site you can find information about the affects of Native Mascots:

<http://www.ncai.org/proudtobe>

KC

Ken Carpenter (Guest) Monday 6:48 PM

Amy, Cecilia Funk wants you to know that she is on her phone class of 79 and wants to comment  1



Nikki Henry Monday 6:50 PM

Thank you for sharing [Jenny Garcia](#), appreciate you trusting us enough to share and be vulnerable.



Angelica Figueroa Monday 6:50 PM

I respectfully would like to add that in the 4 years that I was a Band parent, and a member of our parent club, there was never a disrespectful reference to Native Americans. My interaction was primarily with our Band students who represented Fresno High and the name "Warrior" proudly.



Meleah Gonzalez 3707 joined the meeting.

JG

Jenny Garcia (Guest) Monday 6:58 PM

I use to be a flag girl,a letter girl, and made letter captain for Tehipite middle school when they were the only middle school that had that available. They use to be Tehipite Raiders and had a Native mascot. They no longer are called Tehipite Raiders and are now Tehipite Bob cats. When I was there for both seventh and eighth grade, we never dressed up as natives and made arrow letter head shaped letters for parades like Fresno high still does. We never painted our faces with war paint. That is not respect, some of us lost ancestors in battles. Do you forget your loved one that passed away or does it no longer matter because people say well youve never met them. My brother passed and my kids never met him, does that mean he dont matter beecause they never met him

DF

Darlene Franco (Guest) Monday 6:59 PM

I graduated from Redwood High School. Very involved with school teams and bands. I still have a lot of Ranger Pride! Tulare Union was in our league with the Redskins Mascot. Every year I hated going to the Redwood/Tulare Union football games because of the animosity. Redwood (my school), would make banners saying "Kill the Redskins", "Send Redskins on the Trail of Tears"... etc... It was embarrassing and very hurtful. We now have a choice... Let's do the right.

JG

Jenny Garcia (Guest) Monday 6:59 PM

Being Native was not what you went around telling everyone because our family lived in fear of not getting work because they are native

Fresno Highs letter girls wear feathers in their hair and paint their faces for show, that is not respect. You are gifted Eagle feathers to wear as you acheived reaching graduation. But here we have non natives taking our sacred practices and wearing them as a costume. That is disrespectful and misleading.

DF

Darlene Franco (Guest) Monday 7:07 PM

Thank you Brooke. You are very brave for sharing and being open.

AE

Amber Esquivel (Guest) Monday 7:07 PM

Thank you Brooke.

DF

Darlene Franco (Guest) Monday 7:08 PM

1978 is so true. We took many of our traditions under radar, so we could continue.

JG

Jenny Garcia (Guest) Monday 7:08 PM

When I attended FHS for freshmen, softmore, and my junior year, we were not taught the history of

**JG** When I attended FHS for freshmen, sophomore, and my junior year, we were not taught the history of our Native community. I have to pay to attend FCC to learn Native American Studies and I am pursuing a certificate to transfer. FHS does not celebrate our Native struggles such as Missing murdered Indigenous woman, NDAPL, and mind you the true story of Thanksgiving. It's spiritually heart breaking and challenging.

**DF** Darlene Franco (Guest) Monday 7:08 PM  
Brooke, you are very enlightened. I pray for your well being. You are the type of person who can make changes.

**BR** Brooke Rowland (Guest) Monday 7:09 PM  
I'm more than willing to meet (via zoom etc.) with anyone who would like to talk more

I would like to add that my Indigenous friends from FHS are not at this meeting because they are worn out and traumatized from the discrimination they received having this argument during their time at FHS.

**JG** Jenny Garcia (Guest) Monday 7:15 PM  
Tehipite changed their mascot and name and no one is hurt. Many don't even know what it used to be.

We have more Native youth growing up in Fresno Unified and with all the struggles going on with lands being stolen, the border wall going up on Native lands and destroying Native burials and sacred lands. Fights regarding the pipelines. I can go on and on and most FHS warriors have no idea what these situations are that are presently going on with our Native communities.

Monday 7:19 PM

<https://www.youtube.com/watch?v=NATrIQOj0dY&feature=youtu>

**BR** Brooke Rowland (Guest) Monday 7:20 PM  
Stereotyping a group as strong is harmful as well

**JG** Jenny Garcia (Guest) Monday 7:20 PM  
The symbol opens doors to more like dressing up and mocking and a lot of sacred practices.

it creates the feel right for others to mock and use as comedy and entertaining.

DF

Darlene Franco (Guest) Monday 7:22 PM

Thank you for sharing James. We should all be respectful to cultures

Monday 7:22 PM

in case the first link didn't open for you, here it is again <https://youtu.be/NATrI>

JG

Jenny Garcia (Guest) Monday 7:23 PM

of course this is not in any intentions to hurt or harm anyone. FHS mascot has led people to dress up as Natives. So this creates an environment where as a Native we just need to sit back and continue to let more decades go on while we watch this form of emotional abuse. And it very overwhelming to me personally.



Nikki Henry Monday 7:25 PM

We want to ensure we protect the privacy of folks in the meeting - but will share themes and quotes without identifying people without their permission.



We want to ensure we protect the privacy of folks in the meeting - but will share themes and quotes without identifying people without their permission.

JG

Jenny Garcia (Guest) Monday 7:25 PM

I want to share what my post regarding the mascot said:

As more are on board to make these changes. I can not Express enough of the fact that so many live by out of sight out of mind. Some find this very offensive to change the logo/mascot/name. But you are either not seeing or are not aware of the disrespect that follows and continues to this very day. This change is not with any intentions to bring hurt or harm to anyone. It should have been done along time ago. It has created a platform for others to use and abuse, mock, and disrespect. It has given those other then Natives the feel right to be able to dress up and use Native songs, dances, and many other important practices. They feel they have a right to copy and mock Natives. We need to protect, preserve, and not lose sight of what is sacred or should be respected. This is not just one person's future, this is in the best interest of a better future to eliminate racial divide, racial comments, and to respect our Native history. Feeling like allowing a Native face for a mascot/logo/name, also has made some Natives happy to even get some recognition by. But is that really the only way and best way to get us known and out there? That does not bring the respect and education to us Natives and to others by allowing us to be a mascot/logo or use of Native names. That purpose chosen in the past no longer serves us Natives in the way that may have been intended or envisioned. Using a Native face to go up against a rival team is like the reminder of Cowboys and Indians fighting. We need to eliminate the fights and learn from the past not continue it. This is why we are still in a cycle of fighting for our rights. This does not mean you all are wrong. To each their own view you can both be right. But it comes with consequences continuing this to be allowed. My goal for my support in this change, is for our communities all our future and for my kids to be able to live in a less disrespected world for the future with more Culture education and respect for our Native Culture, history, and Ancestors. That is how you show your proud. You don't to allow a school or team to use a Native mascot/logo/name to show your proud of your culture. There are many more ways these days to be able to show your proud. I strongly believe this is for the best for us all. I'm not trying to do what works right now, I'm trying to do what works for us all in the long run into a better future.

KC

Ken Carpenter (Guest) Monday 7:28 PM 🤔 1

Linda Laettner, it's still daylight at FHS



KC

Ken Carpenter (Guest) Monday 7:28 PM 😊 1  
Linda Laettner, it's still daylight at FHS

JG

Jenny Garcia (Guest) Monday 7:32 PM  
Fresno Unified does not do a good enough job letting Native Parents know about Their Native education department. I use to have my kids in it, but they slowly just stop keeping in touch. Our Indigenous peoples should not belong to the migrant funding. We should have our own finding. To educate everyone.



Michelle Lira Monday 7:32 PM  
Thank you all for being here

DF

Darlene Franco (Guest) Monday 7:33 PM  
Thank you all for being open to hearing our viewpoints



Troy Polnitz Monday 7:33 PM  
Thank you, everyone! Great discussion tonight.



Linda Laettner Monday 7:33 PM  
Many thanks for your participation this evening.

YF

Yaynicut Franco (Guest) Monday 7:33 PM  
Thank you for listening. Now is the time to create a better future for Native students and the community. To the Equity staff, keep me informed and let me know if you need assistance.

JM

James Martin (Guest) Monday 7:33 PM  
Chi Pisa Iachike, Yakoke



Jenny Garcia (Guest) left the conversation.



Nikki Henry Monday 7:33 PM  
Thank you everyone!



James Martin left the conversation.



Yaynicut Franco (Guest) left the conversation.



Darlene Franco (Guest) left the conversation.



Amber Esquivel (Guest) left the conversation.





Jenny Garcia (Guest) left the conversation.



Nikki Henry Monday 7:33 PM

Thank you everyone!



James Martin left the conversation.



Yaynicut Franco (Guest) left the conversation.



Darlene Franco (Guest) left the conversation.



Amber Esquivel (Guest) left the conversation.



Brooke Rowland (Guest) left the conversation.



Ken Carpenter (Guest) Monday 7:34 PM

Will you have an introduction to the townhall where you share the basic feelings expressed here befor having the community share? Or will you let it all be together?



669874853 left the conversation.



Sam Holmes left the conversation.




Meeting ended 4h 22m Monday 10:10 PM



### Attendance Report

[Click here to download attendance report](#)

-  **Natalie Garzon 6488** joined the meeting.
-  **Daisy Navejas Mejia 0368** joined the meeting.
-  **Richard Romero 6127** joined the meeting.
-  **Chanel Charles 1038** joined the meeting.



**Kyra Orgill** Yesterday 6:58 PM

**Antonio Mijangos 3890** do you have a question?



**Bryan Alonso-Garcia 6562** Yesterday 6:58 PM  2

Good evening everyone!

-  **Yamilex Cruz-Ramirez 6103** joined the meeting.



**. Antonio Mijangos 3890** Yesterday 6:59 PM

Yes, do we turn on our cams


-  **Alicia Romero-Mendoza 4003** joined the meeting.




**Kyra Orgill** Yesterday 6:59 PM

**Antonio Mijangos 3890** it is entirely up to you. We always welcome seeing our students!

-  **Serenity Vang 8404** joined the meeting.

-  **Destiny Do 8473** joined the meeting.

-  **Daniel Ruiz 9949** joined the meeting.

 Serenity Vang 8404 joined the meeting.

 Destiny Do 8473 joined the meeting.


 Daniel Ruiz 9949 joined the meeting.



Antonio Mijangos 3890 Yesterday 7:00 PM  
Ok thx

 Asuzena Avalos Garcia 1667 joined the meeting.


 Gaochong Lee 5048 joined the meeting.


 Sydney Maroot 2299 joined the meeting.

 Carolina Pulido 0597 joined the meeting.

 Aliyah Polanco 6144 joined the meeting.



Melissa Bangerter Yesterday 7:01 PM  1  
Great to see so many of our students here this evening! Welcome !

 Autumn Cedillo 7545 joined the meeting.

 Sydnee Splettstoesser 5375 joined the meeting.

 Bruce D Owdom 7141 joined the meeting.

 Ines Fabian-Hicks 1230 joined the meeting.

 Jasmine Corona Padilla 5595 joined the meeting.

 Jayden Ruiz 6982 joined the meeting.



## FHS Mascot Student Listening Meeting

Chat

Files

Meeting Notes

1 more ▾



Ines Fabian-Hicks 1230 Yesterday 7:36 PM

I agree with these statements.



Tiffany Gimbarti 3911 joined the meeting.



Jayden Ruiz 6982 Yesterday 7:39 PM 👍 4 ❤️ 2

Racism is not debatable



Jonas Kramer 1653 Yesterday 7:42 PM 👍 2

Jayden Ruiz 6982, agreed. Racism isn't debatable



Jayden Ruiz 6982 Yesterday 7:43 PM ❤️ 1

Why is racism given a platform?



Ines Fabian-Hicks 1230 Yesterday 7:43 PM 👍 2

Its not the right of the alumni to use ethnic symbols



Bruce D Owdom 7141 Yesterday 7:44 PM ❤️ 1

Many good arguments are being made here.



Sydney Maroot 2299 Yesterday 7:44 PM 👍 3 ❤️ 2

Yeah, why is this up for debate? People are offended. Warrior way preaches open-mindedness, and this doesn't seem like the empathy that the Caring LPT mentions...



# FHS Mascot Student Listening Meeting

[Chat](#)[Files](#)[Meeting Notes](#)[1 more](#)

this doesn't seem like the empathy that the Caring LPT mentions...



Sydnee Splettstoesser 5375 Yesterday 7:44 PM



1

Plus the "few" people that are offended is a whole ethnic group

A7

Autumn Cedillo 7545 Yesterday 7:45 PM



1

I have a follow up to aj



Ines Fabian-Hicks 1230 Yesterday 7:45 PM



3

Please look at the student population. We are a group of BIPOC people.

Yesterday 7:47 PM



1

(Black, Indigenous, People of Color)



Jayden Ruiz 6982 Yesterday 7:48 PM



1



1

Why are we choosing to give racism a voice

A7

Autumn Cedillo 7545 Yesterday 7:51 PM

Can we speed through to get everyone's questions?



River Richart 4982 Yesterday 7:52 PM



2



2

Everyone has a voice, if they wish to share it, they will if they please. Please be respectful to the presenters and ask them questions if you wish to share your voice.



## FHS Mascot Student Listening Meeting Chat

[Files](#)[Meeting Notes](#)[1 more](#)

presenters and ask them questions if you wish to share your voice.



Ines Fabian-Hicks 1230 Yesterday 7:54 PM



We no longer have use for racist or stereotypical symbols. we should choose something that represents the IB program or Fresno High in general.



Bruce D Owdom 7141 Yesterday 7:55 PM



IB is a global program. Perhaps that could inspire a new direction.



Ines Fabian-Hicks 1230 Yesterday 7:55 PM



This is a good point but very different because white people of scottish decent are not subject to systemic racism.



Antonio Mijangos 3890 Yesterday 7:55 PM



Also Mr. Flores said he didnt want to undermine our feeling but he just did. SMH



Sydnee Splettstoesser 5375 Yesterday 7:55 PM

Ines has a point



Bruce D Owdom 7141 Yesterday 7:55 PM

Not here.

But there



Gaochong Lee 5048 Yesterday 7:56 PM



There are other things out there that we can use as a warrior logo. I find it really confusing and concerning that we chose an offensive image as a mascot.



William Clement 3980 Yesterday 7:56 PM

Gaochong Lee 5048 agreed



Sydnee Splettstoesser 5375 Yesterday 7:56 PM

double agreed



Antonio Mijangos 3890 Yesterday 7:56 PM



Also native children makeup the highest number of childhood suicide



Sydney Maroot 2299 Yesterday 7:57 PM



It's not an argument!! Not a debate, not a discussion, and definitely doesn't deserve the platform and time that people are giving it. It's 2020 guys. Recognize that thousands of people are offended by this. You saw how many people signed that petition, how many people are spreading the word and showing up to today's meeting. If Mr. Dodson says it's about the students, can we recognize their voices and actually make a change? Also, it's most definitely not "a few people offended". This is big. I am embarrassed to be a student at a school that has taken this long to even begin the conversation.



## FHS Mascot Student Listening Meeting

[Chat](#)[Files](#)[Meeting Notes](#)[1 more](#)

Antonio Mijangos 3890 Yesterday 7:57 PM



2

so racist caricatures of my people make this issue worse killing my peoples children

A7



Autumn Cedillo 7545 Yesterday 7:58 PM



3

65% of native Americans disagree with Native American mascots I say this respectfully that is more than "a few"



Jayden Ruiz 6982 Yesterday 7:58 PM



2

we are an IB school and we are supposed to be respectful and responsible and this is neither!



Antonio Mijangos 3890 Yesterday 7:58 PM



2

The people who these caricatures like this have blood

on their hands



Gaochong Lee 5048 Yesterday 7:59 PM



1

Why did we choose an offensive mascot over an owl? Whats wrong with an animal mascot?



Jayden Ruiz 6982 Yesterday 7:59 PM



3

We will fight for are native brothers and sisters and will not let their voice get silenced

Our\*





Antonio Mijangos 3890 Yesterday 7:59 PM



1

My people are being cultraly and biologicaly genocided



Sydney Maroot 2299 Yesterday 8:00 PM



1

literal racism...Tell me again why this gets to be up for debate??



Jayden Ruiz 6982 Yesterday 8:00 PM



1

Racism is not up for debate



Sydnee Splettstoesser 5375 Yesterday 8:00 PM



1

Honestly, it seems they just want to hold onto their teen memories instead of letting the native people reclaim their image



Sydney Maroot 2299 Yesterday 8:01 PM



1

Why are the alumni voices being the main ones recognized? Current students want change. Current students are the most offended.



Sydnee Splettstoesser 5375 Yesterday 8:01 PM



1

Alumni had their chance

but they're gone now



## FHS Mascot Student Listening Meeting

[Chat](#)[Files](#)[Meeting Notes](#)[1 more](#)

Sydnee Splettstoesser 5375 Yesterday 8:01 PM 👍 1

Alumni had their chance

but they're gone now



Ines Fabian-Hicks 1230 Yesterday 8:01 PM

Yes Autumn Love that SAFE SPACE from racism and discrimination



Antonio Mijangos 3890 Yesterday 8:01 PM 🗨️ 1

PUUUUURR Autumn go off



Sydnee Splettstoesser 5375 Yesterday 8:01 PM

Yessss get it



Antonio Mijangos 3890 Yesterday 8:01 PM

Go off Queen



Jayden Ruiz 6982 Yesterday 8:02 PM

What's the point of teaching the warrior way if our school can't be courageous to do what is right!!!? 👍 2



Linda Laettner Yesterday 8:02 PM

Students attending this meeting will be able to complete an exit ticket sharing your perspectives. 👍 2



Sydnee Splettstoesser 5375 Yesterday 8:02 PM

👍 1 ❤️ 2

How is racism an opinion?

Yesterday 8:03 PM

👍 1

If we're called the warriors and showing a native as a warrior, isn't that painting the picture of natives being a "savage" people?



Ines Fabian-Hicks 1230 Yesterday 8:04 PM

👍 1 ❤️ 1

The image promotes low self esteem of BIPOC people, that's why they got rid of Aunt Jemimah too, a symbol of racism and white people's use of people of color and their bodies.



Jayden Ruiz 6982 Yesterday 8:04 PM

❤️ 3

Why are we letting racist opinions control Fresno high



Sydney Maroot 2299 Yesterday 8:04 PM

❤️ 1

why does there need to be an "incident"? people are offended.



Gaochong Lee 5048 Yesterday 8:04 PM

❤️ 3 🤔 1

Are we talking to a brick wall here?



Sydnee Splettstoesser 5375 Yesterday 8:05 PM

👍 1 ❤️ 1

Plus what if an incident did happen outside of school without the school's or authorities knowledge?



Gaochong Lee 5048 Yesterday 8:04 PM ❤️ 3 😄 1

Are we talking to a brick wall here?



Sydnee Spletstoesser 5375 Yesterday 8:05 PM

👍 1 ❤️ 1

Plus what if an incident did happen outside of school without the school's or authorities knowledge?

Of course it wouldn't be recorded

Yesterday 8:05 PM

👍 1

Or maybe it wasn't taken seriously



Antonio Mijangos 3890 Yesterday 8:06 PM

I swear the Flores dude does not even listen



Carolina Pulido 0597 Yesterday 8:07 PM

👍 5

shouldn't he think it's more important to consider how harmful this is to some students rather than how it affects alumni who don't even have to attend the school and don't have to face situations like this in a space where students should feel safe in?



Sydney Maroot 2299 Yesterday 8:07 PM

Did I just hear "racism can be hard to define"?? WE ARE DEFINING IT. PEOPLE ARE OFFENDED. Is that not enough?



Jayden Ruiz 6982 Yesterday 8:07 PM

RACISM IS NOT HARD TO DEFINE



## FHS Mascot Student Listening Meeting

Chat

Files

Meeting Notes

1 more



Jayden Ruiz 6982 Yesterday 8:07 PM  
RACISM IS NOT HARD TO DEFINE  
RACISM IS NOT HARD TO DEFINE





Antonio Mijangos 3890 Yesterday 8:07 PM  
The main reason i didnt go to Fresno high is because of this racist murderess Mascot




Asuzena Avalos Garcia 1667 Yesterday 8:07 PM  
Alumni had their moments now it's time for us to think about the future of the school and not subject future students to such an offensive logo.



Linda Laettner Yesterday 8:08 PM  2  3  
Please be respectful to presenters in the chat



Ines Fabian-Hicks 1230 Yesterday 8:08 PM  5  

- **Institutional racism**, also known as systemic **racism**, is a form of **racism** that is embedded as normal practice within society or an organization. It can lead to such issues as discrimination in criminal justice, employment, housing, health care, political power, and education, among other issues.



Gaochong Lee 5048 Yesterday 8:08 PM  2  
"Warriors embrace the views of others and respect one another's differences" ....the irony



# FHS Mascot Student Listening Meeting

Chat

Files

Meeting Notes

1 more



Members shared the name of others and respect one another's differences more fully



Salud Toledo 6481 Yesterday 8:08 PM

8

Racism is not debatable. But, the concept of racism and stereotypes can clash at times. Some people do not believe that the mascot is racist, meanwhile others do. These men are here today to share their perspectives on the topic of our mascot. No matter what you should respect their thoughts and ideas.

A7

Autumn Cedillo 7545 Yesterday 8:08 PM

So if people are allowed to wear war paint, feathers, and head dresses in "ceremony" is it okay for a person to do black-face in "ceremony" to the black community?



Sydney Maroot 2299 Yesterday 8:09 PM

Yes, so can we recognize that lack of knowledge that you mentioned?



Antonio Mijangos 3890 Yesterday 8:09 PM

whats the point of having Mr Flores if he aint even listening

Yesterday 8:09 PM

1

Also i did not get to finish

Yesterday 8:10 PM

2

I am verry verry Disappointed in this meeting



Salud Toledo 6481 Yesterday 8:11 PM

11

Mr.Flores is here to express his opinion just as Mr.Nicholas is. Even if you disagree with him, you

Type a new message



# FHS Mascot Student Listening Meeting

Chat

Files

Meeting Notes

1 more



Salud Toledo 6481 Yesterday 8:11 PM

11

Mr.Flores is here to express his opinion just as Mr.Nicholas is. Even if you disagree with him, you should have respect for his person. He is a human being and a lot of these comments are solely attacking him which is not okay at all.



Antonio Mijangos 3890 Yesterday 8:11 PM

i am not attacking him



Arasely Guerrero 8156 Yesterday 8:11 PM

1

exactly



Antonio Mijangos 3890 Yesterday 8:11 PM

i am just saying the truth



Bryan Alonso-Garcia 6562 Yesterday 8:11 PM

3

everyone breathe ,take a moment to listen! and gather your thoughts and perspectives.



Sydnee Splettstoesser 5375 Yesterday 8:12 PM

1

I think we're all just frustrated

Yesterday 8:12 PM

1

yes Bryan well said



**Jayden Ruiz 6982** Yesterday 8:12 PM  
Racism shouldn't be justified



**Antonio Mijangos 3890** Yesterday 8:12 PM  
there is nothing to attack Nicholas



**Yvette Martinez 4729** Yesterday 8:12 PM  
For the last time it's out of respect of admiration. To honor the natives, we are not trying to discriminate. I don't see how having a school represent a certain race is racist ? I see it more as a privilege but to each their own 🇺🇸

❤️ 3

**A7**

**Autumn Cedillo 7545** Yesterday 8:13 PM  
much respect, mr. Flores expresses his opinion and not facts. We are here for facts. Students have been asking questions that are backed with facts neither guest speakers is ONLY expressing opinion and no facts

👍 2



**Antonio Mijangos 3890** Yesterday 8:13 PM  
also i will not respect a racist human being who is justifying racism



**River Richart 4982** Yesterday 8:13 PM  
Who is racist?



**Antonio Mijangos 3890** Yesterday 8:13 PM  
Also non natives should not say Redskin



**Ines Fabian-Hicks 1230** Yesterday 8:13 PM  
Well said Bryan, but I expect to see the alumni respect the entire student body and their perspective.

👍 1 ❤️ 2



**Sydnee Splettstoesser 5375** Yesterday 8:14 PM  
I understand that you may think someone is showing admiration with the mascot but the school was created by their murderers

👍 2



**Salud Toledo 6481** Yesterday 8:14 PM  
He's not justifying the concept of racism. He's justifying the mascot. Never has he said that racism is okay.

👍 1 ❤️ 3





Arasely Guerrero 8156 Yesterday 8:14 PM ❤️ 3  
okay now youre reaching calling him racist



Sydney Maroot 2299 Yesterday 8:14 PM 👍 1  
we're on their land.



Bruce D Owdom 7141 Yesterday 8:14 PM  
Get of your soapboxes and let the man speak.



Yvette Martinez 4729 Yesterday 8:14 PM ❤️ 3  
who's racist ? Y'all throw that word everywhere and anywhere I swear lol



Antonio Mijangos 3890 Yesterday 8:14 PM  
i never a said he is racist



Salud Toledo 6481 Yesterday 8:14 PM 👍 1 ❤️ 1  
I agree with Arasely , you can't go around calling people racist.



Daniel Ruiz 9949 Yesterday 8:14 PM  
"Yall" hmm



River Richart 4982 Yesterday 8:14 PM 👍 3 ❤️ 1  
Wouldn't you say calling someone racist is an attack?



Bruce D Owdom 7141 Yesterday 8:15 PM 👍 1  
Yeah, yvette is accurate in her claims.



Autumn Cedillo 7545 Yesterday 8:15 PM ❤️ 1  
In the 50's people that attended this school were allowed to celebrate Indian culture when THAT CULTURE COULDN'T



River Richart 4982 Yesterday 8:15 PM  
Who is the racist you're talking about?



Antonio Mijangos 3890 Yesterday 8:15 PM  
It was a hypothetical



Maicool Mateo 8822 Yesterday 8:15 PM ❤️ 1  
She's right



Bryan Alonso-Garcia 6562 Yesterday 8:15 PM ❤️ 3  
Everyone Breathe! we all have anger within us right now. Let's listen. this conversation is not done yet.



Maicool Mateo 8822 Yesterday 8:16 PM  
but I've only been here for 2 years



Sydney Maroot 2299 Yesterday 8:16 PM ❤️ 3  
we don't do anything to honor native americans. why use them as a mascot?



Antonio Mijangos 3890 Yesterday 8:16 PM 👍 1  
it is promoting racism



River Richart 4982 Yesterday 8:16 PM  
Couldn't that be changed as well?



Richard Romero 6127 Yesterday 8:16 PM ❤️ 6  
the mascot is not used at fhs usually becuae faculty knows how the mascot is offensive



Jonas Kramer 1653 Yesterday 8:16 PM  
Than why have it?



Richard Romero 6127 Yesterday 8:17 PM 👍 1  
exact;y



Sydnee Splettstoesser 5375 Yesterday 8:17 PM 👍 1 ❤️ 2 😬 1  
If they know it's offensive then maybe we should.....not have it



**Ines Fabian-Hicks 1230** Yesterday 8:17 PM 👍 3

Yes, agreed.



**Bruce D Owdom 7141** Yesterday 8:17 PM 👍 2

Brilliant deduction.



**Linda Laettner** Yesterday 8:18 PM 👍 2 ❤️ 1

Please be respectful of each other in the chat



**Sydney Maroot 2299** Yesterday 8:18 PM

**Richard Romero 6127** is right. we should change it to something that we don't have to hide. Something we can be proud of. you can't be proud of something that this many people are offended by. 👍 2



**Richard Romero 6127** Yesterday 8:18 PM

we have been the owls in the past



**Antonio Mijangos 3890** Yesterday 8:18 PM

it honastly sickends me that people would justify this evil macott



**Ines Fabian-Hicks 1230** Yesterday 8:19 PM 👍 5

Nicholas is like many kids who experience systemic racism.



**Antonio Mijangos 3890** Yesterday 8:19 PM

yessss

agreed



**Jayden Ruiz 6982** Yesterday 8:19 PM 👍 1 ❤️ 1

Your opinions should not justify racism towards natives



**Ines Fabian-Hicks 1230** Yesterday 8:19 PM

It may seem smaller than other racist actions. but is still a form of discrimination. ❤️ 2

**A7**

**Autumn Cedillo 7545** Yesterday 8:19 PM

The school isn't allowed to put the mascot on shirts? If it is not a controversial mascot then how come they aren't allowed to put it on shirts? It's racist ❤️ 3



Sydnee Splettstoesser 5375 Yesterday 8:20 PM

👍 1

Here is the "incident" Mr. Flores wants. I do not mean to be disrespectful by saying that but here he goes



Bryan Alonso-Garcia 6562 Yesterday 8:20 PM

👍 2 ❤️ 3

make sure you listen, because right now we are initiating something greater than this. Get informed, do some research and sharpen your pov so the adults here us.



Richard Romero 6127 Yesterday 8:20 PM

👍 2 ❤️ 6

The fresno high mascot will not be forgotten, by removing it we are not removing a part of fresno high but being proactive with the society we live in today.



Ines Fabian-Hicks 1230 Yesterday 8:20 PM

Agreed



Sydnee Splettstoesser 5375 Yesterday 8:20 PM

❤️ 5

Perhaps we could even have a plaque or area to explain the old mascot and why it was taken away



Sydney Maroot 2299 Yesterday 8:21 PM

❤️ 1

if we can't honor the mascot and show it off proudly, let's change it NOW.



Gaochong Lee 5048 Yesterday 8:21 PM

❤️ 1

When will people realize that Indians and Native Americans are not the same group of people?

A7

Autumn Cedillo 7545 Yesterday 8:21 PM

❤️ 3

Warrior means strong, caring, selfless. Do not mix a racist mascot with the word warrior.



Ines Fabian-Hicks 1230 Yesterday 8:21 PM

👍 1 ❤️ 3

Im glad I got to listen to Nicholas' story



Antonio Mijangos 3890 Yesterday 8:22 PM

👍 4

Indian is slur to indiginous people



Gaochong Lee 5048 Yesterday 8:23 PM  
Im sorry you had to experience that Mr. [Nicholas](#)



Ines Fabian-Hicks 1230 Yesterday 8:23 PM 1  
Mr.Flores, please help these kids who are discriminated against by changing the mascot.

You have the power to create a safe space for kids.



Salud Toledo 6481 Yesterday 8:23 PM 3 2  
The thing is that now a days anything can be offensive. It may depend on your person and on your perspective. Today, in our high school years, I've never seen the mascot used in a racist way. Some may say that the mascot represents racism, meanwhile others may say that it is used to give a group of people the recognition that they deserve. You have to be able to perceive both sides. Be open minded to both perspectives not just one. This is why we are all here today.



Antonio Mijangos 3890 Yesterday 8:23 PM 2  
we are indigenous or native or first Nations



Jayden Ruiz 6982 Yesterday 8:23 PM 1 1  
Racism is not up for debate



Antonio Mijangos 3890 Yesterday 8:23 PM 1 1  
not indian



Arasely Guerrero 8156 Yesterday 8:24 PM 1  
i agree salud



Antonio Mijangos 3890 Yesterday 8:24 PM  
we no indian we native



Bruce D Owdom 7141 Yesterday 8:24 PM  
Estne?



Richard Romero 6127 Yesterday 8:24 PM 6  
just because anything can be offensive doesn't mean that its still not offensive [Salud Toledo 6481](#)



**Gaochong Lee 5048** Yesterday 8:23 PM  
Im sorry you had to experience that Mr. [Nicholas](#)



**Ines Fabian-Hicks 1230** Yesterday 8:23 PM 1  
Mr.Flores, please help these kids who are discriminated against by changing the mascot.

You have the power to create a safe space for kids.



**Salud Toledo 6481** Yesterday 8:23 PM 3 2  
The thing is that now a days anything can be offensive. It may depend on your person and on your perspective. Today, in our high school years, I've never seen the mascot used in a racist way. Some may say that the mascot represents racism, meanwhile others may say that it is used to give a group of people the recognition that they deserve. You have to be able to perceive both sides. Be open minded to both perspectives not just one. This is why we are all here today.



**Antonio Mijangos 3890** Yesterday 8:23 PM 2  
we are indigenous or native or first Nations



**Jayden Ruiz 6982** Yesterday 8:23 PM 1 1  
Racism is not up for debate



**Antonio Mijangos 3890** Yesterday 8:23 PM 1 1  
not indian



**Arasely Guerrero 8156** Yesterday 8:24 PM 1  
i agree salud



**Antonio Mijangos 3890** Yesterday 8:24 PM  
we no indian we native



**Bruce D Owdom 7141** Yesterday 8:24 PM  
Estne?



**Richard Romero 6127** Yesterday 8:24 PM 6  
just because anything can be offensive doesn't mean that its still not offensive [Salud Toledo 6481](#)



Antonio Mijangos 3890 Yesterday 8:24 PM  
Purrr



Kyra Orgill Yesterday 8:24 PM 👍 1 ❤️ 1  
Jasmine Corona Padilla 5595 ❤️



Bruce D Owdom 7141 Yesterday 8:25 PM

d



Bryan Alonso-Garcia 6562 Yesterday 8:25 PM 👍 1 ❤️ 1  
there will be a virtual town hall on Thursday Nov. 12th. regarding this issue. make sure you attend and show up @5:30pm. with our board members.



Antonio Mijangos 3890 left the conversation.



Salud Toledo 6481 Yesterday 8:25 PM 👍 1 ❤️ 3

**Richard Romero 6127**

just because anything can be offensive doesn't mean that its still not offensive Salud Toledo 6481

I'm not saying it isn't offensive. I'm saying that you must respect all points of views even if they differ with your own. Especially when you're dealing with a topic as broad as racism.



Antonio Mijangos 3890 joined the meeting.

A7

Autumn Cedillo 7545 Yesterday 8:25 PM ❤️ 2  
If the mascot was a Jewish character, and they were to give them a drastically long nose and other stereotypical features. Wouldn't we consider that offensive ? Why is it any different to the indigenous community



Bruce D Owdom 7141 Yesterday 8:25 PM 🙄 1  
Typo ignore the d



Antonio Mijangos 3890 left the conversation.



Richard Romero 6127 Yesterday 8:26 PM ❤️ 5  
To this day we do not use the mascot in a racist way, correct but the mascot in general has racist



Richard Romero 6127 Yesterday 8:26 PM

❤️ 5

To this day we do not use the mascot in a racist way, correct but the mascot in general has racist implications that are very offensive



Ines Fabian-Hicks 1230 Yesterday 8:26 PM

❤️ 3

I agree Salud Toledo, however even if you haven't seen it yourself, if people are getting discriminated, then those experiences are still valid, and should have voices.



Salud Toledo 6481 Yesterday 8:27 PM

Out of curiosity, what racist implications?



Ines Fabian-Hicks 1230 Yesterday 8:27 PM

are you asking me?



Richard Romero 6127 Yesterday 8:27 PM

👍 1

i totally agree Salud Toledo 6481 understanding both sides is very important



River Richart 4982 Yesterday 8:27 PM

❤️ 2

But validity is grounds for debate, not truth.



Jayden Ruiz 6982 Yesterday 8:28 PM

Racism is not up for debate



Ines Fabian-Hicks 1230 Yesterday 8:28 PM 👍 1

Oh yeah imma join!



Sydney Maroot 2299 Yesterday 8:28 PM 👍 1 🙄 1

Ines Fabian-Hicks 1230 yes!!



Bruce D 7141 Yesterday 8:28 PM 🙄 1

Ines I already asked you too last year.





Kyra Orgill Yesterday 8:28 PM



Ines Fabian-Hicks 1230 Yesterday 8:28 PM

lol i didnt really understand Bruce



Bruce D Owdom 7141 Yesterday 8:29 PM

sry



Ines Fabian-Hicks 1230 Yesterday 8:29 PM



1

Are they going to read the chat please? that is where a lot of perspectives are

(The school board)

A7

Autumn Cedillo 7545 Yesterday 8:29 PM



2

You guys blocked Antonio seems like you guys can't handle the facts



Richard Romero 6127 added Antonio Mijangos 3890 to the meeting.



Maise Aguilar 3643 Yesterday 8:31 PM

yes



Carolina Pulido 0597 Yesterday 8:31 PM

it's not working for me

is there another way to do the exit ticket?



**Melissa Bangerter** Yesterday 8:31 PM  
[Carolina Pulido 0597](#) email me



**Maise Aguilar 3643** Yesterday 8:31 PM ❤️ 2  
thank you everyone ❤️



**Ines Fabian-Hicks 1230** Yesterday 8:31 PM  
whoop whooop!



**Bryan Alonso-Garcia 6562** Yesterday 8:32 PM 😊 1  
Everyone breathe and take care



**John Flores** left the conversation.



**River Richard 4982** Yesterday 8:32 PM 👍 5 ❤️ 1 😊 1  
Also join senate



**Bruce D Owdom 7141** Yesterday 8:32 PM 👍 3  
Goodnight everyone. Stay safe.



**Gaochong Lee 5048** Yesterday 8:32 PM  
Alright ciao everyone.



**Jonas Kramer 1653** Yesterday 8:32 PM 😊 4  
not to stir any conflict but we have the pig. stay safe everyone



**Bryan Alonso-Garcia 6562** Yesterday 8:32 PM 👍 1  
How do we join senate?



**Richard Romero 6127** Yesterday 8:33 PM ❤️ 1  
message me



**Melissa Bangerter** Yesterday 8:33 PM ❤️ 1  
[Bryan Alonso-Garcia 6562](#) I can help you!

Yesterday 8:33 PM ❤️ 1



Melissa Bangerter Yesterday 8:33 PM ❤️ 1  
Bryan Alonso-Garcia 6562 I can help you!

Yesterday 8:33 PM ❤️ 1  
I am an ltonorary.



Carolina Pulido 0597 Yesterday 8:33 PM ❤️ 1  
I emailed you Melissa Bangerter



Maicool Mateo 8822 Yesterday 8:34 PM  
I'm here



Salud Toledo 6481 Yesterday 8:34 PM ❤️ 1  
Have a good night everyone 😊 Continue to be open-minded, including being open to perspectives that differ from your own. 😊😊



Antonio Mijangos 3890 Yesterday 8:34 PM  
I'm confused on why I got kicked out I was just stating my opinion and actually stating facts it's kind of disappointing that they kme out

all opinions are welcome. And point of these are welcome why did I get silenced.



Salud Toledo 6481 Yesterday 8:36 PM  
Thank you to both Mr.Nicholas and Mr.Flores for expressing your points of view! They are very much appreciated ❤️



Nicholas left the conversation.



Antonio Mijangos 3890 Yesterday 8:36 PM  
so did I waste my time coming to a meeting and not even being able to finish it?



Kyra Orgill Yesterday 8:36 PM  
<https://forms.office.com/Pages/ResponsePage.aspx?id=gwDJdMYDkWAHJJRzdF-uLGyYRVrnytlhikusayW2DhUN01YSktDT1pUOFY1VEJLWTU2VVZCOU1JQS4u&qrcode=true>

Fill | FHS Mascot Student Listening Exit Ticket





Salud Toledo 6481 left the conversation.



Meeting ended 2h 4m Yesterday 8:39 PM

Fresno High Student Town Hall Exit Survey

Name	What does the image of Fresno High mascot represent to you?	Why is keeping or removing the image of Fresno High mascot important?	What does the Fresno High 'Warrior' name mean to you?	Why is keeping or removing the 'Warrior' name important?	Do you believe it is important to educate FUSD students on local Native American tribes?
Richard	Nothing	It is racist	Absolutely nothing I think it changing it wouldn't have as much as a impact on the students as we could think	It is offensive to many people	Absolutely because it is something that had to do with out history
Jonas	It represents a mascot that is discriminating the Native Americans	Removing the image is important because it is honoring the Native land FHS is on.		Keeping the warrior, is important because warriors is not racist, but showing a Native is.	Yeah, because it gives insight to what land they are on, and who came before us.
Daisy	The image of the Fresno High mascot represents motivation, it represents what I want to feel like everyday, but most of all it reminds me of who I want to be like at heart. This is how I personally feel.	I do understand both points of views and how we should value and respect them, in all reality we will never fulfill everyone's needs.			
Aliyah	The image represent a racist and invalid imagery of a Native American.	This is truly important because this is not an issue that should be debated. The mascot portrays a racist and offensive figure for young generations and by keeping it we are giving the opportunity for a racist stereotype to fall upon our younger generation.	Warrior means to be courageous and a good leader which is by all means appropriate but we is not used in the same portrayal for the mascot.	I believe that the Warrior name can stay because we use as a support or as an influence to others around us. By no means are we trying to take away the 'Warrior' name.	I believe it is truly important for Native American tribes to be educated through the FUSD students. This is because many do not know why we are so offended and why this is such an important discussion. By not educating others we are not doing our job as the IB program by not teaching our students about other cultures.



Antonio	Racism and the cultural and biological genocide of my people.	Removing the mascot will prevent future suicides and bullying. As a school and a district who swears for tech children you are failing. If your job is to protect children maybe you should focus on our children not just white children. I shouldn't even be a debate on whether we should keep a racist mascot.	Racism and the cultural and biological genocide of my people	Honestly it's not that we want to remove the name you want to remove the connotation of the name and what the name represents we want to remove the negative aspect of it.	Yes because it was the colonizers he took this land it was a colonizers who made these books who neglected the fact that this land is stolen and taken and that the rightful people this land are facing cultural and biological genocide as we speak. The school system fails to show the light of which Christopher Columbus and other colonizers destroyed America and are the equivalent of Hitler
Autumn	It represents racism. I find it highly offensive.	It is important because it offends lots of STUDENTS. Students opinions should be prioritized and not shut down the students. 65% of indigenous people feel mascots like fresno highs is inappropriate, offensive, and morally wrong. If this were a jewish, mexican, black, asian person it would be considered offensive, why is the indigenous community different?	I believe the warrior is separate from the mascot. The word warrior doesn't automatically mean "native american" i feel it is entirely separate. When i hear that word i think of fresno high and the spirit fresno high has.	Keeping it may be important because its not an offensive term. Keep the word is okay, i feel it doesn't offend anyone nor has anyone spoke about the word itself, our main goal is the mascot. Warrior can mean many things, a charecter of a indigenous person can't.	Yes! This is their land we forced them To learn our ways. If we really wanted to honor them we wouldn't have this mascot and teach THEIR history.

Sydnee	The image represents an older time for Fresno High. It reminds me of the genocide that happened to the natives of this land and that their image was being used as decoration after a European victory.	Removing the mascot is important to create a change. And to create true safe place for EVERYONE in the school. We are supposed to respect all cultures and people, but how can we with a mascot created by a plunderer of native land. Removing it will give the image of a native back to the indigenous people. Too much has been taken from them already.	The warrior name means, perseverance and courage.	I do not think the name needs to be removed. I think that we should create an appropriate mascot. Having a picture of a native person and warrior together makes an aggressive image. As the people who made this school fought the indigenous people and could have made this mascot to paint them in a negative light.	I think it is so they know who true Americans who. They should be educated on the people before us and the injustice that has happened. All of America needs to come to terms that our ancestors did terrible acts to our other ancestors. This can form an open minded group of individuals that will help or society grow past the systemic racism that plagues us today.
Chanel	It represents just the name of Fresno High. It is not something that must remain unchanged. To me the equivalent of the current mascot is a Jeep. I'll use it but I can be perfectly happy with a different car.	To not be offensive to another group of people. Knowingly keeping something that is offensive to another is not how I want to remember my time at Fresno High.	Just someone who stands against an opposing force.	To me there is no problem with the name. Just the image WE have attached to the name is the problem. We could easily find another non- offensive image to attach to the name.	Yes it is important. This land was originally theirs until it was taken from them and they were subjected to brutality, injustice, and racism. The best we can do is to educate this generation on what happened so that we do not knowingly repeat history. Even if on a smaller scale.
Araceli	The image of Fresno High mascot represents to me honoring Native Americans for all they went through in the past. I see it more as honoring there ancestors and everyone who has been harmed before.	Keeping the mascot is important because that has been he logo for a long time and taking it off does not seem fair.	"Warrior" name means to me someone who has strength and is strong.		It's is important to educate FUSD students on local Native American because they should respect everyone and treat them equally and know their background.

Ines	<p>I see it as a symbol of systemic racism. Systemic racism even impacts our kids of color who are tempted too agree with white supremacist perspective that everyone should get to have an opinion on racism. It's not fair to present this as simply looking at different perspectives because it impacts minority rights.</p>	<p>It's important that the school have an anti-racist platform in defending the educational rights of their BIPOC students. To continue using a symbol of white ownership of black and brown bodies means that we haven't realized what our mission is yet.'</p>	<p>It is an exciting name for many students in school events and celebrations, but it also means war. I am open to a more peaceful name.</p>	<p>On one hand it can only represent fighting and war but it can also be exciting and fun especially as a sports team name. I would gladly welcome a more peaceful name.</p>	<p>Yes, not only them but Mexican people of indigenous decent. A lot more of the school has indigenous roots from Mexico and the United States than we know. Indigenous cultures are community oriented and that's what we need.</p>
William	<p>The Fresno High mascot represents a caricature of a stereotypical Indian</p>	<p>I think removing the image of the Fresno High mascot is important because many students believe it to be inaccurate and does not represent the majority of the populous of the Native American tribes. Many studies have also concluded that these mascots decrease morale of Native American students. Due to this I believe it is important to remove the mascot as to accommodate Native Americans.</p>	<p>The Fresno High 'Warrior' means to me, someone who fights for justice and is honorable.</p>	<p>I think it is important to keep the name 'Warrior' because we are warriors, and must honor our tradition of being warriors. The difference between being a warrior and the mascot is that the mascot is a stereotype and a caricature, while the warrior is a symbol that we should all strive to be.</p>	<p>I think it is important to educate FUSD students on local Native American tribes. I think this way because people should be able to make their own decisions, without bias and with full knowledge of both sides. This would ensure we would get the best possible outcome for if we should keep or change the mascot. If only one side is expressed, then students would lean that way and cause an unbalance. Opinions should not be the deciding factor however, because this is more than just how people feel. I believe we can only come to a agreement when everybody, or the educated majority, is able to agree on the same page.</p>



Jasmine	<p>Fresno High has taught me many things on the forefront of open-mindedness and empathy. But it is not through the use of our mascot that I have learned these things. Our mascot can take any form as long as it encompasses the ideals we wish to instill upon our students but having a native american figure as a label for our school not only dehumanizes these individuals, but it also goes against the teachings I've studied in my IB Classes.</p>	<p>Fresno High is inhabited by a new generation thirsty for change. A generation determined to try and right the wrongs made by our predecessor. 2020 is the perfect year for significant change. With a new decade just around the corner we are free to change the image of our school to one that does not offend any group of people. We, as the new student body, should be able to decide for ourselves whether or not what represents us should change as this name will represent us for the rest of our lives.</p>	<p>The name means little. It is what that name is meant to signify which matters a great deal. A noble, hard-working, selfless individual who works for the better of their community. Those ideals can be characterized by any name or item, but the fact remains that the name itself contradicts its meaning when used despite the outcry of injustice made by those who created the figure.</p>	<p>I am of the firm belief that should an item be damaging to a group of people, it should be removed or dealt with. In this case, the 'Warrior' Mascot our school currently uses is offensive to the tribes we claim to honor. Because of this, I fail to see how this use of an important native american figure fails to be cultural appropriation instead of cultural appreciation.</p>	<p>It is important to educate our young people on every culture but from what I've noticed Native American culture and Native Americans themselves tend to be forgotten in our current educational programs. These cultures are extremely important to explore and educate people on as the slightest bit of retribution for all the abuse Native Americans have suffered throughout American history. Our educational programs should encompass the cultures of our world from a variety of different perspectives to encourage globally minded students.</p>
---------	--	---	---	---	--

Maicool	The image repents the school to me since that's the school's mascot. So changing it will also change how I view the school.	Keeping or removing is important to decide how people and students view the school. If we change it then there will be people that'll remember it for something else while the people that have been there with the mascot will still keep that in mind. In my personal opinion, I take no side since I've never seen it as offensive and this being the first time hearing about it. Being considered offensive by some is important to keep in mind and come up with a mascot that everyone can agree on.	The warrior name is a means to identify the school since we always say "go warriors" during rallies and sports.	It's important to keeping the name since we've already been using the name for a while now. But unless that's also causing controversy then deciding another name will be the move.	I believe so since it seems like it's apart of the school and educating some people will create awareness.
---------	---	---	---	---	--

Ruiz	<p>As a student-athlete, the Fresno High mascot has always represented the image of a warrior. The name “Fresno High Warriors” supports this idea. The mascot is an image that motivates students to be warriors. The concept of a warrior may vary from student to student, but many can agree that a warrior is one who strives to be great no matter what battles they must over come.</p>	<p>Keeping the Fresno High Mascot is important because it is an image that has motivated students for years and continues to motivate the today. This mascot also represents the warrior within our entire Fresno High region. The Fresno High mascot should not be easily removed, especially since it holds much sentimental value to many people. Removing a mascot that has been of importance to many people for many years will be lamentable for many. Our mascot keeps our warrior family United. By removing the mascot, many people would lose motivation to continue to have a connection with the Fresno High Community.</p>	<p>The Fresno High Warrior name represents the mascot as well. It represents the concept of a warrior as well as the literal definition. The literal definition states that a warrior is a brave soldier. The name “warrior” motivates students and other people in our Fresno High Community to bravely achieve their goals in life no matter what obstacles they must over come.</p>	<p>The name “Warrior” is unique to Fresno High, just as the name “Patriot” is unique to Hoover High School. It makes the students of Fresno High feel as though they are one of a kind. The name “Warrior” identifies with our school. It is a name many students and members of the community want to live up to. It can not be easily replaced, you have a whole city that identifies with the name “Warrior”.</p>	<p>Yes, I do believe it is important to educated FUSD students on local Native American tribes. They are an important aspect of history and of the present. All cultures should be appreciated and included in the educational curriculum, including the Native American tribes. The Fresno High mascot has never been used to condone racism, yet many people are bothered by its sole existence. I believe that if students were educated on local Native American tribes, especially at Fresno High, then everyone can find a common ground where they can perceive the Fresno High mascot as a symbol of recognition that Native Americans deserve. As well as appreciating the Native Americans through the mascot.</p>
Jonathan	<p>It represents a Warrior/ Fighter</p>	<p>It’s Important to me because it represents a tradition that has been happening since 1889</p>	<p>A fighter</p>	<p>It’s our Fresno High Legacy that’s how it’s important</p>	<p>Yes so there for stuff like this doesn’t happen and bring recognition to our Students on Why we have the logo as a Warriors</p>

Gaochong	To me, the school's mascot means that they failed us. It represents something racially offensive and people are normalizing it.	Removing the school's mascot is important because it's a stereotypical image of a Native American and an indigenous person. Racism shouldn't even be something to debate about.	To me, a warrior is a fighter who fights with pride and honor.	The warrior name should stay, but the mascot must go.	Absolutely yes! I'm literally 16 years of age and I cannot even name 1 Native American tribe. The more we educate ourselves on this, the better our knowledge will be. Instead of having us learn about world war 1 & 2 every year, maybe we should switch up a bit & start learning more about native and indigenous people.
Bruce	Nothing.	No, Fresno High's stagnation remains evident either way.	Nothing, the students are largely medioquer.	It no longer is.	No. The students are too stupid to care.



# **Town Hall Fresno High Mascot Image**

Facilitated by:  
Communications and Equity and Access

1



## **Staff Introductions**

- ▣ Amy Idsvoog, Executive Officer, Communications
- ▣ Nikki Henry, Chief Information Officer
- ▣ Linda Laettner, Fresno High Principal
- ▣ Troy Polnitz, Equity and Access/Cultural Responsiveness Team
- ▣ Michelle Lira, Indian Education Department



11/17/2020

2



## Special Guests

- Superintendent Bob Nelson
- Fresno High Trustee Carol Mills
- Jamie Nelson
- Nicholas Dodson
- Joshua Washburn
- Cecilia Patino Funk



11/17/2020

3



## Agenda

### **COMMUNITY VOICE** & Diversity of Thought

- What has brought us together tonight
- Launching a respectful conversation
- How we move forward, next steps

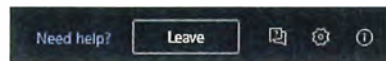


11/17/2020

4

## 5 Forum Expectations

Comment in  
the chat box



- Be respectful of one another, be mindful listeners
- Participants will have the opportunity to share their voice during Q&A, which will be shared with our Board of Education
- Any profanity or disrespectful images will not be submitted to the Board



11/17/2020

5

## 6 What Brought us to Tonight



Petition was started to eliminate the Fresno High mascot imagery

District announced once school reopened it would seek input from students, staff, alumni and the Native American community

Petition started to keep the Fresno High mascot

Held small listening session with students, staff, parents, alumni and Native American community

Held small listening session with parents, alumni and Native American community

Fresno High engaged students to gain their feedback and voice




6






7

### Change Fresno High School's Mascot



## CHANGE FRESNO HIGH SCHOOL'S MASCOT


 [Valley Natives for Change](#) started this petition to Superintendent Fresno Unified School District and Letter


65% of ALL Native People oppose the use of Native mascots.

Literally THOUSANDS of Native voices have fought the use of Native mascots since 1968.

This is OUR fight. Our Native People have decidedly spoken out against this gross misuse of our culture.

4,616 have signed. Let's get to 5,000!

 John Macintosh signed 2 hours ago

 Caitlyn Farrell signed 2 hours ago

Fresno, 93704  
United States

☒ Display my name and comment on this petition

[Sign this petition](#)

By signing, you accept Change.org's [Terms of Service](#) and [Privacy Policy](#), and agree to receive occasional emails about campaigns on Change.org. You can unsubscribe at any time.

6

11/17/2020

8



The **Yokuts People** inhabited the specific land that Fresno High sits on before that land was taken through genocide, systemic racism and oppression. The use of generic Native imagery as a mascot has not only caused pain to many Natives in the community, it reinforces archaic and racist ideas about Native Americans as violent savages from a bygone era. Images like this have forced many Natives to live in silent shame, to hide from their beautiful culture, due to a misguided effort to honor our People.

The Fresno High area is rich with tradition; from its lush neighborhoods, to the beautiful Tower District area, Christmas Tree Lane, to its famous alumni. The Warrior spirit of that community comes from its willingness to love, build, and sustain a sense of community. The Warrior model should be explored through a modern angle that better reflects REAL traditions. The "tradition" of racist and insensitive imagery should no longer be tolerated by a community and city that has made strides in recent weeks to change its image when it comes to systemic racism and oppression.

**IT CAN BE DONE!** According to data: "In the period from 1970 until about 2000, some 600 of 2,500 institutions using such (Native American) designations made changes (Blankenship 2001: 455)."

This is an OLD issue that needs a fresh, and **NEW** look.

As a Yokuts man I ask that you help us **CHANGE THE MASCOT**.

**"Yokuts People"** is a term that speaks to Indian people in general, not one specific tribe

Change the #FresnoHighMascot  
Change every #NativeMascot  
We are #NotYourMascot  
#FUSD

7

11/17/2020

9

## Keep true to tradition keep our school Fresno High Warrior mascot



Fresno High School started this petition to Fresno Unified School District Fresno office of education and 2 others

So apparently KMJ talk radio recently mentioned a petition going around started by a supposedly yoku tribe member Jamie Nelson this petition is attempting to try and remove the Fresno High School mascot (THE WARRIOR) this mascot is a sign of strength, unity history and even diversity! definition of warrior Warrior is a noun that refers to a soldier or someone who is involved in a fight. ... Today, the word warrior is frequently used to describe a person who is very strong and doesn't give up easily (The battled cancer like a warrior) please all you Warriors unite and not let them still FHS mascot heritage and what we stand for

**PLEASE SIGN THIS PETITION** stand United with fellow peers family friends and community and not let this Mascot fade into history like all other mascots, statues that have been torn down or flat out removed because someone's feelings might have been hurt or misunderstood what the item may have been there to represent

How many signed, let's get to 1000!

Revise (0/20)  
Cancel (0/20)

☒ Display this petition on my profile

**Sign this petition**

This petition is about the Fresno High School mascot. It is a sign of strength, unity history and even diversity! definition of warrior Warrior is a noun that refers to a soldier or someone who is involved in a fight. ... Today, the word warrior is frequently used to describe a person who is very strong and doesn't give up easily (The battled cancer like a warrior) please all you Warriors unite and not let them still FHS mascot heritage and what we stand for

8

11/17/2020

10



## Listening Session Comments

- "Warriors-- protectors of our people-- perpetuates stereotypes"
- *"This is an opportunity to educate, we need to be learning about Native American history in school"*
- "When I went to school at FHS, I was called "Indent" and that is how they saw me. Then I was asked to be the mascot. Kids cheered and that made me very uncomfortable" I didn't understand the impact until I became an adult."
- *"We see the warrior as a sign of strength and pride"*
- "Headdresses, paint are sacred things, its our religion and this image trivializes that." "They shouldn't be used for amusement or entertainment" "It's disrespectful."
- "It's not fair to the people that want the mascot to remain like me just because a few people were offended."



11/17/2020

11



## Listening Session Comments

- "I find it really confusing and concerning that we chose an offensive images as a mascot"
- "As a band parent and member of the parent club, there was never a disrespectful refence to Native Americans."
- *"I support removal of the mascot in respect for all indigenous peoples"*
- "How is it that people who are not even in our community can dictate what happens at our school, especially when it is in the past and certainly our students, faculty and staff have clearly not been the cause of the genocide or other atrocities committed against them."
- "Who decides if we're being honored or insulted? Shouldn't that be our voice? As adults we understand the impact and we have a responsibility to make a change."



11/17/2020

12



## Social Media Comments

- "NNNooooooooooo Way !!!!!!! We honor them for their bravery and strength!! I think they know it's not a negative feeling!! I don't hear any Indians asking it to be changed!"
- *"I suggest the Yokut Tribe be the ones to make the decision if this really is in their honor"*
- "The warrior is an image we aspire to be. One who is in Overcomer. Have we not understood this all the years people went to our school?"
- *"I do support the changing of these native logos that depict my people in a very limited and narrow view. We are more; much more. "*
- "If anything our name and image put the Native American spirit in a strong, honorable, admirable, proud, and positive spotlight. If anyone wants to make a claim that it's racist, I am hard pressed to think of a more \*positive role model\* kind"



11/17/2020

13



## Social Media Comments

- "How about ask the descendants of the tribe. Just because something has been around a long time doesn't legitimize or validate just states it was there. I am not saying one way or other but ..the tribe we used as model should weigh in."
- "We love all warriors except the ones that want to get rid of the Warrior emblem."
- "I am an alum from 1970. Although I was pretty unconscious during my youth, I did know that the tomahawk chop we did at assemblies and games was a put down"
- *"We vote no! The land was Tribal land. Its an honor to be called Warriors! (Chumash/Navajo)"*
- "To all the people claiming that the picture 'honors' native people, do you even know who's homelands you are on? you can't try and 'honor' Indigenous people when you feel like dressing up. How would you feel if it was your race being represented in a stereotypical way??"



11/17/2020

14



## Social Media Comments

- "The mascot was always political. But until recently people of color would beat, murdered, and fired from our jobs if we spoke out. And it's a picture of people whose land was stolen, and who were mass murdered by our government. Learn history!"
- "Politics I don't care for on here, but trying to remove our history such as the FHS mascot is not politics, but an attack on all of us."
- "Save our mascot"      • "Let's see the Warrior Spirit. Warpath time!!"
- "So if you cringed back then then why didn't you speak up then? Why didn't you get socially active to object? Why all these years? Till the red skinned football team. I'm Mexican/American and over 40% Native American from Mexico. The Warrior Made me proud, a warrior ain't no punk or an offensive word. They fought bravely and until death with pride and conviction while not worried about themselves but the lives of their people!! How is that offensive? It's your right but in my opinion it's just bull. Warrior por vida!! For Life!!"
- " always thought it was a wonderful way to remember Indians! At schools, teams, buildings that have some connection."



11/17/2020

15



## Listening Session in Action

5:00

5 minutes from each:

- **Jamie Nelson**, community member, Native American and author of petition to eliminate the FHS mascot
- **Nicholas Dodson**, FHS alum, Native American
- **Joshua Washburn**, FHS alum and author of petition to save the FHS mascot
- **Cecilia Patino Funk**, FHS alum



**CHANGE FRESNO  
HIGH SCHOOL'S  
MASCOT**

Keep true to tradition keep our school Fresno High  
Warrior mascot



11/17/2020

16



## Forum Expectations

Comment in  
the chat box



- Participants will now have the opportunity to share their voice in the chat which will be shared with our Board of Education
- Staff will pose questions for your feedback, please use the chat to share your thoughts
- Any profanity or disrespectful images in the chat will not be submitted to the Board



11/17/2020

17



## Let's Hear from You

1. What does the Fresno High mascot represent to you?
2. Why is keeping or removing the Fresno High mascot important?
3. From your perspective, how do you believe a Native American mascot can impact the Native American students that attend that school?
4. What does the Fresno High 'Warrior' name mean to you?
5. Why is keeping or removing the 'Warrior' name important?
6. Do you believe it is important to educate FUSD students on local Native American tribes? If so, why?
7. How might the changing of the Fresno High mascot impact the Fresno High community?
8. How might the retention of the Fresno High mascot impact the Fresno High community?



11/17/2020

18



## Additional Comments . . .

- ❑ Can be sent to the Fresno Unified Board of Education Office:
  - ❑ [publiccomment@fresnounified.org](mailto:publiccomment@fresnounified.org)
  - ❑ 457-6222
  - ❑ 2309 Tulare Street, Fresno, CA 93721-2887
- ❑ Please include your name. Voice mails will be transcribed up to 250 words and submitted
- ❑ Staff presenting feedback to the Board on December 9, 2020



11/17/2020

Chat Comments from Fresno High Community Town Hall  
Thursday, November 12, 2020

Identity	Content
Nikki Henry	Apologies - technical difficulties. Be live soon!
Anonymous	So you all have been hyping this up and making this an event but you didn't have enough care to test the w
Anonymous	So you all hyped this up, made it into a spectacle, and didn't even have the time to test your equipment beforehand? WHAT A JOKE.
Anonymous	There are many people who are not able to get into this meeting.
Nikki Henry	They can join at <a href="http://www.tinyurl.com/FHSMascot">www.tinyurl.com/FHSMascot</a> (There are many people who are not able to get into this meeting. )
Anonymous	When is this meeting starting?
Nikki Henry	Apologies for the delay. (When is this meeting starting?)
Joan Hensle	Others are saying the address is invalid when they type it in to join.
	if they join at <a href="http://www.tinyurl.com/FHSMascot">www.tinyurl.com/FHSMascot</a> they should get in(Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked
Nikki Henry	"Others are saying the address is invalid when they type it in to join.")
	Could you provide a status update every 5 to 10 minutes to let the audience know that you are still woring on fixing the
Mohammad	problem/issue ?
	"working on fixing ..."(Mohammad Rocka (Unverified) asked "Could you provide a status update every 5 to 10 minutes to let the
Mohammad	audience know that you are still woring on fixing the problem/issue ?")
	Yes apologies - will be starting shortly(Mohammad Rocka (Unverified) asked "Could you provide a status update every 5 to 10
Nikki Henry	minutes to let the audience know that you are still woring on fixing the problem/issue ?")
Terry Cox (U	Is the meeting still happening?
Nikki Henry	Yes apologies for the delay!(Terry Cox (Unverified) asked "Is the meeting still happening?")
Terry Cox (U	Honer, Pride and my personal heritage(Terry Cox (Unverified) asked "Is the meeting still happening?")
Anonymous	Are we running into capacity problems?
Nikki Henry	No we are not - we have capacity for 10,000 and only have 122 right now. (Are we running into capacity problems?)
Nikki Henry	We will be starting within 5 minutes. The link to join for others who are not in yet is <a href="http://www.tinyurl.com/FHSMascot">www.tinyurl.com/FHSMascot</a> .
Anonymous	Do you have an idea when the meeting will begin?
Nikki Henry	Yes - within 5 minutes(Do you have an idea when the meeting will begin?)
Nikki Henry	So Sorry(Do you have an idea when the meeting will begin?)
Joan Hensle	Still unable to get in.
	If you're seeing "the live event hasn't started" you are in the right place. (Joan Hensleit-Minasian, FHS Class of 1970 (Unverified)
Nikki Henry	asked "Still unable to get in.")
Joan Hensle	Others are texting me and still can't get in.(Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked "Still unable to get in.")
Nikki Henry	they can join at <a href="http://www.tinyurl.com/FHSMascot">www.tinyurl.com/FHSMascot</a> (Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked "Still unable to get in.")

	I tried it on my phone just to see if it works and it doesn't. (Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked
Joan Hensleit	"Still unable to get in.")
	Do you have to be a member of Microsoft Teams?(Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked "Still
Joan Hensleit	unable to get in.")
	No you do not - you can just join on the web anonymously. (Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked
Nikki Henry	"Still unable to get in.")
Joan Hensleit	thank you!(Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked "Still unable to get in.")
Nikki Henry	You're welcome - sorry for any confusion!(Joan Hensleit-Minasian, FHS Class of 1970 (Unverified) asked "Still unable to get in.")
Darin Williams	Can someone look up the word “Blasphemy” for your discussions? It is relevant to tonight’s discussions
	After reviewing the agenda I’m curious, is there time for verbal community input? Not just typing a question in hopes it gets
Tashoni (Unverified)	approved?
	It will be typed into the Q&A function and submitted directly to the board. We will read out some as well as time allows. (Tashoni (Unverified)
	asked "After reviewing the agenda I’m curious, is there time for verbal community input?
Nikki Henry	Not just typing a question in hopes it gets approved?"
	How is Fresno Unified supporting native students? I checked the dashboard for suspensions and arrests, and chronic absenteeism,
Anonymous	also know as "school to prison pipeline indicators." Not looking great y'all.
Anonymous	When is this meeting expected to start? 30 minutes is so unprofessional, can we please get an update?
	We have begun - you should see and hear us live now. (When is this meeting expected to start? 30 minutes is so unprofessional,
Nikki Henry	can we please get an update?)
Anonymous	Still letting people in.
Nikki Henry	Yes - this meeting will be open the whole time through <a href="http://www.tinyurl.com/FHSMascot">www.tinyurl.com/FHSMascot</a> (Still letting people in.)
Nikki Henry	If you are not seeing and hearing us live, please refresh your screen. Or re-enter link <a href="http://www.tinyurl.com/FHSMascot">www.tinyurl.com/FHSMascot</a>
Anonymous	I have it sends me to teams what am I missing?
Nikki Henry	You can just click that you will join on the web anonymously and it should let you in.(I have it sends me to teams what am I missing?)
	If that does not work you can join live here as well: <a href="http://go.fresnounified.org/ustream/">http://go.fresnounified.org/ustream/</a> (I have it sends me to teams what
Nikki Henry	am I missing?)
	Another way to watch is at <a href="http://go.fresnounified.org/ustream/">http://go.fresnounified.org/ustream/</a> and then you can submit any comments via email to
Nikki Henry	<a href="mailto:boardmembers@fresnounified.org">boardmembers@fresnounified.org</a> .
Nikki Henry	Eliminate mascot petition: <a href="https://www.change.org/p/fresno-unified-school-district-change-fresno-high-school-s-mascot">https://www.change.org/p/fresno-unified-school-district-change-fresno-high-school-s-mascot</a>
	Keep mascot petition: <a href="https://www.change.org/p/fresno-unified-school-district-fresno-office-of-education-keep-true-to-tradition-keep-our-school-fresno-high-warrior-mascot">https://www.change.org/p/fresno-unified-school-district-fresno-office-of-education-</a>
Nikki Henry	<a href="https://www.change.org/p/fresno-unified-school-district-fresno-office-of-education-keep-true-to-tradition-keep-our-school-fresno-high-warrior-mascot">keep-true-to-tradition-keep-our-school-fresno-high-warrior-mascot</a>
Jesse (Unverified)	Yokuts means the People. Just as Mono means the People.



Joan Hensle	<p>Please read Mr. Clark's letter to the district. He outlines the fact that tribal approved the image at the time it was developed. The tribe was in favor.</p> <p>THE PAST TWO GENERATIONS HAVE WITNESSED A RENAISSAANCE OF TRADITIONAL AMERICAN INDIAN AND ALASKA NATIVE CULTURE ON RESERVATIONS AND IN CITIES, WITH SALUTATORY EFFECTS ON MENTAL HEALTH. AT THE SAME TIME, URBAN INDIANS HAVE DEVELOPED A DISTINCT PAN-NATIVE CULTURE OF THEIR OWN. WHETHER URBAN OR RURAL, NATIVE CULTURE IS PROBABLY UNFAMILIAR TO MOST NON-NATIVE HEALTH PROFESSIONALS. CULTURAL COMPETENCY IS CLEARLY VITAL TO DELIVERING HIGH-QUALITY CARE IN THESE</p>
Anonymous	COMMUNITIES (UIHC INVISIBLE TRIBES 2009).
Anonymous	Can we please not use "red skinned" again"? That is offensive and a racial slur.
Nikki Henry	Absolutely - we apologize as we were reading comments from the public. We will not repeat again. (Can we please not use "red skinned" again"? That is offensive and a racial slur.)
Anonymous	Remember Indians? We have never been gone we have always been here!
Joan Hensle	the link is still not working for many.
Nikki Henry	I apologize - I'm not sure what the issue is. We have 155 joined through that link: <a href="http://www.tinyurl.com/FHSMascot">www.tinyurl.com/FHSMascot</a> (Joan Hensleit-Minasian 1970 (Unverified) asked "the link is still not working for many.")
Nikki Henry	They can also watch at <a href="https://www.change.org/p/fresno-unified-school-district-fresno-office-of-education-keep-true-to-tradition-keep-our-school-fresno-high-warrior-mascot">https://www.change.org/p/fresno-unified-school-district-fresno-office-of-education-keep-true-to-tradition-keep-our-school-fresno-high-warrior-mascot</a> (Joan Hensleit-Minasian 1970 (Unverified) asked "the link is still not working for many.")
Nikki Henry	I'm sorry - they can also watch at <a href="http://go.fresnounified.org/ustream/">http://go.fresnounified.org/ustream/</a> (Joan Hensleit-Minasian 1970 (Unverified) asked "the link is still not working for many.")
Scott Hanco	C/O 88 here, proud WARRIOR and Tower resident. While I appreciate everyone's right to express themselves, why don't we just stop raising little jerks who think bullying is ok?
Rick Redtail	Personally This is a moot question. It is us, the first nations to address this. This area wasn;t just yokut tribe, we of the mono nation used and traded in this area. How many of these quotes were from liberal non indians. This takes away from the first nations autonomy. And these Natives that have joined in with the left are not doing indians anything of value,
Scott Hanco	Jamie Nelson, you certainly have a unique view, based on personal events. While no one should be treated this way, these are issues you need to take up with your therapist. Focus on fixing you, and leave our traditions (and our understandings of those traditions) alone.

Joan Hensle	Read the letter from John Flores. 1977 Graduate.
Nikki Henry	We will not be reading any letters but John Flores is welcome to submit his letter to the board at boardmembers@fresnounified.org(Joan Hensleit-Minasian 1970 (Unverified) asked "Read the letter from John Flores. 1977 Graduate. ")
Nikki Henry	We will not reading any letters out loud this evening*. Board will be reading all feedback submitted as they take this topic up at the December 9th board meeting. (Joan Hensleit-Minasian 1970 (Unverified) asked "Read the letter from
Joan Hensle	John Flores. 1977 Graduate. ")
Joan Hensle	Thank you!(Joan Hensleit-Minasian 1970 (Unverified) asked "Read the letter from John Flores. 1977 Graduate. ")
	From “Culturally Proficient Instruction” (page 6) which is a book the district has all teachers reading.... “Many of those who benefit from historical and current practices often experience change as a loss. Not recognizing that they benefit from a system of oppression and privilege, they sometimes are resentful and display a sense of entitlement in their response to changes that will move them toward Cultural Proficiency. Oblivious to the negative effects of systematic oppression, they are often puzzled by or resentful of the reactions of those targeted by systematic oppression because they are unaware of their own privilege. However, whether one benefits knowingly or unknowingly is immaterial, the effect is the same. Being able and willing to recognize one’s privilege and attitudes of entitlement is fundamental to confronting and changing systematic unfairness”.
Anonymous	The voices of the Native American community are the ONLY voices that should be considered on this topic. If not, the district is not practicing cultural proficiency that they are training their staff members in.
Anonymous	just because somebody goes to a school with a mascot like this doesnt allow you ownership of a culture
	I apologize because this is not a statement, it is what I think and how I feel from what I heard and seen discussed that I wanted to share . I believe that FHS team mascot should stay the same because it is not causing any harm except that whom are personally targeted to be harmed from what is said and done in person, social media. The individuals who take an offense to this disrespect bring about have the right to be honored because what is being protected is apart of history and is on the right side of history are making these statements that it is a type of racism which is very wrong because the Native peoples of the area have not done anything wrong nor harmful that would give any negative thoughts. So the racism being presented is really directed personally which is not fair. not everyone is going to show/ represent the logo that some communities do today. The warrior mascot is represents a strong, intelligent, active individual that represents what their ethnicity means and why it is so important. I believe that Native American tribes and landmarks should be seen as a great piece of history and there was a very important reason(s) why there should be no disrespect towards anyone of the ethnicity and that they should be highly thought of because the San Joaquin Valley belongs to them and is their property and homeland and is their history for many centuries and decades that follow
Nyjah Mayw	

Tiffani Kelse	How does being an alumni somehow give you ownership over the image and culture of Native American peoples?
Tiffani Kelse	How can you recommend "positive" recommendations when you are not Native? Native voices should decide? These changes should be made regardless of the mascot.
Joan Hensle	What is the total number of people on the call?
Nikki Henry	There are 160 currently. (Joan Hensleit-Minasian 1970 (Unverified) asked "What is the total number of people on the call?")
Nathaniel St	<p>I think the fact that a Fresno High School Alumni started a petition to KEEP the mascot is proof that it needs to go. If you more closely associate an obviously racist mascot with high school football games, "tradition" and school pride, than you do with the actual human beings who's image and culture are being appropriated, then that is proof that Fresno High School failed you by their continued use of this imagery. By continuing to use this image as your mascot, you are teaching another generation that it is ok to appropriate, profit from, and mock the culture of others. You are teaching insensitivity, apathy and hatred to generation after generation after generation. If you really say you honor the people who's likeness you have appropriated then you will listen to them and discontinue the use of this image. You are not losing your "history" by ending the use of this image, it will not be forgotten, instead you are courageously and bravely setting the example that our future generations need.</p> <p>By changing this image you are teaching our youth that when you make a mistake and you hurt someone, you admit your mistake, accept responsibility and make it right because that takes actual courage, respect, strength and pride.</p>
Natalie Dear	<p>Hello, I am a community member and member of the Confederated Tribes of Siletz. It is important when referencing "experts in the need of Indigenous youth". There is not one single expert nor is there one representative for ICWA (Indian Child Welfare Act) in its federal entirety. Mascot does not equal representation.</p> <p>Thank you however-Neither of those Native American organizations support Native mascots-yes they are considered subject matter experts when it comes to Native children but again they do not support Native American Mascots</p>
Anonymous	<p>Is there a way to transform the perceived negative mascot messages into something more in line with the objecting petitioners viewpoints yet leave the name and use it to educate the community of the positive attributes of Yokuts</p> <p>and all native peoples and thus build a larger "warrior" message of positivity, inclusivity, and possibility?</p> <p>Just like sexual harasssment, it is not up to the perpetrator to decide if it was offensive. It is ONLY based upon the perception of the receiver!!!</p>
Bradley Jelm	
Tiffani Kelse	

	<p>Hello Board Members,</p> <p>My name is Jonas and I am currently a student at Roosevelt High School. I would like to bring attention to the Fresno High mascot, I find that the mascot is extremely racist, and should be replaced. The reason why I state this claim is , we are generalizing what a Native American is. Claiming that all of them wear “War Paint” and use hatchets. This just isn’t true, there are so many different tribes of Natives and each is unique in their own way. I would like to add that 32% of Native Americans are under the age of 18. 65% of Native Youth are highly offended by Native Mascots. In 1978, we passed the “American Indian Religious Freedom Act”, which allowed Natives to, and I quote, “protects the rights of Native Americans to exercise their traditional religions by ensuring access to sites, use and possession of sacred objects, and the freedom to worship through ceremonials and traditional rites.” Might I add that Fresno High is built on Native American land. If we say that we are honoring the Natives, by the mascot, it is actually doing the opposite. I would also like to add that Fresno High doesn’t have any kind of Appreciation club or class for Natives. According to the APA, I quote,”In 2005, the APA called for the immediate retirement of all American Indian mascots, symbols, images and personalities by schools, colleges, universities, athletic teams and organizations. APA's position is based on a growing body of social science literature that shows the harmful effects of racial stereotyping and inaccurate racial portrayals, including the particularly harmful effects of American Indian sports mascots on the social identity development and self-esteem of American Indian young people.” Now to fix this, let's create something that everyone will like and not discriminate against anyone. We need to include everyone in this decision, and fix what has been</p>
Jonas (Unverified)	going on for much too long.
Anonymous	Has at any time Fresno Unified portrayed the Warrior in a disparaging manner?
Joan Hensley	My understanding that when this logo was designed it was approved by the tribe.
Nikki Henry	Question #1: What does the Fresno High Mascot represent to you?
Anonymous	Why keep bring up the name of “warriors” if they want to change the mascot not the name?
Joan Hensley	I will track this down to present the facts.
Anonymous	a racist symbol
Anonymous	It represents to me strength and pride laced with honor.
Jonas (Unverified)	The mascot represents a racist term and symbol for a Native American
Anonymous	Pride
Tiffani Kelsey	1. The mascot represents the oppression and domination of one culture by another
Anonymous	Racism and generations of pain
Anonymous	She's muted
R (Unverified)	Disrespect
Anonymous	I cannot hear the speaker.
R (Unverified)	pain
Anonymous	It is a stereotypical depiction of Eastern Natives, that we have not had the power to change all of these years...
Mohammad	has Fresno Unified reached out to any of the local tribal councils or tribal elders for their input ?
R (Unverified)	offensive

Anonymous	The fresno high mascot represents to me a symbol that had sadly caused harmed and offend the people
Kim (Unverified)	Can we keep the warrior name and change the Native American imagery. Maybe use Greek mythological warriors instead?
Laura N. (Unverified)	If the group that is depicted was not part of the decision from its inception then how could that be "in honor" of them?
Meaghan (Unverified)	It represents a deep misunderstanding of honoring Native American people. It represents clumping Native Americans into one meaningless form. It represents the pain of my Native American friends.
Anonymous	Hello my name is Lydia Mazuka tribal member of the Yokut Tribe. I have heard from those petitioning to keep the mascot name "warrior" and what it means to them however what is the reason for utilizing a Native American face? The real question should be what does it mean to those it is offensive to?
Anonymous	The Fresno High mascot represents disrespect to my indigenous people. The indigenous today do not walk around with headdresses, feathers in our hair, and warpaint everyday.
Erin Deis (Student)	The mascot is a dehumanizing piece of clip art that is racist and offensive and dehumanizes native peoples.
Amy Lime (Unverified)	the mascot is a reminder that the USA continues to perpetuate stereotypes.
Nathaniel St	It represents a caricature of actual people and a disregard for their humanity.
Anonymous	It represents a native american warrior visually, but I feel the meaning is to belittle actual native americans while ignorant people get to celebrate someone else's culture
Anonymous	The word warrior is not racist or offensive until you put it next to that mascot
Angel Heart	How does FHS/School District respond or justify keeping the mascot when it goes AGAINST the districts non-discrimination/anti-bullying statement?
Anonymous	Warrior: A member of a sacred society charged with the protection of their people. The weakest among them.
Joan Hensley	A warrior is a person who fights bravely no matter the odds. Strength and pride.
AJ Mijangos	White colonialism and supremacy
Anonymous	represents hostility
Anonymous	a continuum of dehumanization
Jasmine (Unverified)	The Warrior mascot does not exist in an ahistorical bubble. It exists as a piece of the legacy of genocide and continued erasure of indigenous people today. The warrior mascot shows Native people as a generic relic of the past where white people can project their own definitions on to it.
Joan Hensley	Honor and pride. Brotherhood.

Anonymous	i am a fresno high student and im not native american. But i can see how its really disrespectful having someones culture on my gym shorts when i run the mile.
Anonymous	Institutionalized racism
Vanessa (Unveiled)	1) As an Alumni of FHS and a proud warrior as well as an Armenian American whose family experienced Genocide (we have been in fresno 110 years) it represents strength, freedom fighters, and standing your ground like our brave Fedayis or Dashnaks
Anonymous	The reason I was bullied
	If we are so proud to be Warriors, why are we not taking all the opportunities we can to make others feel safe and comfortable
Anonymous	in our school? I thought thats what warriors were all about.
	Fresno high mascot is symbolic of how out of touch FHS is with its Native Community. Change the mascot and keep the name “Warrior”. Use an Owl. School newspaper is the “Owlet” Real discussion should be why does Fresno High library does not have Galen Lee's Book “walking where we lived”? No where does the FHS campus identify and honor the local indigenous tribe of which is the ancestral land Fresno High resides upon. If you want to honor Native people, then honor them all the way. Why not rename buildings after local tribal groups? Fresno High is consistently annually void of any celebration of California Indian Day? But, the native tribal image is a genuine honor? Sounds like the same old nonesense. Fresno state has a library that boasts a lot of local tribal representation, but has yet to creat a department. Fresno high wants a mascot but doesn't want to elevate its thinking. FCC down the street acknowledges whose land their campus is on.
Roman C. Ramirez	Strength, pride, perseverance. Teaching our students to overcome obstacles and persevere through life to become successful in school and life.
Keith Pempin	
James (Unveiled)	Stereotypes and pain
Anonymous	oppression and disrespect
	By allowing the mascot to remain a Native warrior, it is opening up the doors for more and more Native Imagery for students to dress up as for entertainment. I don't like that FUSD has allowed FHS parent club to be called tribal Council.
Anonymous	This is not respectful to myslef as a North Fork Rancheria Mono.
	Perpetuates stereotypical imagery of Native American people. The mascot does not represent or honor the original tribes of the Central Valley in any way.
Anonymous	represents someones culture.
Jane Tachi Yanez	What does racism mean? Why be ethnocentric? Why not change it to a pilgrim?
Anonymous	historical trauma, genocide

Anonymous	disrespectful
Anonymous	The mascot, not necessarily the term Warriors is unnecessary to maintain the history of the school.
JL (Unverifie	Pride, strength, honor and fighting spirit
Kiel Lopez-S	Fresno High mascot represents a District that says is anti-racist, but is resistant to change and giving platform to racism.
Tawny (Unv	Native people are people, not mascots
Taweah gar	The FHS Mascot along with other symbols of this sort represents racism
Anonymous	Being a native American, I have always perceived my image as positive.
Anonymous	"Hollywood Indian" stereotype
	<p>Here are the facts to take in consideration when deciding the removal of the Fresno high mascot.</p> <ul style="list-style-type: none"><li>- 65% of Native Youth oppose the use of Native Mascots</li><li>- 65% of Native People are offended by the use of the Tomahawk Chop (which has been used before at Fresno High)</li><li>- 70% of Native People are offended by the use of Plains Indian Headdress</li><li>- One of the more important studies in recent memory was conducted by Dr. Stephanie Fryberg</li><li>- It was a comprehensive piece that covered the entire spectrum of age, political orientation, education level, etc. called: "Unpacking the Mascot Debate: Native American Identification Predicts Opposition to Native Mascots"</li><li>- Her research concluded that - Native mascots impact Native youth by:<ul style="list-style-type: none"><li>- Lowering Self Esteem</li><li>- Increased rates of depression</li><li>- Increased rates of self-harm and substance abuse</li><li>- Increased discrimination in schools against Native students</li><li>- The American Psychological Association backed this research.</li></ul></li><li>- Golden State Warriors: The Warriors changed their logo from a dribbling Indian character, to a Plains Indian Headdress, to an image of the Golden Gate Bridge.</li><li>- So all of the Pro Mascot supporters who are Golden State Warriors fans, know that you are wearing the apparel of a team who successfully changed their racist imagery, while remaining WARRIORS. It can be done.</li><li>- Hundreds of teams have changed from Native Mascots.</li></ul>
Anonymous	- The entire State of Maine agreed to change every Native mascots.
Anonymous	It is harming students.
Anonymous	My people aren't your mascot!
Anonymous	We are supposed to be a safe place for all kids.
Anonymous	We are people not object or antiquities





Anonymous	Because we serve our students and it is our Native students who are directly harmed
Kiel Lopez-S	Removing the Fresno High mascot is important to begin to repair great harm done to native peoples.
Anonymous	Everything we do, or do not do affects our youth. We can choose to change this and not contribute to racist stereotypes in the future.
Anonymous	removing the mascot is important because it acknowledges native people as people and not as a mascot.
Anonymous	The Indigenous People of this land should have the right to chose.
AJ Mijangos	removal of the mascot is important because it will show that Fresno and the rest of this god forsaken country care about us and hear
Keith Pempe	our voices
	of excellence
Anonymous	As we have heard, this is a controversial topic, one that also brings pain for some. IF you remove the mascot, you may bring some
Anonymous	healing to those who have been hurt. Doesn't THAT also bring a sense of pride to all? Healing...
Anonymous	To right wrongs of the past
Erin Deis (sh	Removing the racist mascot is important because it is a stereotype rooted in native erasure. Indigenous people are not talismans,
	they are human beings.
Anonymous	Seems to me that some alum want to continue to live their glory days, it time to grow up and understanding this image cause
Joan Hensle	s harm to need to be more awaken to.
	Are you going to read any of the against eliminating the mascot?
Jasmine (Un	Removing the mascot is a step towards acknowledging the generational harm done to Native people. To say we see you and hear
Anonymous	you as living people today. Not stereotypes or caricatures for us to use for or own use.
Jonas (Unve	Removing the mascot will make Fresno high a more a safe space
Sergio Ferre	Removing the mascot is important because it will respect all Natives and end the Racist terms.
	its important because it show recognition of the native community
Christian Sol	It is an ahistorical homogenized representation of us. There are hundreds of diverse tribes and bands yet this disembodied figure and those alike paint us as caricatures, as cartoons, as unintelligible and unspeaking portraits of a traumatic colonial history that reinforces the notion that we are aggressive "savage-like" peoples. The very images you use today that are supposed to "honor" us were used to justify government-sanctioned genocide against us. For those of us who understand our history, know there is no pride in this image. We as Native people should be the only ones to decide how we are represented. Representation matters.

Anonymous	It's important because it feels wrong wearing someone elses culture.
Anonymous	As we have heard, this is a controversial topic, one that also brings pain for some. IF you remove the mascot, you may bring some healing to those who have been hurt. Doesn't THAT also bring a sense of pride to all? Healing...
Hannah (Un	The symbols, images, and mascots teach non-native american children that it is acceptable to particpate in culturally abusive behavior.
JL (Unverifie	Is there history on why the Warrior image was select as the school mascot? Was it because of the land the school is on?
R (Unverifie	Removing the Mascot will assists our people in moving forward in the healing with generational trauma
Taweah gar	Its a disrespect to local native tribes as well as our culture
Anonymous	the Fresno high mascot will make Fresno high a better safe space for our native students and teachers
Anonymous	Again, I have not felt hurt by this mascot even being a Native American.
Anonymous	What was the original intent of the mascot.
Fresno High	It's not it makes no diffrence, as a student I've never seen any type of racist or derogatory language towards the natives in our school.
Anonymous	It is important to keep the mascot because it represents pride and strength.
	Here are the facts to take in consideration when deciding the removal of the Fresno high mascot. Info below from link here: <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.changethemascot.org/wp-content/uploads/2013/10_DrFriedmanReport.pdf&amp;ved=2ahUKEwj47a70u_7sAhWYrp4KHf-_A4sQFjAAegQIARAB&amp;usg=AOvVaw3ZdMts1fTF_tnjs9tB1iM">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.changethemascot.org/wp-content/uploads/2013/10_DrFriedmanReport.pdf&amp;ved=2ahUKEwj47a70u_7sAhWYrp4KHf-_A4sQFjAAegQIARAB&amp;usg=AOvVaw3ZdMts1fTF_tnjs9tB1iM</a> - Native American students may experience a worsening of self-concept and an increase in psychological distress when viewing even neutral images of Native American nicknames/logos. These results suggest the causal role of exposure to Native American mascots in explaining the findings that Native Americans report significantly lower self-esteem than Caucasians.
Anonymous	removing it is important because you're literally comparing a native human being to an animal as a mascot, where have you
Anonymous	ever seen a white person as a popular mascot
Greg Willian	I never understood and argument to keep it because it's always been that way a poor justification. What about our history and traditions?

	<p>"A small step towards reconciliation and healing."</p> <p>If we have learned anything throughout this year, I hope that we have learned that it is far past time for a racial reckoning in America.</p> <p>With regards to this mascot, a clearly stereotypical depiction of a generic Native American figure, if we truly want to do what is best for our students and begin to heal the pain BIPOC have experienced throughout our country's history, will we not listen to the voices of those historically marginalized and oppressed in this situation? Even if this image is harmful to only a few, would we not want to make our schools safer for those few?</p>
Anonymous	
Anonymous	Its time to move forward. If its offensive and causes pain it should change
Anonymous	As we have heard, this is a controversial topic, one that also brings pain for some. IF you remove the mascot, you may bring some healing to those who have been hurt. Doesn't THA
Anonymous	Removing the warrior mascot is important to eliminate the stereotypes Americans sets to the indigenous.NFL and colleges have eliminated these stereotypes, why is Fresno High barley making a change and not following others
Anonymous	much bigger in reputation.
Anonymous	You are hurting all the thousands who have graduated from FHS.
Anonymous	It is important to keep the the Fresno High mascot important because it is tradition. I have Native American ancestry and I am proud that we are symbols of perserverance and the connotation of the word warrior
Anonymous	If we keep the mascot, FHS needs to be 100% committed to educating current students and the FHS community at large about Native Americans and their contribution. If we lose the mascot, we could loose an opportunity to
Anonymous	honor and feel personally connected to Native American culture. As an educational institution [FHS] the goal should be to educate.
Anonymous	removing the imagery of the Native Warrior would be respectful to the Indegenous people, so change it to a Military Soldier
Anonymous	anon
Anonymous	Removing the logo acknowledges that Native American people were never asked, from the beginning, if it is okay to use a symbol that represents their identity and culture. In doing so, this also sends a message to the community
Anonymous	that divisive and oppressive ideology and imagery should not be tolerated in education instructions.
Jane Tachi Y	To keep it means to be ethnocentric and disregard Native American genocide. To remove it is to be open-minded and accepting of others.

This trauma	Johnny Lopez..im native be the Warrior...there are plenty of us who are not offended
Anonymous	this one simple thing can help the native american community heal and feel appreciated after years of opression.
AJ Mijangos	It will also show native children that the district cares for us
	I don't think its a big deal to change the mascot. We can keep the word warrior. We can change the mascot to literally anything
Anonymous	that doesn't depict an offensive sterotype.
	I would like to know why we should take the concerns of Mr. Nelson so seriously when his own social media depicts
Anonymous	Caucasian's, or 'colonizers' in such a negative and vulgar manner?
	Indigenous Peoples are not mythical/ mystical creatures. We are people who are non mascots. Removing this mascot assist
Tashoni (Un	lowering the false depiction of us as people and the ignorance that follows mascots like this
	Keeping the Fresno Mascot is important because we need to honor Bravery, and go through life standing our ground, Like the Peshmerga of the
	Kurds, Spartans of Greece, Highlanders of Scotland we keep it to LEARN about the
Vanessa (Un	history of bravery.
Anonymous	Removing the symbol shows that we acknowledge our mistakes and we are culturally aware of those around us
Tashoni (Un	*not
	Native mascots, regardless of type, and regardless of whether they are perceived positively by Native youth, are harmful to the
Maya (FHS a	psychological well-being of Native youth (findings by Fryberg et al., 2008)
	Just because someone had a negative experience in school or in life does not mean that everything is designed to promote
John Flores	hostility toward anyone or anything.
Amy Lime (U	removing is important because it would be another step toward eliminating cultural appropriation.
kennedy (Un	It is important to REMOVE the mascot because it is a racist depiction and red face
Heather Mil	It is important to remove, it is a stereotype that culturally appropriates Indian religious traditions
	keeping it or changing it means nothing if the status quo remains. Real discussion should be why does Fresno High library does not have Galen
	Lee's Book "walking where we lived"? No where does the FHS campus identify and
	honor the local indigenous tribe of which is the ancestral land Fresno High resides upon. If you want to honor Native people, then honor them all
	the way. Why not rename buildings after local tribal groups? Fresno High is consistently annually void of any celebration of California Indian Day?
	But, the native tribal image is a genuine honor? Sounds like the same old nonsense. Fresno state has a library that boasts a lot of local tribal
	representation, but has yet to creat a department. Fresno high wants a mascot but doesn't want to elevate its thinking. FCC down the street
Roman C. Ra	acknowledges whose land their campus is on.

	<p>Info below is from link here: <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.uihi.org/wp-content/uploads/2009/09UIHC_Report_FINAL.pdf&amp;ved=2ahUKEwi83_2nuf7sAhUSpZ4KHbEoC-gQFjAAegQIBBAC&amp;usg=AOvVaw10ONqN7luq9tXavSj7KiLh">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.uihi.org/wp-content/uploads/2009/09UIHC_Report_FINAL.pdf&amp;ved=2ahUKEwi83_2nuf7sAhUSpZ4KHbEoC-gQFjAAegQIBBAC&amp;usg=AOvVaw10ONqN7luq9tXavSj7KiLh</a></p> <p>- Mental health researchers have recently advanced a theory of “historical trauma.” It suggests that genocide, mass expulsion, forced assimilation and other cruelties against groups shatter the lives and health not only of direct victims but those of their descendants. Much of the pioneering work in this field focuses on American Indians. Historical trauma combines with poverty and ongoing discrimination to produce profound feelings of sadness, anxiety, depression, anger and estrangement. In American Indians it generates fear and mistrust of whites. (Whitbeck et al, 2004)</p> <p>There is a sense of re-experiencing past wrongs, grief over lost languages and traditions and reduced self-esteem. Loss of access to sacred sites for therapeutic spiritual renewal and traditional food gathering is particularly traumatic. (Wilson, 2003)</p>
Anonymous	this mascot is a stereotypical caricature of a Indian if this was any other race it would be considered racist, why are we treating
Anonymous	our indigenous community any different?
Anonymous	Removing it amounts to saying this is the year zero, and nothing was of value before the year 2020.
Jenny Garcia	This matter is clearly Culture inappropriate and many students have done such disrespectful things with our Native imagery, names, styles, and pretending. This is my heritage and we are human just like you. We have feelings just like you. We for generations have generational trauma. Lead by example for many more to come by changing all Native faces, imagery, words and anything related to Native uses. Society has not been fair to Natives and it starts with our youth to shape and mold them to acknowledge a wrong and make it right.
Anonymous	Removing the mascot shows students and the community that FUSD cares.
Anonymous	I would not presume to know what Native American students feel.(Removing the mascot shows students and the community that FUSD cares.)
Anonymous	I would not presume to know what Native American students feel.. That would be a mistake of white privledge.
Anonymous	(Removing the mascot shows students and the community that FUSD cares.)
Anonymous	Baseline respect for the dignity and humanity of indigenous ppl demands the mascot be changed.
Anonymous	Slavery was tradition, should we bring it back?
Anonymous	Keeping the mascot preserves the history and culture of Fresno High.
Anonymous	It's important to remove because some of our students have been harmed by it and we need to try our best to promote those atmospheres they can learn in

Sarah (Unve Taweah gar	<p>The depiction of the mascot should be changed, but the name should remain. Doing so does not diminish tradition or what it means to be a FHS warrior. Warriors take on many roles and depictions, we do not have to appropriate a culture while still holding true to the soul of being a student from FHS. Being an FHS Warrior is not encapsulated by the depiction of the Native American head. It is the students, the faculty, the school itself, but more importantly the values and character that we develop while attending the high school. FHS teaches their students to be worldly critical thinkers. We are taught to look at different perspectives, dive deeper into various funds of knowledge, and develop a broad perspective of the world. It is right for FHS to take a positive step forward by changing the Warrior head mascot. We can be a positive example for future generations, making amends, admitting when we have done wrong, and acting to bring about change.</p> <p>We are a local tribe dunlap band of mono indians and nobody from the fhs district contacted the tribe about the symbol</p>
Nishea Balaj	<p>I am Nishea Balajadia, Founder of Mighty Community Advocacy, but most importantly and first mother to a freshmen at Fresno High. I want to address the opening statement from the moderator who said we must “respect each other” while we are sitting here debating the humanity of indigenous people. How is that respect? I find it humorous that my 14 Black indigenous daughter is being told to respect the adults that mocked the social justice team as you all forced them to debate this topic to white adults. Do you not see what is wrong with this whole spectacle?? Do you not understand what circuses were in the 1920s? They paraded minorities around white affluent people for shackles, THIS WHOLE SCENE HERE IS A DOG AND PONY SHOW, A LITERAL CIRCUS. Why are we here, in the wake of George Floyd, in the middle of a revolution, on the brink of civil war HOW ARE WE HERE ARGUING OVER THIS? A whole NFL team has changed their bigoted racist mascot. How dare you sit here and tell these students to have respect as y’all giggled and dehumanized these children who were made to debate so their voices will be somewhat heard. You are making students argue that their indigenous lives are not to be commodified WHY ARE THE ADULTS GASLIGHTING? Why are you entertaining a white man’s request to keep a tradition, the KKK have traditional hoods, y’all going to let these people’s kids wear hoods to school?</p> <p>I have no respect for this Fresno Unified Board and the absolute racist shit show y’all have going on.</p>

	<p>Info below is from link here: <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.uihi.org/wp-content/uploads/2009/09UIHC_Report_FINAL.pdf&amp;ved=2ahUKEwi83_2nuf7sAhUSpZ4KHbEoC-gQFjAAegQIBBAC&amp;usg=AOvVaw10ONqN7luq9tXavSj7KiLh">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.uihi.org/wp-content/uploads/2009/09UIHC_Report_FINAL.pdf&amp;ved=2ahUKEwi83_2nuf7sAhUSpZ4KHbEoC-gQFjAAegQIBBAC&amp;usg=AOvVaw10ONqN7luq9tXavSj7KiLh</a></p> <p>- The past two generations have witnessed a renaissance of traditional American Indian and Alaska Native culture on reservations and in cities, with salutatory effects on Native mental health. At the same time, urban Indians have developed a distinct pan-Native culture of their own. Whether urban or rural, Native culture is probably unfamiliar to most non-Native health professionals. Cultural competency is clearly vital to delivering high-quality care in these communities.</p> <p>- Native people have a holistic philosophy of life that emphasizes and reveres the connections between all animate and inanimate things. They also have a holistic view of health. Many tribes believe that health has four basic components: physical, mental, emotional and spiritual. Some believe health has a social component as well. All components must be balanced for total body wellness. If one component has been neglected or</p>
Anonymous	is "ill," it is impossible to achieve overall health.
Anonymous	Would there be a good balance of removing the mascot and keeping the warrior name without massive FUSD costs to change all banners, concrete descriptions, etc?
Maya (FHS a	The mascot is actively harming (psychologically, via learning environment, etc) Native youth and fosters stereotypes and prejudice among non-Native youth. Removing the mascot is just one step towards addressing this harm
Anonymous	ask them
Fresno High	It makes no difference, as a student I've never seen any type of racist or derogatory language towards the native students in our school.
Anonymous	It can be a source of pride/.
	<p>I am a former Alumni of FHS class of 1980, I think that people are much more important than made up symbols for High Schools. IMO opinion FUSD &amp; FHS should work with local Tribal councils to come up with a new symbol for Fresno High to honor the local Tribes in a mutually respectful manner.</p> <p>The former practices of imitating Native American Dances and dress are obviously wrong and all former and current supporters of FHS should accept this positive change.</p>
Mohammad	I thank all the speakers and their input and agree FHS should work to contribute positive actions to support Native Americans of the Central Valley.
Anonymous	I believe they can feel proud that their culture and race is being celebrated and honored.
Anonymous	Native American students may feel trivialized. The mascot leaves room for those in the "dominant" culture to say here, we are "honoring" Native culture without doing the real work to improve their wellbeing.

Anonymous	ii
Anonymous	So many native students have already avoided going to Fresno High because of the mascot
Christian So	The American Psychological Association, the American Sociological Association, and the American Counseling Association, have shown there are harmful effects associated with the ongoing usage of Native American mascots.
Anonymous	There is no positive to a Native American mascot.
Jasmine (Un	Having someone of your identity serve as a mascot or symbol is not a compliment. It creates an inhumane caricature.
	I attended Fresno High and have Native American blood, and was not bullied or harrassessed or made fun of. Quite the opposite,
Anonymous	I felt pride because they wanted to be a Warrior.
Heather Mil	I think it belittles Native American students and the cultures they come from.
Anonymous	I would not want my students to feel like they would have to speak on behalf of their mascot just because they're Native American
Kiel Lopez-S	Our perspective isn't the important one. The impact on Native student voices should be uplifted.
	I think it was highlighted that it has a negative impact. Again, you are teaching that it's ok to appropriate a culture and that a
Nathaniel St	Native American student is seen as a mascot and not a person.
	Do we understand that you can be disrespectful without trying to be. It doesnt matter what your "intentions" are, it doesnt
A (Unverifie	make it anyless disrespectful.
Jane Tachi Y	Would it not be more fitting for a animal that represents the “qualities” the current mascot “represents”?
Anonymous	It forces a child not to participate because its disrespects their culture.
Jonas (Unve	The mascot can impact the students negativly, because it will depict how they respect the students and make them feel bad.
Anonymous	Last time I checked, when the mascot was selected, no Native Americans were a part of the selection committee
	I was a student of class of 2014 and even thou Im not a native American I found my peers dressing up like native americans for
Anonymous	prep rallies was offense so I cant even imagine what it would be like for a Native American.
	It affects how you think of yourself, and when an entire school makes a mockery of your culture/race, you begin to wonder
Anonymous	why it is portrayed in such a hateful way. We don't all have high cheek bones, red skin, war paint, etc.
Anonymous	Isn't the parent club at FHS called the TRIBAL COUNCIL?
AJ Mijangos	Native mascots are a mockery of our/my culture. It is a source of a white colonialism
Anonymous	I am a Native American student and personally it gives me a negative depiction of who my people are.
Taweah gar	Asking same question different way
Anonymous	Warriors come in many forms other than Native American
	We stress the value of the term "Warrior". Why is it necessary to use it in reference to Native American? Do you remember the the old mascot; it
	was indeed offensive. What in Fresno's history gives a special focus to the
	Native American. It should be obvious that it reflects, conflict, dominance and oppression. Its not a matter of only intent; its also about how its
Raul Alunm	perceived.



Anoush (Unverified)	I have had Native students who have told me that this hurts them. I have worked on the Multicultural Assembly for five years and many Natives are afraid to show their traditions because they are already misrepresented.
Meaghan (Unverified)	Haven't we heard anecdotes from ACTUAL Native American students about how it has harmed them?
Anonymous	How do we answer the questions?
R (Unverified)	It will impact those Native kids negatively. It can be a trauma trigger
Alex (Unverified)	As someone who experienced first hand bullying, I can say without a doubt that it harmed my identity, it led me to street away from from Native American culture for years. Adults told me that I was being honored while at the same time I was being bullied.
Anonymous	I feel that students who arent native american dont care because it is not affecting them directly
Anonymous	Mascots are usually animals. Imagine seeing your people as your schools mascot.
Anonymous	I believe that it really does rub us the wrong way. Im sure if it was a over stereotyped asian, black, or hispanic person the story would be different. but like usual, we never have a voice
Vanessa (Unverified)	3) Those that are actually native american and have the registry to use Indian Health (many are claiming to be Indian but don't have official designation) It may impact them to inquire more about Native American history.
Anonymous	Fuels them with pride, provides a source of connection to their sacred land(s) in the Central Valley, but only when accompanied by education. Without supplemental education the mascot will be nothing more than an image that anyone can attribute to it what they will. Define it for folks as Native American wish.
Anonymous	dominance of the interpretation of what honoring of Native Americans are
Anonymous	empirical evidence
Anonymous	There are no educational programs or curriculum about Native Americans on FHS campus. We don't celebrate their culture. from from my prospective I believe it would impact them positively because it represent there history and a symbol of there heritage
Sergio Ferrel	It impacted me, with with insults, ridicule and racism
J (Unverified)	Keeping the mascots shows that you value fake 'traditions' over the entirety of Indigenous peoples' here in America's actual traditions.
Anonymous	By portraying the Native American as a Warrior, which by definition is "hostile" or a "savage", stereotypes the culture of those Native youth as something negative.

Roman C. R	To properly honor our Native American community members, we must eradicate existing degrading names. Names are powerful. They help to form our identity. Even if unintentional, the current name is harmful. Children attend
Anonymous	school to receive a quality education, not to be ridiculed
	having a racist depiction of native americans enables the students to be racially insensitive to Native students that attend FHS.
Anonymous	The comments under Jamie's Petition post are hurtful and racist and most are from current students.
Rick Redtail	In chowchilla we were the redskins, I was proud and honored to be recognized as a real mascot and a part of a bigger tribe, the
Vanessa (Un	city of Chowchilla. It is not a r
Anonymous	Dominant culture?
	As a previous Native student and as mother of Native students, the harm is evident at any football game.
Amy Lime (U	negatively, generalizing and stereotyping a students culture is flat out disrespectful. Ceremony and respect is what native American
	culture is all about.
Anonymous	Private having a racist depiction of native americans enables the students to be racially insensitive to Native students that attend
	FHS. The comments under Jamie's Petition post are hurtful and racist and most are from current students.
Stoney Dods	You encourage a spotlight on the student. As a native american student myself, I have expienced first hand what its like to be in
R (Unverifie	that spotlight. Many students arent very kind with their idea of what native americans are themselfe
	We do not want our Suicide rates to go up I believe the district has responsibility in preventing that
Anonymous	The mascot impacts students making them feel outcasted and misinterpreted of their culture. Students will get discouraged and think,"why don't I
	look like this?" Their culture is interpreted into a character almost a cartoon for
	school spirit. That belittles the indigenous.
Anonymous	There are negative psychological effects: depression, self-esteem, community worth, and future achievement-related goals, and
	increased negative feelings of stress, distress, depression, dysphoria and hostility.
Christian So	As a Native American student from Fresno, I was teased with the mascot although I went to a different school. It did not make me
Anonymous	feel proud of my ethnicity, it made me feel ashamed.
Anonymous	Sorry you're muted again
Anonymous	I'm so sorry that was me who accidentally muted my volume (Sorry you're muted again )
Anonymous	If we can't put the mascot on shirts then THERE IS CLEARLY SOMETHING WRONG
Anonymous	I can't speak as a Native American student, but no person or group of people should be used as a mascot

Anonymous	We don't need mascots, we need to offer American Indian History classes
Anonymous	They are saying that it harms them.
Jane Tachi Y	If the Native American student(s) have assimilated and have lost touch with their true culture, then they may feel "honored" by the sick mascot because they have nothing else to identify with.
Natalie Dear	Whose culture is being celebrated exactly? Everyone is saying Native American culture but it is not a singular culture it is full of diversity.
Rick Redtail	It isn't racist.
Tiffani Kelse	3. First I am not Native American, however I do believe that it can be harmful to their image. Many Natives already struggle with cultural identity and it is harmful to see people who do not know anything about their beliefs and rituals, appropriate their culture.
Anonymous	I think we should listen to Native American voices. It has been said that the majority of Native american students do not like the mascots.
Anonymous	people that aren't of native descent shouldn't have an input, this is not their business
Anonymous	What does the name have anything to do with the image?
Nishea Balaj	I am Nishea Balajadia, Founder of Mighty Community Advocacy, but most importantly and first mother to a freshmen at Fresno High. I want to address the opening statement from the moderator who said we must "respect each other" while we are sitting here debating the humanity of indigenous people. How is that respect? I find it humorous that my 14 Black indigenous daughter is being told to respect the adults that mocked the social justice team as you all forced them to debate this topic to white adults. Do you not see what is wrong with this whole spectacle?? Do you not understand what circuses were in the 1920? They paraded minorities around white affluent people for spectacles, THIS WHOLE SCENE HERE IS A DOG AND PONY SHOW, A LITERAL CIRCUS. Why are we here, in the wake of George Floyd, in the middle of a revolution, on the brink of civil war HOW ARE WE HERE ARGUING OVER THIS? A whole NFL team has changed their bigoted racist mascot. How dare you sit here and tell these students to have respect as y'all giggled and dehumanized these children who were made to debate so their voices will be somewhat heard. You are making students argue that their indigenous lives are not to be commodified WHY ARE THE ADULTS GASLIGHTING? Why are you entertaining a white man's request to keep a tradition, the KKK have traditional hoods, y'all going to let these people's kids wear hoods to school?
Anonymous	I have no respect for this Fresno unified board and the absolute racist shit show y'all have going on.
Anonymous	Strength, honor, pride and a fighting spirit
Anonymous	strength, honor, overcomer, pride
Meaghan (U	It doesn't matter what it means to me or any other non-native American person, even if they are a Fresno High Alumni. Native Americans are telling us what it means to them, and if it is harmful to them, it makes no sense to keep it.
Keith Pemp	Strength, pride and perseverance

	having a racist depiction of native americans enables the students to be racially insensitive to Native students that attend FHS.
Anonymous	The comments under Jamie's Petition post are hurtful and racist and most are from current students.
Jonas (Unver)	The name Warrior stands up for people in need and struggle
Tiffani Kelse	4. I believe that a Warrior is a fighter who overcomes struggles and does not need to be tied to anyone's culture.
Anonymous	it means someone of strong will and determination. Doesnt have to be associated with native americans
Kiel Lopez-S	I submit we change it to the Fresno High Opossums.
Anonymous	Fighter; Strength; Persistence; Determination...Those terms reflect all Warriors and not just Native American warriors
Anonymous	I don't see anything wrong with the name warrior, that isn't even the reason we are fighting. it is the image!
Esteban San	A meaningless title to a people that does not accurately depict them.
Anonymous	It is a name that describes people who fight, it does not have to be attached to an image.
Alex (Unver)	The Warrior name means, to me, that I am supposed to accept the mistreatment of my people as honor
	They are not discussing the term WARRIOR. It is the negative images we have on shirts, hats, masks, cups. Our baseball team
Anonymous	had FOAM TOMAHAWKS!! Who signed off on that?
	It means pride, honor, and sacrifice. Someone who overcomes struggle and adversity above all else. Motivates every student
Fresno High	to stride for greater achievements.
Anonymous	The word warrior isn't offensive until you put it next to that mascot
Vanessa (Un	4) It means Bravery and standing your ground.
Anonymous	its not the name thats dehumanizing, its the imagery
Anonymous	The name warrior is fine, but remove the mascot. Native people are human beings, not mascots.
Anonymous	Means being strong and courageous, we can keep the name without the mascot
	warrior noun, often attributive: Definition of warrior
	: a person engaged or experienced in warfare
	broadly : a person engaged in some struggle or conflict
Nathaniel St	But this isn't the point, the point is, stop using this image.
Anonymous	another stereotype racial icon
Anonymous	The name means purple and gold. It means tradition...but when put next to the racist mascot image, it means an embarrassment.
Anonymous	The term Warrior does not belong to Native AMericans.
Anonymous	Fighter-
	In chowchilla we were the redskins, I was proud and honored to be recognized as a real mascot and a part of a bigger tribe,
Rick Redtail	the city of Chowchilla. It is not a racist term.
AJ Mijangos	It is the mascot we dont like not the term Warrior.
Anonymous	strength and overcoming hardship. there is nothing wrong with the name. again, its the picture thats the problem!

	It reminds me that we are not as white washed as main stream media have always purported. It reminds me that my ancestors
Anonymous	were here, waiting to be learned from.
Sergio Ferre	it means nothing negative nor positive, just a name to represents there pride
I (Unverified	When Fresno Unified choose the Mascot, I am sure they wanted the best Mascot to represent the school and the City of Fresno.
This trauma	Strength and honor
	Stereotypes like the mascot dehumanize individual students and their communities. It minimizes the complex cultures that
Anonymous	exists in native communities and has been shown to negatively impact students.
AJ Mijangos	It is being used to back up a racist mascot
Anonymous	Warriors are strong and resilient.
R (Unverified	I am not a Warrior I am a woman. We have roles in our Native American Societies.
Anonymous	I have a voice too whether I am of Native American background or not.
	I'm wondering why we're focusing on individual perspectives when data overwhelmingly demonstrates that Native American mascots are harmful
	to a variety of mental health and academic outcomes. This should not be
Maya (FHS a	framed as a difference of opinions- we should be listening to our Native community (especially the Yokuts people) and the decades worth of
	research at hand
	It doesn't matter what it means to me its what it means to the Native Americans. To them it's offensive and I don't want to
Anonymous	offend anyone.
	Fresno High warrior name is another stereotype. The indigenous choose certain individuals to fight for their people and culture. Warrior shouldn't
Anonymous	be used to show pride for a school slogan. How is a student a warrior? They are
	fighting for their culture or mistreatment of their people.
	The school mascot name and image are made up symbols; if it hurts some of our neighbors and friends of Native American
Mohammad	heritage; then I support changing it.
Kim (Unveri	I'm makes me feel
Faye Jeff (U	To me a warrior is my ancestors. The ones who fought to protect this land & their people.
	it is incomprehensibly racist that y'all are forcing this issue into a townhall debate format, where indigenous pain is put on display and folks
Anonymous	demand they defend their own humanity for an audience. The damage you've caused
	tonight is immeasurable. Y'all are lost.
Anonymous	It is not the name, it is the mascot!!
Anonymous	Why is the name the issue? It's the mascot.
Anonymous	keep the name but not the image of the Native

Anonymous	No problem with the name, just the imagery
Anonymous	the warrior name isnt the issue
Anonymous	we are not trying to remove the name Warrior, it is the image we want to change
	For those worried about maintaining the legacy and tradition of Fresno High, will changing the mascot or name really jeopardize those memories? You will always remember them as such and those memories can carry on in your heart, just as Native peoples remember the days before colonizers came through, killed their families, destroyed the land they cared for and left them with only "memories".
Anonymous	
Alex (Unverified)	Removing the warrior name is important because the facts are keeping it or changing it means nothing if the status quo remains. Real discussion should be why does Fresno High library does not have Galen Lee's Book “walking where we lived”? No where does the FHS campus identify and honor the local indigenous tribe of which is the ancestral land Fresno High resides upon. If you want to honor Native people, then honor them all the way. Why not rename buildings after local tribal groups? Fresno High is consistently annually void of any celebration of California Indian Day? But, the native tribal image is a genuine honor? Sounds like the same old nonsense. Fresno state has a library that boasts a lot of local tribal representation, but has yet to creat a department. Fresno high wants a mascot but doesn't want to elevate its thinking. FCC down the street acknowledges whose land their campus is on.
Roman C. Ra	They are not discussing the term WARRIOR. It is the negative images we have on shirts, hats, masks, cups. Our baseball team had
Anonymous	FOAM TOMAHAWKS!! Who signed off on that?
Anonymous	You guys should just pick an animal as a mascot and be done
Anonymous	Its important removing it because its shows that our Fresno High community is culturally understanding of people around them
I (Unverified)	Because it is who we are and thus you are removing the identity.
Tiffani Kelse	5. I don't think the name is the issue. I think the imagery of the mascot is the problem.
Anonymous	The warrior name should be kept. It has no connection to Native Americans if that is the reason the mascot does get changed.
Anonymous	Removing it is important because it shows we can respect our mistakes
Nishea Balaj	Are y'all slow? It's the mascot
Nishea Balaj	not the name
Rick Redtail	It can generate pride and lead to questions about our culture. It is not racist.
Anonymous	My understanding is that this isn't about the warrior name...rather about the image.
	Same response: Removing the logo acknowledges that Native American people were never asked, from the beginning, if it is okay to use a symbol that represents their identity and culture. In doing so, this also sends a message to the community that divisive and
Anonymous	oppressive ideology and imagery should not be tolerated in education instructions.
Anonymous	i don't think the Warrior name is in question. The ask is for the mascot of a Native American to be removed.

Stoney Dods	It allows FUSD an amazing oppurtunity to *accuraltely* honor and represent the people of this land.
Anonymous	The Warrior name is tradition, the image has been changed over the years.
I (Unverified	It will hurt me if the name is removed.
Anonymous	the inference that it has been a means of disrepect for over a century is flat out unprovable
Anonymous	We dont want to remove the warrior name just the mascot.
Anonymous	This isn't about the name 'warrior', this is about the ongoing use of a stereotypical mascot that misrepresents the original peoples of this land.
Anonymous	as i said before, the name is not the reason. IT IS THE IMAGE OF AN OVER STEREOTYPED NATIVE MAN! You say there is honor, yet i see no clubs on campus that are indigenous clubs.
Jane Tachi Y	What is so hard to understand, is it okay to promote "blackface" or any other shameful racist stereotypes? The issues are deeper than whether you agree with the smooth talkers or the ones that take issue with it.
Jonas (Unve	Removing the name Warrior, will stop depicting native as these "War people". How about the Owls, like the old mascot
Esteban San	Removal of the warrior name is getting rid of the racist stereotype and a depiction of people and applying it to a public institution.
Anonymous	This conversation is not about the name. It is about the racist clip art image(s), the mascot, that should have been removed long ago.
Anonymous	5. Removing the mascot is an opportunity for FUSD to live up to the "anti-racism" resolution that was passed. This is not "both sides" debate. Remove the mascot.
Vanessa (Un	5) Keeing the Warrior name is important because its a beautiful positive tribute to brave people who stand their ground.
Faye Jeff (U	Removing the warrior name from Fresno high school will take a step towards respecting our people as First Nations of this country !
Anonymous	I think we can keep the name warrior, and change the mascot. Warrior doesn't need to be associated with Native Americans.
Anonymous	Keep the name.
R (Unverifie	I am in tears- why do we have to continue to fight for our rights as a people
Anonymous	Native americans use animals as symbols to represent certain things. This represents these students.
Anonymous	In school year 2018-2019, Fresno Unified School District was in the top 30 highest suspending districts for native students in the entire state of California, with a recorded 14.76 suspensions for every 100 students. Students who are suspended are EXPONENTIALLY more likely to not graduate, and to be incarcerated later in life. This bears out with data that shows the drastically disproportionate rates of policing and incarceration for indigenous people in the US.
Anonymous	Data analysis by Tia Elena Martinez supported by Forward Change, Central Valley Movement Building, and DSC California, based on CDE Data in September of 2020.

	As a Fresno High School teacher I would like to state a few things: 1. We are now an IB school, which has transpired within the past 12 years, and we have a new set of rules and values at our school. Our IB Mission statement states: "The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." We expect our students to have a principled nature, to be caring, and reflective.
	2.Our Fresno Unified School District has pledged that ALL students should have a safe space, but as a teacher I have had many students confide in me about this mascot and how it makes them feel, and they do not want to participate in Multicultural events because of it. Our District Vision states, "Where students, families and staff are valued and empowered to achieve their greatest potential" and I hope that our Board will stand with students who do not feel safe, even if it is just two.
Anoush Ekp	3. Our FHS motto is tradition, honor and excellence and this is not a tradition that we should be proud of, there is no honor or excellence in having a mascot that is a caricature of Indigenous people. Just two years ago our baseball team had foam tomahawks. This is not an old issue. It is time to change the mascot!
Anonymous	Removing the warrior name is important to the indigenous from being another stereotype. When you think of the word warrior,
Anonymous	many will think of a image of a native with a headdress and warpaint just like Fresno High did.
Anonymous	Lets not forget about the reservations we were forced in.
Anonymous	The word warrior isn't offensive only if it's attached to that caricature
Anonymous	Keep the name, keep the mascot...proud Native American.
J (Unverified	Keeping the name doesn't bother me. The imagery is offensive.
Kei Shabazz	The term Warrior does not belong only to Native Americans. There are Warriors in every culture.
Jane Tachi Y	Keeping the Warrior name is not a bad thing because it can be depicted by any non-human species. Not necessarily a derogatory stereotypical image.
	The removal of the macot is important because it will show native people of fresno that FUSD and the rest of this god forsaken country that they care about us native people. And will also recognize that this is stolen land
AJ Mijangos	and the colonizer took it from us
Jenny Garcia	If they keep the name then rid of all Native imagery and everything else associated.
Anonymous	It seems that any image of something other than an animal is and can be offensive to others.
Anonymous	6. Yes, we are on occupied Yokut land.
Anonymous	Fresno High "Warrior" means that I can not nor will financially support this high school. I will give my tribal education scholarship somewhere else.
Anonymous	Of course. It's the history of the region.
Anonymous	Yes because Native American tribes are our local history just as World word 1 is taught in the classrooms
AJ Mijangos	Yes because You white people stole This land from us. It is the least you can do
Anonymous	I think it is extremely important because so many people are continuing to be ignorant from lack of education on the matter.



	You change the Warriors I guarantee you us Alumni will never financially support anything at FHS, YOKUT was NEVER discussed
Vanessa (Unverified)	we had the Iroquis club. Why not have a Native American club after school
Jonas (Unverified)	Yes, because it will allow students to express themselves and teach others facts they don't know
Anonymous	This should be the STANDARD, know who se lands you are currently occupying!!!!
	Absolutely. We stole their land and put our school on top of it, then made fun of them with the mascot. The absolute least
Meaghan (Unverified)	we could do is educate the student body about what it actually means to be a Fresno High student.
	Of course it is important. If you are going to have my PEOPLE plastered over your entire school might as well educate since there
Anonymous	are no indigenous clubs on campus.
Anonymous	Yes, we have Hispanic month, Black Month and they should also have Native American month/events
Kiel Lopez-S	Yes. FUSD curriculum on native history is extremely lacking an it shows.
Jane Tachi Y	Removing the Warrior name is to support an ethnocentric viewpoints of the colonizers that came to wipe Indigenous People out.
Kei Shabazz	The fact that that's a question is ridiculous. Why aren't we already?
Anonymous	yes because we live on their land. least we can do its educate ourselves about it
	[in response to previous question] Why are you continuing to frame these questions as if we all have an equal stake in the outcome- Native
	communities are telling us this is actively harming them. I would like for us all to
	reflect on how the structure of this forum has only continued to harm Native communities who have to fight for their voice to be heard and
Maya (FHS a	respected.
Taweah gar	If it offends one of us it offends us ALL
Anonymous	Of course we need to educate our students on Native American tribes. We live on Native American land.
Nathaniel St	It obviously is or we wouldn't be having this conversation right now!
	Absolutely, because they will gain empathy and perspective on this issue. Instead of pretending it doesn't matter or advocating
Jasmine (Un	for a symbol over the well being of real people.
	It is very important to teach students who's land they are on. Learn about the people- it is part of our communities history. But yet
R (Unverified)	we are teaching about tribes and massacres that happened in another state
	6. Absolutely!!! Until you learn about the genocide of the people of the land that you live on you will not respect or understand
Tiffani Kelse	their struggle.
Anonymous	It is important that all American students know the history of the ancestral lands on which they reside.
Kim (Unveri	Yes, because that knowledge is very much lacking from our curricula
	When you are educated, you understand right from wrong. Teaching these things will help students understand why things like this
Stoney Dods	logo are issues to us. The feathers, the paint. They have meaning.

Anonymous	Absolutely. When in Rome means you do as the Romans do. When in Fresno County you should have myriad, feasible opportunities to learn about Native American cultures that occupied this land.
Anonymous	Yes! It is an atrocity that we have not being doing this from the beginning. Not being able to learn about your own history in school is part of this country's genocide of Native Americans.
Alex (Unverif	Yes! Not only are we not monolith. We are not relics. Our history is valuable, even if it does not paint our country in favorable light. That this is a question is absurd.
Anonymous	Yes because how are you going to "honor" our native community when no one is educated on these tribes. We have been lied to since 4th grade when we thought that the natives were allies in the missions when they were pretty
Esteban San	much slaves
Esteban San	Yes, because of the history of the YuKots massacre by White troops. There is a history suffering in this valley.
Esteban San	Yokuts(Esteban Santos (Unverified) asked "Yes, because of the history of the YuKots massacre by White troops. There is a history suffering in this valley.")
Christian So	This whole conversation is an ironic example of social progress when non-native people can tell Native people what they should/ should not find offensive.
Anonymous	I am an FUSD student and it is the same reason as why we learn aobut colonization and any and all wars.
I (Unverified	Of course, because we are in their area. My great grandfathers from the 1800's are Native Americans and the Mascot will be a connection to this history.
Anonymous	yes absolutly! It is important to educate on the people who were here before them and original to the land. #landback
Anonymous	In America, we are forced to learn a Eurocentric, colonial-based education. FUSD must incorporate the true histories ops during cultures of the Yokuts and Mono tribes into the curriculum.
Anonymous	yes this land was originally lived on by the indigenous people
Anonymous	YES! Only if it is the TRUE history of Indian Country and not what is taught currently. TELL the real stories of these people! It will build self esteem of our Native students and only instill more respect in the cultural diversity in our country.
J (Unverified	Yes, if it had been taught sooner, maybe everyone would understand this issue
Greg Willian	If they were educated on local Native American Tribes we wouldn't be here debating about this issue.
Vanessa (Un	6) Yes educated on local native American Tribes. The reason is 150 years ago the majority of our population was Native American . Its our history in California and Fresno to learn this.

Hannah (Unverified)	I think it is very important and as a first grade teacher it is my commitment to teach my students about the heritage, culture, and experience of Native Americans
Mia Santana	Of course it is important. Our native faces are all over your school, least you can do is educate the students that go there.
Tiffani Kelsey	Make it known that we were here in the beginning
R (Unverified)	Native American studies should be taught along with other ethnic studies!!
Anonymous	Don't teach from the text teach and learn directly from the people
Anoush Ekpo	We cannot continue to erase the history of a people whose bodies this country attempted to erase.
Anonymous	Ethnic studies is very important. YES, we need to have Indigenous studies.
Anonymous	Definitely. It's important for there to be representation in the classroom, in addition to it being apart of our local history.
Anonymous	There should also be a balance with the white-washed history we typically teach
Anonymous	This process is obviously weighted towards the remove the mascot side. There are many who could not get into this call using the link provided.
Anonymous	we don't celebrate indigenous day how is this an honor to anybody
Anonymous	if you truly believe that FHS and its students/alumni represents respect and welcoming to all races.. then you should listen to all of us natives and native allies when we tell you to change it. Belittling our emotions for simply something you call "tradition" (when its not even your culture) is so insensitive.
R (Unverified)	November is Native American Heritage Month
Taweah garza	Its not the name its the image
Anonymous	If they were educated on local Native American Tribes we wouldn't be here debating about this issue.
Natalie Dear	Yes it important. We cannot continue to perpetuate false history and expect people to honor a people they believe cease to exist. The issue with the mascot is a lack of proper cultural representation and accuract history. The education system has failed people, its the very reason people are so ignorant and we are here tonight
Anonymous	yes, This is a great opportunity to help create awareness of the local Native American tribes.
Faye Jeff (Unverified)	I believe it is important to educate on the history of genocide on all our native people because it is truly what founded this country. Not Jesus, or the pale faces that murdered my family. The blood & tears of my ancestors was the sacrifice that had to be made to be able to live in the society we do today.
Anonymous	That is a state decision
Stoney Dods	They will have some wicked vintage gear.

Anonymous	<p>Is it important to educate on the local tribes. The indigenous students learn about the mistreatment and wars upon their own people. But isn't recognized, it discourages the student because their culture is learned from the white man's view. I learned at a young age the indigenous were called savages, our culture was not suppose to be learned and celebrated. All my knowledge regular ding my culture was taught from my elder. Students need the education on the indigenous because it is there land.</p>
Heather Mil	<p>Yes! We should be re imagining our entire history curriculum to serve the backgrounds of all students and particularly be attentive to those whose land we are on, this is the local history. If our historical education was better we wouldn't need this forum tonight.</p>
Nathaniel St Christian So	<p>I think the fact that a Fresno High School Alumni started a petition to KEEP the mascot is proof that it needs to go.If you more closely associate an obviously racist mascot with high school football games, "tradition" and school pride, than you do with the actual human beings who's image and culture are being appropriated, then that is proof that Fresno High School failed you by their continued use of this imagery.By continuing to use this image as your mascot, you are teaching another generation that it is ok to appropriate, profit from, and mock the culture of others. You are teaching insensitivity, apathy and hatred to generation after generation after generation.</p> <p>If you really say you honor the people who's likeness you have appropriated then you will listen to them and discontinue the use of this image. You are not losing your "history" by ending the use of this image, it will not be forgotten, instead you are courageously and bravely setting the example that our future generations need.</p> <p>Native American history is American history.</p>
Jane Tachi Y	<p>Does it hurt for ones to learn of other groups in order to embrace our differences? All people and their cultures deserve to be celebrated. In this current matter, however, it is easy to remain status quo and not address the historical trauma that has been perpetrated on the Indigenous People.</p>
Anonymous	<p>division, not healing. whats the origin of this? historical</p>
Anonymous	<p>It will NOT change the community at all. IT IS ONLY A ICON/IMAGE</p>
AJ Mijangos	<p>It will show that FHS is progressive and finally cares about its indigenous students</p>

	If anyone thinks that is not harmful for my mental health or emotionally then there is something wrong with you for not recognizing the hurt, pain the affects. The future of our Native community and our children's mental health, and emotional health matters more then a mascot symbol that is clearly my heritage. This is not meant in a bad way towards anyone. There has been to much that has been going on for our Native people for generations that most of you don't understand and change is needed in the best interest of mental health, emotional health and those both affect physical health.
Jenny Garcia	
Anonymous	Hopefully better culturally educated
Anonymous	And empathetic (Hopefully better culturally educated )
	many indigenous youth attend fresno high, for them they will feel that weight lift the shoulders of having to go to school every day and often be compared to the mascot
Anonymous	
Anonymous	YESYESYES!! teach the students. its sad that you really only learn the truth in college. Even then, not everyone gets the change to go to college so they go around remaining uneducated. teach them early. teach them now
Anonymous	chance*(YESYESYES!! teach the students. its sad that you really only learn the truth in college. Even then, not everyone gets the change to go to college so they go around remaining uneducated. teach them early. teach them now)
I (Unverified)	There will a disconnect from former classes with no real uniting element.
Anonymous	It can impact us by making things more positive and comfort for our native students and make them feel more then just a character.
Tiffani Kelsey	7. I would hope that it would start the healing process and open the door to learning about the cultures of others.
Jonas (Unverified)	I don't believe that it would impact because most students would feel better about the change. Isn't that what matters?
Kiel Lopez-Sanchez	Changing the mascot will show the community that Fresno High and FUSD is ready to confront it's long history of institutional racism.
Esteban Sanchez	A recognition of inappropriate labeling of Native American
	The Fresno High community can become more aware of the issues that are happening in there own back yard and end these symbols of hate
Anonymous	
	The changing of the mascot will improve the lives of Native students and will show non-Native students that it is important to acknowledge Native people as human beings rather than a token or stereotype.
Alex (Unverified)	
R (Unverified)	It would be a positive change to from something that has caused so much pain to date
Anonymous	Itll show that change can still happen. Itll show that the people still have power to bring great into this world no matger how small.
	The impact that would be made on communities is that our people will be respected & acknowledged as First Nations. Not as a show or costume
Faye Jeff (Unverified)	
	People with a lack of cultural education will feel victimized, whereas it could give space to Indigenous youth to represent themselves rather than being told how they should be represented.
Natalie Dear	
Anonymous	If the golden state warriors had to change their mascot what makes ours okay?

Anonymous	It won't. It'll just expose all former racist who attended and participated in racial acts.
Jasmine (Un	It's the first step in setting a precedent that our community listens and cares about each other and others. It will remove a harmful
Kim (Unveri	and hurtful mark on our community.
	I think it would be positive. It might bring people together and by finding a new mascot
Anonymous	FHS should be anchored in its values, the Mascot should represent the catalyst for that. If it cannot, then loose the Mascot,
Anonymous	because it didn't matter in the first place.
Anonymous	Itll make the ignorant white people upset but boohoo
Anoush Ekp	If we are to be inclusive this is a bold step in being on the right side of history and helping Native students and their mental health.
Anonymous	It would not. Would changing this bring tears to it's supporters? Why would that be valued over an entire people who disagree?
Anonymous	Removing the stereotypical clip art mascot is a baby step towards some reconciliation and recognition of harm, and it will show
Anonymous	support for Indigenous students, families, staff and alumni.
	This doesnt just impact the Fresno High community. Changing the FHS mascot will impact Fresno Unified as a district and the 70,000 kids it serves.
Lauren Beal	We should educate students on local tribes, their histories, their oppression, and
	resistance. We should educate students about "redface" just like "blackface". This very town hall is case in point of what happens when people
	dont understand history and empathy! We are now on a townhall of arguing over humanity of native peoples? It sad and disheartening.
Mia (Unver	It will show that the indigenous community that you are not racist. Like you said, its all about the "honor" in the image right?
	Wake up and realize we are humans too.
Meaghan (U	It will change the life of many Native American students for the better. But for any non-Native American person saying "it's tradition" and "it's my
Anonymous	high school pride" will have literally no change in their life whatsoever because their
	mascot changed.
Anonymous	Changing the mascot isn't going to prohibit alumni from getting a job or erasing memories
	The change of the mascot to another alternative instead of the stereotype Indian would embrace the indigenous. It embraces the indigenous
Anonymous	because we are no longer just a mascot for Fresno high warriors. The yokuts around this
	valley are often compared to the mascot due to the valleys lack of knowledge on the indigenous. We will no longer we a mascot for a school to
Anonymous	showcase their school spirit.
Anonymous	7. FUSD will show they can listen to native/ Yokut students and community. When we center equity and racial justice
	everyone thrives.

Sarah (Unve	It would show that the FHS community is strong and willing to admit mistakes and take action to make change.
Anonymous	It will only come up again. The next generation gaurentees it.
Jesse (Unve	I believe that havin
	changing the Mascot has the potential to not only right a wrong but serve as a great teaching moment for FHS and all of Fresno to put Native American history and peoples in the forefront. I am a alumni of European heritage AND I
Mohammad	support honoring and respecting all peoples in our community. Native Americans are too often ignored and not respected
Anoush Ekp	It will show that the district does not care about Native voices.
	When I taught at FHS students were disappointed because they did not have a physical mascot at rallies and football games.
Tiffani Kelse	By changing it students would be able to enjoy that tradition.
Esteban San	There is no positive, only negative.
Anonymous	a path to healing for native alumni and their families and current native students. and teach a lesson for everyone else.
Anonymous	District distress. Lower student achievement
Meaghan (U	Native American people have already told you how it impacts them.
Nishea Balaj	I will pull all my kids from fresno unified if
Nishea Balaj	Yall keep
Jonas (Unve	The retention would just be people that are upset about something that is Racist. Why is Racism debatable.
Natalie Dear	It will solidify that Fresno High does not denounce racism or the harmful characterization of Indigenous Peoples.
Nishea Balaj	This up
Kei Shabazz	The retention of the mascot will continue the legacy of white people using culture are enterntanment props.
	They are already mad they cant hav ea love mascot because it is offensive in the first place give them something they
Anonymous	can interact with at games etc...
	We will only raise our voices even louder until we are heard. We've been arguing for this image to be removed for 6 decades
Mia (Unver	already. We have the time to do it until it is removed
Anonymous	8. Keeping the mascot show's that FUSD prioritizes colonization and white supremacy
Anonymous	It will continue to protect racists
Alex (Unver	The retention of the mascot will bolster the idea that Fresno High does not truly care about the youth they serve.
Anonymous	We will be ignoring any trauma that is inflicted on our students. This will show that the school and the community really doesn't care.
AJ Mijangos	It will only come up again and will only show that FHS is racist and so is FUSD
	IT will impact the community by showing community FUSD is not serious about being anti-racists and it is more willing to give
Kiel Lopez-S	platform to racism.
Anonymous	Many students are fighting for this. Itll show future kids they can make a change too.
Anonymous	people will be unhappy no matter what

Tiffani Kelse	8. It would alienate Native American community members. It will also cause FUSD to lose credibility in their striving to become culturally proficient.
Anonymous	YOU'RE HURTING PEOPLE!
Lauren Beal	This doesnt just impact the Fresno High community. Changing the FHS mascot will impact Fresno Unified as a district and the 70,000 kids it serves. We should educate students on local tribes, their histories, their oppression, and resistance. We should educate students about "redface" just like "blackface". This very town hall is case in point of what happens when people dont understand history and empathy! We are now on a townhall of arguing over humanity of native peoples? It sad and disheartening. The retention of this mascot will highlight racist practices in this disctrict.
Anonymous	this mascot will show that once again we are covering up historical trauma that was inflicted and still carried on through our youth
Anonymous	This would show that you value a stereotypical photo (who doesn't even have a name), over the surrounding Indigenous peoples' feelings/stats, etc.
Heather Miller (Unverified)	It will continue to actively cause harm to our students and community and perpetuate racism as a practice. Fresno Unified must decide if they will standby their proclamation to be an anti racist district. We need action.
Meaghan (Unverified)	It will show our Native children mean nothing to FUSD
	Empirical studies have also already displayed how retention of racist mascots impacts Native Americans. Look at the stats.
Jane Tachi Y	Response to Question #7: How might the changing of the mascot and image continue to express the ethnocentric perspective being advocated for by the ones that supposedly “honor, support, and have pride” in their mascot and image? It is a shame that this topic is even having to have a discussion about it at a time like this.
Anonymous	If this isn’t changed it shows how much you guys take your guy’s pride to heart and only care for
Christa (Unverified)	Keeping the mascot allows racist voices to be amplified over marginalized communities
Anonymous	It will show that the people who hold postitons that represent the entire community are inconsiderate of the people they are supposed to represent
Taweah gar	#landrepatriation
Anonymous	It m
Anonymous	By retaining the mascot this would create a high profile awareness of native americans
Anonymous	the implication that those that support the Warrior are racist is unconcionable
Fresno High	I'd like to see Fresno High students who have felt harmed by the logo and have experienced bullying or suppresion to come forward.



I (Unverified)	I believe that there will be relief because I feel that most people understand that there is no ill intent to portray the mascot in a disparaging manner but in a manner of respect. Further, most people are respectful of other's culture and do want to honor all races. I speak as not a white person but as a person of color and we of color need to be open to our traditions that have in no way been held to disrespect us. There must be less anger.
Anonymous	Keeping the mascot will end up continuing the trauma and disrespect that Native students are feeling now.
Anonymous	it would be ignoring the issue under the rug until it is brought up again
Christian So	Your identity as a “Warrior” as alumni of Fresno High is a choice, whereas our identity as Native Americans is not. So although it may be convenient for you to associate yourself with these images we don’t get to make that decision. Whether we attend Fresno High or not, this is the image that comes to mind when we introduce ourselves as Native American. The only real damage being caused here is to Native peoples. It must be changed.
Anonymous	Keeping the Warrior symbol as a Native American is very racist and disrespectful to Indigenous peoples. It is plain and simple stereotyping Native people. Keeping the imagery just supports the struggles of the racial equality for your students and native community. one comment tonight was very offensive that you read earlier, "it's warpath time....save the mascot" this is just a representation of the ignorance by community members/alumni on defining hostility and basically calling these Indigenous people SAVAGES, keeping this mentality is what is wrong with our schools with diversity and inclusion.
Anonymous	That is not true. The local tribes were involved when the mascot was developed and they supported it.
Anonymous	It will show that Fresno High does not care about the Indigenous people of this land
Erin Deis (sh	Keeping this stereotypical and racist clip art mascot is yet another way in which white supremacist culture and settler colonialism continue to attempt the erasure of Indigenous peoples and their voices. Native people are not talismans or good luck charms. They are human beings and not mascots.
Anonymous	They are afraid to come forward!!!
Anonymous	The retention of the mascot will broadcast another win for white supremacy and colonialism.
Anonymous	We would not be following by our IB aim/goal by keeping the mascot.
Taweah gar	October 11 Indigenous Peoples Day

	We have over 500 responses - thank you all for your engagement. Every single response will make it to our Board of
Nikki Henry	Education for review.
Mia (Unverified)	We are not your mascot
R (Unverified)	Thank You
Anonymous	CHANGE the Warrior symbol/imagery to a MILITARY SOLDIER!!!!
Nikki Henry	You can provide public comment on this board agenda item by emailing publiccomment@fresnounified.org when this agenda item comes forward at the December 9th board meeting.
	Ask yourself how you would feel if your ancestor was used as a caricature style mascot, would that make you feel honored and respected? It probably would cause many to feel positive about it because there is not a historical trauma
Jane Tachi Yokut	tied to it. Help do the right thing and change the name and image.
Nikki Henry	You can also send an email directly to boardmembers@fresnounified.org and those will be submitted with the board agenda item.
Nikki Henry	If you'd like to continue submitting responses in this forum we will keep the Q&A open until 7:30pm.
	I know FOR A FACT people saying students don't get bullied or racist acts aren't happening at Fresno high, kids go around saying the n word and teachers just watch it happen. It's hard to feel comfortable when this is our mascot while
Anonymous	students call each other the n word
Jane Tachi Yokut	It is offensive to me. I am a Tachi Yokut and find the name and image hateful and insensitive.
	I am so concerned because throughout the process, it has been heavily weighted towards the removal of the mascot. I also am aware of the Facebook post that talks about limiting the first listening sessions to 20 with little input
Joan Hensley	from those who want to keep the mascot. Let's stop the cancel culture movement.
Anonymous	we could hear your comment Mr. Nelson
	I have to leave the call because of the delayed start but I want to voice how deeply disappointed I am in the structure of this forum. Framing this as a town hall event and allowing non-Native individuals to hold
	an equal stake in the outcome of this decision is extremely unjust. Listening to the Indigenous people on this call have to fight to humanize themselves and explain the harm they have experienced was so disturbing. Please reflect on how the district has mishandled this- I would hope
Maya (FHS Assistant Principal)	they would take steps to take accountability for the further harm they have caused to the local Indigenous community.

Jane Tachi Y	I am unsure whether you have seen these comments and or questions- please advise
Nikki Henry	The event has now ended - we will leave the event open for additional feedback until 7:30pm. Thank you for joining us.
Michael (Un	I am a proud 1969 FHS alumni. Jamie, I understand, as best I can, some of your concerns with the Warrior Mascot. I would be interest in knowing what you would like to see the FHS mascot replaced with that would honor and respect the Tribe or Tribes that are or were in the valley.
Jesse (Unve	I believe that having the mascot changed, will make the community engage more into what type of environment their child or clidren are engaging in, it is our children that will lead our futures. So if they are unknowingly engaging or being indoctrinated into racist ideologies, it will have detrimental effects on the community. Logically this should not even have to be a debate. Morals along with Civics should give us the answer to this forum.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Monday, November 16, 2020 8:37 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Regarding Changing the FHS Warrior Logo

-----Original Message-----

From: Dan Bishop <drbishop111@gmail.com>  
Sent: Sunday, November 15, 2020 10:03 PM  
To: Board Members <BoardMembers@fresnounified.org>; Sue Hague <sueper55@comcast.net>  
Subject: Regarding Changing the FHS Warrior Logo

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Greetings fellow alumni

I am not opposed to changing our Warrior icon in respect of all Native Americans. My two oldest children are descended from Central California's Miwok tribe and I would hope they would feel respected by our choice. I do, however oppose changing the name 'Warrior.'

As the word warrior is neither originated from nor exclusive to Native American culture, there should be no disagreement with retaining our Warrior name even with a Native American symbology change. I was the artist who illustrated our 1972/73 student body ID card after submitting the winning entry in Ms McFarland's Art class the year before. I am certain that same in-house method might be employed to create a new icon that would be in keeping with our Warrior tradition while respecting Native American culture. Also, as a life long Warrior trained artist, I'd be more than happy to offer my own ideas representing us old Warriors, though I completely trust the current FHS class with that entire creation.

Please keep our Warrior tradition alive while moving our culture forward.

Thanks and best regards

Dan Bishop  
805-904-9892  
drbishop111@gmail.com

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Monday, November 16, 2020 9:09 AM  
**To:** Amy Idsvoog  
**Subject:** FW: CHANGING THE FRESNO HIGH WARRIOR LOGO

-----Original Message-----

From: Sue Hague <sueper55@comcast.net>  
Sent: Sunday, November 15, 2020 12:04 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: CHANGING THE FRESNO HIGH WARRIOR LOGO

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Gentlepersons:

I have heard that FUSD is seriously considering altering the FHS Warrior symbol!

I am writing to offer my wholehearted support in retaining our current and historic symbol for Fresno High. In fact, I am astounded that you would even consider altering it! The 'warrior' symbol as we have portrayed it here at FHS implies a noble person and a noble culture [and might I add, a historically accurate portrayal of an Iroquois]—what could be more affirming than that for our NA brothers? If you were in further doubt, we affirm that Warriors are the "School of Champions!!" At time of "Cowboys and Indians" games where the Cowboys always won—this symbol was revolutionary for providing dignity and worth to the Indian/Native American culture! Whyever would you want to change it??

In an effort to be "sensitive" to our Native American brothers and sisters (of which I am part Cherokee—my grandfather was born on a Cherokee Reservation the day before OK became a state), we are losing our history and our tradition! George Santayana said, "He who does not learn from history is doomed to repeat it." I think this is especially true of our current student body who don't know the proud history of Fresno High and the symbol of excellence it represents! I see absolutely NO reason to abandon a symbol that inspires achievement and contribution to our City. If you change the symbol to something innocuous and insipid, what in the world will the school do with our past history and that pesky noble Warrior symbol that has been around for 130 years?

I think that the pendulum is swinging too far one way and it needs to come back to the center once again. We need to focus on what is truly important within FUSD, instead of trying to fix things that don't need fixing.

I devoutly hope that wiser heads prevail within FUSD.

Very truly yours,

Sue Repanich Hague  
FHS, Class of '73

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Monday, November 16, 2020 9:10 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High Warrior symbol

**From:** Debbie Christian <Debbie@DebbieDog.com>  
**Sent:** Saturday, November 14, 2020 8:07 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High Warrior symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

To all concerned,

I am a 1970 graduate of Fresno High. I will keep this very short and sweet.

This is ridiculous and this is why.

1. Warrior denotes strength, courage, determination and fortitude to excel. The fact that there is an Indian is a TRIBUTE to the fortitude, courage and determination of all Indians.
2. It is an HONOR bestowed to all Indians never to have been anything but that. It is a shame it is not seen for what it is.
3. Let us not be skewed by the wrong interpretation of greatness in the achievement of success.

Hope this helps you see the real meaning of the warrior symbol and the real meaning of using common sense.

Sincerely,

Debbie Christian

## **Amy Idsvoog**

---

**From:** Teresa Plascencia  
**Sent:** Monday, November 16, 2020 9:14 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School

-----Original Message-----

From: Rebecca Scott <mypigsingsjazz@aol.com>  
Sent: Saturday, November 14, 2020 10:50 AM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Fresno High School

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Dear Board Members,

As an alumni from class of 1969, I totally support replacing and updating the logo. It's not proper to have appropriated the image of an indigenous people, who were greatly mistreated by America and these same people are now is being used by an educational institution as a logo. You have no right to take what was never yours. Other alumni are clinging to their memories that's fine but let's not keep perpetrating the myth.

Rebecca Trippel  
Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Monday, November 16, 2020 9:14 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School Symbol

-----Original Message-----

From: Larry and Jean <l.j.wilcox@earthlink.net>  
Sent: Saturday, November 14, 2020 3:35 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Fresno High School Symbol

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

To the Fresno Unified School District Board Members:

I would like you to consider retaining the Warrior Symbol for Fresno High School.

My entire family are/were alumni of Fresno High School. I graduated with the Class of 1964; my Sister was the Class of 1960; my Mother was the Class of 1935; and my Father graduated in 1934. To us the use of Warrior means, courageous, brave, honest and full of integrity. Warrior is a very positive meaning.

Please keep the school spirit positive. The Fresno High School student body is and always has been The Warriors!

Thank you,  
Jean (Mulligan) Wilcox  
2766 McNeil Street  
DuPont, WA 98327



## Anne Ellis

---

**From:** Amy Idsvoog  
**Sent:** Monday, November 16, 2020 9:42 AM  
**To:** Anne Ellis  
**Subject:** FW: Symbol removal

Can you print this too . . .

-----Original Message-----

From: Teresa Plascencia <Teresa.Plascencia@fresnounified.org>  
Sent: Monday, November 16, 2020 9:09 AM  
To: Amy Idsvoog <Amy.Idsvoog@fresnounified.org>  
Subject: FW: Symbol removal

-----Original Message-----

From: Bigpond <rippy5@bigpond.com>  
Sent: Friday, November 13, 2020 5:11 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Symbol removal

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Remove it. Respect the sensibilities of our fellow humans.  
Sent from my iPad

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 8:29 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Mascot

-----Original Message-----

From: Sabrina Gomez <brinagomez@icloud.com>  
Sent: Thursday, November 12, 2020 7:18 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Mascot

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

I am Native American. I am a descendent of what is consider a costume. Let's learn to respect one another, history, and lively hoods. Abolish this disgrace, and come together on a proper replacement. Thank you Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS Mascot - Letter of Support  
**Attachments:** honoringyoumascot2.jpg; whichoneisthemascot.jpg

**From:** Secretary SSP&RIT <sspandrit@gmail.com>  
**Sent:** Thursday, November 12, 2020 7:32 PM  
**To:** Board Members <BoardMembers@fresnounified.org>; Linda Laettner <Linda.Laettner@fresnounified.org>  
**Subject:** FHS Mascot - Letter of Support

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Greetings FHS Principal, Superintendent & Board Members,

My name is Angel Heart. I would like to acknowledge Yokut territory and thank them for allowing me to address you on their land. I am writing this letter in support of First Nations Peoples requesting the removal of the Fresno High School Mascot. Thank you in advance for your time and attention.

For several decades, Native Americans have stated they do not feel honored by Indian mascots; this includes a national campaign to remove Indian mascots, images, and stereotypes in media, sports and schools.

There are approximately 185 schools in California that have Native American Mascots; the most prevalent being warriors and the second being Indians. Rather than honoring First Nations Peoples, these images perpetuate stereotypes, promote cultural appropriation and keep Native Americans as a people of the past; negating the contemporary relevance of First Nations Peoples.

The use of racially derogatory or discriminatory mascots, or nicknames in California public schools is anti-ethical to the California school mission of providing an equal education to all. Athletic team names, mascots, and nicknames that remain in use by CA public schools; are discriminatory in singling out the Native American community for the derision, to which mascots or nicknames are often subjected. The (National) Native American Mascot debate dates back to 1968, when the National Congress of American Indians (NCAI) launched a campaign to address stereotypes of Native Peoples in popular culture and media, as well as in sports.

Furthermore, The U.S. Commission on Civil Rights states, "Many individuals and organizations interested and experienced in human relations, including the United States Commission on Civil Rights, have concluded that the use of Native American images and names in school sports is a barrier to equality and understanding, and that all residents of the United States would benefit from the discontinuance of their use."

Over the last fifty years, hundreds of tribal nations, national and regional tribal organizations, civil rights organizations, school boards, sports teams, sports & media personalities, and individuals have called for the end to harmful "Indian" mascots. The United Nations Declaration on the Rights of Indigenous Peoples states: 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. 2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice

and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Also, Article 26 - Paragraph 2 of The Universal Declaration of Human Rights states, "Education shall be directed to the full development of the human personality, and to the strengthening of respect for human rights, and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."

How does the district respond to keeping a mascot that goes against its own policy language? Fresno High School/Unified School District policy language, regarding anti-bullying, actually **supports** the removal of the Mascot at Fresno High School. Removal upholds the districts non-discrimination statement; Maintaining respect for different cultural values, attitudes, fairness, dignity and demonstrating respect for human rights. Please remove the mascot now. Be on the RIGHT SIDE of his/herstory.

Signed,

Angel Heart

Sacred Sites Protection and Rights of Indigenous Tribes (SSPRIT)

P.S. I couldn't find the superintendent's email address. Please share this letter with him. Thank you kindly.

[www.ssprit.wordpress.com](http://www.ssprit.wordpress.com)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** FW: The Warrior of Fresno High School

-----Original Message-----

From: dollsnjags@aol.com <dollsnjags@aol.com>  
Sent: Thursday, November 12, 2020 7:51 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: The Warrior of Fresno High School

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Please let us keep our handsome Warrior.

When I think of the Warrior, I think of strength, integrity, and wisdom. These are traits I wish to emulate.

Lois Beavers Poole

Class of 1964

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 8:31 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School Mascot

**From:** Brandon Mai <BrandonMai@msn.com>  
**Sent:** Thursday, November 12, 2020 9:29 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High School Mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Hello,

My name is Brandon (Tri) Mai and I graduated from Fresno High School in 1995. Here is my opinion about the school's mascot. I don't believe that the mascot was chosen to represent the school under any ill intention. It was solely chosen to represent the best anyone could become: noble, courage, and a fighter (never give up).

It is sad and disturbing to see that someone could take something that is so beautiful and twisted around. To me, "racist intention" is in the eye of the beholder. Something becomes "racist" when that person has the intention to make it racist, not because of what it is. May I dare to say: that person is racist! You can replace the "warrior" with a "hat", and someone will still find it offensive.

The fact is that the mascot is a symbol, and many of us see the beauty in it, and nothing else!

I don't think it is wise or fair to change the school's mascot which existed for years just because a few people think it is inappropriate. Changing the schools' mascot is erasing the school's history! If you allow this to happen, where will they stop? Please stop making a big deal out of this nonsense and stop wasting time, money, and efforts that are need elsewhere.

Thank you.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 10:40 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Mascot Comment

**From:** Ashley Slack <ashlangille54@gmail.com>  
**Sent:** Friday, November 13, 2020 10:09 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Mascot Comment

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Good afternoon,

I was unable to attend the town hall and wanted to submit my comments surrounding the mascot discussion. The sheer fact that it is 2020 and educational institutions still feel it is appropriate to have a people group as a mascot is truthfully mind-blowing but given this has been structured as a discussion, it is evident that your board does not care about the intense harm this is causing for Indigenous communities and Indigenous students in your school. Quite frankly, this should not be a discussion. A human being should have never been a mascot, treated like an animal or object, in the first place. But, here we are. So, how committed are you to white supremacy? How committed are you to upholding the status quo that you intend to continue with this egregious act of violence against Indigenous people through portraying them as subhuman? You should be following the lead of students who are speaking up and clearly stating how this harms them. You should have immediately removed the offensive mascot and created a new one, with the input of these students most affected. You have a responsibility to these students and you have failed tremendously. This is beyond problematic and is deeply harmful and violent and must be addressed immediately. Human beings are not mascots. If you still do not understand why this is so egregious, I recommend listening to the students who are telling you how it harms them. If you do understand and simply do not care, then you should not be in any position to make decisions for children at all. The students and community are speaking up, Fresno Unified. Listen to them.

Ashley Slack

## Amy Idsvoog

---

**From:** Vanessa Ramirez1  
**Sent:** Friday, November 13, 2020 10:46 AM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS Mascot

Here you go.

Thanks,  
Vanessa

**From:** Shila R Bergersen 1996 <irza@fresnou.org>  
**Sent:** Friday, November 13, 2020 9:52 AM  
**To:** Vanessa Ramirez1 <Vanessa.Ramirez1@fresnounified.org>  
**Subject:** FHS Mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Ms. Ramirez,

I realize I'm a little late in this submission, however, I am an alumni of FHS. So here goes.

I was raised with the knowledge that my lineage includes Cherokee blood. I was very proud to see our Warrior every day. I was not shamed by my lineage, it made me proud.

I remember the discussions about the land our school sat on, and the devastating historical message it had for us all. I feel the formal instruction this offers our students has a real impact on the oneness it can achieve. Please don't miss this opportunity for our future.

I am equally offended by the insults the indigenous students had to endure. However, I don't feel the mascots were the cause as much as the ignorance of the times. I'm a 1979 graduate of FHS. I am truly aware of the prejudice that was rampant at the time. I also believe education should be in a formal context.

We will never be able to erase the insults that were leveled at any race of the time, but education is the only way to change the future.

After all, if we don't learn from our past, we will surely repeat it. Changing the mascot will never teach this, or any future class of FHS, anything. I'm in fear that simply removing the mascot will teach them to hide the failures of our past not to learn from them.

Respectfully  
Shelly Richard Bergersen  
Class of 1979 FHS

Sent from my Verizon, Samsung Galaxy smartphone  
Get [Outlook for Android](#)



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 12:56 PM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS

-----Original Message-----

From: Linda Sawaske <peepljs@yahoo.com>  
Sent: Friday, November 13, 2020 12:55 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: FHS

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Please keep our history! Proud FHS Alumni Class of 1969.

Linda Sawaske

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 1:54 PM  
**To:** Amy Idsvoog  
**Subject:** FW: The Fresno High mascot question

**From:** John Carpenter <carpenter114@gmail.com>  
**Sent:** Friday, November 13, 2020 1:07 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** re: The Fresno High mascot question

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Today I received notice that the mascot/symbol of Fresno High, the Warrior, is in jeopardy of change. What a useless proposal! In the first place, the Warrior has never been used as a symbol that demeans Native Americans. Quite to the contrary, it is a symbol of strength and determination. Furthermore, any other mascot that might be substituted, may be subject to the next wave of political correctness or other hysteria. Please politely decline to stir up this unnecessary hornet's nest. Your time is better spent on productive policy work.

Thank you for reading this, and for your service to the students of Fresno.

John E. Carpenter  
Fresno High School Class of 1964  
Member of the Reading, MA School Committee (school board) 2001 - 2005

## **Amy Idsvoog**

---

**From:** Teresa Plascencia  
**Sent:** Friday, November 13, 2020 2:31 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School Symbol

-----Original Message-----

From: Duane Scott <duey1343@gmail.com>  
Sent: Friday, November 13, 2020 2:24 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Fresno High School Symbol

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Dear Board Members

My father, sister and I all attended and graduated from Fresno High School. We always viewed the Fresno High School Warrior as a symbol of tradition, courage, honesty and integrity. What better way is there to honor our Native American sisters and brothers.

Sincerely  
Duane Scott  
Class of 1961

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 6:51 PM  
**To:** Amy Idsvoog  
**Subject:** FW: What's next?

**From:** Jim Doyle <11bravojim@gmail.com>  
**Sent:** Thursday, November 12, 2020 6:25 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** What's next?

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

The Wounded Warrior project?--  
Sent from Gmail Mobile

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 4:35 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High mascot  
**Attachments:** Davis-Delano et al., 2020.pdf; APA statement AI mascots.pdf

**From:** Maya Kratzer <mkratzer@alumni.stanford.edu>  
**Sent:** Thursday, November 12, 2020 4:31 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** re: Fresno High mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Dear Fresno Unified Board Members,

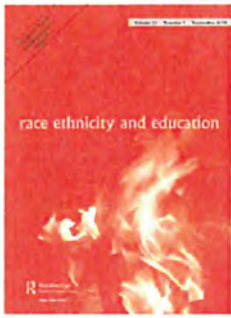
I write to you today as a Fresno High alumna (2012) in full support of changing our current mascot.

As I understand the unfolding of events, Indigenous people in the Central Valley have demanded a change to the Fresno High mascot. As I'm sure you are now aware, Valley Natives for Change launched a [petition](#) five months ago which has garnered widespread support and now has over 5,000 signatures. While this alone is reason enough to change the current mascot, research across disciplines demonstrates why changing the mascot is necessary for the wellbeing of all FHS affiliates (youth in particular) and for promoting respect and equity across Fresno as a whole.

Over a decade of research demonstrates that Native mascots are harmful to the psychological well-being of Native American youth and activate and reinforce stereotyping and discrimination among non-Native people (see attached PDF for a comprehensive review by Davis-Delano et al., 2020). In 2005, the American Psychological Association issued a recommendation for the retirement of American Indian mascots (abbreviated statement [here](#), full PDF attached). It is time for Fresno High to follow suit.

As a FHS alumna I have much to be proud of; the dehumanization of Native people is not one of them. I hope you will take into account the current data and the demands of Native people in our valley community, in particular the Yokuts people (whose land we currently occupy). I believe that by refusing to change the mascot, you would compromise your commitment to the "success of every student and every school" along with your stated [core beliefs and commitments](#). I ask that you see this as an important opportunity to show FHS students of the past, present, and future that you value their education and success regardless of racial and ethnic background.

Sincerely,  
Maya Kratzer  
Class of 2012  
(559) 917-4883



## The psychosocial effects of Native American mascots: a comprehensive review of empirical research findings

Laurel R. Davis-Delano , Joseph P. Gone & Stephanie A. Fryberg

To cite this article: Laurel R. Davis-Delano , Joseph P. Gone & Stephanie A. Fryberg (2020) The psychosocial effects of Native American mascots: a comprehensive review of empirical research findings, *Race Ethnicity and Education*, 23:5, 613-633, DOI: [10.1080/13613324.2020.1772221](https://doi.org/10.1080/13613324.2020.1772221)

To link to this article: <https://doi.org/10.1080/13613324.2020.1772221>



Published online: 08 Jun 2020.



Submit your article to this journal [↗](#)



Article views: 9026



View related articles [↗](#)



View Crossmark data [↗](#)



Citing articles: 1 View citing articles [↗](#)

reinforce stereotypes of Native Americans,' and (d) 'These mascots harm Native Americans.' The goal of this article is to provide educators, educational administrators, school board members, legislators, and other associated decision-makers (hereinafter 'educational decision-makers'), as well as other community members involved in struggles over Native American mascots, with a comprehensive review of research findings on the effects of these mascots. There are two reasons why it is critical for educational decision-makers to understand these findings.

First, research findings shed light on the effects of Native American mascots in the context of considerably higher rates of a wide range of social problems and the significant obstacles Native people face when engaged in efforts to reduce these problems. For example, compared to the overall U.S. population, Native Americans experience higher rates of poverty, health inequities, and educational disadvantage (e.g., de Brey et al. 2019; United States Census Bureau 2016; United States Department of Health & Human Services 2015). With respect to education, Native Americans report relatively high secondary education dropout rates (11% versus 5.8% overall) and relatively low college graduation rates (15% hold a bachelor's degree compared to 31% overall) (de Brey et al. 2019). Furthermore, Native Americans experience considerable discrimination in the U.S. education system (e.g., Johnston-Goodstar and Roholt 2017; Makomenaw 2012; Walters et al. 2019).

More specifically, qualitative studies reveal various forms of injustice that Native American students face in schools, including: racial slurs, stereotyping, microassaults, and culturally insensitive, delegitimizing, and assimilative school policies and practices (e.g., discrimination in disciplinary practices; problematic academic labeling and tracking that assumes Native families and students are deficient; and a curriculum that largely excludes, romanticizes, and stereotypes Native peoples and sanitizes history) (e.g., Cech, Smith, and Metz 2019; Freng, Freng, and Moore 2007; Johnston-Goodstar and Roholt 2017). In order to alleviate these forms of injustice, educational decision-makers in U.S. society need to understand the causes of Native American educational problems, including (but certainly not limited to) how representations of Native Americans – such as those in fictional media, news media, education curriculum, consumer products and mascots – may impact these problems. Unless there is an accurate understanding of the causes of these problems derived from research, we cannot work in effective ways to reduce these problems or, at the very least, avoid contributing to them.

The second reason educational decision-makers need to understand research findings on the effects of Native American mascots is that the vast majority of these mascots are associated with educational institutions. In 2014, Munguia (2014) searched the MascotDB website, which covers over 47,000 team nicknames in the U.S. (<http://mascotdb.com/>) and found that 2,129 nicknames were associated with Native Americans, including 780 Warriors, 493 Indians, 343 Raiders, 147 Braves, 123 Chiefs/Chieftains, 118 specific tribal names, and 75 Redskins.<sup>2</sup> Ninety-two percent of these nicknames were associated with high schools, which constitutes 8.2% of high schools. Thus, many students play for and against teams with Native American mascots, and many others who are sport fans watch teams that feature these mascots. Further, students who are neither athletes nor sport fans are also exposed to these mascots (e.g., in media, on clothing). Given the presence of these mascots in educational settings and the important principle that educational decision-makers rely on research when making decisions that shape policies and practices in their schools, in this article we offer decision-makers tools



discuss experimental studies ( $n = 9$ ), then studies that utilize other methodologies ( $n = 5$ ), and lastly unpublished master's theses ( $n = 5$ ). In our discussion we pull these disparate findings together, situate these findings in context, and draw conclusions.

Some studies that we discuss examine explicit attitudes, which directly ask participants questions about their attitudes, while others involve examination of implicit attitudes (e.g., Implicit Attitudes Tests), which require people to rapidly categorize words and images, oftentimes without awareness of the purpose behind the task. One limitation of explicit attitudes is that people are motivated to perceive and present themselves as persons without bias, so explicit attitudes by themselves may not be accurate indicators of attitudes, whereas implicit attitudes examine those about which one is not consciously aware. The value of implicit measures is that they do not allow participants to exercise as much conscious control over self-perception and self-presentation.

### **Experimental studies**

The most robust research focused on psychosocial effects of Native American mascots utilized an experimental methodology, which involves controlled manipulation of stimuli to assess their causal impact on research participants. We split our discussion of nine experimental studies into those which examine direct effects on Native Americans ( $n = 2$ ) and those which test effects on non-Native persons ( $n = 7$ ).

#### **Direct effects on Native Americans**

The two most important experimental studies focused on the direct effects of these mascots on Native American participants.

**Fryberg et al. (2008).** Fryberg et al. conducted four studies to determine if Native American youth are affected by exposure to Native mascots.

In the first study, participants included 48 Native American students from a reservation high school in Arizona. These participants were randomly assigned to read a short text that referred to either Native mascots (i.e., Chief Wahoo, Braves, Redskins, and the tomahawk chop), movies that reflect romantic stereotypes of Native Americans (i.e., *Dances with Wolves*, *Indian in the Cupboard*, and *Pocahontas*), or stereotypical negative outcomes (i.e., high rates of alcoholism, depression, high school drop-out, and suicide among Native Americans). This was followed by a corresponding image of Chief Wahoo, image of Disney's *Pocahontas*, or a short bullet list of rates of Native American suicide, alcoholism, and dropping out of high school. After viewing these representations, participants were told to write down 'the first five words that came to mind' (p. 211). These words were coded as positive or negative by research assistants who were unaware of the study hypotheses. Results revealed that the mascot and movie conditions yielded mostly positive associations compared to the stereotypical negative outcomes condition. Although this finding suggests that Native mascots may have a positive influence on Native American youth, further evidence, discussed below, countered this premise.

In the second study, Fryberg et al. (2008) recruited 71 Native participants from a different reservation high school in Arizona. The researchers employed the same text and images used in study one, but added a 'no exposure' control condition. After



participants completing a measure that indicated the degree to which they were assimilated into European American culture. Then, all participants completed the Multiple Affect Adjective Checklist-Revised (MAACL-R) as a baseline measure. This was followed by exposure to one of the slide shows, then taking the MAACL-R a second time, and then exposure to the second slide show, and taking the MAACL-R a third time. The slide shows were counterbalanced in order of presentation. The last measure, the Nickname Logo Distress Scale, inquired about whether participants experienced distress from attending the university due to the mascot and associated controversy.

LaRocque et al. (2011) found that although baseline scores on the MAACL-R for Native and non-Native students were similar, Native students experienced increased negative feelings after viewing both the neutral and controversial slide show, while non-Native students only experienced increased negative feelings after the controversial show. In particular, compared to baseline scores, Native students had significantly higher scores (than non-Native students) on dysphoria and depression after seeing both slide shows, significantly higher scores on hostility after seeing the neutral show, and significantly lower scores on positive affect after seeing the neutral show. Only scores on anxiety did not differ between Native and non-Native students after exposure to the slide shows.

Native students also had higher scores (than non-Native students) on the Nickname Logo Distress Scale and their scores on this scale were correlated with MAACL-R scores after – but not before – the slide shows. There were no significant differences between Native students based on degree to which they were assimilated into European American culture. With respect to distress, for non-Native students, the longer they attended the university and the higher their grade level (i.e., year in university), the higher their scores on the Nickname Logo Distress Scale. For Native students, the older they were and the longer they attended the university, the higher their scores on an item focused on stress due to the mascot and controversy. These findings suggest that distress associated with Native mascots may increase over time.

Overall, LaRocque et al. (2011) concluded that even ostensibly ‘neutral’ Native American mascots may have negative psychological effects on Native students. Many of the representations participants were exposed to during the slide shows could be seen around campus every day, which suggests that Native students may be adversely impacted by representations readily available on their campus. Notably, it is possible that the results of this study were influenced by the ongoing mascot controversy (e.g., resistance to retiring the mascot).

***Summary of findings on direct effects on Native Americans.*** Considering both of the studies discussed above, it appears that Native American mascots yield negative psychological effects (e.g., depressed self-esteem, community worth, and future achievement-related goals, and increased negative feelings of stress, distress, depression, dysphoria, and hostility) for Native American students.

### ***Effects on non-native persons***

Although research demonstrating negative direct effects on Native Americans is arguably the most important evidence that Native mascots produce undesirable outcomes, these mascots also have indirect effects on Native Americans via their impact on non-Native

Overall, the findings from this study demonstrate that exposure to a Native sport logo, in the absence of positive slogans, decreased perceptions that Native Americans were noble among liberal participants, and did not increase stereotyping of Native Americans as noble among conservative participants. When the Native logo was accompanied by a positive slogan, this increased stereotyping of Native Americans as noble only among liberal participants. These researchers concluded that exposure to Native logos (by themselves) does not increase positive perceptions of Native Americans.

Prior to the third study, Angle et al. (2017) conducted a preliminary study to determine the degree to which sport logos were perceived as stereotypical/offensive/derogatory. Then, they secured 399 undergraduate participants from universities near Cleveland, where the Native logo was perceived as most offensive (i.e., Chief Wahoo), Atlanta, where the Native logo was perceived as less offensive (i.e., the Braves tomahawk logo), Detroit, with the Tigers logo, and Miami, with the Marlins logo. They gave these students an IAT similar to the one used in their first study. They found that, after exposure to the Native logo, liberal (but not conservative) students attending the university near Cleveland, compared to liberal students attending the university near Detroit, engaged in more implicit stereotyping of Native Americans as warlike. They found no difference in effects in their comparison between students attending universities near Atlanta and Miami.<sup>4</sup> Similar to their second study, they found no effects of logo exposure on explicit stereotyping.

Overall, Angle et al. (2017) concluded that, regardless of participant opinion about Native mascots, in most cases exposure to a Native sport logo increased negative implicit stereotyping of Native Americans among liberal participants. Conservative participants were not significantly affected by exposure to the Native logo, likely because their views are more fixed and they are more supportive of negative racial stereotypes in general.

**Burkley et al. (2017).** Similar to the prior study, Burkley et al. explored whether exposure to Native sport logos increased stereotyping of Native Americans as aggressive.

Participants were 132 students from a university in southwestern U.S., who were randomly assigned to view either eight neutral images that were not mascots (e.g., carrots), eight White logos (e.g., Pittsburgh Pirates), or eight Native American logos (i.e., Atlanta Braves, Chicago Blackhawks, Cleveland Indians, Florida State Seminoles, San Diego State Aztecs, University of Illinois Illini, University of North Dakota Fighting Sioux, and Washington Redskins). Then, participants were told to read a diary entry in which the author, who was a male student, described his behavior in a manner that was ambiguous in terms of indicating aggression. Participants were randomly assigned to a condition in which they were told that this diary belonged to an African American, Native American, or White American. After reading the diary, participants were asked to assess the traits possessed by this fictitious student, including the trait of aggression. This was followed by a filler task, and then an assessment using feeling thermometers that was designed to measure prejudice felt toward five different racial groups.

Burkley et al. (2017) found that when participants who held prejudicial attitudes toward Native Americans were exposed to the Native sport logos, they rated the Native American fictitious student, but not the fictitious White or African American students, as more aggressive than participants without a prejudiced attitude. Yet, those with a prejudiced attitude toward Native Americans who were exposed to the neutral images

and mathematical academic knowledge tasks. Implicit stereotype bias toward Native sport nicknames was not, however, associated with the degree to which participants stereotyped the fictional Native partner when predicting performance on the tasks, stereotyped the fictional Native partner when assigning tasks, or created physical distance from the fictional Native partner (as measured by where the participant placed their chair relative to where the fictional partner would be seated) (Burke, 2009).

Overall, Chaney, Burke, and Burkley (2011) concluded that, although their White participants tended to hold favorable explicit views of Native mascots, at an implicit level they associated more negative thoughts and stereotypes with these mascots than they did with White mascots. Further, higher scores on this implicit negative stereotyping were associated with belief that a fictional Native partner would enjoy stereotypical tasks focused on culture and the environment rather than academic tasks, which suggests that these participants may, as a result of stereotypes, be undervaluing Native peoples' academic interests and potential.

**Freng and Willis-Esqueda (2011).** In another study focused on implicit bias, Freng and Willis-Esqueda examined the effects of exposure to the Cleveland Chief Wahoo logo.

Freng and Willis-Esqueda (2011) recruited a sample of 112 predominantly White students from a university in the Great Plains region of the U.S. First, these participants took an IAT that included the logos of the Cleveland Indians, Pittsburgh Pirates, and New York Yankees, as well as six words associated with each of the following four categories: negative stereotypes of Native Americans (i.e., savages, primitive, dirty, drunk, lazy, and suspicious), positive stereotypes of Native Americans (i.e., generous, noble, faithful, nature, proud, and artistic), terms related to baseball (e.g., shortstop), and control words (e.g., nestle). Then, the participants took surveys that included filler items, and measures of motivation to control prejudice, explicit prejudice against Native Americans, and engagement with baseball. Regardless of participants' motivation to control prejudice, level of explicit prejudice, and engagement with baseball, exposure to the Cleveland logo (compared to the other two conditions) activated negative, but not positive, stereotypes associated with Native Americans. Freng and Willis-Esqueda (2011) concluded that this logo was implicitly associated with negative stereotypes of Native Americans.

**Gonzalez (2005).** An unpublished doctoral dissertation by Gonzalez examined the question of whether White supporters of a Native mascot were prejudiced against and would discriminate against Native Americans.

Gonzalez recruited 252 White students from the University of North Dakota (UND) as participants: 77.4% supported keeping the 'Fighting Sioux' mascot at UND, 13.5% were neutral, and 4% favored changing the mascot. All participants read the same description of an imaginary student, but were randomly assigned to see a picture of this student that varied in terms of race (White or Native American) and opinion about the university's mascot (i.e., the student was wearing a shirt with this logo, opposing this logo, or no logo). The participants then answered questions about the imaginary student (i.e., overall reaction, desire to meet the student, willingness to hire the student, and likelihood of giving the student a scholarship). Gonzalez found that when the imaginary student was depicted as Native, as opposed to White, the student faced more prejudice



prejudice against Native Americans, explicit prejudice against Native Americans, explicit prejudice against African Americans, attitudes toward the focal university mascot, and degree of belonging felt toward the focal university. Results revealed that those with lower explicit prejudice against Native Americans had more negative attitudes about the mascot and experienced less belonging to the university. Further, negative attitudes about the mascot were more common among participants with lower implicit prejudice against Native Americans and lower explicit prejudice against African Americans.

Studies three and four involved online surveys, purportedly about perceptions of university advertisements, on a crowdsourced employment site ( $n = 301$ , from throughout the United States) and Qualtrics Panels ( $n = 582$ , all from the state where the focal university was located). In both studies, participants were exposed to descriptions and photographs of the focal university, and in the experimental condition some students in the photographs wore the Native logo. In the third study, participants also saw descriptions and photographs from three other universities in the same U.S. state as the focal university. In the fourth study, participants were randomly assigned to images of the focal university either with or without students wearing Native logos, and they were asked about their sense of belonging before, during, and after the exposure to images of the focal university. In both studies, participants were required to allocate two dollars to the four universities as they saw fit, and then they responded to a measure of explicit prejudice against Native Americans. Results from these two studies revealed that, although exposure to the Native logos increased belonging among those with more explicit prejudice against Native Americans, participants with less explicit prejudice felt less belonging during and after exposure to the logos, and this lower level of belonging was associated with reduced donations to the focal university.

Overall, Kraus, Brown, and Swoboda (2019) revealed that Native mascot supporters were more apt to believe prejudicial ideas about Native Americans than mascot opponents. Further, they found that exposure to a Native mascot can reduce sense of belonging and rates of donation among non-Native persons who are less prejudiced against Native Americans, and thus less prejudiced non-Native people can be negatively affected by Native mascots.

***Summary of findings on effects on non-Native people.*** The seven experimental studies discussed here focused on the effects of exposure to Native mascots on non-Native people. The first five studies collectively demonstrated that, for some non-Native persons, exposure to and support for Native mascots was associated with and increased negative stereotyping of, prejudiced attitudes toward, and tendency to discriminate against Native Americans. The last two studies suggested that these mascots can generate negative effects on some non-Native persons (e.g., increased stereotyping of Asian Americans, lower feelings of belonging among less prejudiced non-Native persons).

### ***Other studies***

Thus far we have reviewed experimental research. In this section, we briefly describe five research projects in which scholars used other methods, namely, surveys, observation, and content analysis. While these studies do not demonstrate that Native mascots

and feeling threats to their personal safety. These findings correspond with those discussed earlier that Native mascots engender direct psychological harm for Native students.

With respect to research on non-Native persons that demonstrates an association between Native mascots and indirect harm to Native Americans, another master's thesis involved samples of 179 students from the University of Maine and 270 participants from a crowdsourcing site. In this study, Tomer (2017) found that participants with higher scores on modern prejudice toward Native Americans (and, in one study, higher scores on prejudice toward African Americans) were less critical of Native American mascots.

Three master's theses have demonstrated negative effects of Native mascots on non-Native persons. Burke (2003) reported that 56 White students were more likely to associate negative words with Native than White mascot nicknames. Cross (2018) recruited samples of 140, 66 and 256 students from the University of Oklahoma. This author found that after participants who are high in Right-Wing Authoritarianism were exposed to Native sport logos (compared to those exposed to other logos), they were more apt to endorse negative stereotypes of Native Americans, with high scores on this measure being associated with greater prejudice against Native Americans. Parallel findings were not evident when participants were exposed to non-stereotypical pictures of contemporary Native American people, suggesting that it is exposure to Native mascots, not exposure to Native people that generates more negative attitudes toward Native Americans. Cross (2018) also found that Native mascot supporters were more apt than Native mascot opponents to believe that these mascots convey positive attitudes about Native Americans and to simultaneously hold prejudicial beliefs about Native Americans. The scores on these two measures were correlated. Lastly, Hornyik (2010) studied physiological reactions to Native American mascots among 20 mostly White students from a university in the southwestern U.S. Although there were no significant differences in explicit reactions to Native and White logos, startle reflexes indicated more negative affect after exposure to Native logos. Further, the speed of identifying guns was somewhat quicker following an image of a Native logo than a White logo, which may indicate that Native logos generate more anxiety.

Collectively, the findings from the latter three master's theses reinforce the results already described: For some non-Native people, Native mascots are associated with and generate negative attitudes, including negative attitudes toward Native Americans themselves.

## Discussion

In this discussion, we begin by summarizing the research findings reviewed in this article. Second, we consider possible implications of these findings. Third, we elaborate on the findings by providing additional contextual information. Fourth, we describe limitations of the research and suggestions for future research. Lastly, we discuss practical considerations for educational decision-makers.

### ***Understanding the research findings***

To comprehend why Native mascots have negative effects, one must understand the ways these mascots constitute and convey stereotypes of Native Americans (Gone 2002). First, these mascots are associated with the stereotype of Native Americans as brave, aggressive (male) warriors. Second, they are associated with Native Americans from the past, and this aligns with the stereotype of Native Americans as primitive and pre-modern rather than as contemporary people who negotiate the challenges of modernity like other people. Third, they employ a homogeneous ‘Hollywood’ image of Native Americans, which obscures differences between Native tribes/nations and individuals within these nations (e.g., Davis 1993; Leavitt et al. 2015; Coombe 1998). Although Native American mascots are believed by many to convey positive attributes of Native Americans, it is not surprising that these mascots generate negative effects because they convey an extremely limited and misleading picture of a diverse category of people.

Given these stereotypes, along with the fact that Native mascots involve non-Native control of representations of Native Americans (Coombe 1998; Davis 1993), it is not surprising that the majority of Native Americans – especially those who are most embedded in their Native cultures and those whose Native identity is more central to their sense of self – are critical of, and thus opposed to, these mascots (Fryberg et al. 2020). These critical attitudes likely help to explain why Native mascots negatively impact Native American students, as such critiques are manifested in negative emotional effects (LaRocque et al. 2011). Related to Native American opinions about Native mascots, it is important for readers to be aware that supporters of Native mascots often cite invalid and misleading polls on Native opinion about these mascots (e.g., Fryberg et al. 2020). Further, Native mascots have a negative impact on Native students even when they are not critical of these mascots (Fryberg 2002; Fryberg et al. 2008), which is why we encourage educational decision-makers to proactively intervene in the best interests of their students.

### ***Limitations and directions for future research***

Like all research, the studies we reviewed possess both strengths and weaknesses. For example, the experimental studies tend to have small sample sizes, and the samples for some studies were specific to one university. Further, some other data collection techniques may reveal contextual factors that impact real world effects (e.g., effects on Native Americans may be influenced by social support or forms of discrimination that interact with mascot exposure). Yet, by isolating and manipulating mascot exposure, experimentation is the only method that enables valid causal inference. The experimental studies reviewed in this article utilized a range of different variables and samples, while all demonstrating negative effects.

There is a need for more scholarship focused on the effects of Native mascots. Scholars could explore a wider range of possible effects for Native students, such as: Do Native mascots affect the academic performance or social lives of Native students? Or, do Native families avoid schools with Native mascots? Scholars may wish to examine the relevance of cultivation theory<sup>5</sup> by studying students with high and low exposure to Native mascots (e.g., attending a school with a Native mascot versus attending a school with a different

belief in historical myths about Native Americans and limited awareness and knowledge of contemporary Native people (e.g., Connor, Fryar, and Johnson 2017; Coombe 1998; Lee et al. 2009). Third, many people learn to define racism as only intentional and overtly negative (Czopp, Kay, and Cheryan 2015), and thus do not realize that stereotypes and corresponding behaviors that are perceived as positive often contribute to inequality (e.g., Czopp, Kay, and Cheryan 2015; Glick et al. 2000; Son and Shelton 2011).

Given these obstacles to change, it is critical that educational decision-makers focus on the research findings that consistently demonstrate negative psychosocial effects of Native American mascots. In this regard, we urge educational decision-makers to follow the lead of organizations composed of scholars who undertake research investigations such as those discussed in this article. For example, three of the largest bodies of social scientists in the U.S. – the American Anthropological Association, American Psychological Association, and American Sociological Association – recommend elimination of these mascots. Further, a large number of Native American professional and advocacy organizations also recommend elimination, including the National Indian Education Association and the National Congress of American Indians.

## Conclusion

Given the documented educational inequities for Native Americans in comparison to U.S. averages, it is crucial that educational institutions take immediate actions to facilitate the success of Native American students. Although most people in the U.S. do not perceive Native American mascots as problematic, all of the academic studies undertaken to study the psychosocial effects of these mascots demonstrate either direct negative effects on Native Americans or that these mascots activate, reflect, and/or reinforce stereotyping and prejudice among non-Native persons. Based on this concise, but consistent, body of research evidence, we conclude that it is past time to eliminate Native American mascots in educational (and other) settings throughout the United States.

## Notes

1. Throughout this paper, we use the term 'Native American' to emphasize two points. First, the term 'Native' specifies indigeneity. Second, the term 'American' enables us to emphasize that the indigeneity to which we refer is situated within the current boundaries of the United States of America.
2. We believe that it is problematic to use the epithet 'Redskins' outside of academic writings, and urge people to modify this word when using it in other contexts to indicate that this word is problematic (e.g., 'R-skins').
3. The first author continues to receive alerts about new publications on this topic.
4. Although there are no major professional sport teams with Native mascots in the state of Florida, Florida State University uses a Native mascot, and the presence of this mascot may have affected the authors' findings.
5. Cultivation theory is focused on long-term exposure to media, and posits that people who have more contact with this media are more apt to hold beliefs that are aligned with media content.



- De Coteau, T. J., D. A. Hope, and J. Anderson. 2003. "Anxiety, Stress, and Health in Northern Plains Native Americans." *Behavior Therapy* 34 (3): 365–380. doi:10.1037/t02025-000.
- Endres, D. 2015. "American Indian Permission for Mascots." *Rhetoric & Public Affairs* 18 (4): 649–690. doi:10.14321/rhetpubla.18.4.0649.
- Fein, S., and S. J. Spencer. 1997. "Prejudice as Self-Image Maintenance." *Journal of Personality and Social Psychology* 73 (1): 31–44. doi:10.1037/0022-3514.73.1.31.
- Freng, S., A. Freng, and H. Moore. 2007. "Examining American Indians' Recall of Cultural Inclusion in School." *Journal of American Indian Education* 46 (2): 42–61.
- Freng, S., and C. Willis-Esqueda. 2011. "A Question of Honor: Chief Wahoo and American Indian Stereotype Activation among a University Based Sample." *The Journal of Social Psychology* 151 (5): 577–591. doi:10.1080/00224545.2010.507265.
- Fryberg, S. A. 2002. "Really? You Don't Look Like an American Indian." PhD diss, Stanford University.
- Fryberg, S. A., A. E. Eason, L. M. Brady, N. Jessop, and J. J. Lopez. 2020. "Unpacking the Mascot Debate." *Social Psychology and Personality Science* Advance online publication. doi:10.1177/1948550619898556.
- Fryberg, S. A., H. R. Markus, D. Oysterman, and J. M. Stone. 2008. "Of Warrior Chiefs and Indian Princesses: The Psychological Consequences of American Indian Mascots." *Basic and Applied Social Psychology* 30 (3): 208–218. doi:10.1080/01973530802375003.
- Glick, P., S. T. Fiske, A. Mladinic, J. L. Saiz, D. Abrams, B. Masser, B. Adetoun, et al. 2000. "Beyond Prejudice as Simple Antipathy." *Journal of Personality and Social Psychology* 79 (5): 763–775. doi:10.1037/0022-3514.79.5.763.
- Gone, J. P. 2002. "Chief Illiniwek: Dignified or Damaging?" In *Native Chicago*, edited by T. Straus, 274–286. 2nd ed. Chicago: Albatross.
- Gonzalez, J. 2005. "In-Group/Out-Group Dynamics of Native American Mascot Endorsement." PhD diss, University of North Dakota.
- Harrington, C. E., C. Ni, D. Liebert, F. Wilkins-Turner, and V. Ellien. 2012. "Predictors of Employment among Native Americans." *Journal of Applied Rehabilitation Counseling* 43 (4): 36–43. doi:10.1891/0047-2220.43.4.36.
- Horniyk, C. D. 2010. "Mascots of Fear." Master's thesis, Oklahoma State University.
- Jacobs, M. R. 2014. "Race, Place, and Biography at Play." *Journal of Sport and Social Issues* 38 (4): 322–345. doi:10.1177/0193723514530568.
- Johnston-Goodstar, K., and R. V. Roholt. 2017. "'Our Kids Aren't Dropping Out; They're Being Pushed Out.'" *Journal of Ethnic & Cultural Diversity in Social Work* 26 (1–2): 30–47. doi:10.1080/15313204.2016.1263818.
- Kim-Prieto, C., L. Goldstein, S. Okazaki, and B. Kirschner. 2010. "Effect of Exposure to an American Indian Mascot on the Tendency to Stereotype a Different Minority Group." *Journal of Applied Social Psychology* 40 (3): 534–553. doi:10.1111/j.1559-1816.2010.00586.x.
- Kraus, M. W., X. Brown, and H. Swoboda. 2019. "Dog Whistle Mascots: Native American Mascots as Normative Expressions of Prejudice." *Journal of Experimental Psychology* Advance online publication. doi:10.1016/j.jesp.2019.04.008.
- LaRocque, A. R. 2001. "The Effects of Cultural Affiliation on Attitudes, Beliefs, and Reactions to the Fighting Sioux Nickname Issue between Northern Plains Indian and Majority Culture College Students." Master's thesis, University of North Dakota.
- LaRocque, A. R., J. D. McDonald, J. N. Weatherly, and F. R. Ferraro. 2011. "Indian Sport Mascots: Affective Difference between American Indian and Non-Indian College Students." *American Indian and Alaskan Native Mental Health Research* 18 (2): 1–16. doi:10.5820/aian.1802.2011.1.
- Leavitt, P. A., R. Covarrubias, Y. A. Perez, and S. A. Fryberg. 2015. "Frozen in Time." *Journal of Social Issues* 71 (1): 39–53. doi:10.1111/josi.12095.
- Lee, M. J., S. L. Richard, M. S. Irely, H. M. Walt, and A. J. Carlson. 2009. "Television Viewing and Ethnic Stereotypes." *The Howard Journal of Communications* 20 (1): 95–110. doi:10.1080/10646170802665281.



**APA Resolution Recommending the Immediate Retirement of  
American Indian Mascots, Symbols, Images, and Personalities by  
Schools, Colleges, Universities, Athletic Teams, and Organizations**

WHEREAS the American Psychological Association has recognized that racism and racial discrimination are attitudes and behavior that are learned and that threaten human development (American Psychological Association, June 2001);

WHEREAS the American Psychological Association has resolved to denounce racism in all its forms and to call upon all psychologists to speak out against racism, and take proactive steps to prevent the occurrence of intolerant or racist acts (American Psychological Association, June 2001);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities undermines the educational experiences of members of all communities-especially those who have had little or no contact with Indigenous peoples (Connolly, 2000; U.S. Commission on Civil Rights, 2001; Society of Indian Psychologists, 1999; Webster, Loudbear, Corn, & Vigue, 1971);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities establishes an unwelcome and often times hostile learning environment for American Indian students that affirms negative images/stereotypes that are promoted in mainstream society (Clark & Witko, in press; Fryberg, 2003; Fryberg & Markus, 2003; Fryberg, 2004a; Munson, 2001; Society of Indian Psychologists, 1999; Staurowsky, 1999);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities by school systems appears to have a negative impact on the self-esteem of American Indian children (Chamberlin, 1999; Eagle and Condor Indigenous People's Alliance, 2003; Fryberg, 2004b; Fryberg & Markus, 2003; Maryland Commission on Indian Affairs, 2001; Society of Indian Psychologists, 1999; The Inter-Tribal Council of the Five Civilized Tribes, 2001; Vanderford, 1996);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities undermines the ability of American Indian Nations to portray accurate and respectful images of their culture, spirituality, and traditions (Clark & Witko, in press; Davis, 1993; Gone, 2002; Rodriguez, 1998; Witko, 2005);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities presents stereotypical images of American Indian communities, that may be a violation of the civil rights of American Indian people (Dolley, 2003; King, 2001; King & Springwood, 2001; Pewewardy, 1991; Springwood & King, 2000; U. S. Commission on Civil Rights, 2001);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities is a form of discrimination against Indigenous Nations that can lead to negative relations between groups (Cook-Lynn, 2001; Coombe, 1999; U. S. Commission on Civil Rights, 2001; Witko, 2005);

WHEREAS the continued use of American Indian symbols, mascots, images, and personalities is a detrimental manner of illustrating the cultural identity of American Indian people through negative displays and/or interpretations of spiritual and traditional practices (Adams, 1995; Banks, 1993; Nuessel, 1994; Staurowsky, 1999; Witko, 2005);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities is disrespectful of the spiritual beliefs and values of American Indian nations (Churchill, 1994; Gone, 2002; Sheppard, 2004; Staurowsky, 1998);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities is an offensive and intolerable practice to American Indian Nations that must be eradicated (U.S. Commission on Civil Rights, 2001; Society of Indian Psychologists, 1999);

WHEREAS the continued use of American Indian mascots, symbols, images, and personalities has a negative impact on other communities by allowing for the perpetuation of stereotypes and

- Fryberg, S. A. (November, 2004a). *"Dude, I'm honoring you": The impact of using American Indian mascots*. Invited address at the North American Society for Sociology of Sports, Tucson, Arizona.
- Fryberg, S. A. (June, 2004b). *American Indian social representations: Do they honor or constrain identities?* Invited address at the Mellon Humanities Center Workshop/Research Institute for Comparative Studies in Race and Ethnicity network, "How do identities matter?" Stanford University, Stanford, California.
- Gone, J. P. (2002). Chief Illiniwek: Dignified or damaging? In T. Straus (Ed.), *Native Chicago* (2<sup>nd</sup> ed., pp. 274-286). Chicago, IL: Albatross.
- Inter-Tribal Council of the Five Civilized Tribes (2001). The Five Civilized Tribes Intertribal Council Mascot Resolution. [Available On-line at: <http://aistm.org/2001.civilized.tribes.htm>.]
- King, C. R. (2001). Uneasy Indians: Creating and contesting Native American mascots at Marquette University. In C.R. King & C. F. Springwood (Eds.). Team spirits: Essays on the history and significance of Native American mascots (pp. 281-303). Lincoln, NE: University of Nebraska Press.
- King, C.R., & Springwood, C.F. (2001). Beyond the cheers: Race as spectacle in college sports. Albany, NY: State University of New York Press.
- Maryland Commission on Indian Affairs (2001). Resolution of the Maryland Commission on Indian Affairs. [Available On-line at: <http://aistm.org/maryland.resolution.2001.htm>.]
- Munson, B. (2001). Tolerance in the news. [Available On-line at: [http://www.tolerance.org/news/article\\_tol.jsp?id=169](http://www.tolerance.org/news/article_tol.jsp?id=169).]
- Nuessel, F. (1994). Objectionable sports team designations. Names: A Journal of Onomastics 42, 101-119.
- Pewewardy, C. D. (1991). Native American mascots and imagery: The struggle of unlearning Indian stereotypes. Journal of Navaho Education, 9(1), 19-23.
- Rodriguez, R. (1998). Plotting the assassination of Little Red Sambo: Psychologists join war against racist campus mascots. Black Issues in Higher Education, 15(8), 20-24.
- Sheppard, H. Assembly: No redskins---Ban on name advances to Senate. Los Angeles Daily, 2004 [Available On-line at: <http://www.dailynews.com/Stories/0,1413,200~20954~1923795,00>.]
- Society of Indian Psychologist (1999). Position statement in support of "retiring" all Indian personalities as the official symbols and mascots of universities, colleges, or schools (and athletic teams). [Available On-line at: <http://www.aics.org/mascot/society.html>.]
- Springwood, C. F. & King, C. R. (2000). Race, power, and representation in contemporary American sport. In P. Kivisto & G. Rundblad (Eds.), The color line at the dawn of the 21<sup>st</sup> century (pp. 61-174). Thousand Oaks, CA: Pine Valley Press.
- Staurowsky, E. (1999). American Indian imagery and the miseducation of America. Quest, 51, (4), 382-392. [Available On-line at: <http://www.aistm.org/staurowsky.miseducation.htm>.]
- Staurowsky, E. (1998). An Act of Honor or Exploitation?: The Cleveland Indian's Use of the Louis Francis Socalexis Story. Sociology of Sports Journal, 15, 299-316.
- U. S. Commission on Civil Rights (April 13, 2001). Statement of U.S. Commission on Civil Rights on the use of Native American images and nicknames as sports mascots. [Available On-line: <http://www.aics.org/mascot/civilrights.html>.]
- Vanderford, H. (1996). What's in a name? Heritage or hatred: The school mascot controversy. Journal of Law and Education, 25, 381-388.
- Webster, S. Loudbear, P., Corn, D., & Vigue, B. (1971, February 17). Four MU Indian students describe Willie Wampum as racist symbol. The Marquette Tribune, p. A9.
- Witko, T. (2005). In whose honor: Understanding the psychological implications of American Indian mascots. California Psychologist, January Issue.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 4:26 PM  
**To:** Amy Idsvoog  
**Subject:** FW: The need to change Fresno High School's Mascot & Logo

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

From: Shoji Hishida <shojihishida@gmail.com>  
Date: 11/12/20 4:07 PM (GMT-08:00)  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: The need to change Fresno High School's Mascot & Logo

**CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.**

Hello,

My name is Shoji Hishida and I am a Fresno resident living in Trustee Area # 5 on Yokuts land.

I'm reaching out to urge Trustee Mills and the FUSD Board to take immediate action and change the Fresno High School Mascot (name & logo) through a process that is respectful, timely, and accountable to Native American communities in Fresno, including the local Native leaders driving this effort.

It is long overdue that we listen to and respect the requests of Native American communities in Fresno and across the Central Valley. It is wrong for us to even debate this because the path forward is clear: our community and our school district must do more to support the wellbeing and success of Native American students & families. One simple but important step in the right direction is to change the Fresno High School Mascot (name & logo) immediately.

Many of my friends and family have attended Fresno High, including my father who grew up just a few blocks from where I live now. He is a proud Fresno High alumni member but when I asked him what he thought about changing the mascot he said we should do whatever honors and respects Native American heritage and culture. Every day, I walk and drive by Fresno High and am angered to see a mascot that perpetuates violence, racism and hate. This is unacceptable and is not a tradition that me or my family want any part of upholding.

Over 5,000 people have already signed the petition calling on FUSD to change Fresno High School's Mascot created by Valley Natives for Change. I urge you to read their words and be accountable to Native American communities by changing the Fresno High Mascot as called for in the petition:

"The Yokuts People inhabited the specific land that Fresno High sits on before that land was taken through genocide, systemic racism and oppression. The use of generic Native imagery as a mascot has not only caused pain to many Natives in the community, it reinforces archaic and racist ideas about Native Americans as violent savages from a bygone era. Images like this have forced many Natives to live in silent shame, to hide from their beautiful culture, due to a misguided effort to honor our People.

The Fresno High area is rich with tradition; from its lush neighborhoods, to the beautiful Tower District area, Christmas Tree Lane, to its famous alumni. The Warrior spirit of that community comes from its willingness to love, build, and sustain a sense of community. The Warrior model should be explored through a modern angle that better reflects REAL traditions. The 'tradition' of racist and insensitive imagery should no longer be tolerated by a community and city that has made strides in recent weeks to change its image when it comes to systemic racism and oppression." - [Valley Natives for Change Petition](#)

Lastly, did you know that November is National American Indian Heritage Month? All the more reason for FUSD to take action now to honor Yokuts People and set an example for the entire Central Valley.

With urgency,  
Shoji Hishida  
Trustee Area # 5 Resident

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 6:51 PM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS mascot (and other Native American mascots in the district)

**From:** Tiffani Kelsey <Tiffani.Kelsey@fresnounified.org>  
**Sent:** Thursday, November 12, 2020 4:59 PM  
**To:** Board Members <BoardMembers@fresnounified.org>; Bob Nelson <Bob.Nelson@fresnounified.org>  
**Subject:** FHS mascot (and other Native American mascots in the district)

Hello Board Members,

I would first like to applaud you for your recent support to move in the direction of ethnic inclusion and dignity. I have been a teacher in FUSD for 20 years, 13 of those were at Fresno High School. I am very pleased with the Cultural Proficiency training all FUSD staff are being given. I also applauded the adoption of required ethnic studies courses for graduation in our district. With that being said I would like to share the following:

From "Culturally Proficient Instruction" (page 6) which is a book the district has all teachers reading....

"Many of those who benefit from historical and current practices often experience change as a loss. Not recognizing that they benefit from a system of oppression and privilege, they sometimes are resentful and display a sense of entitlement in their response to changes that will move them toward Cultural Proficiency. Oblivious to the negative effects of systematic oppression, they are often puzzled by or resentful of the reactions of those targeted by systematic oppression because they are unaware of their own privilege. However, whether one benefits knowingly or unknowingly is immaterial, the effect is the same. Being able and willing to recognize one's privilege and attitudes of entitlement is fundamental to confronting and changing systematic unfairness".

It is for this reason that I believe that the voices of the Native American community are the ONLY voices that should be considered on this topic. If not, the district is not practicing cultural proficiency that they are training their staff members in.

It would be a beautiful olive branch for the district to celebrate Native American Heritage month by recognizing the pain and dehumanization Native Americans have suffered over the centuries.

You, the school board and the district administration should realize that we CANNOT espouse that we support cultural proficiency AND fail to hear the painful life experiences of our Native brothers and sisters by keeping Native American mascots in our schools. Doing so would cancel any credibility and progress we hope to make in that direction.

Thank you for your time and empathy on this topic.

Respectfully,  
Tiffani Kelsey-Franco

Get [Outlook for iOS](#)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 3:17 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Keeping the Fresno High Logo

**From:** John Flores <johnflores@sbcglobal.net>  
**Sent:** Thursday, November 12, 2020 3:16 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Keeping the Fresno High Logo

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

My name is John Flores and I'd like to begin first by thank the FUSD Board for tonight's listening session. If I can give a little history about myself, I was born and raised in Fresno, and with the exception of a couple of years in another state, I attended Fresno schools, graduating from Fresno High School in 1977. I was involved in the music department and served as drum major for the Fresno High Marching Warrior Band my senior year and also served in the Fresno High Senate that year. I am a graduate of Fresno State and currently work as a Vice-President of Operations for an agricultural lending corporation in Fresno.

As you can see, Fresno is my life and has always been. It's where my wife and I have spent now 40 years together and where we raised our two daughters. In fact, my daughter Kellie served as girls' water polo coach at Fresno High a few seasons ago while in college at Fresno State. So, Fresno High takes on a special meaning to many of us and our families, who have attended there throughout the years. We take special pride to be part of an alumni group that has existed for over 130 years and has shared the title of "alumnus" with many famous Fresno High graduates. Many of us continue to get together regularly and, in fact, a group meets every Saturday for coffee across the street.

With every alumni group, there are traditions that are maintained throughout the years, to give us connection from our present to our past, allowing us to relive some of the moments which were special to us in our youth. The short time that we attended Fresno High was instrumental in developing our character for the future and it's always exciting to see students today living their moment in this special time, knowing that these connections will help them to move forward as adults in the world. These connections are with us throughout our lives and celebrate our achievements, mourn our losses, support us in new ventures, and many of these will last until we take our last breath on earth.

One of those traditions has been the institution and legacy of the Warrior symbol that represented the Purple and Gold at Fresno High. While this tradition throughout our nation is being questioned in many communities, at Fresno High and among its alumni, the profile of the Native American has been our symbol to represent pride, strength, community, purpose and excellence, qualities that have been the hallmark of all who have walked on our campus and beyond. The characteristics that align itself with this symbol are those that have led us to go out and make a positive change in the world. In discussion with others about what the symbol means, many are in agreement that the Native American symbol is one that is to be revered and honored, and in no way was regarded as a simple "mascot," which unfortunately some choose to call it, as if it were a derogatory term. While there are a few who feel offended that Fresno High continues to institute a Native American symbol, many of us on the other side would be in agreement that this symbolism is in any way responsible for any ill-reputed actions against people of Native American heritage, we would be among the first to call for its removal. However, we have no knowledge of reported incidents of Native American students being persecuted for their heritage as a direct result of the Fresno High symbol design.

That being said, this in no way diminishes what the other side is feeling and our aim is in no way directed toward telling people to simply get over it nor to quit complaining. Activism is a powerful tool to right the wrongs in society and without it, there is really no way to determine a pulse of what society feels with regards to a specific issue. There are many issues that would be considered “super-issues” for which there is no doubt society as a whole supports, such as the elimination of segregation, civil rights, right to privacy, and others which have made our society more tolerant of differences over the years. While there is much work to do, we are also making sure that issues that arise for discussion are clear as to what is needed for remedy. But in every society, there will never be a one-hundred percent agreement or strong consensus with every issue that offends any one person or any group of people. A strong consensus has been reached with many who were offended with the “Redskin” moniker and while it tugged at the hearts of traditionalists, many were in consensus that it was time for a change. Currently the Washington football team of the National Football League is without a team name right now as a result of the civil unrest that took place over the summer. Also, the Confederate flag has been banned from nearly all public events in the southern states and has been removed from many southern state flags. While not everyone was in agreement, consensus was reached in that most could live with the decision. This flag, whether intentional or not, has been a bane for many people of color for over a hundred years, and its time has come. These were the result of super-issues from which there was little doubt that change was needed.

With regard to the Fresno High Native American symbol, this issue was brought forth by someone who has not attended Fresno High, who is a Native American activist whose job is to bring forth issues for the purpose of change. We are sensitive to his feelings about this issue, but feel that his actions are not warranted. Whatever his motives, we stand firm in our belief that this is not a symbol that is designed to promote any form of agitation toward any one person or group of people. While it may be an issue for some, we do not regard it as a super-issue similar to those mentioned earlier because a great majority of alumni have indicated their preference that it remain as is, and rightly so. Fresno High School is in itself a representation of what the founders of this country sought: a melting pot for many people from different backgrounds to commune together regularly and to make a life together as a community and beyond. We, as alumni, feel that the Warrior symbol is representative of the root foundation of that melting pot, as the point where all society begins, as it did when Native Americans were the only ones here to greet the old world as they docked upon its shores. We still believe that its best days are yet ahead.



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 3:05 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School Name Change

**From:** Ron Abee <abeeron958@gmail.com>  
**Sent:** Thursday, November 12, 2020 2:12 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High School Name Change

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Board Members;

To change the mascot of Fresno High School would be a detriment to a long standing tradition. There is no racism in the meaning or image of the Native American Indian. Whomever developed the petition for this change has their history wrong! There is no association at all with the Yokut Tribe as you have been led to believe. The Name is Iroquois, it was a nation formed by five tribes over 4,000 years ago in the northeastern part of the United States and Canada. They were the first democratic society in existence long before the first settlers from Europe came here. They functioned much like we do today with a congress made up of these five tribes. They were fierce in protecting their beliefs and traditions against all who invaded them; they were Warriors. This is the name and meaning I have come to know and love. With all this movement going on or any other movement that has since come along it disheartens me to think that now there is an attack on a high school, the first in Fresno over a 120 years old. There is absolutely nothing in the name and meaning of a "Warrior", that is offensive. I say leave it as it is!

As a board you have access to the history of Fresno High School from the beginning to today. There is a long list of famous people and not so famous that have attended Fresno High School. I am but one voice, but the voice of many who would stand behind me in this matter. Think long and hard about the vote you're about to cast that could possibly destroy a long standing heritage and belief. There is nothing offensive in the name or image of a Fresno High Warrior.

Sincerely,  
Ronald M. Abee  
FHS Class of 1968



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 3:06 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Warriors

-----Original Message-----

From: WILLIAM J WEAVER <wynona.weaver@sbcglobal.net>  
Sent: Thursday, November 12, 2020 2:41 PM  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Warriors

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Having graduated from Fresno High in 1958 I am proud to say I am a Warrior and that we fought to be the best in football, wrestling, gymnastics, baseball and other sports. I really don't understand the desire to change the symbol when it stands for the bravery and courage of the students at Fresno High just as it did for the American Indians who fought to save their land.

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 2:05 PM  
**To:** Amy Idsvoog  
**Cc:** David Chavez  
**Subject:** FW: From the National Congress of American Indians - RE: Fresno High School mascot

-----Original Message-----

From: Ian Record <iirecord@NCAI.org>  
Sent: Thursday, November 12, 2020 2:00 PM  
To: Keshia Thomas <Keshia.Thomas@fresnounified.org>; Valerie Davis <Valerie.Davis@fresnounified.org>; Lauren Lima-Brown <Lauren.Lima-Brown@fresnounified.org>; Claudia Cazares <Claudia.Cazares@fresnounified.org>; Mackenzie Rivera <Mackenzie.Rivera@fresnounified.org>; Elizabeth Jonasson Rosas <Elizabeth.Jonasson.Rosas@fresnounified.org>; Brandalyn Hastings <Brandalyn.Hastings@fresnounified.org>; Veva Islas <Veva.Islas@fresnounified.org>; Danielle Claybon <Danielle.Claybon@fresnounified.org>; carolmillsfusd@comcast.net; Michele Rodriguez <Michele.Rodriguez@fresnounified.org>; Terry Slatik <Terry.Slatik@fresnounified.org>; Michelle Asadoorian <Michelle.Asadoorian@fresnounified.org>; Board Members <BoardMembers@fresnounified.org>; FresnoHS <FresnoHS@fresnounified.org>; Linda Laettner <Linda.Laettner@fresnounified.org>; Bob Nelson <Bob.Nelson@fresnounified.org>  
Cc: Coby Klar <ckar@NCAI.org>; Ashley Hamilton <ahamilton@NCAI.org>  
Subject: From the National Congress of American Indians - RE: Fresno High School mascot  
Importance: High

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

[Please share this email with all of those who are addressed below]

Dear Principal Laettner, Superintendent Nelson, and the Fresno Unified School District Board of Education:

On behalf of the National Congress of American Indians (NCAI), I am writing in response to a request for assistance that we received from a member of the Fresno High School community. This individual informed us that the Fresno High School community is currently engaged<<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fabc30.com%2Fsociety%2Ffusd-to-hold-meeting-to-discuss-possible-change-to-fresno-high-mascot%2F7893122%2F&data=04%7C01%7CAmy.Idsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124293182%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhYWwiLCJXVCi6Mn0%3D%7C1000&reserved=0>> in a conversation about whether to fully retire its "Warriors" name and mascot, and asked if NCAI would provide the school and school board with some general information about the facts concerning the harms caused by the continued use of Native "themed" mascots in sports and popular culture. That is the purpose of this email.

NCAI is the oldest, largest, and most representative national organization representing tribal nations and peoples. It has been leading Indian Country's consensus-driven movement to eradicate offensive Native "themed" mascots from sports and popular culture for the past fifty years. As a resolution passed by NCAI's membership in 2005 explains, "the use of 'Native American' sports mascots, logos, or symbols perpetuates stereotypes of American Indians that are very harmful.

wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLCJXVCI6Mn0%3D%7C1000& sdata=yf5iUN2%2BYV3IWjEoO8gGcNJRGSxbH1J%2FTDDynFHYDpc%3D& reserved=0>

Cleveland Indians manager says it's time to change the team

name<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cnn.com%2F2020%2F07%2F05%2Fus%2Fcleveland-indians-mascot-trnd%2Findex.html& data=04%7C01%7CAmy.lidsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124303173%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLCJXVCI6Mn0%3D%7C1000& sdata=ZlbygnlCASs8ADGW5OJI6YNq85pWBFOA18PdxCRdq8%3D& reserved=0>

National Education Association Resolution: Supporting Removal of Native Themed

Mascots<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fra.nea.org%2Fbusiness-item%2F2018-nbi-120%2F& data=04%7C01%7CAmy.lidsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124303173%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLCJXVCI6Mn0%3D%7C1000& sdata=hblyTU%2B6SvpyHKVUsJx1r5zeCpC6pW%2BVRpWbX07U10%3D& reserved=0>

National Indian Education Association Resolution: Elimination of Race-Based Indian Logos, Mascots, and

Names<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.niea.org%2Fniewa-blog-2009%2Felimation-of-race-based-indian-logos-mascots-andnames& data=04%7C01%7CAmy.lidsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124303173%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLCJXVCI6Mn0%3D%7C1000& sdata=1H8DmRrzO2AJ%2Fu9cbl8rxip7TTessEqU9o4Ch7vxmOk%3D& reserved=0>

American Psychological Association Resolution - Retiring American Indian

Mascots<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.apa.org%2Fpi%2Foema%2Fresources%2Findian-mascots& data=04%7C01%7CAmy.lidsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124303173%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLCJXVCI6Mn0%3D%7C1000& sdata=Go%2FCyWIAckG5OfkrPvpD09daxETpH4kLLOWtbZTJqqA%3D& reserved=0>

Study finds only harmful effects from Native themed

mascots<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Findiancountrytoday.com%2Fnews%2Fstudy-finds-only-harmful-effects-from-native-themed-mascots-Gr8ez-HtvkeB-Q5SPNhmhw& data=04%7C01%7CAmy.lidsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124313168%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLCJXVCI6Mn0%3D%7C1000& sdata=fpb3GjQhOQxduEAU%2Byhc013bJwBFFS0idITG4XX8fn0%3D& reserved=0>

Leading National Civil Rights and Racial Justice Organizations Announce Joint Opposition to Washington NFL Team Locating New Stadium in District of

Columbia<https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ncai.org%2Fnews%2Farticles%2F2018%2F08%2F24%2Fleading-national-civil-rights-and-racial-justice-organizations-announce-joint-opposition-to-washington-nfl-team-locating-new-stadium-in-district-of-columbia& data=04%7C01%7CAmy.lidsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124313168%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoIV2luMzliLCJBtIl6lk1haWwiLCJXVCI6Mn0%3D%7C1000& sdata=QTm8xBZl%2F94RSCmvjUIRGfRWz7yt4xEbHrvzAvKjG%2BA%3D& reserved=0>

Ian Record, Ph.D.

Vice President, Tribal Governance and Special Projects National Congress of American Indians

1516 P St. NW

Washington, DC 20005

M: 202-907-3107

O: 202-466-7767 x207 (teleworking through 12/31/20)

<https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ncai.org%2Fptg&data=04%7C01%7CAmy.Idsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124323159%7CUnknown%7CTWFpbGZsb3d8eyJWlloiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=H8gWSBBoXgMJedlOnlGhymyFgFl4%2FpvQ7BwiXv9n274%3D&reserved=0><https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ncai.org%2Fptg&data=04%7C01%7CAmy.Idsvoog%40fresnounified.org%7C8940a0635acf4c13a4cc08d88757066f%7C74c9008303c6453a801c9251cdd17eb8%7C0%7C0%7C637408155124323159%7CUnknown%7CTWFpbGZsb3d8eyJWlloiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=H8gWSBBoXgMJedlOnlGhymyFgFl4%2FpvQ7BwiXv9n274%3D&reserved=0>

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 1:36 PM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS Warrior Symbol

**From:** Cline Jack <cubcajd@icloud.com>  
**Sent:** Thursday, November 12, 2020 1:35 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS Warrior Symbol

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

I'm sending this note to encourage you to retain the Warrior name and symbol of our Fresno High School. I am an Alum of FHS, graduating in 1958...my sister and her husband graduated in 1959...my father attended FHS and graduated in 1936. As most of you know, the history of this school is, and has been shared through time, by many visible emblems and plaques, representing the students and activities of this prestigious school. One of these features, in particular, is the bronze plaques representing each graduating class, many of them displaying the symbol of the Warrior. These plaques were also set in place with a "Time Capsule" for future generations to see the history of the times. (Hopefully these would not be removed or destroyed) I had the privilege of having my design selected to be the bronze plaque for the Class of 1958, my future brother in law designed the one for 1959. My design for the class jacket/sweater emblem was selected as well. The use of the symbol of the Warrior was never considered to be derogatory, but rather representing strength and courage, bravery and loyalty, all positive qualities for students to strive for. I again urge you to consider all the history of this school...it is not about a mascot, but a symbol of the academic excellence, the strong sports programs that have produced many college and professional players. So many creative, active, loyal members of their communities!! Thank you for your consideration of this matter. I am proud to be a FHS "Warrior" Alumnus...!!!  
Cline C Jack, Jr



**JAMES G. PALMER**  
APPRAISALS INC.

1285 W. Shaw  
Suite 108  
Fresno, CA 93711  
T 559.226.5020  
F 559.226.5063  
jgpinc.com

From: James G. Palmer  
Subject: Warrior Symbol, Fresno High School  
Date: November 12, 2020  
To: [boardmembers@fresnounified.org](mailto:boardmembers@fresnounified.org)

To whom it may concern:

I wish to strongly object to removal of the Warrior Symbol and Warrior name from Fresno High School.

We have 130 years of Warrior history, of which all of our graduates are very proud. As a former Study Body President (1951-1952) I am especially concerned.

The word Warrior is not offensive to any American Indian tribe, nor nationality; and in fact, is an honor, as is the depiction of a non-descript image.

Sincerely,

James G. Palmer  
Student Body President, 1951-1952

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 1:33 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High Yokut Warrior mascot

**From:** William Mayhugh <marlena.mayhugh@icloud.com>  
**Sent:** Thursday, November 12, 2020 1:16 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Cc:** Patti Lane <beetlelady@peak.org>; Frank Guida <fguida@sti.net>  
**Subject:** Fresno High Yokut Warrior mascot

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

To Whom it may concern:

My name is Marlene Moreno-Mayhugh and I am a proud member of the 1968 Fresno High School graduating class. It's been brought to my attention that there is dissension regarding our noble Yokut Warrior mascot.

First I'd like to say that I am an American of Mexican descent and I have Yaqui blood in me through my mother. The Yaqui's are an indigenous group of people from North America. My mother's dad who was Yaqui was from the state of Sonora. I only bring that up, as I understand that the possible removal of our mascot is a result of some seeing our warrior mascot as being 'racist.' As a Mexican American with Yaqui blood I cannot understand what could possibly be considered racist about a mascot logo of a dignified warrior of the Yokut tribe.

Starting with the word 'warrior' we are all aware that a warrior has the great characteristics of: strength, discipline, confidence, and bravery. I am obviously not from the first class of 1891 who chose a Yokut Warrior as their mascot. I would think that a new class in a new school would select a mascot they felt was one of dignity and strength. Why would they select one they considered beneath them.

As I have said I am part Yaqui but I would also point out that after a competition in 1967 of 65 Fresno High girls, I was one of those who was chosen to be a letter girl. In other words we carried the name of Fresno. I, however, was one of the two shorter letter girls who wore our proud mascot on my uniform at games, competitions and parades!!b Never did I think of the mascot I wore as one of buffoonery or racism. There was racism in 1968, but it wasn't exploited in our mascot!

I'm sure whoever the group is, bringing up concerns about our mascot being a selection by white people who were not sensitive to bigotry, let them be assured that classes before them consisted of Americans of various races who would NOT have condoned a mascot intended to represent racism .

I'm quite proud to say that the 'Fresno High Letter Girls' of 1968 consisted of 5 Caucasian girls, 2 Japanese Americans and 1 Hispanic of of both Yaqui and Spanish descent- me.

In closing please kno





w that many of us from the class of 1968 would appreciate your consideration of the many many students who have graduated from Fresno High who were honored to be the Fresno High School Warriors!!! We do not take our undoing of our mascot lightly.

"When in future years were turning leaves of memory, we will find our hearts returning Fresno High to thee..,"

Respectfully Yours,

Marlene Moreno- Mayhugh  
FHS 1968  
Letter Girl- Warrior mascot

Sent from my iPhone



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 12:27 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Change the Fresno High School Mascot!

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

From: Cassandra Hishida <kassandrahishida@gmail.com>  
Date: 11/12/20 12:17 PM (GMT-08:00)  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Change the Fresno High School Mascot!

**CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.**

Hello,

My name is Cassandra Hishida and I am a Fresno resident living in Trustee Area # 5 on Yokuts land.

I'm reaching out to urge Trustee Mills and the FUSD Board to take immediate action and change the Fresno High School Mascot (name & logo) through a process that is respectful, timely and accountable to Native American communities in Fresno, including the local Native leaders driving this effort.

It is long overdue that we listen to and respect the requests of Native American communities in Fresno and across the Central Valley. It is wrong for us to even debate this because the path forward is clear: our community and our school district must do more to support the wellbeing and success of Native American students & families. One simple but important step in the right direction is to change the Fresno High School Mascot (name & logo) immediately.

Many of my friends and family have attended Fresno High, including my father who grew up just a few blocks from where I live now. He is a proud Fresno High alumni member but when I asked him what he thought about changing the mascot he said we should do whatever honors and respects Native American heritage and culture. Every day, I walk and drive by Fresno High and am angered to see a mascot that perpetuates violence, racism and hate. This is unacceptable and is not a tradition that me or my family want any part of upholding.

Almost 5,000 people have already signed the petition calling on FUSD to change Fresno High School's Mascot created by Valley Natives for Change. I urge you to read their words and be accountable to Native American communities by changing the Fresno High Mascot as called for in the petition:

"The Yokuts People inhabited the specific land that Fresno High sits on before that land was taken through genocide, systemic racism and oppression. The use of generic Native imagery as a mascot has not only caused pain to many Natives in the community, it reinforces archaic and racist ideas about Native Americans as violent savages from a bygone era. Images like this have forced many Natives to live in silent shame, to hide from their beautiful culture, due to a misguided effort to honor our People.

The Fresno High area is rich with tradition; from its lush neighborhoods, to the beautiful Tower District area, Christmas Tree Lane, to its famous alumni. The Warrior spirit of that community comes from its willingness to love, build, and sustain a sense of community. The Warrior model should be explored through a modern angle that better reflects REAL traditions. The 'tradition' of racist and insensitive imagery should no longer be tolerated by a community and city that has made strides in recent weeks to change its image when it comes to systemic racism and oppression." - [Valley Natives for Change Petition](#)

Lastly, did you know that November is National American Indian Heritage Month? All the more reason for FUSD to take action now to honor Yokuts People and set an example for the entire Central Valley.

With urgency,  
Kassandra Hishida  
Trustee Area # 5 Resident

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 11:31 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High symbol change

**From:** Linda Richardson <elklady2599@gmail.com>  
**Sent:** Thursday, November 12, 2020 11:25 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High symbol change

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I may not be able to participate in tonight's Town Hall meeting, so here are my thoughts on the changing of a historic icon.....

I don't understand how someone who did not attend Fresno High, and feel the pride of being a Warrior, and may not know the history of the first high school in Fresno, can decide that after 130 years, the symbols that have been used to identify these buildings of education are offensive to the indigenous community. Proud people, brave people. This is what the majority of students feel, that I feel, as we have walked the halls of Fresno High. I do not want to see anything changed, I am very proud of being a graduate of Fresno High and of being a WARRIOR. Go Purple and Gold!

I would believe that when the decision was made to attach the Warrior to Fresno High, that this was done in honor of the local Yokut and other tribes of the area.

PLEASE don't allow some activist to decide what is best for our schools.

PS.. My husband, who is a graduate of Roosevelt, was very much aware of the pride and tradition of Fresno High Warriors.

Thanks for your time,

Linda 'Smith' Richardson  
Class of '73

## **Amy Idsvoog**

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:44 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Save Our Warrior Symbol

Get [Outlook for iOS](#)

---

**From:** Thomas Krum <thomasjkus@yahoo.com>  
**Sent:** Tuesday, November 10, 2020 5:11:04 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fw: Save Our Warrior Symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Board Members of the Fresno Unified School District:

I am sure you have seen the message below.

I graduated from Fresno High School in 1968.

I fully support action to update the Fresno High School mascot (symbol). What was acceptable 130 years is not necessarily acceptable today. There are many things that were accepted 130 years ago which we know understand are wrong, For instance, 130 years ago, segregation and Jim Crow laws were accepted. Even in the 1970's, my mother used the N-word to refer to African Americans. The Fresno High mascot may not rise to that level, but it is outdated.

Fresno High School and the Fresno Unified School District to be proud to recognize that it is time for the mascot to change. The honor and heritage of Fresno High School will only be enhanced by being strong enough and brave enough to make a change.

Sincerely,

Thomas Krum

# THE WARRIOR ECHO

A Publication of The

## FRESNO HIGH ALUMNI ASSOCIATION

### Save Our Warrior Logo



all Fresno High School alumni. There is a grass roots effort to remove the Warrior symbol from our Alma Mater. The current student body who are not fully aware of the 130+ history of our high school.

and community supporters to SEND comments to the FUSD board. They have received many supporting the symbol is in jeopardy at this time. PLEASE get the word out that comments are needed supporting the SY. Language needs to be respectful and reflect why the symbol is of positive personal importance. We have heard who looked up to the symbol and wanted to emulate the positive attributes such as courage, strength, bravery and



# Save Our Warrior Logo



This is an urgent message for all Fresno High School alumni. There is a grass roots effort to remove the Warrior symbol from our Alma Mater. The Fresno Unified School District has only listened to the current student body who are not fully aware of the 130+ history of our high school.

Get the word out to Alumni and community supporters to SEND comments to the FUSD board. They have received many supporting the REMOVAL of the symbol and also the Warrior name. Only the symbol is in jeopardy at this time. PLEASE get the word out that comments are needed supporting the SYMBOL (refrain from the use of 'mascot') and of course, language needs to be respectful and reflect why the symbol is of positive personal importance. We have heard several stories from Alumni, including Native Americans who looked up to the symbol and wanted to emulate the positive attributes such as courage, strength, bravery and loyalty to name just a few.

Send your supportive comments to: [boardmembers@fresnounified.org](mailto:boardmembers@fresnounified.org) as soon as possible. Include your personal feelings about keeping the symbol and the impact it had on you as a student.

There is also a petition to sign in support of retaining the Warrior symbol below. But,

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:41 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd:

Get [Outlook for iOS](#)

---

**From:** James Merzon <jbmerzon@gmail.com>  
**Sent:** Tuesday, November 10, 2020 10:15:33 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:**

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Why in the world would anyone want to change the name of the FS Warriors? It is, and always has been, a sign of strength, just as the Indians warriors have always been. Changing it is a capitulation to the meaningless weakness rampant in our society.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:41 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: SAVE OUR WARRIOR SYMBOL

Get [Outlook for iOS](#)

---

**From:** Jackie Boyajian <jfb15@live.com>  
**Sent:** Tuesday, November 10, 2020 9:23:07 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** SAVE OUR WARRIOR SYMBOL

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

As an active member of the Fresno High School Alumni Association, I really hope you will take into account just how loyal and important our WARRIOR SYMBOL is to all of us - whether a member of the Alumni Association - a graduate and former student - a retired FUSD employee - or even a parent of a student or former student - THAT WARRIOR IS AND HAS ALWAYS BEEN A PART OF OUR LIVES. We have always left the company of our friends, fellow classmates and current students with the message of PROUD TO BE A WARRIOR!!! We have always had our Warrior at every class reunion, every meal or event where we gather and always had a PROUD WARRIOR at every farewell of one of our classmates that has passed on. We'd be so lost without our symbol of our days at FRESNO HIGH SCHOOL!!

I know we are in a different time and world - but our WARRIOR has stood the test of time for all of us and truly wish to keep it that way! PLEASE-----DO NOT-----TAKE THAT AWAY FROM US! That would be a very sad day!!!

Respectfully - Jackie Garo Boyajian - Class of 1960



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:41 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High

Get [Outlook for iOS](#)

---

**From:** MARK SCOTT <mascott4@aol.com>  
**Sent:** Tuesday, November 10, 2020 9:16:49 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

If the current students at FHS feel the time has come to change the Warrior logo/mascot, I hope you listen to them. I disagree with the Alumni Board even though I respect them very much.

Thank you for your service and thank you for the great job restoring our FHS buildings.

Mark Scott  
Proud FHS Class of 67 grad

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:42 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior Symbol and Name

Get [Outlook for iOS](#)

---

**From:** Patti Lane <beetlelady@peak.org>  
**Sent:** Tuesday, November 10, 2020 6:44:34 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior Symbol and Name

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

What am I missing here? What on earth has caused so many people to start believing that literally everything has some dark, not-politically-correct backside that is demeaning to everyone on the planet anymore.

I am disheartened beyond words that a challenge has come up against the use of our sacred school tradition of being Warriors but also our symbol with the strong, resilient and brave Native American likeness. Not for one moment do I believe that the use of that name or symbol EVER put Native Americans and what they stand for into a bad light – and now because the current students apparently feel that anything to do with history – good or bad – is somehow not allowed anymore there is consideration to do away with the symbol and possibly the name?

Being a Warrior means being a protector and provider. It's about keeping the peace and making sure traditions and cultures stay aligned with values. And using not a cartoon caricature of an "Indian" but a true likeness of a real Native American – how is that an insult?

Native American Warriors protect their history and their people. I was and still am honored to have believed in our name and our symbol and only wanted to do this tradition proud. Over 100 years of meaning behind the name and symbol!

I could see if we called ourselves the "Redskins" as that indeed is derogatory. Or if we used an insulting likeness of some beast wearing feathers and pillaging and killing everything in sight. But the refined symbol and what Warrior stands for – who would even dare to take that away from so many of us who believed in all that stands for.

Yes, I do believe we should stop honoring things that are indeed insulting and harmful to races or beliefs and in some cases I have been happy to see that we have stopped putting some statues and flags and such in honorable positions. But the Fresno High Warriors and our rugged and wonderful symbol – to eliminate that from our history now would be a huge insult and blow to all the alumni that crossed the threshold of that beautiful school and upheld the traditions and believed in all that the name and symbol stands for.

Please do not allow this to become extinct and to now negate all the pride and tradition that these things mean. There is nothing negative behind the name or the picture and shame on those that feel there is as they obviously have misinterpreted the situation and/or are just jumping on this politically correct bandwagon that is trying to erase centuries of GOOD traditions and beliefs.

Sincerely,

Patricia Lane  
FHS Class of 1968  
And Proud Warrior

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:41 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Proud Fresno High School Warrior

Get [Outlook for iOS](#)

---

**From:** Bob <rxavede@sbcglobal.net>  
**Sent:** Tuesday, November 10, 2020 9:07:12 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Proud Fresno High School Warrior

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Dear Board of Education, Fresno Unified School District

For approximately one hundred thirty-one years, Fresno High School has been represented by a very proud Warrior, a Native American, a people that we as alumni have been proud to proclaim as our namesake. In my 70 years of life, I have never once heard a derogatory comment about our mascot or the people it represents.

We all wore, and still wear, clothes that depict a Warrior. Not a Redskin that I would absolutely want abolished from the school. We are Warriors, a strong and proud Native American that fought to preserve the people and the traditions that reflect a memorable part of our country's history.

Native Americans were here before any of us and their Warriors were there to protect their people, culture, and heritage. We, as Fresno High School Warriors, help carry on the name of these great people. Our school and its mascot help remind people of our nation's great history and the people who are largely responsible for its greatness. We need to keep the name, the depiction, the vision, and the legacy of Native American Warriors in our current culture, and Fresno High School's Warriors do exactly that. Let's not as a school district contribute to removing the memory of these magnificent Americans from our society.

Robert Avedesian

A Proud Warrior, Fresno High Class of 1968

Retired Principal, Fresno Unified School District

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:41 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior Name

Get [Outlook for iOS](#)

---

**From:** divette67@aol.com <divette67@aol.com>  
**Sent:** Tuesday, November 10, 2020 8:54:20 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior Name

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Sorry to hear such sad news , there are those who want to take away years of pride/honor/respect . Whats in a name? The Fresno High School WARRIORS. You have my vote not to change . and I hope all the kids that have graduated from that great school ,please vote .////////.All you board members Keep up the good work Nick Diliddo, class 1951. O`le Me

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:42 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior symbol FHS

Get [Outlook for iOS](#)

---

**From:** Karen Matthews <kmatthews9@sbcglobal.net>  
**Sent:** Tuesday, November 10, 2020 8:50:01 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior symbol FHS

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

I am completely in support of changing the Warriors symbol to something more appropriate.  
Karen Haupt Matthews  
Class of 1960

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:42 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Change to Fresno High School Symbol , " Warrior(s)"

Get [Outlook for iOS](#)

---

**From:** Jennifer Brown <jennylbrown1951@gmail.com>  
**Sent:** Tuesday, November 10, 2020 8:14:41 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** RE: Change to Fresno High School Symbol , " Warrior(s)"

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I, Jenny (Guthrie) Brown, graduate of FHS Class 1969, ask that the FUSD Board does not remove this school's symbol of the Iroquois Warrior. This is a symbol of HONOR & not racism ! The Iroquois were known for being intelligent & fierce ! The portrait of the Warrior is appropriate.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:42 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior

Get [Outlook for iOS](#)

---

**From:** Joan McKnight <dnjmck@att.net>  
**Sent:** Tuesday, November 10, 2020 7:36:02 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Sent from my iPa

Please keep the Warrior for FHS. It is a proud symbol of our school. Joan McKnight. class of 1960



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:42 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Save the Warriors logo

Get [Outlook for iOS](#)

---

**From:** Nicole Demera <2xsthelove@gmail.com>  
**Sent:** Tuesday, November 10, 2020 7:31:07 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Save the Warriors logo

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

As a 1996 graduate of Fresno High School, I feel that it is important to save the school logo. It is history and it is important and that symbol shows pride of where I went to school and to change that would be a disservice to all the students who have graduated and have been proud to graduate from Fresno High School. To change the logo or the warrior would lose its connection to the school. I was a basketball player and we would come in to the gym stomping like warriors at the beginning of the game and there was pride in that, we were warriors and to lose that would just not be right.

Please vote against changing the logo and removing the warrior.

Thank you,  
Nicole DeMera

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:43 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior symbol

Get [Outlook for iOS](#)

---

**From:** Tiffany Snow Madsen <tiffanysmadsen@yahoo.com>  
**Sent:** Tuesday, November 10, 2020 6:40:55 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior symbol

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Dear Board Members,

I am a proud graduate of Fresno High School. My whole high school experience was associated with the Warrior symbol, from being a Warriorette to serving in class and student body government. The symbol represented courage, loyalty, pride and strength. In sports we had a big rivalry with Roosevelt High School. We were always proud of our Warrior enthusiasm. It would be detrimental to remove a symbol that holds so many fond memories.

Thank you,  
Tiffany Snow Madsen  
Class of 1960

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:43 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS Warrior Symbol

Get [Outlook for iOS](#)

---

**From:** Walter Hickey <walterjhickey@yahoo.com>  
**Sent:** Tuesday, November 10, 2020 6:11:08 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS Warrior Symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I graduated from Fresno High in 1960. The Warrior symbol was a representation of of bravery and strength to our school, particularly in athletics. We were competing against the Roosevelt Rough Riders and our symbol was important to us as an identifying symbol. It was not ever considered as a racist or offending symbol. I understand the demographics have changed over the past 60 years, but the symbol of Warriors was always considered by us as a unifying symbol for our school. I was a member of the marching band for three years and enjoyed the camaraderie of of the bank members and cheer leaders in propelling us to victory of our competitors. All school students need a symbol that they can focus on to build cohesiveness. DO NOT degregate our symbol only to change it to something that FEELS more politically correct at the moment.

Sincerely, Walter J. Hickey (Class of 1960).

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:43 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High Warriors

Get [Outlook for iOS](#)

---

**From:** RICHARD WHITTEN <rhwj@aol.com>  
**Sent:** Tuesday, November 10, 2020 6:07:05 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High Warriors

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

As a proud member of the FHS class of 1960, I am alarmed that you are considering removing the Warrior symbol from our school. To us, the warrior was somebody to look up to. He was brave, focused, powerful, admired and a leader. He was above us, a role model, not a subject of ridicule. Really now, would I need to destroy my yearbooks which have the Warrior on each cover? Please give the issue polite consideration, then dump it. Thank you.

Richard Whitten, Jr. MD  
Sent from my iPad

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:43 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High Warrior Symbol

Get [Outlook for iOS](#)

---

**From:** ROBERT BORO <robertboro@comcast.net>  
**Sent:** Tuesday, November 10, 2020 5:47:47 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High Warrior Symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

To the members of the Board:

I am a 1967 graduate of Fresno High School descended from the Fresno pioneer family of Herman Levy (1875). My grandfather Herbert Levy, his four brothers (my great uncles), my mother Barbara, my uncle Herbert Levy Jr, many cousins, my brother Dr. Herbert Boro, my cousins Marty Levy and the Honorable Justice Herbert I. Levy and I all attended Fresno High School. I have always supported the Alumni Association, created an alumni board to sustain the FHS Senate ( the oldest continually operating high school club in America) and have organized 8 class reunions. Being the oldest high school in the City of Fresno, we cherish our traditions and symbols. So many of our alumni have contributed greatly to our community over the decades - through philanthropy, politics, cultural arts, music and education.

Throughout this time, our symbol has always been the warrior. The Warrior has embodied courage, bravery, perseverance, strength, hard work and dedication, competition, fairness and concern for our fellow human beings. I beg of you not to erase 130 years of beloved tradition. We live in challenging times, an era of community service and diversity. Ours is a school open to everyone with a symbol of a native American who represents all the best of the human spirit and a culture that lived in harmony with the earth and natural environment. Help us keep our traditions alive to share with future generations of Warriors.

Yours,

Robert Boro

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:43 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS Warriors!

Get [Outlook for iOS](#)

---

**From:** G. Russell Zink <grussellzink@gmail.com>  
**Sent:** Tuesday, November 10, 2020 5:33:12 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS Warriors!

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

For God's sake, what are we doing? I am a graduate of FHS, class of 1960, and have always been proud that we were considered warriors. Our name and symbol reflects the great history of our native Americans. Since when is the symbol of a Native American warrior shameful? We dishonor their race and accomplishments by ignoring them to the dustbin of history. Stop this silliness.

G. Russell Zink

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:43 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warriors

Get [Outlook for iOS](#)

---

**From:** Lois <imlois@oregonfast.net>  
**Sent:** Tuesday, November 10, 2020 5:19:36 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warriors

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

As a graduate from Fresno High school in 1943,, I urge you to fight to keep our sacred name, Warriors, meaning, In honor of, not disgrace of the fighting Warriors.  
Good luck!

Lois Harrah Wilson

Sent from my iPad

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:44 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: "Warrior" Name Change

Get [Outlook for iOS](#)

---

**From:** Larry Coppock <texardvark@gmail.com>  
**Sent:** Tuesday, November 10, 2020 5:02:57 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** "Warrior" Name Change

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

As a former "Warrior" from the Class of '59 I'm very sad to hear that Fresno High School's Mascot, and "Warrior" name has come under fire demanding change. This phenomena across our nation threatens the base history of countless graduates merely for the gratification of a few. It was surely with pride and respect for the meaning behind being known as a "Warrior" influenced our founders to select the name.

In the real world Indian Warriors were not looked down on by history nor by Americans who were in the process of founding this country. They were proud fierce warriors standing up for what was right by their standards. Our founders respected that and thus paid homage. We must not forget that the ancestors of the Indian Nations were proud, strong, and upstanding within their own communities. I can think of no higher honor to repay the wrongs we levied on them than to align ourselves with them and show respect.

Consequently I'm expressing my support to the Board in opposing any change to the "Warrior" name identified with Fresno High School.

Respectfully,

Larry Coppock  
FHS Class of '59

Sent from [AltaMail](#)



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:46 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior symbol

Get [Outlook for iOS](#)

---

**From:** Teresa Plascencia <Teresa.Plascencia@fresnounified.org>  
**Sent:** Thursday, November 12, 2020 8:27:09 AM  
**To:** Teresa Plascencia <Teresa.Plascencia@fresnounified.org>  
**Subject:** FW: Warrior symbol

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

**From:** Joel Cegielski <cegielski81@outlook.com>  
**Date:** 11/12/20 6:13 AM (GMT-08:00)  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior symbol

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

I attended Fresno High School and was proud to be a warrior. I held the warrior symbol with great respect. The symbol has been around for over 100 years. I would find it offensive to change the symbol that has been in place this long. I hope you will keep the warrior symbol in place.

Thanks

Joel Cegielski

Sent from my iPad

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 4:02 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Warrior Name.

**From:** Bob Baker <oldsock39@gmail.com>  
**Sent:** Tuesday, November 10, 2020 3:19 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior Name.

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

My name is Robert C. Baker Class of 1958.

PLEASE! Do not change the name of our beloved WARRIORS! We are looking at 130 years of history. Please leave it as is.

Robert.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 2:01 PM  
**To:** Amy Idsvoog  
**Subject:** FW: FRESNO HIGH SCHOOL - THE WARRIOR SYMBOL

**From:** Gloria Wolper <bigg1wolper@msn.com>  
**Sent:** Tuesday, November 10, 2020 2:00 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FRESNO HIGH SCHOOL - THE WARRIOR SYMBOL

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

DEAR MEMBERS OF THE BOARD:

I AM SO SADDENED TO LEARN THAT THERE IS A MOVEMENT ASKING THAT THE SYMBOL AND WARRIOR NAME BE REMOVED FROM THE FRESNO HIGH SCHOOL! MY FATHER GRADUATED FROM FRESNO HIGH SCHOOL IN 1936. HE AND MY MOTHER OWNED THE GROCERY STORE, BILL HILL'S MARKET, ACROSS FROM FRESNO HIGH SCHOOL, UNTIL THEY RETIRED AND MOVED TO COARSEGOLD, CALIFORNIA! MY TWIN BROTHER AND I GRADUATED FROM FRESNO HIGH SCHOOL IN 1958. OUR YOUNGER SISTER WAS ALSO A "WARRIOR" AND SO PROUD TO BE ONE! BEING A STUDENT OF FRESNO HIGH SCHOOL WAS A VERY LARGE PART OF OUR FAMILY LIFE!

WHEN I MARRIED MY FIRST HUSBAND, WE TRAVELED A LOT AND HIS LOVE WAS THE AMERICAN INDIAN! WE VISITED MANY INDIAN RESERVATIONS ACROSS MIDDLE AMERICA AND WOULD DANCE WITH THE INDIANS AS THEY CELEBRATED SPECIAL DAYS AND THE WOMEN SHOWED ME HOW TO MAKE THEIR DELICIOUS INDIAN BREAD! WE BECAME VERY INVOLVED WITH THE SPORT OF ARCHERY! WE COLLECTED ALL KINDS OF INDIAN ARTIFACTS AND MADE MANY FRIENDS IN OUR TRAVELS! I HAVE MANY WONDERFUL MEMORIES OF THOSE YEARS IN THE 1960'S!

IN MY SECOND MARRIAGE, I WAS MARRIED TO A FILM MAKER! HE BEGAN IN THE DOCUMENTARY FIELD AND WENT ON TO PRODUCE MANY FILMS. HE ALSO HAD A DEEP INTEREST AND LOVE FOR THE AMERICAN INDIAN. HE READ A NOVEL WRITTEN BY RUTH BEEBE HILL CALLED "HANTA YO" AND HE MADE IT INTO A FIVE HOUR MINISERIES CALLED "THE MYSTIC WARRIOR!" THIS WAS MADE IN 1978. SHE WORKED WITH A MAN NAMED CHUNKSA YUHA. THEY HAD SPENT TWENTY FIVE YEARS RESEARCHING AND WRITING THIS BOOK ABOUT THE LAKOTA SIOUX. I HAVE SO MANY MEMORIES OF ALL THAT HAPPENED AS THIS MOVIE WAS MADE! I LOVED HAVING THESE LEADERS OF THE LAKOTA IN MY HOME GETTING TO KNOW OUR FAMILY!

OUR AMERICAN INDIANS HELPED TO FORM OUR COUNTRY AND DESERVE TO BE RESPECTED AND REMEMBERED! FRESNO HIGH SCHOOL WILL NEVER BE THE SAME IF YOU TAKE AWAY OUR SYMBOL OF HARD WORK, PRIDE IN THEIR HERITAGE, LOVE OF LEARNING AND THE LOVE ALL OF US FRESNO HIGH SCHOOL WARRIORS HAVE FOR OUR SCHOOL AND WHAT RESPECT AND PRIDE WE HAVE IN OUR "WARRIOR SYMBOL!"

RESPECTIVELY,  
GLORIA HILL WOLPER

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 11:18 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School Warriors

FYI...

**From:** the <acartozian1@aol.com>  
**Sent:** Tuesday, November 10, 2020 11:12 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High School Warriors

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

"Dear Board Members,

I am a proud "Class of 1958" Fresno High School Warrior. I was involved in many school affiliated organizations, and especially, in the Warriorettes where I was elected to lead as the president. Our symbol was one that we were proud to wear as we marched in parades, performed dance routines on the stage and helped maintain the Warrior Spirit on the football field.

Traditions are important. History needs to be maintained. I trust that you will consider how important it is to maintain our history for future Fresno High School generations by maintaining our warrior symbol.

Sincerely,  
A Very Proud Fresno High School Warrior  
Arlene Mazgedian Cartozian

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 12:07 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School Symbol

**From:** JoAnn Woodward <valleyravmaker@gmail.com>  
**Sent:** Tuesday, November 10, 2020 11:31 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High School Symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Since the inception of Fresno High School in 1889, the school has carried a long standing motto of "The School of Champions". I graduated in 1958 and the Warrior symbol made me proud to participate in education and activities that allowed students to express their individuality and to be strong in our identification as students of an exceptional school.

We can't continue to allow a few to speak for the many. And so I am voicing my thoughts on maintaining the Warrior symbol connected to Fresno High School.

JoAnn D' Ambrosio Woodward  
Class of 1958

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 12:10 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Warrior symbol

**From:** Wayne Palmer <wpalmer9@comcast.net>  
**Sent:** Tuesday, November 10, 2020 11:58 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Fresno Unified School District  
Board of Trustees

I understand that there is a petition circulating to remove the Warrior symbol representing Fresno High School. For the last 66 of my 80 years on this planet that symbol has represented the courage and bravery of Native Americans that we as students and alumni could all admire. It would truly be a tragedy to pass over the very positive attributes of this symbol by a group of people who view it in a negative circumstance. They are ignoring, perhaps not believing, the respect we alumni have for the Native American man who is represented in the image. He is one of many warriors in the world who have been honored but one who is relevant to the western part of America where Fresno High is located.

Wayne Palmer  
FHS '58, FSU '62, Stanford '70  
Aptos, CA

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 12:10 PM  
**To:** Amy Idsvoog  
**Subject:** FW: FRESNO HIGH SCHOOL WARRIORS

**From:** Anthony Guerrero <angpc14@yahoo.com>  
**Sent:** Tuesday, November 10, 2020 12:04 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FRESNO HIGH SCHOOL WARRIORS

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

BOARD MEMBERS,

I AM A GRADUATE OF F.H.S. THE CLASS OF 1959.

PLEASE DO NOT REMOVE THE WARRIOR MASCOT  
FROM FRESNO HIGH SCHOOL

I AM PROUD TO BE A WARRIOR AND WILL ALWAYS  
BE.

MY LAST NAME "GUERRERO" MEANS " WARRIOR "  
AND AM VERY PROUD OF THE NAME.

THANK YOU,

ANTHONY N. GUERRERO

CLASS OF 1959

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 12:10 PM  
**To:** Amy Idsvoog  
**Subject:** FW: SAVE OUR WARRIOR

**From:** Rosemary Rabe <rosebuddy336@aol.com>  
**Sent:** Tuesday, November 10, 2020 12:06 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** SAVE OUR WARRIOR

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

You must not remove the warrior symbol. This symbol is meant as respect for our native Indians strength.  
Please keep it.  
Rosemary Albright Rabe



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 12:38 PM  
**To:** Valerie Davis; David Chavez  
**Cc:** Amy Idsvoog  
**Subject:** RE: Removing Warriors

Dear Member Davis,

Thank you for sharing these, I am currently working with the Communications team regarding all the emails being sent to the Board regarding this issue.

Sincerely,  
Teresa Plascencia

**From:** Valerie Davis <Valerie.Davis@fresnounified.org>  
**Sent:** Tuesday, November 10, 2020 12:37 PM  
**To:** David Chavez <David.Chavez@fresnounified.org>; Teresa Plascencia <Teresa.Plascencia@fresnounified.org>  
**Subject:** FW: Removing Warriors

fyi

**From:** Norma <xiansgran@msn.com>  
**Sent:** Tuesday, November 10, 2020 12:10 PM  
**To:** Board Members <[BoardMembers@fresnounified.org](mailto:BoardMembers@fresnounified.org)>  
**Subject:** Removing Warriors

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I was a graduate of Fresno High School class of 1958. I always looked up to the Warrior as a symbol of bravery, courage and high ideals. My husband has many tribal members in his family who also believe that the Warrior is a symbol to look up to. Norma Day nee Rose

Get [Outlook for Android](#)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Monday, November 9, 2020 8:59 AM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS Mascot

FYI

**From:** msgtatkinsusmc@aol.com <msgtatkinsusmc@aol.com>  
**Sent:** Sunday, November 8, 2020 5:32 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS Mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I am a FHS class of 70 we love our mascot and most of the students want to keep the mascot, we e Warriors.

Thank you  
Robert D. Atkins  
Class of 1970

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:29 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS School Mascot

Get [Outlook for iOS](#)

---

**From:** Brian Delaney <bpdelaney9@gmail.com>  
**Sent:** Wednesday, November 11, 2020 2:29:42 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS School Mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

November 11, 2020

Dear Fresno Unified Board of Education:

Regarding the proposal to eliminate the Fresno High School mascot:

Like many of my classmates, I was born in the Fresno High neighborhood at old Saint Agnes. My parents still live in my childhood home on Princeton Avenue. My mom graduated from Fresno High in 1960, and I graduated in 1987. I was one of two recipients to receive Fresno High's most difficult achievement that year, the Gold Block "F" award, and rather than bore you with past service to the school and awards, I write with concern for the students of today: What lesson will the district teach if this change is made?

From K-8 I attended Our Lady of Victory school, and in my last year there before transferring to Fresno High, a Native American cultural group visited my humble school, and in full native dress, dazzled us students with an eagle dance, hoop dance, full headdresses, drums, etc. They wanted to teach us about their wonderful culture. To then attend a high school with a Native American mascot only seemed natural to me. I always thought highly of this fictional Native American character, as someone brave in the face of fear. He was never anything to look down upon, or to be ashamed about. My school may have been known as the "School of Champions" for amazing achievements of the 1950s and 60s, but when I went there, we hardly won at anything. That mascot represented the last man standing to me, proud and defiant against all odds.

During my freshman year at Fresno High in Mrs. Judy Jarman's geography course, I learned about the spread of Communism throughout Russia, Eastern Europe, and China. I learned about the cultural revolution in China, where everything that these angry young communists could get their hands on was destroyed. Revered family genealogy records kept for hundreds

of years were burned. Priceless art was smashed. I never dreamed I would live to see the day that history could repeat itself in my native state and country. What is the educational system teaching young people today? I am so grateful that I had--what seemingly was--the last of the great teachers of American thought in my life, some right before they retired: Folks from "the greatest generation" that kept our nation going.

Today we have "Cancel Culture," and the so-called "sin" of "Cultural Appropriation." Like with communist revolutions, anyone can quickly become the next victim of destruction and public shaming. In most cases these angry, bitter groups are completely wrong about what they are doing, and they will not listen to reason. If the school board gives into Cancel Culture, what lesson are you teaching to the young students of today? Is it courage in the face of destruction? Does it lead to any peace? Will the students feel ashamed of going to a seemingly "racist" school founded by "racist" people? What will be next to be cancelled at the school? Will someone go through the school library looking for books to burn? Will they find offense at anything from the past, and erase it? Will Fresno High students even think about Native Americans, their culture, and history if images of Native Americans are erased? Will it truly, in any measurable way, help any student, or any Native American? Will it help the skilled artisans living in trailers in the desert on reservation land, trying to make ends meet? Will young people be visited by Native American dancers like I was as a junior high student, or will that be considered inappropriate?

The Native American depicted as the various forms of the school mascot is as offensive as the buffalo nickel of the past or the golden dollar coin of today. He is not some cartoon caricature like Notre Dame's fighting Irish Irishman. He is always drawn with dignity and respect for who he represents, someone to look up to, a model of courage.

My grandmother Rosalie, a descendent of pioneers and colonists of this great nation, ended up growing up on a farm in Calgary, Alberta, that was next to where a Sioux tribe would camp part of the year. She made friends with one of the Sioux women, and they would regularly go horse riding together. Why can't Fresno be like her with Native Americans of today? As friends?

As an adult I have continued to learn about the history and culture of the native tribes of this nation. I have visited their amazing national parks. I have seen beautiful art in the Heard Museum in Phoenix, and also in Albuquerque. I have visited pueblos like Taos, that have been here long before any settlement of this nation or the colonies that came before it. In Taos, there is a sacred area around the ruins of an adobe church attacked with cannonballs from Spanish soldiers. Yet they have a newer adobe Catholic church that they still worship God in today. They may not have liked being controlled by the Spanish, but they certainly revered their relationship with Jesus Christ, and still do today. A man that writes Catholic Mass music, who I did not even know was Native American, shared with me how he took his songs to the place up in northwest California where his people pray, and he sang them there first. His story was very moving to me. This is not some us-against-them situation, where mascots need

to be erased for the sins of the past. We are all Americans now, and we can all learn from each other's stories. Erasing things, and cancelling things, solves nothing.

Best,

Brian Delaney  
Fresno High School class of 1987

P.S. If you do decide to go with the cowardly decision to erase our school's history, then I would at least ask that those that are asking for this change pay for it themselves. It should not come out of any school budget. As you know, the students need all the help and money they can get!

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:10 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Save our tradition our Warrior ways

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

From: joshua washburn <lazydoggs3@yahoo.com>  
Date: 11/10/20 4:36 PM (GMT-08:00)  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Save our tradition our Warrior ways

**CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.**

Hello I'm Joshua Washburn author of the petition made to save our Warrior mascot. I along with many Fresno high alumni are very passionate about our Warrior mascot and for what it represents Tradition, Honor & Excellence. I feel that in no way shape or form is the Logo (symbol), name or school image demeaning, derogatory or racist by any means and instead of whitewashing, erasing our past, history and tradition we should embrace and educate from it after all we are all Warriors fighting our own individual battles.

Proud to be a Warrior  
Joshua Washburn  
FHS C/O 2000

[Sent from Yahoo Mail on Android](#)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:11 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High's symbol

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

From: Janis Ostrander <jeostr@ yahoo.com>  
Date: 11/10/20 4:38 PM (GMT-08: 00)  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Fresno High's symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

FUSD Board Members,

I respectfully ask you to retain the FHS symbol. My father('37) and myself('65) treasure our Warrior history at FHS. Our symbol tells us to be brave, faithful, strong and courageous. Please, I strongly encourage you to keep our symbol as it is permanently.

Thank you for listening to me.

Janis Pendegraft Ostrander  
[Sent from Yahoo Mail for iPhone](#)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:11 AM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS Alumni

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

From: Nancy Griggs <nancygriggs@comcast.net>  
Date: 11/10/20 4:48 PM (GMT-08:00)  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: FHS Alumni

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

To Whom It May Concern,

As a Alumni of the FHS Class of 1965, I would like to make it known that I support the efforts to "keep" the name "Fresno High Warriors" as the school's name symbol of school pride. I do however feel that changing the icon graphics symbol needs to reflect that of a native California Tribe or another more appropriate graphic. I feel it would be much more appropriate and respectful of our original California first peoples. It is with much respect and affection for my Alma mater that I submit to you my comments.

Respectfully,  
Nancy Shepard Griggs  
Proud Alumni Class of 65

Sent from my iPad



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:11 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Warrior Logo

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

From: Laurie Primavera <lauriepmsn@aol.com>  
Date: 11/10/20 4:57 PM (GMT-08: 00)  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Warrior Logo

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Dear Board members

I am a 1970 graduate; I strongly support social policies and structures to insure all Americans, regardless of race deserve opportunities for a successful life.

I am totally opposed to tearing down statues or changing logos as a means to address racism. The warrior logo in my day represented pride, strength, honor and a respect 🏆!

Furthermore we can learn from history unless we remove all of our history good and bad. We will not accomplish social equity by these kinds of crazy ideas.

Please redirect people to consider what is really important in addressing racial inequities. This isn't it

Thank you for all you do to preserve our schools, education and history!  
Laurie Primavera

Sent from my iPhone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:25 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior for the School of Champions

Get [Outlook for iOS](#)

---

**From:** Blair Looney <blair@cencal.bbb.org>  
**Sent:** Wednesday, November 11, 2020 7:56:03 PM  
**To:** Board Members <BoardMembers@fresnounified.org>; Blair Looney <blair@cencal.bbb.org>  
**Subject:** Warrior for the School of Champions

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Greetings Elected Fresno Unified School Board Members,

As a proud and supportive alumnus of FHS's class of 1965 I am dismayed, alarmed and shockingly surprised you would consider removing the Iroquois Warrior as the generational symbol of Fresno legacy high school. To many of us in the community, the Warrior was symbolic of someone to look up to. He represented bravery with his focused and powerful gaze, the determined vision of an admired leader to be looked up to. He represents a role model we strove to be during high school years and into our adult years in serving the community. He has never been a symbolic center point of ridicule. The history of the Iroquois is far above such misguided expression. A Warrior stands for strength, heroism, power and connection to tribal well being. We look up to, celebrate and honor our battle heroes through the Wounded Warriors organization. And when our lives need the boost of unified prayer, we call out to individuals in groups also known as Prayer Warriors. Warriors offer us hope and vision to what can be achieved in the future by a unified strength pulling together.

The discussion on Fresno High's Warrior may best be served as an educational lesson in history rather than dismissing the history that brought our school recognition through achievement, commitment and dedication to Warrior Pride.

Your thoughtfulness to the voices on this issue is appreciated. After consideration I ask you politely and respectfully dismiss this matter by preserving Fresno High's Warrior Pride.

With appreciation,

-

**Blair Looney**, *President & CEO*

BBB® Serving Central California & Inland Empire Counties

2600 W. Shaw Lane

Fresno, CA 93711

P: 559-256-6310

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:26 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: I am a graduate of FHS in 1957. It was with pride I wore the FHS logo as a cross country and track runner. Also I was president of the senior class, I lead the class in singing the Alma Mater at the graduation. The idea of doing away with the looo...

Get [Outlook for iOS](#)

---

**From:** Bill Tuck <billtuck39@gmail.com>  
**Sent:** Wednesday, November 11, 2020 7:51:20 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** I am a graduate of FHS in 1957. It was with pride I wore the FHS logo as a cross country and track runner. Also I was president of the senior class, I lead the class in singing the Alma Mater at the graduation. The idea of doing away with the looo is t...

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:27 AM  
**To:** Amy Idsvoog  
**Subject:** FW: Warrior symbol

Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

----- Original message -----

From: Joel Cegielski <cegielski81@outlook.com>  
Date: 11/12/20 6:13 AM (GMT-08:00)  
To: Board Members <BoardMembers@fresnounified.org>  
Subject: Warrior symbol

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

I attended Fresno High School and was proud to be a warrior. I held the warrior symbol with great respect. The symbol has been around for over 100 years. I would find it offensive to change the symbol that has been in place this long. I hope you will keep the warrior symbol in place.

Thanks

Joel Cegielski

Sent from my iPad

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:27 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: The idea of dropping the mascot is totally absurd. I graduated from FHS in 1957. While I was there, I proudly wore the Warrior logo as a member of the cross country and track team. I was also president of the senior class, and lead the class in si...

Get [Outlook for iOS](#)

---

**From:** Bill Tuck <billtuck39@gmail.com>  
**Sent:** Wednesday, November 11, 2020 7:39:13 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** The idea of dropping the mascot is totally absurd. I graduated from FHS in 1957. While I was there, I proudly wore the Warrior logo as a member of the cross country and track team. I was also president of the senior class, and lead the class in singing...

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:28 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High Mascot

Get [Outlook for iOS](#)

---

**From:** RICHARD SHATTO <joyeuse@pacbell.net>  
**Sent:** Wednesday, November 11, 2020 6:51:38 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High Mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I wish to weigh in on the FHS Mascot controversy. I graduated FHS in 1973. I was a Warrior. I am a Warrior. I will always be a Warrior. I believe there is absolutely no racism or insult involved. But times do change. What I believe should happen is that the current student body AND faculty be allowed to vote on whether or not the Mascot remain the same. This vote should be done with as little outside interference, including and especially Mr. Nelson, as possible. I think they would be silly to give up this heritage; but, ultimately, it should be their choice. Richard L. Shatto. Class of '73.'

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:28 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High Warrior

Get [Outlook for iOS](#)

---

**From:** ejhumphry <ejhumphry@yahoo.com>  
**Sent:** Wednesday, November 11, 2020 6:42:51 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High Warrior

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

What is a Warrior? This is what I was taught in school about our Warrior heritage...

A Warrior, who beyond all obstacles, still manages to be successful. A Warrior is often intelligent, strong, determined, and skillful. Socially, a Warrior will often be down to earth, functioning entirely off of what they perceive as logic. Not quick to judge, but to discern and analyze any situation... A Warrior shows great vigor and courage... Warriors are trained and learn discipline... They compete competitively in sporting events and represent their school with pride... I was taught that the (Yokuts) were such a people, strong in family values and courageous, skillful and determined... I am proud to be a Warrior and to represent and remember their fighting spirit and history...

I am a Warrior...

Sent via the Samsung Galaxy S7 edge, an AT&T 4G LTE smartphone

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:28 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS symbol

Get [Outlook for iOS](#)

---

**From:** Margy Becker <margysellshomes@gmail.com>  
**Sent:** Wednesday, November 11, 2020 6:33:17 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

### #### Fresno Unified Potential Scam Email Alert ####

This Email appears to be asking you to verify your Username and Password. Remember Fresno Unified School District will never ask you to verify your Username and Password. Even if you know the sender please make sure there request is legitimate before you respond. If you have any questions please forward this message to the Helpdesk for analysis.

---

## Members:

It is with dismay and disappointment to learn that the board of Fresno Unified is considering banning the FHS Warrior Symbol. There have been tens of thousands of mighty FHS Warriors throughout Fresno High School's proud 100+ year history. Our Warrior symbol represents positive attributes such as courage, strength and bravery. There have been a plethora of ethnic groups that have attended FHS that have all been united by being Warriors. Do not be swayed by the current push to please the single voice complaining and instead listen to the multitude wanting to keep our Warrior emblem.

Margy Becker

Class of 1970

---

Margy Becker  
Keller Williams Realty  
559-709-7017



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:28 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High Mascot

Get [Outlook for iOS](#)

---

**From:** Kelly <karecto@pacbell.net>  
**Sent:** Wednesday, November 11, 2020 4:24:40 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High Mascot

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

To Fresno Unified Board,

Would like to put in my request to LEAVE OUR FRESNO WARRIOR MASCOT ALONE. We are very proud to be warriors and don't think our Indian brave mascot is racist or demeaning. Please take into consideration the majority's input. We are supposed to be a democracy where the majority rules not the minority.

Thank you for your consideration.

Sincerely,

Kelly Rector  
Proud Warrior class of 1976

Sent from my iPhone

November 11, 2020

Dear Board Members:

I am writing to express my strong support for changing the Fresno High mascot. I graduated from Fresno High in 1994 and, during my time there, served as a student representative to the school board and Senior Class President, among various sports, student government, and other leadership activities. I later studied at Bryn Mawr College, attended graduate school at the University of California, Berkeley, and currently live in New York.

I was surprised to learn the Alumni Association has been working against a student movement to change Fresno High's mascot: the warrior. When I was at FHS in the early 1990s, we did not have a mascot. Student volunteers would don headdresses and body paint to lead chants and cheers during assemblies, or at least this was the case when I served as the student body officer responsible for organizing assemblies and pep rallies. This behavior was ill-advised then and is certainly unacceptable today.

Since as far as I know Fresno High still has no mascot per se, this seems to be a conversation about changing the school's symbol or logo. A fellow member of the Class of 1994 has an excellent suggestion: keep the name Warriors but change the logo to one like that of the Golden State Warriors. In place of the current logo, a generic image of a stereotypical Native American "warrior" very similar to images used (and retired) by schools across the country, the Fresno High Warriors would be better symbolized by an image of the Fresno skyline, Josiah Royce Hall, or other iconic Fresno buildings and locations.

The Alumni Association recently asked alums to contact you with stories of what the Warrior image meant to them when they were students. I have no such stories, because it meant nothing to me. I can't remember where or when the logo was used on campus although I assume it was. Today, I am embarrassed to admit my parents belonged to the "Tribal Council" or that I was a part of a club called the "Cheyennes." The Warrior symbol belongs to a time when those names were used without shame. When I think of what made me proudest about Fresno High, I think of attending and being part of the traditions of the city's oldest school, truly Fresno's High School. Exchanging a generic, insulting image based on a stereotype with no connection to the area that students have said is hurtful for a symbol that would showcase Fresno High as the proud representative of its city would be an excellent change.

We should prioritize the preferences and concerns of current students. The school belongs to them. If they wish to change the mascot, we should not stand in the way. Yes, there are more alums than students and most of us will spend longer as alums than we did as students, but the school exists primarily for and is created by those who are there on a daily basis, forming the most active, engaged part of the community. The school also exists in a larger Valley community, where its status as Fresno's oldest and best high school gives it an outsized importance. If students and community members tell us the symbol or mascot we've been using is offensive to them, we should listen.

Thank you for your consideration,

Valerie A Kolstad, Class of 1994

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:29 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High School Mascot/Symbol  
**Attachments:** FHSMascot.Kolstad.pdf

Get [Outlook for iOS](#)

---

**From:** Valerie A Kolstad <valerie.a.kolstad@gmail.com>  
**Sent:** Wednesday, November 11, 2020 4:01:12 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High School Mascot/Symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Dear Members:

I am a member of the Fresno High School class of 1994. I strongly support changing the school's mascot, in particular replacing the image used in the school's logo or symbol. Please find attached a letter detailing my support for this change.

Thank you,

Valerie A Kolstad  
Class of 1994

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:29 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High mascot change—strongly opposed

Get [Outlook for iOS](#)

---

**From:** Deborah Wong <debbiefwong@gmail.com>  
**Sent:** Wednesday, November 11, 2020 2:17:10 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High mascot change—strongly opposed

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

As a Fresno High school graduate, I am strongly opposed to changing the name and image of the mascot. I consider the image of a strong American Indian as something to be proud of and I never knew someone in my graduating class that thought the mascot was a demeaning symbol.

If this mascot goes, who will be next . . . Rough Riders, Patriots.

Really, the only thing that I find offensive is that the only Fresno unified school that does not have a person as a mascot is Edison High.

Deborah Friend Wong

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:29 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS Symbol

Get [Outlook for iOS](#)

---

**From:** Ronald Giglio <humchuck7@gmail.com>  
**Sent:** Wednesday, November 11, 2020 2:13:06 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS Symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

The Warrior symbol has been a part of Fresno High and its supporters and alumni for as long as anyone can remember. In my case that's over 70 years. There's a reason: the symbol stands for a proud warrior whose strength and intelligence still resides in the thousands of alumni and Fresnans.

Please don't erase this important part of FHS history and future support of the school's academic and athletic endeavors.

Ron Giglio '51 (and proud of it!)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:29 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High tradition

Get [Outlook for iOS](#)

---

**From:** J P <jjf5864@yahoo.com>  
**Sent:** Wednesday, November 11, 2020 12:43:59 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High tradition

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

After 130 of a traditional symbol of Warriors why is this objected to? I have spoken to native American Indians and not one are discouraged by this. They plus thousands of students and people have considered this respect to the Indians. Tell me , in what respect do you consider this out of line? All of the council are young people. They have no idea of how much this tradition means to keep the name of Fresno High School continuing and they don't seem to care. Big mistake in our oppinions. This is ruination of history in Fresno. James K. Palmer class of 1958 Fresno High School..

Sent from [Mail](#) for Windows 10

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior Symbol

Get [Outlook for iOS](#)

---

**From:** Patti Lane <beetlelady@peak.org>  
**Sent:** Wednesday, November 11, 2020 10:18:19 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior Symbol

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Instead of deciding to remove the symbol and even the name from the school, why not make it mandatory as part of the educational curriculum where students each year are taught the meaning and history behind the Yokut Tribes. Only by informing and educating the why behind the symbol can we honor those that it stands for. If we know the history, then we can consider the symbol and name as a way to honor those tribes and show our support now. I doubt our founding fathers chose that symbol and name to show our superiority over a Native American tribe and stake our claim to the land. I feel it was the opposite - it was chosen to honor a people that were wronged. Just doing away with the symbol and/or name would mean just erasing history and no one would ever know what took place on the very land Fresno High stands on. Let's educate, not eradicate.

Patti Lane

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS mascot

Get [Outlook for iOS](#)

---

**From:** Christine Saviez <starshine3000@gmail.com>  
**Sent:** Wednesday, November 11, 2020 9:48:12 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

The fact that FUSD hasn't changed the mascot on its own shows you people are White Supremacists. Native people are not your toys.



## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS MASCOT

Get [Outlook for iOS](#)

---

**From:** Howard Hinckley <hhinckley22@icloud.com>  
**Sent:** Wednesday, November 11, 2020 8:22:19 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS MASCOT

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

I strongly urge you to support changing the FHS mascot from "the Warriors". I graduated in 1966. I find the use of indigenous peoples as a mascot to be incredibly demeaning.

Howard Hinckley

Sent from my iPad

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: My support of keeping the Fresno High Warriors emblem

Get [Outlook for iOS](#)

---

**From:** Amiee M <amieemoreno@gmail.com>  
**Sent:** Wednesday, November 11, 2020 7:33:40 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** My support of keeping the Fresno High Warriors emblem

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Hello Board Members,

As a proud 1989 graduate of Fresno High Warriors, I wanted to voice my support in keeping the Warrior emblem. I have ALWAYS been proud to be a Warrior, to me it symbolizes strength, dignity and great pride in my school, the neighborhood and the traditions of the Fresno High Warriors.

Not at any time in my life have I thought it was presented in a negative way, not while I was attending nor after as an alumni. My Dad is also a Fresno High alumni and also a very proud Warrior. We both have nothing but great memories of Fresno High, being a student, an athlete representing our great school with great pride. I was a proud member of the Cheyennes and my dad an Iroquois. PLEASE keep the emblem! I wear the "badge" proudly that I am a Fresno High Warrior and proud to have been apart of a great school full of honor and tradition and the community surrounding it gave me nothing but treasured memories.

Thank you for your time,  
Amiee Antoinette Moreno  
Proud Class of 1989 Graduate

Robert 'Bobby' Moreno  
My dad a Proud Class of 1955 Graduate

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warrior

Get [Outlook for iOS](#)

---

**From:** MICHAEL ALEXANDER <LUCKYDAYMIKE@msn.com>  
**Sent:** Wednesday, November 11, 2020 7:15:04 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Keep the mascot symbol. Once a Warrior always a Warrior.

Michael Alexander, 1960

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:30 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno high logo

Get [Outlook for iOS](#)

---

**From:** Darin Ciotti <dpciotti@gmail.com>  
**Sent:** Wednesday, November 11, 2020 6:42:54 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno high logo

CAUTION: Think before you click! This email originated from outside of Fresno Unified School District.

Good morning. Please do not remove or vote to change the Fresno high school logo. I graduated in 85, my mother in the 60s my family has a long history of being Fresno high School WARRIORS. My wife and I are both alliums and donate to the school alumni association for scholarships, we donate to the future warriors. I ask you do not change this great honor and keep us the Fresno high WARRIORS.

Thank you,  
Darin Ciotti.

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:31 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Warriors name change

Get [Outlook for iOS](#)

---

**From:** Kathy Taylor <ktaylor63@yahoo.com>  
**Sent:** Wednesday, November 11, 2020 6:39:41 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warriors name change

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Please don't dishonor the Native Americans by wiping out the respect we give them by using the name Warriors.  
As a Fresno High alumni class of 1968 I am pleading we you not to try to erase our history.  
As a Warrior we give honor & respect to the strong, hardworking, resilient Native American people.

Kathryn Douhan Taylor  
Class of 1968

[Sent from Yahoo Mail for iPhone](#)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:31 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: FHS Symbol Change

Get [Outlook for iOS](#)

---

**From:** William Charles <billcharles28@verizon.net>  
**Sent:** Wednesday, November 11, 2020 5:45:37 AM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS Symbol Change

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I hear that the Fresno High School symbol is under consideration for change. I do believe that time has come. --Bill Charles, FHS Class of '65.--

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:31 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Save the warrior symbol.

Get [Outlook for iOS](#)

---

**From:** dale deis <daledeis@hotmail.com>  
**Sent:** Tuesday, November 10, 2020 11:24:50 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Save the warrior symbol.

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Many years have I been a proud member of Fresno High School 1962 graduating class and alumni organization. Thousands of graduates have worn When warrior emblem on shirts, jackets, decals on car window, and in their hearts. No one ever took issue with it until the last 16 years where and I can see where the word Redskins as in the Washington football team was a slam to native americans. Since a lot of folks are jumping on the the band wagon just to have a cause to support. I believe the word Warrior signifies the stature of great people who saw fit to fight for what their culture represented. I believe the Warrior Symbol should remain a part of FRESNO HIGH. Until some group sees fit to file a law suit forcing FHS to remove it, leave well enough alone. Most folks give in because they are afraid of lawsuits, protests, and riots and other things that would cause voters to chose other candidates.

Get [Outlook for Android](#)

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Thursday, November 12, 2020 8:24 AM  
**To:** Amy Idsvoog  
**Subject:** Fwd: Fresno High c/o 1994 Comments on Removal of Mascot

Get [Outlook for iOS](#)

---

**From:** Erin Deis <deis.erin@gmail.com>  
**Sent:** Wednesday, November 11, 2020 11:23:35 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High c/o 1994 Comments on Removal of Mascot

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Dear Board,

I am writing to you today as an alumna of Fresno Unified schools, kindergarten through twelfth grade. I graduated from Fresno High in 1994.

My father taught and coached at FHS when I was a young child, and I attended numerous games, events, and "Tee Pee Talent Shows," dreaming of one day wearing the Purple and Gold myself.

As a student-athlete at Fresno High, nothing made me prouder than to wear the name Warrior across my chest, and I loved when we would salute our athletic teams at the seasonal "Pow Wow Awards."

I was a member of the "Cheyennes" girls athletics club and my mother served as part of the "Tribal Council" parent group.

After I graduated, it was thrilling to watch my younger brother wear a purple football helmet decked with golden tomahawks.

There was definitely a time, during most of my four years, where I would have told you, I bled purple and gold. As sports editor of the Owlet student newspaper, I even wrote an editorial in the early nineties, explaining why I



thought it was ridiculous for teams and schools with mascots like the Warrior to have to change them.

I say all of that today, to let you know how much Fresno High has meant to me. I loved being a Warrior.

However, after I exited Royce Hall, my education continued, and I now know better. I learned what I wish I would have known 25+ years ago:

I was born and raised on the traditional lands of the Yokuts Nation. Fresno High was built on the unceded ancestral lands of these Indigenous tribes.

Indigenous people, in Central California and around the world, are not talismans. They're not mythical or from another time. Non native peoples dehumanize those who are native by treating them as such.

The Fresno High Warrior symbol or logo--of which there are many, mind you--are stereotypical cartoon images, taken from clip art directories and athletic apparel catalogues, and they're not much better than Chief Wahoo or the mascots that have been used to sell butter and beer and tobacco in this country.

As a white person, I now know and acknowledge that these are racist images (along with the corresponding stereotypical clubs, groups, events and ceremonies), and as an alumna of Fresno High, I stand with all those who believe the FHS Warrior logos and symbols need to be removed.

Native peoples are humans not good luck charms. I believe future graduates of Fresno High can be just as proud to wear the Purple and Gold without being influencers for anti-indigeneity or brand ambassadors for bigotry.

It's (well past) time for the Warrior logo to go.

Thank you for your time,

Erin R. Deis  
Fresno High School  
Class of 1994

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 4:17 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Warrior removal

**From:** cabowa@surewest.net <cabowa@surewest.net>  
**Sent:** Tuesday, November 10, 2020 4:15 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Warrior removal

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

Dear Fresno Unified Board Members - I am a 1957 Graduate of Fresno High School. We have always been proud of our Warriors mascot. In our day we would never dream of hurting the feelings of Native Americans. We always considered this mascot to be strong and proud. I can not possibly understand why someone would try to take away our right to keep our Warrior symbol. I would think that they would be proud to have their name depicted on our emblem. Please consider our feelings and vote to keep our FHS mascot the way it has been for 150 years. Thanks you for your consideration. Carol Lee Bowa

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 4:17 PM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS Warrior Name

**From:** gdfacciani@aol.com <gdfacciani@aol.com>  
**Sent:** Tuesday, November 10, 2020 4:15 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Cc:** feleena@romancandle.org  
**Subject:** FHS Warrior Name

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I am a 1966 graduate of FHS. My mother still resides in Fresno, and I visit occasionally. Long story, I am a 1970 graduate of Carleton College in MN. In 2013 I earned a Masters degree from Yale Divinity School in New Haven CT. During my 3-year tenure at Yale, I researched Native American Spirituality and Christianity, first as part of a term paper, and later as a person very interested in all aspects of our Indigenous People. At present, my wife and I contribute to Yale Divinity School to support Native American scholarship in a variety of ways. In addition, Yale Div will a large receive bequest upon our deaths, and these bequests will expand on offerings to Native Americans, including provision for scholarships to Divinity School, teachers, etc. We are totally committed to this enterprise.

With this background, let me state the I am VERY sensitive to all areas of discrimination which have been perpetrated against all indigenous people. In no way can keeping the name "Warriors" or the representation of the Native American be considered racist or politically incorrect.

If you require proof of my comments, feel free to Google my name (Gerald D Facciani), Yale Divinity School, and Native American Spirituality and Tink Tinker (renowned Native American theologian teaching in Denver). Also, I have quite a few credentials dealing with my participation in conferences, etc., about Institutional Racism. I am happy to provide you more details.

Many thanks for your efforts in Fresno. I loved living there and still have friends in town.

Gerald D Facciani

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 4:23 PM  
**To:** Amy Idsvoog  
**Subject:** FW: FHS Warrior Name

**From:** Feleena Sutton <feleena@romancandle.org>  
**Sent:** Tuesday, November 10, 2020 4:21 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** FHS Warrior Name

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I am a 1966 graduate of FHS. My mother still resides in Fresno, and I visit occasionally. Long story, I am a 1970 graduate of Carleton College in MN. In 2013 I earned a Masters degree from Yale Divinity School in New Haven CT. During my 3-year tenure at Yale, I researched Native American Spirituality and Christianity, first as part of a term paper, and later as a person very interested in all aspects of our Indigenous People. At present, my wife and I contribute to Yale Divinity School to support Native American scholarship in a variety of ways. In addition, Yale Div will a large receive bequest upon our deaths, and these bequests will expand on offerings to Native Americans, including provision for scholarships to Divinity School, teachers, etc. We are totally committed to this enterprise.

With this background, let me state the I am VERY sensitive to all areas of discrimination which have been perpetrated against all indigenous people. In no way can keeping the name "Warriors" or the representation of the Native American be considered racist or politically incorrect.

If you require proof of my comments, feel free to Google my name (Gerald D Facciani), Yale Divinity School, and Native American Spirituality and Tink Tinker (renowned Native American theologian teaching in Denver). Also, I have quite a few credentials dealing with my participation in conferences, etc., about Institutional Racism. I am happy to provide you more details.

Many thanks for your efforts in Fresno. I loved living there and still have friends in town.

Gerald D Facciani

## Amy Idsvoog

---

**From:** Teresa Plascencia  
**Sent:** Tuesday, November 10, 2020 4:24 PM  
**To:** Amy Idsvoog  
**Subject:** FW: Fresno High School Warrior

**From:** Vicki Cheney <ktnggrandma@gmail.com>  
**Sent:** Tuesday, November 10, 2020 4:22 PM  
**To:** Board Members <BoardMembers@fresnounified.org>  
**Subject:** Fresno High School Warrior

**CAUTION:** Think before you click! This email originated from outside of Fresno Unified School District.

I have just become aware that there is a grassroots effort to remove the Fresno High School Warrior symbol.

I graduated from Fresno High in the class of 1965. I have memorabilia from that time with a symbol that probably was not too politically correct. I agreed with that change. But the sense that we always had of being the Warriors, the mighty mighty Warriors, was of pride and respect and strength and courage. It is a symbol identifying the oldest school in Fresno and therefore has long long history as the school that has graduated many well-known people who also were proud to be Fresno High School Warriors. It was also my understanding always that the local Native American people were not offended by Fresno High using a symbol of a Native American Warrior.

I would implore you to think hard and weigh all perspectives before canceling this long time culture in Fresno of the Fresno High School Warrior.

Thank you.

Vicki Cheney  
[ktnggrandma@gmail.com](mailto:ktnggrandma@gmail.com)

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM B-18**

**AGENDA SECTION: B**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

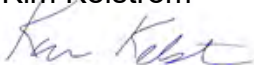
**TITLE AND SUBJECT:** Discuss and Approve the 2019/20 Audited Financial Statements Prepared by Crowe LLP

**ITEM DESCRIPTION:** Included in the Board binders is the Annual Financial Audit Report as prepared by our external auditors, Crowe LLP. The audit report has been completed for submission to the State Department of Education. Each year the district is required to have its financial statements audited by an independent accounting firm. We are pleased to report that Fresno Unified School District has received an “Unmodified Opinion” for the 2019/20 Audit, which is the best opinion that can be issued.

The district’s Audit Committee is scheduled to meet to review the audit report on December 07, 2020. Comments from that meeting will be reported to the Board as appropriate. A representative from Crowe LLP will present the audit report to the Board.

**FINANCIAL SUMMARY:** There is no fiscal impact to the district.

**PREPARED BY:** Kim Kelstrom  
Executive Officer



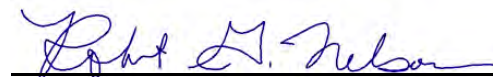
**DIVISION:** Administrative Services  
**PHONE NUMBER:** (559) 457-6226

**CABINET APPROVAL:** Santino Danisi  
Interim Chief Financial Officer

**SUPERINTENDENT APPROVAL:**



---



---





# Agenda Item B-18

Smart decisions. Lasting value.™

## Fresno Unified School District Audit Results for the year ended June 30, 2020

December 9, 2020



# Auditor's Responsibilities, Planned Scope, and Audit Timeline

- Express an opinion on the financial statements, federal and state compliance
- Risk of material misstatement
- Internal control evaluation
- Risk based audit approach



# New Accounting Standards

---

- **Governmental Accounting Standards Board (GASB) Standard No. 95 - *Postponement of the Effective Dates of Certain Authoritative Guidance.***
  - *Deferred the implementation of GASB 84 Fiduciary Activities until FY2021, among others. GASB 84 establishes criteria for identifying fiduciary activities of all state and local governments.*
  - *Deferred the implementation of GASB 87 Leases until FY2022, among others. GASB 87 will require recognition of certain assets and liabilities for leases which were previously classified as operating leases, therefore no asset or liability was previously recorded.*

# Corrected and Uncorrected Misstatements

---

- Corrected Misstatements:

- No corrected misstatements

- Uncorrected Misstatements:

1. Internal Service (Self-Insurance) Fund: A portion of the District's payroll is accounted for in the Internal Service Fund; therefore, a portion of the District's Net Pension Liability should also be allocated. However, the Internal Service Fund is combined with the Governmental Activities of the District; therefore, the Net Pension Liability District-wide is not understated.

# Other Required Communications

---

- There were no difficulties encountered with management
- There were no disagreements with management
- No consultation with other accountants
- No significant or adverse events require your attention in connection with the completion of the audit

# Audit Results

Type of Opinion	Results / Questioned Cost
Financial Statements	Unmodified
Federal Compliance	Unmodified
State Compliance	Qualified
<ul style="list-style-type: none"><li>• One Unduplicated Local Control Funding Formula Pupil Counts Finding<ul style="list-style-type: none"><li>• Overstatement of one student improperly included in the Free and Reduced Price Meal (FRPM) Count at Kings Canyon Middle School</li></ul></li><li>• One After School Education and Safety Finding<ul style="list-style-type: none"><li>• Supporting documentation of pupil counts did not agree to reported counts at one site</li><li>• Overstatement of 9 days of attendance</li></ul></li></ul>	No questioned cost

# Financial Highlights

---

- Key Statistics:

- Total assets of the District at June 30, 2020: \$ 1.7 billion
- Total net position of the District at June 30, 2020: \$ (1.1 billion)
  - Net Pension Liability at June 30, 2020: \$ (942.2 million)
  - Net OPEB Liability at June 30, 2020: \$ (1.0 billion)
- Total change in net position for the District for the year ended June 30, 2020: \$ (67.1 million)
- General Fund, Fund Balance at June 30, 2020: \$ 152.2 million
- In compliance with reserves recommended by the State of California
- Positive certification status with County Superintendent of Schools

# Audit Findings & Recommendations

---

- State Compliance Findings – two comments:
  - Unduplicated Local Control Funding Formula Pupil Count
    - One pupil was incorrectly included in the FRPM count at Kings Canyon Middle School.
    - Fiscal impact: No fiscal impact to the District.
- After School Education and Safety (ASES)
  - For one site tested, differences existed between supporting documentation and reported attendance counts. The net impact was an overstatement of 9 days of attendance.
  - Fiscal impact: The State of California has not provided a fiscal impact measure related to ASES findings.

# Conclusion

---

- The District's financial statements are presented fairly in all material respects
- No audit adjustments
- No audit findings related to internal controls and federal compliance
- Management and staff at the District office and school sites were prepared and responded timely to our requests
- The District's audit report will be filed with the State Controller's Office before the March 31, 2021 reporting deadline

"Crowe" is the brand name under which the member firms of Crowe Global operate and provide professional services, and those firms together form the Crowe Global network of independent audit, tax, and consulting firms. Crowe may be used to refer to individual firms, to several such firms, or to all firms within the Crowe Global network. The Crowe Horwath Global Risk Consulting entities, Crowe Healthcare Risk Consulting LLC, and our affiliate in Grand Cayman are subsidiaries of Crowe LLP. Crowe LLP is an Indiana limited liability partnership and the U.S member firm of Crowe Global. Services to clients are provided by the individual member firms of Crowe Global, but Crowe Global itself is a Swiss entity that does not provide services to clients. Each member firm is a separate legal entity responsible only for its own acts and omissions and not those of any other Crowe Global network firm or other party. Visit [www.crowe.com/disclosure](http://www.crowe.com/disclosure) for more information about Crowe LLP, its subsidiaries, and Crowe Global.

The information in this document is not – and is not intended to be – audit, tax, accounting, advisory, risk, performance, consulting, business, financial, investment, legal, or other professional advice. Some firm services may not be available to attest clients. The information is general in nature, based on existing authorities, and is subject to change. The information is not a substitute for professional advice or services, and you should consult a qualified professional adviser before taking any action based on the information. Crowe is not responsible for any loss incurred by any person who relies on the information discussed in this document. © 2018 Crowe LLP.



**FRESNO UNIFIED SCHOOL DISTRICT**

**FINANCIAL STATEMENTS**

June 30, 2020

FRESNO UNIFIED SCHOOL DISTRICT  
FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the year ended June 30, 2020  
(Continued)

CONTENTS

INDEPENDENT AUDITOR'S REPORT .....	1
CHIEF FINANCIAL OFFICER'S REPORT.....	4
MANAGEMENT'S DISCUSSION AND ANALYSIS .....	5
BASIC FINANCIAL STATEMENTS:	
GOVERNMENT-WIDE FINANCIAL STATEMENTS:	
STATEMENT OF NET POSITION .....	24
STATEMENT OF ACTIVITIES.....	25
FUND FINANCIAL STATEMENTS:	
BALANCE SHEET - GOVERNMENTAL FUNDS .....	26
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION .....	27
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS.....	28
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS - TO THE STATEMENT OF ACTIVITIES.....	29
STATEMENT OF NET POSITION - PROPRIETARY FUND - SELF-INSURANCE FUND - GOVERNMENTAL ACTIVITIES .....	31
STATEMENT OF CHANGE IN NET POSITION - PROPRIETARY FUND - SELF-INSURANCE FUND - GOVERNMENTAL ACTIVITIES .....	32
STATEMENT OF CASH FLOWS - PROPRIETARY FUND - SELF-INSURANCE FUND - GOVERNMENTAL ACTIVITIES .....	33
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES - AGENCY FUND .....	34
NOTES TO FINANCIAL STATEMENTS .....	35

FRESNO UNIFIED SCHOOL DISTRICT  
FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the year ended June 30, 2020  
(Continued)

CONTENTS

REQUIRED SUPPLEMENTARY INFORMATION:

GENERAL FUND BUDGETARY COMPARISON SCHEDULE .....	76
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) LIABILITY .....	77
SCHEDULE OF MONEY-WEIGHTED RATE OF RETURN OF OPEB PLAN INVESTMENTS.....	78
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY .....	79
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS .....	81
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION .....	83

SUPPLEMENTARY INFORMATION:

COMBINING BALANCE SHEET – ALL NON-MAJOR FUNDS .....	85
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES – ALL NON-MAJOR FUNDS .....	86
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES – ALL AGENCY FUNDS.....	87
ORGANIZATION - UNAUDITED .....	89
SCHEDULE OF AVERAGE DAILY ATTENDANCE.....	90
SCHEDULE OF INSTRUCTIONAL TIME .....	91
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS .....	92
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS.....	94
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS – UNAUDITED.....	95
SCHEDULE OF CHARTER SCHOOLS.....	96
NOTES TO SUPPLEMENTARY INFORMATION.....	97

FRESNO UNIFIED SCHOOL DISTRICT  
FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the year ended June 30, 2020

CONTENTS

SUPPLEMENTARY INFORMATION: (Continued)

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS .....	99
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 <i>GOVERNMENT AUDITING STANDARDS</i> .....	102
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE .....	104
FINDINGS AND RECOMMENDATIONS:	
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS.....	106
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS.....	112





## INDEPENDENT AUDITOR'S REPORT

Audit Committee and Board of Education  
Fresno Unified School District  
Fresno, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Fresno Unified School District, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Fresno Unified School District's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

---

(Continued)

## ***Opinions***

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 Fresno Unified School District, as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## ***Other Matters***

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 to 22 and the General Fund Budgetary Comparison Schedule, the Schedule of Changes in the District's Net Other Postemployment Benefits (OPEB) Liability, the Schedule of Money-Weighted Rate of Return of OPEB Plan Investments, the Schedule of the District's Proportionate Share of the Net Pension Liability, and the Schedule of the District's Contributions on pages 75 to 81 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by 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 Fresno Unified School District's basic financial statements. The accompanying schedule of expenditures of federal awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

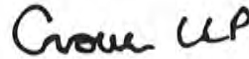
The Chief Financial Officer's Report, the schedule of expenditures of federal awards and other supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information, except for the Organization and the Schedule of Financial Trends and Analysis, 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 schedule of expenditure of federal awards and other supplementary information as listed in the table of contents, except for the Chief Financial Officer's Report, the Organization and Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The Chief Financial Officer's Report, the Organization and the Schedule of Financial Trends and Analysis have not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on them.



### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 1, 2020 on our consideration of Fresno Unified 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 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 Fresno Unified 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 Fresno Unified School District's internal control over financial reporting and compliance.



Crowe LLP

Sacramento, California  
December 1, 2020



## BOARD OF EDUCATION

Keshia Thomas, President  
Valerie F. Davis, Clerk  
Claudia Cazares  
Genoveva Islas  
Elizabeth Jonasson Rosas  
Carol Mills, J.D.  
Major Terry Slatik USMC (Retired)

## SUPERINTENDENT

Robert G. Nelson, Ed.D.

December 09, 2020

Board of Trustees  
Fresno Unified School District  
Fresno, California 93721

Dear Trustees:

I am pleased to present the financial statements for the Fresno Unified School District (the District) for the fiscal year ended June 30, 2020, with the Independent Auditors' Reports on those financial statements and the Federal and State Compliance audits. These financial statements have been prepared in conformance with the principles and standards for financial reporting set forth by the Governmental Accounting Standards Board (GASB), and confirm that the District is fiscally sound as defined by the State Controller's Office, with a General Fund balance of \$152,182,965.

The California Education Code requires the governing board provide for an annual audit made by certified public accountants licensed by the State Board of Accountancy. The licensed firm of Crowe LLP rendered the attached auditors' reports. I believe that the data, as presented, is accurate in all material respects, that it is a fair presentation of the financial position and the results of the District's operations, and that the audit satisfies the requirements of the Education Code.

The District has prepared its financial statements since 2001 using the financial reporting requirements as prescribed by Governmental Accounting Standards Board Statement No. 34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments (GASB No. 34). GASB No. 34 requires that Management provide a narrative introduction, overview, and analysis to accompany the Basic Financial Statements in the form of a Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The MD&A can be found immediately following the report of the independent auditors.

The financial statements for the year ended June 30, 2020 present the District's sound financial condition and, along with the MD&A as well as the included note disclosures, provide the reader with an understanding of the District's financial affairs.

Respectfully submitted,

Santino Danisi  
Interim Chief Financial Officer



## Management's Discussion and Analysis

### June 30, 2020

---



This section of Fresno Unified School District's annual financial report presents a discussion and analysis of the District's financial performance during the fiscal year ending June 30, 2020. Readers are encouraged to consider the information presented in conjunction with the District's financial statements. This discussion and analysis provides a comparison between fiscal year 2019/20 and 2018/19.

On March 13, 2020, the Governor of California issued Executive Order N-26-20, guaranteeing state funding to support the continued payment of salaries and benefits to all employees through June 30, 2020. Fresno Unified School District made the difficult decision to close all schools beginning Monday, March 16, 2020 in the midst of the COVID-19 pandemic. Students returned to learning on August 19, 2020 needing both academic and socio-emotional supports. Social distancing requirements dramatically changed the instructional delivery, including a 100% online learning model, as a result of Fresno County being on the State's COVID-19 watch list, an unfortunate designation the county had experienced since early June 2020. As of September 22, 2020, Fresno County moved off of the State's COVID-19 watch list and small cohorts of students started returning to campus in October. It has become apparent that the state may experience significant and long-term revenue losses as a result of an unprecedented recession.

For purpose of school district funding for 2019/20, the Governor also signed Senate Bill 117 (SB 117), which limits the average daily attendance (ADA) reported to the California Department of Education to include the full school months from July 1, 2019, to February 29, 2020. The condensed ADA period was applied to all school districts in California. In addition, SB 117 waived instructional penalties that would otherwise accrue, negatively impacting Local Control Funding Formula (LCFF) funding, which makes up most of the state revenue that the District receives annually.

The Coronavirus Aide, Relief, Economic Security (CARES Act) signed into law on March 27, 2020, provided funding and flexibility for school districts to respond to the COVID-19 emergency. Funding is distributed to school districts based on their share of Title I funds. For Fresno Unified, the state allocated \$43.9 million for purposes related to response coordination, professional development, purchasing technology, purchasing sanitization supplies and other activities. In addition, the State allocated \$82.3 million in one-time Federal CARES stimulus funds passed through from the State. The allowable uses of the CARES pass-through funds, also referred to as Learning Loss Mitigation funds, includes support for student teaching and learning, such as technology needs, staff professional development and student nutrition.

#### ABOUT FRESNO UNIFIED SCHOOL DISTRICT

Located in the heart of the Central Valley, Fresno Unified School District serves more than 74,000 students Pre-K to 12th grade, with an additional 5,000 adult learners served through Fresno Adult School. Through high quality instruction, district programs, services and resources, the District is focused on building college and career ready graduates among its 66 elementary schools, 14 middle schools, 10 high schools, 5

## Management's Discussion and Analysis

### June 30, 2020

---

alternative schools, 3 special education schools and one adult school. In addition, the district provides oversight and evaluation to 7 neighborhood charter schools.

#### **FINANCIAL HIGHLIGHTS**

- The primary governmental fund has a net position deficit in governmental activities totaling \$1.15 billion at June 30, 2020.
- The total net position of the District decreased by \$67 million during fiscal year 2019/20. This is mainly due to an increase in the County School Facilities Fund for State funded construction projects offset by an increase in net pension and General Obligation Bond liabilities.
- Fund balance of the District's governmental funds increased by \$135 million resulting in an ending fund balance of \$554 million. This was mainly due to the sale of the General Obligation Bonds, Election of 2016, Series B, and the District's 2019 General Obligation Refunding Bonds.
- At the end of the 2019/20 fiscal year, the balance in the District's Unrestricted General Fund increased by \$7 million resulting in an ending fund balance of \$148 million. The COVID-19 pandemic triggered a global health and economic crisis resulting in savings of approximately \$9.1 million. The changes were mainly due to operational savings as a result of school closures on March 16, 2020. Actual expenditures and contributions were lower than estimated mainly due to salary savings from vacant positions and reduced contracts and services.
- Governmental Accounting Standards Board (GASB) Statement No. 68 recognizes the District's portion of the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) pension liabilities, deferred inflows, deferred outflows, and pension expenses at June 30, 2020. The District is recognizing a net decrease of \$55 million in the net position as a result of the changes in the net position liability related to deferred outflows and inflow of resources.
- The District's long-term obligations increased by \$200 million to \$2.8 billion mainly due to the sale of the General Obligation Bonds, Election of 2016, Series B in the amount of \$75 million and the sale of the District's 2019 General Obligation Refunding Bonds, totaling \$104 million.
- GASB Statement No. 75 requires an actuarial valuation of the District's Retiree Health Benefits Plan and full recognition of the total net Other Post Employment Benefit (OPEB) liability. The total OPEB liability of \$1.07 billion, as of June 30, 2020, is offset with the 2019/20 net assets in the District's Irrevocable Trust for OPEB liabilities of \$55 million. The net OPEB liability at the end of 2019/20 is \$1.02 billion. In addition, the District transfers \$3.5 million into an irrevocable trust from the General and Self Insurance Funds on an annual basis.
- The District maintained a positive financial position for 2019/20 as reflected by Moody's credit rating of Aa3 issued in August 2020. In its report to potential investors, Moody's Investor Services noted "the district's ability to maintain stable operations". The rating report highlights "the district historically outperformed projections, and satisfactory financial performance is supported by the districts adopted reserve policy".

#### **OVERVIEW OF THE FINANCIAL STATEMENTS**

Management's discussion and analysis presents an introduction to the District's basic financial statements. Comparison to the prior year's activity is provided in this document. The basic financial statements are comprised of three components:

1. Government-wide financial statements
2. Fund financial statements



## Management's Discussion and Analysis

### June 30, 2020

---

#### 3. Notes to the basic financial statements

This report also contains required supplementary information and other supplementary information in addition to the basic financial statements themselves.

#### Government-wide Financial Statements

The government-wide financial statements are designed to provide the reader of the District's Annual Financial Report, a broad overview of the financial activities in a manner similar to a private sector business. The government-wide financial statements include the *Statement of Net Position* and the *Statement of Activities*.

- The *Statement of Net Position* presents information about the District's assets and liabilities. The difference between assets plus deferred outflows of resources and liabilities plus deferred inflows of resources is reported as net position. Over time, changes in net position may serve as a useful indicator whether the financial position of the District is improving or deteriorating.
- The *Statement of Activities* presents information showing how the net position of the District changed during the current fiscal year. Changes in net position are recorded in the statement of activities when the underlying event occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement even though the resulting cash flow may be recorded in a future period.

The *Government-wide Financial Statements* consolidate governmental and internal service activities that are supported from taxes and intergovernmental revenues. The District's *Government-wide Financial Statements* include the following types of funds: General, Special Revenue, Capital Project, Debt Service, and Internal Service Funds.

The *Government-wide Financial Statements* also include information on component units that are legally separate from the District (known as the primary government). The District is the agent, or *fiduciary*, for certain funds. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes. All the District's fiduciary activities are reported in a separate *Statement of Fiduciary Assets and Liabilities*.

We exclude these activities from the District's *Government-wide Financial Statements* because the District cannot use these assets to finance its operations.

#### Fund Financial Statements

*Fund Financial Statements* are designed to demonstrate compliance with finance-related legal requirements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific objectives. *Fund Financial Statements* for the District include governmental funds and proprietary funds.

Governmental funds account for essentially the same information reported in the governmental activities of the *Government-wide Financial Statements*. However, unlike the *Government-wide Financial Statements*, the *Governmental Fund Financial Statements* focus on near-term financial resources and fund balances. Such information may be useful in evaluating the financing requirements in the near term.

Since the governmental funds and the governmental activities report information use the same functions, it is useful to compare the information presented. Because the focus of each report differs, reconciliation is provided on the fund financial statements to assist the reader in comparing the near-term requirements with the long-term needs.

The District maintains 11 different governmental funds. As of June 30, 2020, the major funds are the General Fund, Building Fund, County School Facilities Fund, and the Bond Interest and Redemption Fund.

## Management's Discussion and Analysis

### June 30, 2020

---

They are presented separately in the *Fund Financial Statements* with the remaining governmental funds combined into a single aggregated presentation labeled *All Non-Major Funds*. Individual fund information for the non-major funds is presented in the Supplementary Information section.

The District adopts an annual appropriated budget for each of the governmental funds. A budgetary comparison schedule for the General Fund is included in the *Fund Financial Statements* to demonstrate compliance with the adopted budget.

The District maintains one type of proprietary fund which is the Self Insurance Fund.

The *Fund Financial Statements* of the proprietary fund provide the same information as the *Government-wide Financial Statements*, only in more detail. The Internal Service Fund is used to accumulate and allocate costs internally among the governmental functions.

Individual internal service fund information is presented in the *Fund Financial Statements* as the Statement of Fund Net Position, Statement of Revenues, Expenses, and Changes in Fund Net Position, and Statement of Cash Flows – Proprietary Fund. These statements consolidate the District's Internal Service Funds including the Property and Liability Fund, Workers' Compensation Fund, Health Fund, and the Defined Benefits Fund.

#### Notes to the Basic Financial Statements

The notes to the basic financial statements provide additional information that is essential to a full understanding of the data provided in the basic financial statements.

#### Other Information

In addition to the basic financial statements and accompanying notes, this report also contains other supplemental information concerning the District's non-major governmental funds.

**Management's Discussion and Analysis**  
**June 30, 2020**

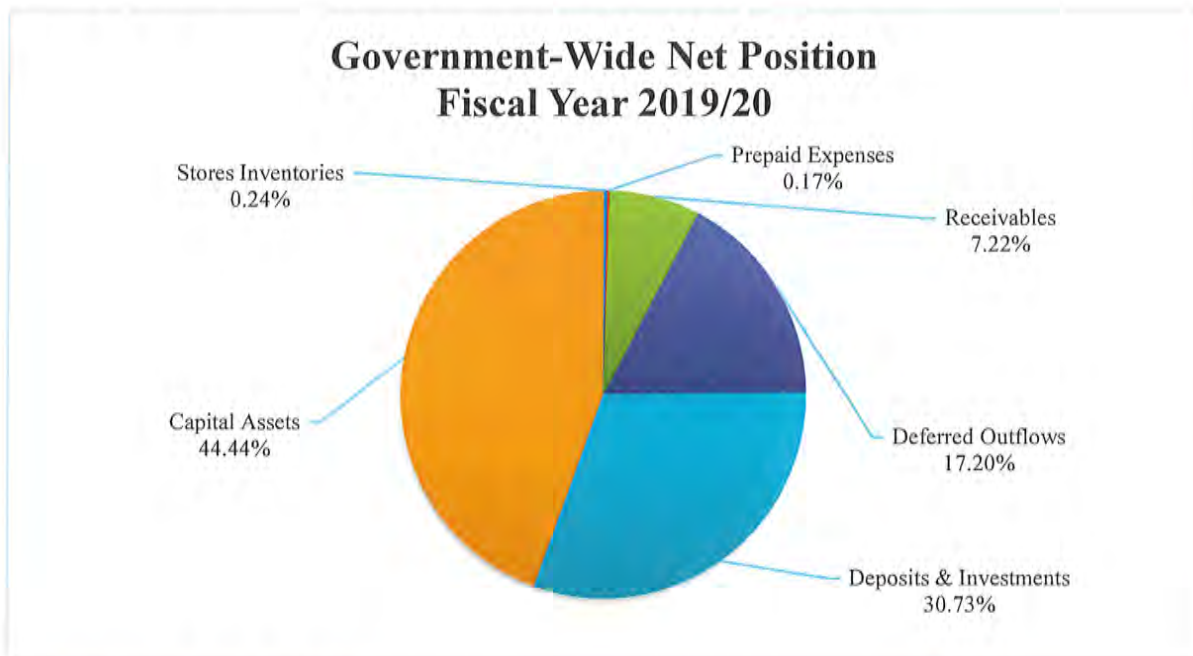
---

**GOVERNMENT-WIDE FINANCIAL ANALYSIS**

*Statement of Net Position*

	<b>Governmental Activities</b>		
	<b>2020</b>	<b>2019</b>	<b>Change</b>
Current and other Assets	\$788,511,317	\$610,983,073	29.06%
Capital Assets	913,181,525	869,119,288	5.07%
Total Assets	1,701,692,842	1,480,102,361	13.02%
Deferred Outflows	353,579,966	298,905,174	18.29%
Current Liabilities	204,081,966	168,435,168	21.16%
Long-term Liabilities	2,830,179,998	2,628,780,469	7.66%
Total Liabilities	\$3,034,261,964	\$2,797,215,637	8.47%
Deferred Inflows	169,748,896	63,425,865	167.63%
Net invested in			
Capital Assets	394,669,295	249,084,583	58.45%
Restricted	180,820,906	294,919,041	(38.69%)
Unrestricted	(1,724,228,253)	(1,625,637,591)	(6.06%)
Total Net Position	(\$1,148,738,052)	(\$1,081,633,967)	(6.20%)





*Government-wide Net Position*

The assets of the District are classified as follows: cash, investments, receivables, prepaid expenses, stores inventory and capital assets. Current and other assets are available to provide resources for the near-term operations of the District. The majority of the current assets are the result of State apportionment and property tax resources.

Capital assets are used in the operations of the District. These assets include land, land improvements, buildings, equipment, and work-in-process.

Current and long-term liabilities are classified based on anticipated liquidation either in the near-term or in the future. Current liabilities include accounts payable, unearned revenue and self-insurance claims liabilities. The liquidation of current liabilities is anticipated to be either from current available resources, current assets or new resources that became available during the 2019/20 fiscal year. Long-term liabilities such as general obligation bonds, energy loans and compensated absences will be liquidated from resources that will become available after the 2019/20 fiscal year.

The liabilities and deferred inflows of the primary government activities exceed the assets and deferred outflows by \$1.15 billion. Total net position of the primary government does not include internal balances. Internal balances are interfund payables and receivables within the governmental activities. The amounts reported in the accounts are eliminated to avoid the "gross up" effect on the assets and liabilities.

A net investment of \$913 million in land, land improvements, buildings, equipment, and work-in-process, represents 54% of the District's total assets. The District serves 70,860 public school students including transitional kindergarten through 12th grade. In addition, the District participates in the State preschool program in which 3,027 students are enrolled. The table and chart above summarize the District's government-wide net position.

## **Management's Discussion and Analysis**

### **June 30, 2020**

---

The Cafeteria Fund's key elements that highlight the activities in the 2019/20 fiscal year are as follows:

- Over 22,400 breakfasts, 62,500 lunches, and 5,100 snacks per day were served, equating to 11.5 million meals annually which is a decrease of 4.9 million meals overall from the prior year due to school closures as of March 16, 2020.
- With the COVID-19 global pandemic and school closures, Food Services transitioned from feeding students in school cafeterias to feeding students, siblings, and needy adults through a non-congregant take-away setting. There were approximately 1.2 million breakfasts and 1.3 million lunches served to District students in a grab and go setting. In addition, there were over 650,000 meals served to the community during school closures through June 30, 2020. The District has entered into a partnership with the City of Fresno to help support the cost of adult meals.
- Administrative Reviews of the Food Service Department occur every three years to ensure compliance. There were no fiscal findings after completing a successful Administrative Review with the California Department of Education.
- The District received a grant for 59 elementary school sites to participate in the Fresh Fruit and Vegetable Program, making the District the largest receiver of these funds from the California Department of Education.
- The District continues to participate in the National School Lunch and School Breakfast Programs under the Community Eligibility Provision (CEP), which allows all students at every site to receive a healthy breakfast, lunch and snack every day.
- Meals are served at 108 locations, utilizing 441 full and part-time employees. The volume of meals served has enabled the program to operate on Federal and State reimbursement without additional contribution from the Unrestricted General Fund.
- In order to take advantage of current low interest rates, the District completed a refunding of the 2006 Central Kitchen Bonds, which will result in debt service saving of \$1.2 million and will reduce the District's base rental payments. The lease payments for the Nutrition Center will expire in 2028.

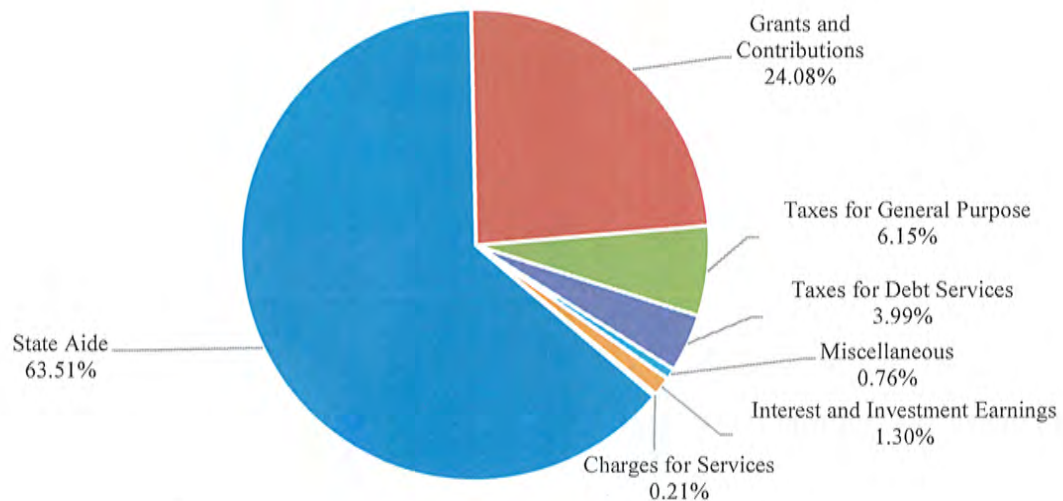
**Management's Discussion and Analysis**  
**June 30, 2020**

*Statement of Activities*

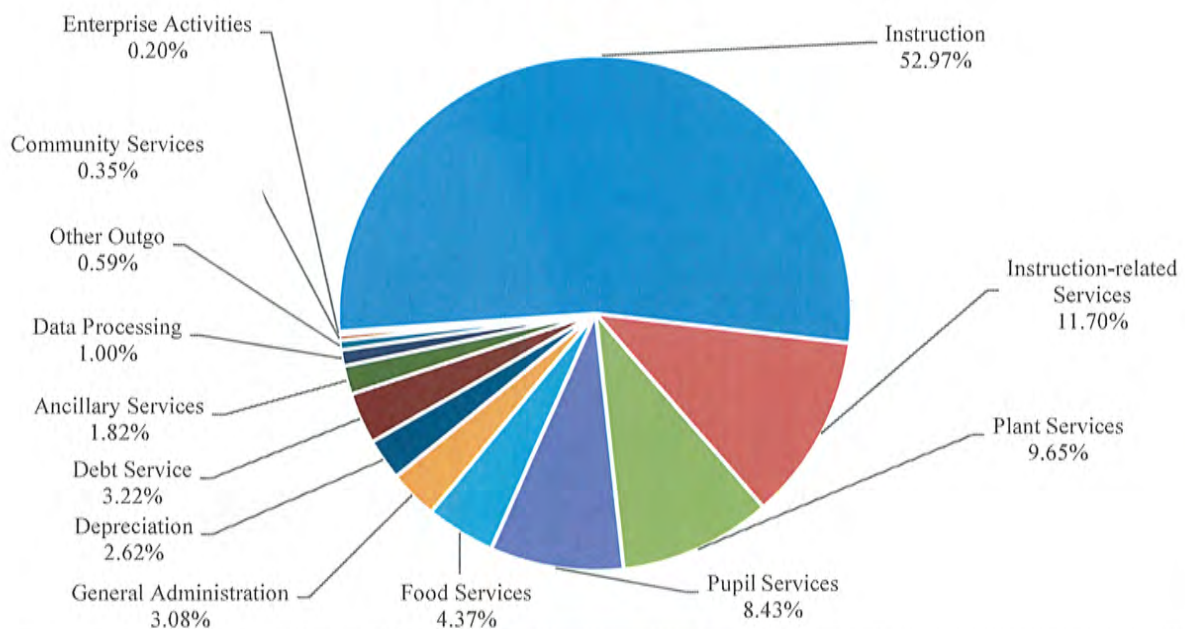
	<b>Governmental Activities</b>		
	<b>2020</b>	<b>2019</b>	<b>Change</b>
Program Revenues			
Charges for Services	\$2,480,798	\$2,900,139	(14.46%)
Operating Grants & Contributions	278,345,288	300,060,595	(7.24%)
General Revenues			
Taxes and Subventions	117,257,007	116,373,953	0.76 %
Federal and State Aid, Unrestricted	734,182,674	718,171,650	2.23%
Interest and Investment Earnings	15,052,310	12,999,727	15.79%
Other General Revenues	8,758,794	11,249,274	(22.14%)
Capital Grants & Contributions	10,632,553	8,656,092	22.83%
Total Revenues	\$1,166,709,424	\$1,170,411,430	(0.32%)
Expenses			
Instruction	\$653,510,523	\$652,765,593	0.11%
Instructional Related	144,388,813	143,091,695	0.91%
Student Support Services	157,892,130	159,169,746	(0.80%)
General Administrative	50,313,284	48,410,702	3.93%
Maintenance and Operations	119,121,514	115,831,455	2.84%
Depreciation	32,274,542	30,585,848	5.52%
Other	76,312,703	72,185,415	5.72%
Total Expenses	\$1,233,813,509	\$1,222,040,454	0.96%
Change in Net Position	\$(67,104,085)	\$(51,629,024)	29.97%



**Government-Wide Revenue**  
**Fiscal Year 2019/20**



**Government-Wide Expenditure**  
**Fiscal Year 2019/20**



## Management's Discussion and Analysis

### June 30, 2020

---

Governmental activities – Capital Project Funds for the District provide the same type of information presented in the government-wide financial statements but in greater detail. The following highlights significant activity in the District's Capital Project Funds for fiscal year 2019/20:

- The County School Facilities Fund spent \$50.3 million on projects (Measure Q - \$4.6 million and Measure X - \$42.7 million, savings from state facility projects totaling \$3.0 million)
- The County School Facilities Fund's major projects and activities included the following:
  - Construction and Maintenance major projects and activities totaling \$24.7 million:

▪ Phoenix Secondary	\$10.1 million
▪ McLane High	\$3.2 million
▪ Ericson Elementary	\$3.2 million
▪ Ventura/10 <sup>th</sup>	\$2.0 million
▪ Fresno High	\$1.4 million
▪ Slater Elementary	\$0.8 million
▪ Edison High	\$0.6 million
▪ Juan Herrera	\$0.5 million
▪ 17 other sites totaling	\$2.9 million
  - Modernization Projects included the following sites totaling \$25.6 million:

▪ Wawona Middle School	\$7.4 million
▪ Portable Classrooms	\$5.0 million
▪ McLane High	\$2.7 million
▪ Safety Improvements	\$2.1 million
▪ Fresno High	\$1.2 million
▪ Roosevelt High	\$1.2 million
▪ Play Structures	\$0.7 million
▪ Energy Conservation	\$0.6 million
▪ Hoover High	\$0.4 million
▪ Cambridge High	\$0.4 million
▪ 47 other sites totaling	\$3.9 million

#### Financial Analysis of the District's Governmental Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance related legal requirements.

The General Fund is the chief operating fund of the District. Student enrollment increased by 111 students during the fiscal year. The funded average daily attendance (ADA) for fiscal year 2019/20 decreased by 148 ADA from the 2018/19 fiscal year. This decrease amounts to approximately \$1.7 million.

The Bond Interest and Redemption Fund has adequate resources accumulated to make the principal and interest payments.

#### General Fund Budgetary Highlights

The General Fund budget is composed of the unrestricted and restricted fund budgets. Restricted funds are grants or entitlements that have specified rules on how the funds can be spent. Unrestricted funds may be used as determined by the Board of Education. Education Code 41011 requires unified districts to spend at least 55% towards classroom compensation. In 2019/20, Fresno Unified spent 56.73% towards classroom compensation.

## Management's Discussion and Analysis

### June 30, 2020

---

Over the course of the year, the District revised the annual operating budget five times. These budget amendments are authorized per Education Code 42601 and fall into the following categories:

- Changes made to recognize revenue anticipated/received from sources outside the District
- Changes made to recognize expenses

The District is required to present year-end projections at two different intervals (December and March).

The District, as a general rule, requires restricted budgets to stay within their State and/or Federal allocation. The major exceptions include Special Education, Ongoing & Major Maintenance account and Medi-Cal. In addition to the State and/or Federal allocation, the District contributes Unrestricted General Fund resources to these programs.

#### Unrestricted Ending Balance

The prior year actual ending balance for 2018/19 was \$141 million. The current year actual ending balance for 2019/20 is \$148 million, a gain of \$7 million. However, the adopted unrestricted ending balance for 2019/20 was \$99 million. The difference between the 2019/20 adopted ending balance and the 2019/20 actual ending balance is \$49 million and is mainly due to the following:

#### 2018/19 Ending Fund Balance Impacts

- Actual General Fund expenditures in 2018/19 were lower than the adopted budget by \$10 million mainly due to:
  - One-time savings in the area of extra-curricular activities
  - School site and department expenditures lower than anticipated
  - Additional revenue due to increased ADA
  - Additional one-time lottery and Medi-Cal Administrative Activity revenue
  - Lower than anticipated expenditures in salaries
- Actual carryover in 2018/19 of one-time facility projects was higher than the adopted budget by \$3 million

#### 2019/20 Impacts

- An increase in Local Control Funding Formula (LCFF) revenue of \$3 million due to an increase in Average Daily Attendance (ADA) and the Unduplicated Pupil Percentage (UPP).
- An increase in Federal, State, and local income of \$14 million mainly due to one-time Medi-Cal Administrative Activity (MAA) and one-time Special Education funding allocated after the State adopted the budget.
- A decrease in total expenditures of \$19 million primarily due to the following:
  - Operational savings as a result of school closures of \$27 million
  - Increased cost to provide a 3% on-going salary increase and a 1.5% one-time salary payment, an increase from 2% on-going salary increase included in the 2019/20 adopted budget of \$13 million
  - School site and department expenditures lower than anticipated of \$5 million
  - Operational savings due to COVID-19 totaling \$9 million



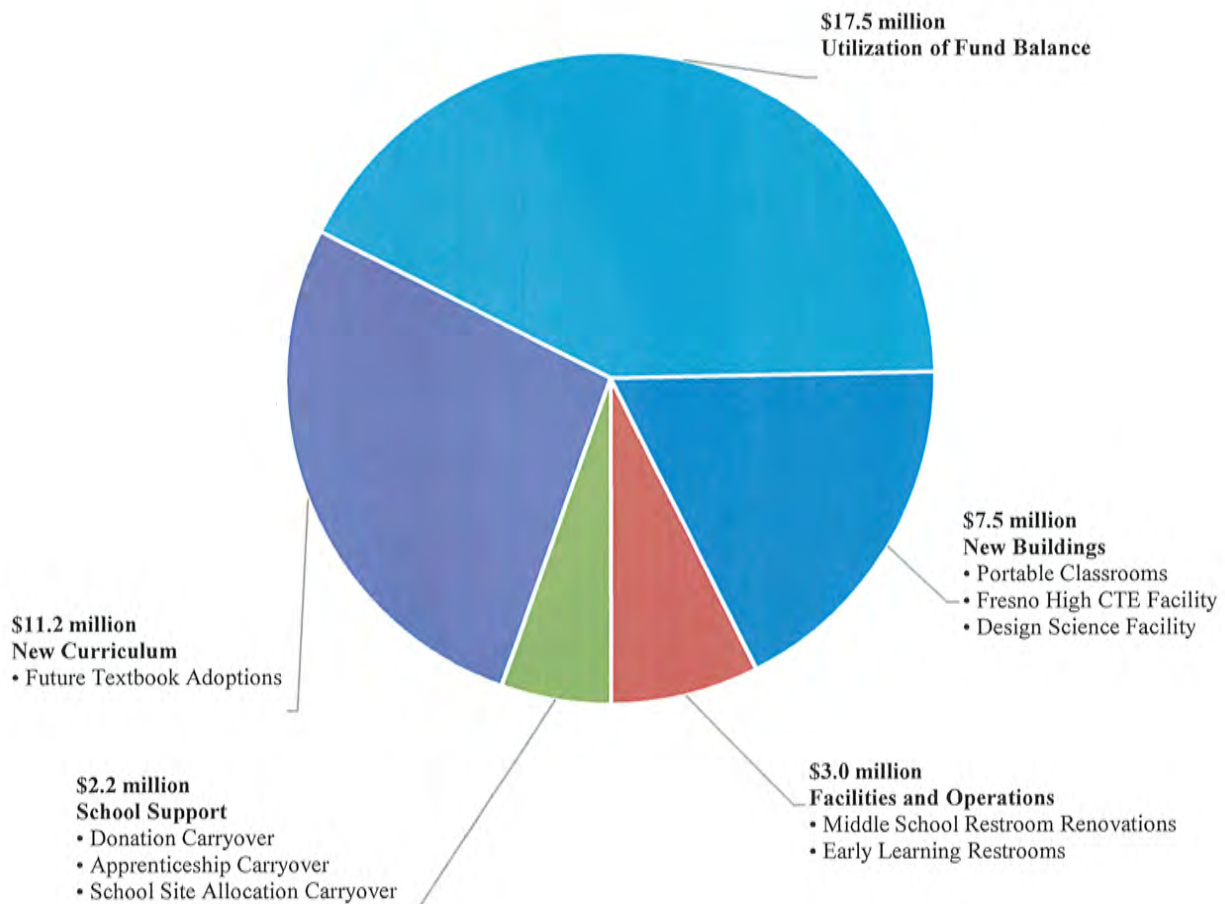
## Management's Discussion and Analysis

### June 30, 2020

The Board designated funds in the 2019/20 budget in the amount of \$41.4 million for future projects as follows:

Utilization of Fund Balance	\$17.5 million
Future Textbook Adoptions	\$11.2 million
Design Science Facility	\$5.2 million
Middle School Restrooms Renovations	\$2.6 million
School Site Allocation Carryover	\$1.8 million
Portable Classrooms	\$1.3 million
Fresno High CTE Facility	\$1.0 million
Early Learning Restrooms	\$0.4 million
Donation Carryover	\$0.3 million
Apprenticeship Carryover	\$0.1 million

### Board Adopted Projects for 2020/21



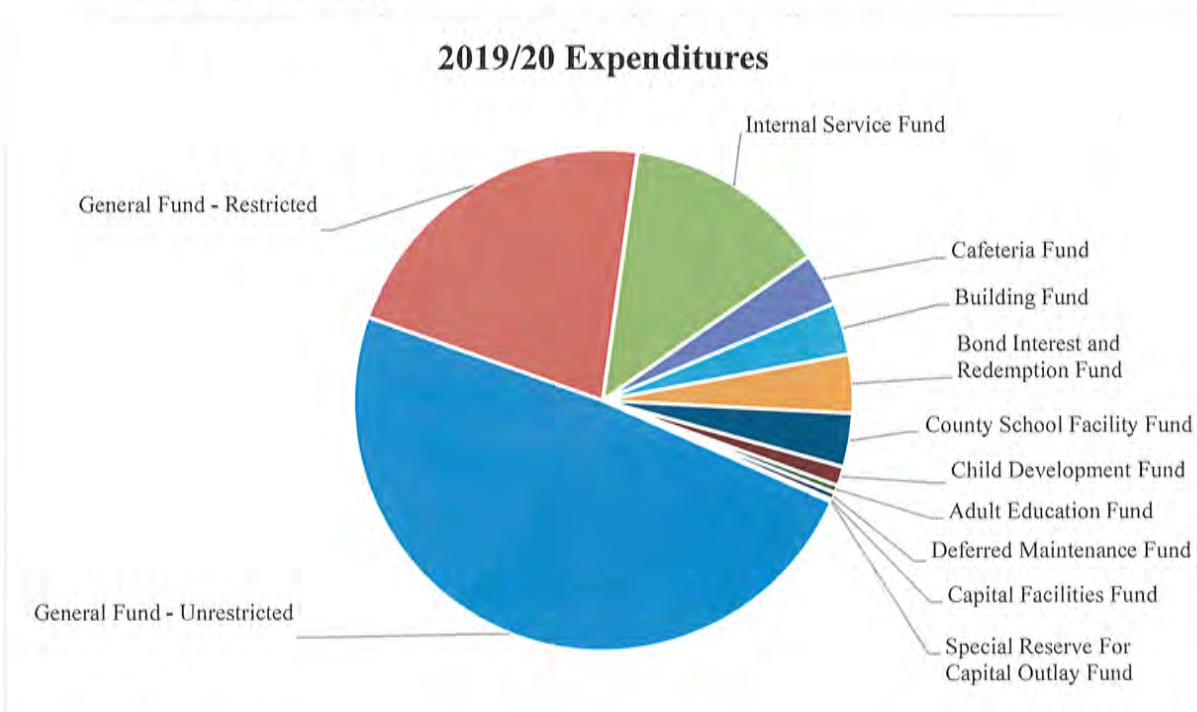
## Management's Discussion and Analysis

### June 30, 2020

Total expenditures for 2019/20 were \$1.4 billion, representing an increase from 2018/19 of \$11 million as listed below (in millions):

Expenditures	2019/20 Unaudited Actuals Expense	2018/19 Unaudited Actuals Expense	Difference	Change
General Fund – Unrestricted	\$706.6	\$695.2	\$11.4	1.6%
General Fund – Restricted	315.8	290.1	25.7	8.9%
Internal Service Fund	190.4	189.5	0.9	0.5%
Building Fund	48.9	68.4	(19.5)	(28.5%)
County School Facility Fund	50.3	61.1	(10.8)	(17.7%)
Cafeteria Fund	49.1	52.8	(3.7)	(7.0%)
Bond Interest and Redemption Fund	54.6	48.4	6.2	12.8%
Child Development Fund	18.0	17.1	0.9	5.3%
Adult Education Fund	7.3	7.6	(0.3)	(3.9%)
Deferred Maintenance Fund	6.6	7.4	(0.8)	(10.8%)
Special Reserve for Capital Outlay Fund	0.5	0.9	(0.4)	(45.1%)
Capital Facilities Fund	1.7	0.2	1.5	900%
Retiree Benefit Fund <sup>(A)</sup>	-	-	-	-
Total	\$1,449.8	\$1,438.7	10.92	0.8%

(A) The Retiree Benefit Fund is not included in the District's financial statements. The funds in the California Employers' Benefit Retiree Trust (CEBRT) are held in trust and will be administered by the CalPERS as an agent multiple-employer plan. The District's contributions to the irrevocable trust are included in the CEBRT, which is included in the CalPERS Comprehensive Annual Financial Report (CAFR).



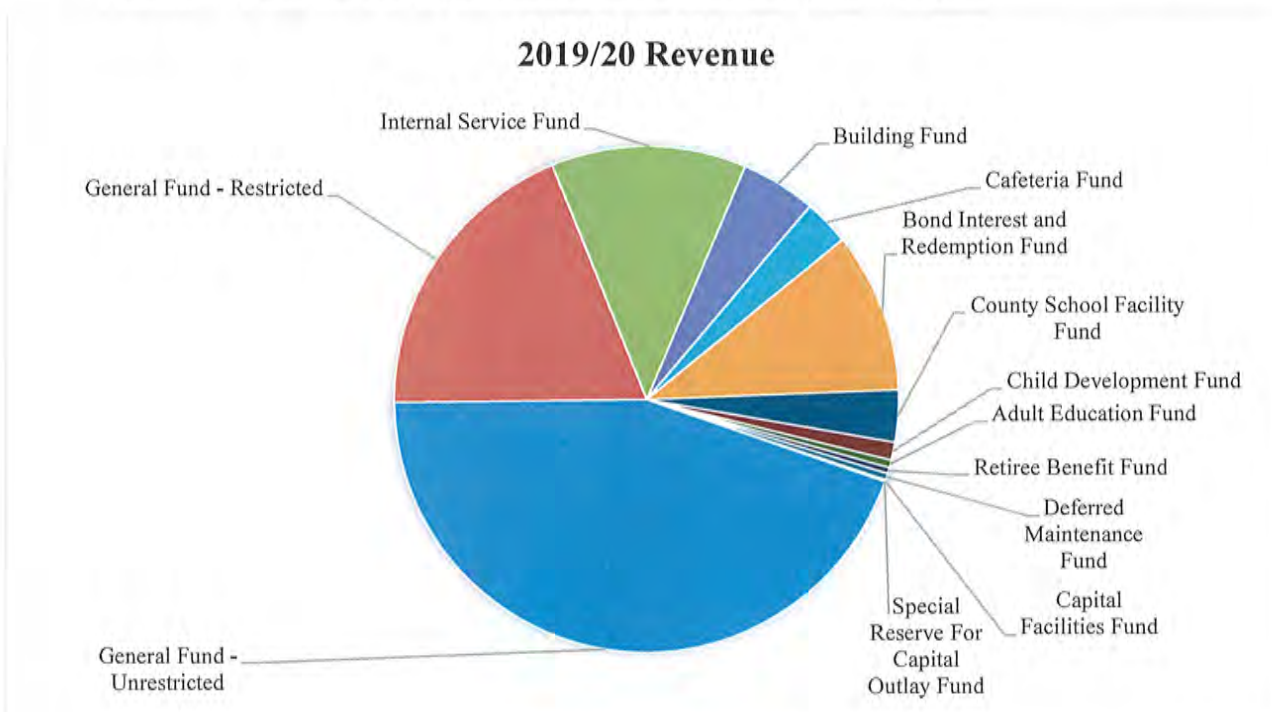
## Management's Discussion and Analysis

### June 30, 2020

Total revenue for 2019/20 was \$1.6 billion, representing a decrease from 2018/19 of \$15.06 million as listed below (in millions):

Revenue	2019/20 Unaudited Actuals Revenue	2018/19 Unaudited Actuals Revenue	Difference	Change
General Fund - Unrestricted	\$713.5	\$703.8	\$9.7	1.4%
General Fund - Restricted	304.9	288.6	16.3	30.0%
Internal Service Fund	200.3	191.1	9.2	4.8%
Bond Interest and Redemption Fund	164.0	52.8	111.2	210.6%
Building Fund	77.4	1.7	75.7	4,452.9%
County School Facility Fund	53.1	70.0	(16.9)	(24.1%)
Cafeteria Fund	47.3	53.0	(5.7)	(10.8%)
Child Development Fund	18.0	17.1	0.9	5.3%
Adult Education Fund	8.0	7.7	0.3	3.9%
Deferred Maintenance Fund	6.6	7.4	(0.8)	(10.8%)
Retiree Benefit Fund <sup>(A)</sup>	6.2	6.7	(0.5)	(7.5%)
Capital Facilities Fund	1.8	2.1	(0.3)	(14.3%)
Special Reserve for Capital Outlay Fund	0.1	0.1	0.0	0.0%
Total	\$1,601.2	\$1,402.1	199.1	14.2%

(A) The Retiree Benefit Fund is not included in the District's financial statements. The funds in the CEBRT are held in trust and will be administered by the CalPERS as an agent multiple-employer plan. The District's contributions to the irrevocable trust are included in the CEBRT, which is included in the CalPERS Comprehensive Annual Financial Report (CAFR).





## Management's Discussion and Analysis

### June 30, 2020

#### Summary of Capital Assets

##### **Governmental Activities,**

<b>Capital Assets</b>	<b>2020</b>	<b>2019</b>	<b>Change</b>	<b>Change</b>
Land	66,411,797	64,815,011	1,596,786	2.46%
Work-in-process	146,303,630	128,431,586	17,872,044	13.92%
Land improvements	99,542,837	96,491,439	3,051,398	3.16%
Buildings	1,034,518,751	983,537,316	50,981,435	5.18%
Equipment	40,884,402	38,304,905	2,579,497	6.73%
Capital Assets, cost	1,387,661,417	1,311,580,257	76,081,160	5.80%
Accumulated Depreciation	(474,479,892)	(442,460,969)	(32,018,923)	7.24%
Governmental Activities Capital Assets, net	<u>\$913,181,525</u>	<u>\$869,119,288</u>	<u>\$44,062,237</u>	<u>5.07%</u>

The District's investment in Capital Assets for its governmental activities as of June 30, 2020 was \$913 million (net of accumulated depreciation).

Capital Assets include land, land improvements, buildings, equipment, and work-in-progress. Capital Assets continued to grow in the governmental activities as District-wide construction continued due to utilization of Measure Q and Measure X funds.

#### Summary of Long-Term Liabilities

	<b>2020</b>	<b>2019</b>	<b>Change</b>	<b>Change</b>
<b>Governmental Activities</b>				
General Obligation Bonds	765,164,087	619,290,323	145,873,764	23.55%
Accreted Interest	76,783,778	62,681,257	14,102,521	22.50%
PG&E Energy Loans	52,959	143,175	(90,216)	(63.01%)
Unamortized Premium	22,251,275	17,645,282	4,605,993	26.10%
Other Postemployment Benefits	1,019,190,619	1,019,255,291	(64,672)	(0.01%)
Compensated Absences	4,534,280	3,038,141	1,496,139	49.25%
Net Pension Liability	942,203,000	906,727,000	35,476,000	3.91%
Governmental Long-Term Liabilities	<u>\$2,830,179,998</u>	<u>\$2,628,780,469</u>	<u>\$201,399,529</u>	<u>7.66%</u>

As of June 30, 2020, the District had a total outstanding bonded debt of \$765 million backed by the full faith and credit of the District.

Total long-term debt for the District increased by \$201 million. The change in the long-term debt was due mainly to increases for the issuance of General Obligation Bonds of \$146 million, pension liability of \$35 million, accreted interest of \$14 million, and unamortized premiums of \$5 million.

State statutes limit the amount of general obligation debt that the District may issue. At the end of the current fiscal year, the legal debt limit was 2.40%.

## Management's Discussion and Analysis

### June 30, 2020

---

#### Economic Factors and Budgets and Rates for 2019/20

The annual process to develop the District's budget begins in the fall with an update to the Board of Education and stakeholders regarding the District's Local Control and Accountability Plan (LCAP) actions and investment areas. The following January the Governor proposes the State budget. Since most of the District's revenue comes from the State, the District carefully derives assumptions from the Governor's proposal, guidance from the Fresno County Superintendent of Schools and enrollment projections. The 2020/21 Proposed Budget includes recommendations that continue to balance the Board of Education's investments in extensive student programs, competitive employee compensation and prudent fiscal responsibility.

On June 10, 2020, the Board of Education approved an Adopted Budget for fiscal year 2020/21. The Adopted Budget included a 5.02% unrestricted reserve.

- The major State assumptions are:
  - Statutory cost-of-living adjustment of (7.92%)
  - The cash flow projected a positive balance of \$70.5 million on June 30, 2021
  - Educational Protection Account continues, as required by Proposition 30 (November 2012), which represents 12% (\$85 million) of the Local Control Funding Formula (LCFF)
  - The District is projected to be funded on the prior year ADA
  - LCFF Supplemental and Concentration funding of \$181 million
- The local assumptions are as follows:
  - The Elementary School Aligned Instructional System: Designated sites, instructional aides including kindergarten aides, police chaplains to increase safety, custodial, clerical supports, administrative support, and health care professionals including a registered nurse, and licensed vocational nurse or health assistant
  - The Middle School Aligned Instructional System: Transition teachers and campus culture support, safety investments include a school neighborhood resource officer and campus assistants, custodial support, clerical support, administrative support, and health care professionals including a registered nurse and licensed vocational nurse or health assistant
  - The High School Aligned Instructional System: Professional learning, librarian, student engagement, campus culture assistant and athletic director support, safety investments include school resource officer, probation officer and campus assistants, custodial support including PE custodians, pool custodians and auditorium custodians, clerical supports including a library technician, administrative support, and health care professionals including a registered nurse and licensed vocational nurse on a daily basis
  - Elementary Site Leadership: Increase support of additional Vice Principals at four sites converting Teachers on Special Assignments to Vice Principals
  - School Site Allocations: Increase or maintain investments for instructional classroom support, after-school activities/athletics, equipment and coaching contracts, as well as supplies for libraries
  - Technology Services: Realignment/reorganization of 10 positions to better support student and staff within the following areas: Student Records, Core Infrastructure, Learner Support and Application Development, and Operations Reconsideration of priorities and increased investment to support one-to-one device for students and the expansion of customer service assistants for parents and students
  - Special Education: Investments in support of a three-year investment to support Special Education programs as follows: increase teacher and paraprofessionals to reduce class size
  - Health Services: Increased support of three additional registered nurses per the Collective Bargaining Agreement
  - Early Learning: Reorganization within the department, which includes retaining a project manager after the First 5 Grant ends, this cost is offset by utilizing a reduction in supplies and services
  - Transportation: Increase in the First Student annual contract and realignment of resources including reducing bus driver trainer and adding a dispatcher position



## Management's Discussion and Analysis

### June 30, 2020

- Department of Prevention and Intervention: Supports include an increase of a guidance learning advisor in coordination with Goal 2 to support LGBTQ students
- Communications: Addition of a project manager offset by reductions in contracts and services
- Equity and Access: Support i-Ready Assessment software to coincide with the phase out of the current interim assessment system by 2020/21
- Curriculum: Support of carryover of one-time funds for future textbook adoptions, mainly the science adoption for grades 7-12
- Maintenance and Operations: Recognizing a reduction in energy costs as a result of solar installation throughout the district
- Restricted Routine Maintenance Operations: Supports an increase of metal trades workers funded by Food Service
- Board of Education: One-time cost for the November 2020 Board election
- Safety and Security: Increase in the student neighborhood resource officers and student resource officers' annual contract, support the purchase of a School Visitor Management System, expansion of the Safe 2 School services, and elimination of funding for Shotspotter
- Classroom Baseline: Reduce allocation based on historical annual cost
- Central Office Administration Reductions: Implement 3.5% reductions
- Programmatic Reductions: Realignment of approximately 23 FTE in various certificated central office areas and itinerant staff
- Assumptions made in response to COVID-19:
  - New Instructional Model: Support student and site connections in response to school closure due to the impact of the COVID-19 pandemic
  - Health and Safety Equipment: Support equipment in response to COVID-19
- Utilization of one-time resources:
  - Education Programs: i-Ready universal assessment for all school sites
  - Common Core: Textbook adoption support
  - Plant Maintenance and Operations: Design Science facility project, portable classrooms, restroom maintenance, and Fresno High Career Technical Education (CTE) facility
- Multi-Year Items:
  - Future Textbook Adoptions: Reserve for other subject areas to be identified in future years
  - Utilization of reserves in 2021/22 and 2022/23 to support a phased-in and balanced approach
  - STRS and PERS increased employer rates:

Year	STRS Employer Rate	PERS Employer Rate	Annual Increase/Decrease to District Contribution	Annual District Contribution
2020/21	16.15%	20.70%	(\$10.0 million)	\$79.0 million
2021/22	16.02%	22.84%	\$1.7 million	\$80.7 million
2022/23	18.10%	25.40%	\$10.9 million	\$91.6 million

- An Unrestricted General Fund contribution of \$1.5 million and a \$2.0 million contribution from the Health Fund to the OPEB irrevocable trust for all years
- Benefit Rates:
  - In accordance with the current collective bargaining agreement the 2020/21, 2021/22, and 2022/23, District health contribution level remains at the current 2019/20 level of \$19,348 per active eligible employee.
  - Workers' Compensation maintains the Liability Insurance rates to fund the reserve level at 76% for 2020/21

## Management's Discussion and Analysis

### June 30, 2020

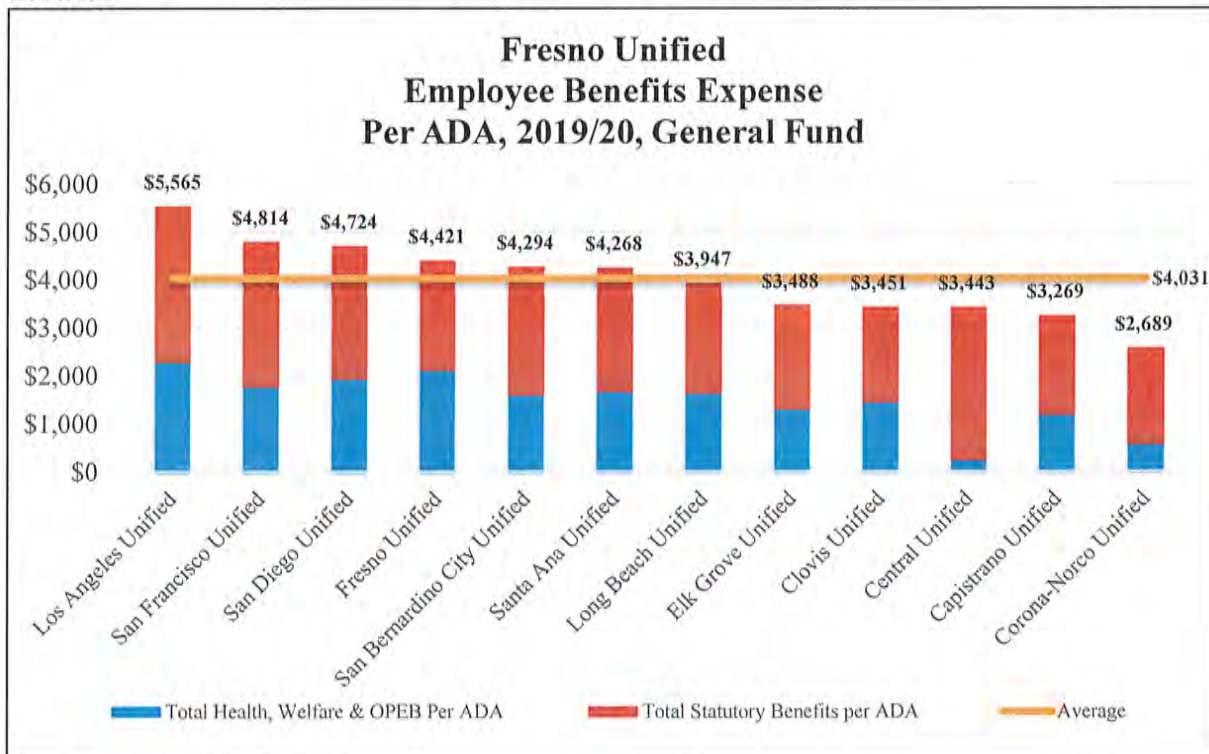
#### Employee Benefits

The District provides post-employment health benefits to all District employees (employed before July 1, 2005) and their dependents, with a minimum of 16 years of service who retire at a minimum of 57½ years of age. For employees hired on or after July 1, 2005, the District provides five years of post-employment medical benefits to District employees and their dependents, with a minimum of 25 years of service who retire at least 60 years of age. GASB 74 and GASB 75, are governmental accounting standards that direct how State and local governments will account for these benefits.

The District's most recent actuarial study calculated the total gross liability for post-employment benefits to be \$1.07 billion in October 2020 which remained unchanged from September 2019. The District established an irrevocable trust in 2013/14. The Trust Fund increased by \$6.14 million and at the end of 2019/20 had an ending fund balance of \$54.85 million. In 2020/21, the District plans to transfer \$3.5 million to the OPEB irrevocable trust. At June 30, 2020, the total net OPEB liability was \$1.02 billion.

Included in total employee statutory benefits are the District's contributions to CalPERS and CalSTRS on behalf of employees' pensions. The employer contribution rates for CalSTRS and CalPERS began to increase in 2014/15 from rates of 8.25% and 11.44% respectively. CalSTRS rates are currently legislated to increase through 2023/24 to 18.1% and CalPERS projects rate increases through 2026/27 to 26.2%.

Fresno Unified ranks fourth in spending for total employee benefits per ADA when compared to the largest ten districts in the State and two of the largest local districts. The District outspends the average by \$390/ADA. If the District spent at the State average of \$4,031/ADA, annual savings generated equates to \$26 million. Furthermore, the District's total benefits per ADA expense for 2019/20 increased by \$347 over 2018/19.



Source: 2019/20 Unaudited Actual Standardized Account Code Structure  
Health and Welfare: Unaudited Actual Expenditure by Object, Health and Welfare Benefits (3401 3402); OPEB (3701, 3702, 3751, 3752); Divided by 2019/20 P-2 ADA



## **Management's Discussion and Analysis**

### **June 30, 2020**

---

#### *Pension Liability*

The District contributes to CalSTRS and CalPERS on behalf of employees. GASB 68 is a governmental accounting standard that directs how state and local governments will account for these pensions. GASB 68 requires all employers to recognize the long-term pension liability on their financial statements. The District has contributed the statutory contribution and does not make any investment decisions on the fund, as these plans are governmental controlled plans.

#### *Contacting the District's Financial Management*

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the resources it receives. If you have questions about this report or need additional financial information, contact the Office of the Chief Financial Officer, Office of Administrative Services at (559) 457-6226.

## BASIC FINANCIAL STATEMENTS

FRESNO UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
June 30, 2020

	Governmental <u>Activities</u>
<b>ASSETS</b>	
Cash and cash equivalents (Note 2)	\$ 400,506,044
Investments (Note 2)	231,088,776
Receivables	148,462,808
Prepaid expenses	3,443,180
Stores inventory	5,010,509
Non-depreciable capital assets (Note 4)	212,715,427
Depreciable capital assets, net of accumulated depreciation (Note 4)	<u>700,466,098</u>
Total assets	<u>1,701,692,842</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Deferred outflows of resources - pensions (Notes 8 and 9)	281,178,182
Deferred outflows of resources - loss from refunding of debt	2,513,665
Deferred outflows of resources - OPEB (Note 10)	<u>69,888,119</u>
Total deferred outflows	<u>353,579,966</u>
<b>LIABILITIES</b>	
Accounts payable and other current liabilities	123,616,820
Unearned revenue	20,170,049
Self-insurance claims liability (Note 5)	60,295,097
Long-term liabilities (Note 6):	
Due within one year	34,357,543
Due after one year	<u>2,795,822,455</u>
Total liabilities	<u>3,034,261,964</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Deferred inflows of resources - pensions (Notes 8 and 9)	67,901,000
Deferred inflows of resources - OPEB (Note 10)	<u>101,847,896</u>
Total deferred inflows	<u>169,748,896</u>
<b>NET POSITION</b>	
Net investment in capital assets	394,669,295
Restricted:	
Legally restricted programs	23,842,500
Capital projects	65,856,061
Debt service	50,297,871
Self insurance	40,824,474
Unrestricted	<u>(1,724,228,253)</u>
Total net position	<u>\$(1,148,738,052)</u>

See accompanying notes to financial statements.

FRESNO UNIFIED SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2020

		Program Revenues			Net (Expenses) Revenues and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental activities:					
Instruction	\$ 653,510,523	\$ 538,263	\$ 144,685,947	\$ 10,632,553	\$ (497,653,760)
Instruction-related services:					
Supervision of instruction	60,097,286	954,475	29,904,828	-	(29,237,983)
Instructional library and technology	12,548,596	-	6,601,573	-	(5,947,023)
School site administration	71,742,931	76,733	7,855,771	-	(63,810,427)
Pupil services:					
Home-to-school transportation	17,830,708	20,559	1,681,744	-	(16,128,405)
Food services	53,929,799	126,692	44,798,599	-	(9,004,508)
All other pupil services	86,131,623	85,681	24,124,860	-	(61,921,082)
General administration:					
Data processing	12,331,631	-	12,977	-	(12,318,654)
All other general administration	37,981,653	210,298	8,653,216	-	(29,118,139)
Plant services	119,121,514	403,350	2,417,559	-	(116,300,605)
Ancillary services	22,508,118	24,792	5,490,633	-	(16,992,693)
Community services	4,271,430	17	1,240,001	-	(3,031,412)
Enterprise activities	2,557,114	19,069	239,250	-	(2,298,795)
Interest on long-term liabilities	39,684,445	-	-	-	(39,684,445)
Other outgo	7,291,596	20,869	638,330	-	(6,632,397)
Depreciation (unallocated) (Note 4)	32,274,542	-	-	-	(32,274,542)
Total governmental activities	\$ 1,233,813,509	\$ 2,480,798	\$ 278,345,288	\$ 10,632,553	(942,354,870)
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					71,134,764
Taxes levied for debt service					46,106,228
Taxes levied for other specific purposes					16,015
Federal and state aid not restricted to specific purposes					734,182,674
Interest and investment earnings					15,052,310
Miscellaneous					8,758,794
Total general revenues					875,250,785
Change in net position					(67,104,085)
Net Position, July 1, 2019					(1,081,633,967)
Net position, June 30, 2020					\$ (1,148,738,052)

See accompanying notes to financial statements.

FRESNO UNIFIED SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
June 30, 2020

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
<b>ASSETS</b>					
Cash and cash equivalents:					
Cash in County					
Treasury	\$ 117,424,924	\$ 84,121,431	\$ 42,833,169	\$ 47,638,870	\$ 292,018,394
Cash in revolving fund	90,918	-	-	550	91,468
Cash on hand and in banks	59,827	-	-	5,042,635	5,102,462
Collections awaiting deposit	-	-	-	18,632	18,632
Investments	-	-	231,088,776	-	231,088,776
Receivables	140,156,345	416,978	184,919	7,260,486	148,018,728
Prepaid expenditures	1,162,384	-	-	-	1,162,384
Due from other funds	13,627,866	-	-	49,558,762	63,186,628
Stores inventory	2,725,284	-	-	2,285,225	5,010,509
	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total assets	\$ 275,247,548	\$ 84,538,409	\$ 274,106,864	\$ 111,805,160	\$ 745,697,981
	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
<b>LIABILITIES AND FUND BALANCES</b>					
Liabilities:					
Accounts payable	\$ 97,307,622	\$ 5,000	\$ -	\$ 11,406,939	\$ 108,719,561
Unearned revenue	20,029,331	-	-	140,718	20,170,049
Due to other funds	5,727,630	41,899,976	-	14,869,796	62,497,402
	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total liabilities	123,064,583	41,904,976	-	26,417,453	191,387,012
	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
Fund balances:					
Nonspendable	3,978,586	-	-	2,285,775	6,264,361
Restricted	4,310,854	42,633,433	274,106,864	83,101,932	404,153,083
Assigned	41,417,748	-	-	-	41,417,748
Unassigned	102,475,777	-	-	-	102,475,777
	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total fund balances	152,182,965	42,633,433	274,106,864	85,387,707	554,310,969
	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
Total liabilities and fund balances	\$ 275,247,548	\$ 84,538,409	\$ 274,106,864	\$ 111,805,160	\$ 745,697,981
	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>

See accompanying notes to financial statements.



FRESNO UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS  
BALANCE SHEET TO THE STATEMENT OF NET POSITION  
June 30, 2020

Total fund balances - Governmental Funds	\$ 554,310,969
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$1,387,661,417 and the accumulated depreciation is \$474,479,892 (Note 4).	
	913,181,525
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Long-term liabilities at June 30, 2020 consisted of (Note 6):	
General Obligation Bonds	\$ (765,164,087)
Unamortized premiums	(22,251,275)
Accreted interest	(76,783,778)
PG&E energy savings loans	(52,959)
Net OPEB liability (Note 10)	(1,019,190,619)
Net pension liability (Notes 8 and 9)	(942,203,000)
Compensated absences	<u>(4,534,280)</u>
	(2,830,179,998)
Internal service funds are included in the government-wide financial statements.	40,824,474
Losses on refundings of debt are categorized as deferred outflows and are amortized over the shorter life of the refunded or refunding of the debt.	2,513,665
In government funds, deferred outflows and inflows of resources relating to pensions and OPEB are not reported because they are applicable to future periods. In the statement net position, deferred outflows and inflows of resources relating to pensions are reported.	
Deferred outflows of resources - pensions (Note 8 and 9)	\$ 281,178,182
Deferred outflows of resources - OPEB (Note 10)	69,888,119
Deferred inflows of resources - pensions (Notes 8 and 9)	(67,901,000)
Deferred inflows of resources - OPEB (Note 10)	<u>(101,847,896)</u>
	181,317,405
Unmatured interest on long-term liabilities is recognized in the period incurred.	<u>(10,706,092)</u>
Total net position - governmental activities	<u>\$ (1,148,738,052)</u>

See accompanying notes to financial statements.



FRESNO UNIFIED SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN  
FUND BALANCES – GOVERNMENTAL FUNDS  
For the Year Ended June 30, 2020

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
<b>Revenues:</b>					
Local Control Funding Formula (LCFF):					
State apportionment	\$ 713,268,424	\$ -	\$ -	\$ -	\$ 713,268,424
Local sources	67,608,807	-	-	-	67,608,807
Total LCFF	780,877,231	-	-	-	780,877,231
Federal sources	92,630,143	-	-	45,566,955	138,197,098
Other state sources	118,544,054	-	206,767	36,436,863	155,187,684
Other local sources	19,693,875	1,623,291	55,398,557	5,206,687	81,922,410
Total revenues	1,011,745,303	1,623,291	55,605,324	87,210,505	1,156,184,423
<b>Expenditures:</b>					
Current:					
Certificated salaries	427,118,023	-	-	8,000,717	435,118,740
Classified salaries	138,312,532	-	-	20,601,027	158,913,559
Employee benefits	297,295,056	-	-	19,955,746	317,250,802
Books and supplies	45,242,392	-	-	23,007,679	68,250,071
Contract services and operating operating expenditures	88,294,439	1,101,555	-	13,734,150	103,130,144
Other outgo	2,973,394	-	-	-	2,973,394
Capital outlay	18,947,447	-	-	45,491,106	64,438,553
Debt service:					
Principal retirement	90,216	-	32,864,241	-	32,954,457
Interest	-	-	21,777,536	-	21,777,536
Total expenditures	1,018,273,499	1,101,555	54,641,777	130,790,425	1,204,807,256
(Deficiency) excess of revenues (under) over expenditures	(6,528,196)	521,736	963,547	(43,579,920)	(48,622,833)
<b>Other financing sources (uses):</b>					
Transfers in	9,319,802	-	-	47,773,107	57,092,909
Transfers out	(6,859,750)	(47,773,107)	-	(2,741,166)	(57,374,023)
Proceeds from the sale of bonds	-	75,000,000	103,738,005	-	178,738,005
Debt issuance premiums	-	786,895	4,613,765	-	5,400,660
Total other financing sources (uses)	2,460,052	28,013,788	108,351,770	45,031,941	183,857,551
Net change in fund balances	(4,068,144)	28,535,524	109,315,317	1,452,021	135,234,718
Fund balances, July 1, 2019	156,251,109	14,097,909	164,791,547	83,935,686	419,076,251
Fund balances, June 30, 2020	\$ 152,182,965	\$ 42,633,433	\$ 274,106,864	\$ 85,387,707	\$ 554,310,969

See accompanying notes to financial statements.

FRESNO UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCES – GOVERNMENTAL FUNDS –  
TO THE STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2020

---

Net change in fund balances - Total Governmental Funds	\$ 135,234,718
Amounts reported for governmental activities in the statement of activities are different because:	
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	\$ 76,791,307
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(32,274,542)
In the governmental funds, proceeds from the issuance of debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt.	(178,738,005)
In the governmental funds, debt issued at a premium is recognized as an other financing source. In the government-wide statements debt issued at a premium is amortized as interest over the life of the debt (Note 6).	(4,605,992)
Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 6).	32,954,457
Accreted interest is an expense that is not recorded in the governmental funds (Note 6).	(14,102,522)
Interest on long-term liabilities is recognized in the period it is incurred, in governmental funds it is only recognized when it is due.	(3,710,165)
Activities of the internal service fund are reported with governmental activities.	9,925,500
Losses on refundings of debt are categorized as deferred outflows and are amortized over the shortened life of the refunded or refunding of the debt.	(432,502)
In the governmental funds, OPEB is recognized when employers contributions are made. In the government-wide statements, other post-employment benefits are recognized on the accrual basis (Note 6 and 10).	(31,462,633)
If a planned capital project is canceled and will not be completed, costs previously capitalized as work-in-progress are written off to expense (Note 4).	(454,528)

---

(Continued).

FRESNO UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCES – GOVERNMENTAL FUNDS –  
TO THE STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2020

---

In the government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual -basis pension costs and actual employer contributions was (Note 8 and 9).

\$ (54,733,039)

In the statement of activities, expenses related to compensated absences are measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount of financial resources used (Note 6).

(1,496,139)    \$ (202,338,803)

Change in net position of governmental activities

\$ (67,104,085)

---

See accompanying notes to financial statements.

FRESNO UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION – PROPRIETARY FUND  
SELF-INSURANCE FUND – GOVERNMENTAL ACTIVITIES  
June 30, 2020

---

**ASSETS**

Current assets:

Cash and investments (Note 2):

Cash in County Treasury	\$ 100,699,545
Cash on hand and in banks	2,575,543
Receivables	444,080
Due from other funds (Note 3)	97,188
Prepaid expenditures	<u>2,280,796</u>

Total current assets	<u>106,097,152</u>
----------------------	--------------------

**LIABILITIES**

Current liabilities:

Accounts payable	4,191,167
Due to other funds (Note 3)	786,414
Self-insurance claims liability (Note 5)	<u>60,295,097</u>

Total current liabilities	<u>65,272,678</u>
---------------------------	-------------------

**NET POSITION**

Net position - restricted	<u>\$ 40,824,474</u>
---------------------------	----------------------

---

See accompanying notes to financial statements.



FRESNO UNIFIED SCHOOL DISTRICT  
STATEMENT OF CHANGE IN NET POSITION – PROPRIETARY FUND  
SELF-INSURANCE FUND – GOVERNMENTAL ACTIVITIES  
For the year ended June 30, 2020

---

Operating revenues:	
Self insurance premiums	\$ 198,243,182
Operating expenses:	
Classified salaries	1,497,360
Employee benefits	824,746
Books and supplies	3,201
Contract services	<u>186,023,176</u>
Total operating expenses	<u>188,348,483</u>
Operating income	<u>9,894,699</u>
Non-operating revenues (expense):	
Interest income	1,749,687
Contribution to California Employers' Retiree Benefit Trust (CERBT)	<u>(2,000,000)</u>
Total non-operating (expense) revenues	(250,313)
Income before transfers	9,644,386
Transfers from other District funds	<u>281,114</u>
Change in net position	9,925,500
Net position, July 1, 2019	<u>30,898,974</u>
Net position, June 30, 2020	<u>\$ 40,824,474</u>

---

See accompanying notes to financial statements.

FRESNO UNIFIED SCHOOL DISTRICT  
STATEMENT OF CHANGE CASH FLOWS – PROPRIETARY FUND  
SELF-INSURANCE FUND – GOVERNMENTAL ACTIVITIES  
For the year ended June 30, 2020

---

Cash flows from operating activities:	
Cash received from self-insurance premiums	\$ 186,941,884
Cash received from user charges	11,412,265
Cash paid for employee benefits	(192,310,170)
Cash paid for salaries	(2,322,106)
Cash paid for other expenses	<u>(3,201)</u>
Net cash provided by operating activities	<u>3,718,672</u>
Cash flows from noncapital financing activities:	
Transfers in from District funds	281,114
Contribution to CERBT	<u>(2,000,000)</u>
Net cash used in noncapital financing activities	<u>(1,718,886)</u>
Cash flows provided by investing activities:	
Interest income received	<u>1,786,427</u>
Increase in cash and investments	3,786,213
Cash and investments, July 1, 2019	<u>99,488,875</u>
Cash and investments, June 30, 2020	<u>\$ 103,275,088</u>
Reconciliation of operating income to net cash provided by operating activities:	
Operating income	\$ 9,894,699
Adjustments to reconcile operating income to net cash provided by operating activities:	
Decrease (increase) in:	
Amount due from other funds	110,967
Prepaid expenditures	(991,080)
Increase in:	
Accounts payable	(7,168,847)
Amount due to other funds	711,670
Unpaid claims and claim adjustment expenses	<u>1,161,263</u>
Total adjustments	<u>(6,176,027)</u>
Net cash provided by operating activities	<u>\$ 3,718,672</u>

---

See accompanying notes to financial statements.

FRESNO UNIFIED SCHOOL DISTRICT  
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES  
AGENCY FUND  
June 30, 2020

---

	<u>Agency Fund</u> <u>Student</u> <u>Body Funds</u>
<b>ASSETS</b>	
Cash and investments (Note 2):	
Cash in County Treasury	\$ 712,579
Cash on hand and in bank	1,626,703
Stores inventory	<u>118,106</u>
 Total assets	 <u>\$ 2,457,388</u>
 <b>LIABILITIES</b>	
Due to student groups	<u>\$ 2,457,388</u>

---

See accompanying notes to financial statements.



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Fresno Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California 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 as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity: The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the Fresno Unified School District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

The District receives funding from local, state and federal government sources and must comply with all the requirements of these funding source entities.

Basis of Presentation - Financial Statements: The basic financial statements include a Management's Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

Basis of Presentation - Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities displays information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported only in the Statement of Fiduciary Assets and Liabilities.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Cod. Sec. N50.118-.121.

Program revenues: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

Allocation of indirect expenses: The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Depreciation expense and interest on general long-term liabilities are considered indirect expenses and are reported separately on the Statement of Activities.

Basis of Presentation - Fund Accounting: The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**A - Major Funds**

**1 - *General Fund:***

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

**2 - *Building Fund:***

The Building Fund is a capital project funds used to account for resources used for the acquisition of capital facilities by the District.

**3 - *Bond Interest and Redemption Fund:***

The Bond Interest and Redemption Fund is a debt service fund used to account for resources used for the payment of general long-term liabilities principal, interest and related costs.

**B - Other Funds**

**1 - *Special Revenue Funds:***

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. This includes the Adult Education, Child Development, Cafeteria, and Deferred Maintenance Funds.

**2 - *Capital Project Funds:***

The Capital Project Funds are used to account for resources used for the acquisition of capital facilities by the District. This includes the Capital Facilities, County School Facilities, and Special Reserve for Capital Outlay Projects Funds.

**3 - *Self Insurance Fund:***

The Self-Insurance Fund is an internal service fund which is used to account for the District's property and liability claims, workers' compensation claims, and health benefits to current and retired employees, including medical, vision, dental and long-term sick leave. Included in the Self-Insurance Fund's nonoperating activities are contributions to fund the irrevocable OPEB trust fund and interest income.

**4 - *Agency Fund:***

The Agency Fund is a fiduciary fund for which the District acts as an agent. All activity and assets of the various Student Body Funds of the District are accounted for in the Agency Fund.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the basic financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual: Governmental activities in the government-wide financial statements and the proprietary and fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual: The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting: By state law, the Board of Education must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Education complied with these requirements.

Receivables: Receivables are made up principally of amounts due from the State of California for the Local Control Funding Formula and Categorical programs. The District has determined that no allowance for doubtful accounts was needed as of June 30, 2020.

Stores Inventory: Stores inventory in the General and Cafeteria Funds consists mainly of consumable supplies and instructional materials held for future use and are valued at average cost. Inventories are recorded as expenditures at the time individual inventory items are transferred from the warehouse to schools and offices.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$15,000 or more, or an original cost of \$5,000 or more when purchased with Federal resources, are recorded at historical cost or estimated historical cost. Contributed assets are reported at acquisition value for the contributed asset. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 2 - 50 years depending on asset types.

Interfund Activity: Interfund activity is reported as either loans, services provided, reimbursements or transfers. 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/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers between governmental or proprietary funds are netted as part of the reconciliation to the government-wide financial statements.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Deferred Outflows/Inflows of Resources: In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred loss on refunding reported, which is in the statement of net position. A deferred loss on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shortened life of the refunded or refunding debt. Additionally, the District has recognized deferred outflows of resources related to the recognition of the pension and OPEB liabilities reported, which are in the Statement of Net Position.

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized deferred inflows of resources related to the recognition of the pension and OPEB liabilities reported, which are in the Statement of Net Position.

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 State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF B's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Certain investments are reported at fair value. The following is a summary of pension amounts in the aggregate:

	<u>STRP</u>	<u>PERF B</u>	<u>Total</u>
Deferred outflows of resources	\$ 212,030,290	\$ 69,147,892	\$ 281,178,182
Deferred inflows of resources	\$ 63,573,000	\$ 4,328,000	\$ 67,901,000
Net pension liability	\$ 668,050,000	\$ 274,153,000	\$ 942,203,000
Pension expense	\$ 140,208,360	\$ 62,302,158	\$ 202,510,518

Compensated Absences: Compensated absences benefits are recorded as a liability of the District. The liability of \$4,534,280 is for the earned but unused benefits.

Accumulated Sick Leave: Sick leave benefits are accumulated for each employee. The employees do not gain a vested right to accumulated sick leave. Accumulated employee sick leave benefits are not recognized as liabilities of the District since cash payment of such benefits is not probable. Therefore, sick leave benefits are recorded as expenditures in the period that sick leave is taken.

Unearned Revenue: Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Net Position: Net position is displayed in three components:

1. *Net Investment in Capital Assets* – Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.
2. *Restricted Net Position* - Restrictions of the ending net position indicate the portions of net position not appropriate for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for debt service represents the portion of net position available for the retirement of debt. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for self-insurance represents the portion of net position restricted for the District's property and liability claims, workers' compensation claims and health benefits to current and retired employees. It is the District's policy to use restricted net position first when allowable expenditures are incurred.
3. *Unrestricted Net Position* – All other net position that do not meet the definitions of "restricted" or "net investment in capital assets".

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, Fund Balance Reporting and Governmental Fund Type Definitions (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

**A - Nonspendable Fund Balance:**

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, prepaid expenditures and stores inventory.

**B - Restricted Fund Balance:**

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide, proprietary fund, and fiduciary fund statements.

**C - Committed Fund Balance:**

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Education. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Education is required to remove any commitment from any fund balance. At June 30, 2020, the District had no committed fund balances.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**D - Assigned Fund Balance:**

The assigned fund balance classification reflects amounts that the District's Board of Education has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Education can designate personnel within the District to assign fund balances. At June 30, 2020, the District had assigned a portion of the fund balance for the General Fund.

**E - Unassigned Fund Balance:**

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Education. On July 30, 2008, the Board approved Board Policy 3100 establishing levels for the general fund reserve for economic uncertainties of five percent to ten percent of total expenditures.

Property Taxes: Secured property taxes are attached as an enforceable lien on property as of January 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of Fresno bills and collects taxes for the District. Tax revenues are recognized by the District when received.

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 at June 30.

Eliminations and Reclassifications: In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates: The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions 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 expenditures or expenses during the reporting period. Accordingly, actual results may differ from those estimates.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 2 - CASH AND INVESTMENTS**

District cash and investments at June 30, 2020 consisted of the following:

	Governmental Activities			Fiduciary Activities
	Governmental Fund	Proprietary Fund	Total	Agency Fund
Pooled Funds:				
Cash in County Treasury	\$ 292,018,394	\$ 100,699,545	\$ 392,717,939	\$ 712,579
Deposits:				
Cash on hand and in banks	5,102,462	2,575,543	7,678,005	1,626,703
Cash in revolving fund	91,468	-	91,468	-
Collections awaiting deposit	18,632	-	18,632	-
Total deposits	5,212,562	2,575,543	7,788,105	1,626,703
Investments	231,088,776	-	231,088,776	-
Total cash and investments	\$ 528,319,732	\$ 103,275,088	\$ 631,594,820	\$ 2,339,282

**Pooled Funds:** In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the interest-bearing Fresno County Treasurer's Pooled Investment Fund. The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's investment pool is reported in the financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Because the District's deposits are maintained in a recognized pooled investment fund under the care of a third party and the District's share of the pool does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the Fresno County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2020, the Fresno County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

**Deposits - Custodial Credit Risk:** The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2020, the carrying amount of the District's accounts was \$9,367,735 and the bank balances were \$12,374,157. The total uninsured bank balance at June 30, 2020 was \$11,038,802.

Cash balances held in credit unions are insured by the National Credit Union Association. At June 30, 2020, the carrying amount and the bank balances of the District's accounts was \$47,073, all of which was insured.

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 2 - CASH AND INVESTMENTS (Continued)**

Investments: In October 2016 and October 2019, the District issued crossover refunding bonds and the bond proceeds were deposited into an irrevocable escrow fund to be funded, invested and held. Amounts held in the escrow fund will be applied to (a) pay respective interest due on the 2016 and 2019 Refunding Bonds to and including the crossover dates, and (b) on the crossover dates, pay the redemption price of the refunded prior bonds. The amounts Investments at June 30, 2020 are reported at fair value and consisted of the following:

	<u>Rating</u>	<u>2020</u>
Investments:		
U.S. Treasury Notes	Aaa	\$ 230,618,369
Foreign Issues	N/A	<u>470,407</u>
Total investments		<u>\$ 231,088,776</u>

Investment security ratings reported as of June 30, 2020 are defined by Moody's.

The following presents information about the District's assets measured at fair value on a recurring basis as of June 30, 2020, and indicates the fair value hierarchy of the valuation techniques utilized by the District to determine such fair value based on the hierarchy:

*Level 1* – Quoted market prices or identical instruments traded in active exchange markets.

*Level 2* – Significant other observable inputs such as quoted prices for identical or similar instruments in markets that are not active, and model-based valuation techniques for which all significant assumptions are observable or can be corroborated by observable market data.

*Level 3* – Significant unobservable inputs that reflect a reporting entity's own assumptions about the methods that market participants would use in pricing an asset or liability.

The District is required or permitted to record the following assets at fair value on a recurring basis:

	<u>2020</u>			
<u>Description</u>	<u>Fair Value</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
U.S. Treasury Notes	\$ 230,618,369	\$ -	\$ 230,618,369	\$ -
Foreign Issues	<u>470,407</u>	<u>-</u>	<u>470,407</u>	<u>-</u>
	<u>\$ 231,088,776</u>	<u>\$ -</u>	<u>\$ 231,088,776</u>	<u>\$ -</u>

The District's investments are generally classified in Level 2 of the fair value hierarchy because they are valued using broker or dealer quotations, or alternative pricing sources with reasonable level of price transparency. The types of investments valued based on observable inputs includes U.S. Treasury Notes and Foreign Issues are classified within level 2 of the fair value hierarchy.

The District had no non-recurring assets and no liabilities at June 30, 2020 which were required to be disclosed using the fair value hierarchy.

Investment Interest Rate Risk: The District's investment policy does not limit investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 2 - CASH AND INVESTMENTS (Continued)**

Maturities of investments held at June 30, 2020 consist of the following:

	Maturity			
	<u>Fair Value</u>	<u>Less Than One Year</u>	<u>One Year through Five Years</u>	<u>Six Years through Ten Years</u>
Investments securities:				
U.S. Treasury Notes	\$ 230,618,369	107,896,996	122,721,373	-
Foreign Issues	<u>470,407</u>	<u>-</u>	<u>470,407</u>	<u>-</u>
Total	<u>\$ 231,088,776</u>	<u>\$ 107,896,996</u>	<u>\$ 123,191,780</u>	<u>\$ -</u>

Investment Credit Risk: The District's investment policy limits investment choices to obligations of the United States Treasury, sweep accounts and trustee banks and guaranteed investment contracts. At June 30, 2020, all investments represented U.S. Treasury Notes and Foreign Issue Notes which were issued, registered and held by the Escrow Agent.

Concentration of Investment Credit Risk: At June 30, 2020, the District had \$230,618,369 in U.S. Treasury Notes which represented more than five percent of the District's total investments.

**NOTE 3 - INTERFUND TRANSACTIONS**

Interfund Activity: Transactions between funds of the District are recorded as interfund transfers. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables: Individual fund interfund receivable and payable balances at June 30, 2020 were as follows:

Fund	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
<u>Governmental Activities</u>		
Major Funds:		
General	13,627,866	\$ 5,727,630
Building	-	41,899,976
Non-Major Funds:		
Adult Education	105,322	953,153
Child Development	608,865	4,327,890
Cafeteria	5,044,010	6,982,592
Deferred Maintenance	580,654	11,594
Capital Facilities	-	83,110
County School Facilities	42,168,838	2,430,581
Special Reserve for Capital Outlay Projects	1,051,073	80,876
Proprietary Fund:		
Self-Insurance	<u>97,188</u>	<u>786,414</u>
Total	<u>\$ 63,283,816</u>	<u>\$ 63,283,816</u>

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 3 - INTERFUND TRANSACTIONS (Continued)**

Transfers: Transfers consists of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Transfers for the 2019-20 fiscal year were as follows:

Transfer from the Building Fund to the County School Facilities Fund to contribute to the local share by project.	\$ 41,194,471
Transfer from the General Fund to the Deferred Maintenance Fund for the State Deferred Allocation as received in the General Fund.	6,578,636
Transfer from the Building Fund to the General Fund to contribute to Restricted Routine Maintenance.	6,578,636
Transfer from the Cafeteria Fund to the General Fund for indirect cost.	1,843,910
Transfer from Child Development Fund to the General Fund for indirect costs.	653,737
Transfer from the General Fund to the Self-Insurance Fund to support District-provided healthcare plans.	281,114
Transfer from Adult Education Fund to the General Fund for indirect costs.	190,133
Transfer from Capital Facilities Fund to the General Fund for indirect costs.	<u>53,386</u>
	<u>\$ 57,374,023</u>

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 4 - CAPITAL ASSETS**

A schedule of changes in capital assets for the year ended June 30, 2020 is shown below:

	Balance July 1, 2019	Transfers and Additions	Transfers and Deletions	Balance June 30, 2020
<u>Governmental Activities</u>				
Non-depreciable:				
Land	\$ 64,815,011	\$ 1,596,786	\$ -	\$ 66,411,797
Work-in-process	128,431,586	74,211,810	56,339,766	146,303,630
Depreciable:				
Land improvements	96,491,439	3,051,398	-	99,542,837
Buildings	983,537,316	51,237,054	255,619	1,034,518,751
Equipment	38,304,905	2,579,497	-	40,884,402
Totals, at cost	<u>1,311,580,257</u>	<u>132,676,545</u>	<u>56,595,385</u>	<u>1,387,661,417</u>
Less accumulated depreciation:				
Land improvements	(49,016,419)	(4,420,462)	-	(53,436,881)
Buildings	(367,397,036)	(25,337,135)	(255,619)	(392,478,552)
Equipment	(26,047,514)	(2,516,945)	-	(28,564,459)
Total accumulated depreciation	<u>(442,460,969)</u>	<u>(32,274,542)</u>	<u>(255,619)</u>	<u>(474,479,892)</u>
Governmental activities capital assets, net	<u>\$ 869,119,288</u>	<u>\$ 100,402,003</u>	<u>\$ 56,339,766</u>	<u>\$ 913,181,525</u>

Depreciation expense was charged to governmental activities for the year end June 30, 2020 as follows:

Governmental activities:	
Unallocated	<u>\$ 32,274,542</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 5 - SELF-INSURANCE**

The District has established a self-insurance fund to account for the risk of loss for property and liability, workers' compensation, and employee health benefits. For the year ended June 30, 2020, the District was self-insured up to \$2,000,000 for each workers' compensation claim, \$350,000 for each property claim, and \$1,000,000 for each liability claim. The District purchased commercial excess insurance for claims above the self-insured retention.

The property and liability claims liability of \$1,909,709 is based on an actuarial projected estimate at June 30, 2020, discounted at .50%. The workers' compensation claims liability of \$37,648,954 is based on an actuarial projected estimate at June 30, 2020, discounted at 2.0%. The health claims liability of \$20,736,434 is based on an actuarial projected estimate at June 30, 2020, discounted at 3.0% - 6.0%. The liability for all programs include a component for unallocated loss adjustment expenses. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three fiscal years. Changes in the claims liability for the years ended June 30, 2020 and 2019 were as follows:

	Property and <u>Liability</u>	Workers' Compen- <u>sation</u>	<u>Health</u>	<u>Total</u>
Claims liability at June 30, 2018	\$ 1,389,324	\$ 37,743,529	\$ 19,231,499	\$ 58,364,352
Incurred claims	5,043,222	6,380,203	170,899,138	182,322,563
Paid claims	<u>(4,613,776)</u>	<u>(6,580,553)</u>	<u>(170,358,752)</u>	<u>(181,553,081)</u>
Claims liability at June 30, 2019	<u>1,818,770</u>	<u>37,543,179</u>	<u>19,771,885</u>	<u>59,133,834</u>
Incurred claims	4,484,895	6,119,459	172,499,268	183,103,622
Paid claims	<u>(4,393,956)</u>	<u>(6,013,684)</u>	<u>(171,534,719)</u>	<u>(181,942,359)</u>
Claims liability at June 30, 2020	<u>\$ 1,909,709</u>	<u>\$ 37,648,954</u>	<u>\$ 20,736,434</u>	<u>\$ 60,295,097</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES**

General Obligation Bonds

Series	Interest Rate %	Date of Issuance	Maturity Date	Amount of Original Issuance	Outstanding July 1, 2019	Issued Current Year	Redeemed Current Year	Outstanding June 30, 2020
1999 Series C	4.5 - 5.125%	1999	2023	\$ 40,640,000	\$ 9,545,000	-	\$ 2,740,000	\$ 6,805,000
2002 Series A	2.25 - 6.0%	2002	2027	64,485,000	31,275,000	-	4,060,000	27,215,000
2004 Refunding 1995 Series B	1.70 - 5.25%	2004	2028	58,040,000	26,250,000	-	2,960,000	23,290,000
2001 Series F	5.48%	2009	2026	29,428,022	16,915,306	-	2,049,241	14,866,065
2010 Refunding	2.0 - 4.0%	2010	2023	12,040,000	5,215,000	-	1,345,000	3,870,000
2010 Measure Q Series A	4.726 - 5.876%	2011	2030	29,561,373	28,861,373	-	-	28,861,373
2001 Measure K Series G	5.39 - 11.814%	2011	2042	55,570,915	55,570,915	-	-	55,570,915
2010 Measure Q Series B	2.0 - 5.25%	2011	2042	50,434,849	42,394,849	-	1,190,000	41,204,849
2012 GO Refunding Series A	1.0 - 4.5%	2012	2031	39,895,000	31,435,000	-	2,285,000	29,150,000
2012 GO Refunding Series B	0.805 - 4.5%	2012	2022	32,390,000	10,970,000	-	4,890,000	6,080,000
2010 Measure Q Series C	2% - 5.5%	2012	2047	54,997,540	45,105,385	-	-	45,105,385
2010 Measure Q Series D	3.56% - 5.11%	2014	2048	59,996,789	54,306,789	-	-	54,306,789
2015 GO Refunding Bonds	2.0% - 5.0%	2015	2031	14,555,000	12,450,000	-	655,000	11,795,000
2010 Series E Current Interest	2.0% - 5.0%	2015	2046	49,565,000	44,055,000	-	1,065,000	42,990,000
2010 Series E Capital Appreciation	2.0% - 5.0%	2015	2032	5,433,095	5,433,095	-	-	5,433,095
2016 GO Refunding Series A	3.13% - 3.6%	2016	2042	60,480,000	60,480,000	-	-	60,480,000
2010 Series F	2.0% - 4.0%	2016	2042	30,010,000	25,890,000	-	-	25,890,000
2016 GO Refunding Series B	4.0% - 5.0%	2016	2047	59,590,988	59,590,988	-	-	59,590,988
2016 Series A Current Interest	2.0% - 5.0%	2018	2044	38,500,000	32,050,000	-	-	32,050,000
2016 Series A Capital Appreciation	2.0% - 5.0%	2018	2038	21,496,623	21,496,623	-	-	21,496,623
2019 Refunding	2.317 - 3.756%	2019	2042	103,738,005	-	103,738,005	-	103,738,005
2016 Series B	3.0 - 4.0%	2019	2044	75,000,000	-	75,000,000	9,625,000	65,375,000
				\$ 985,849,199	\$ 619,290,323	\$ 178,738,005	\$ 32,864,241	\$ 765,164,087

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

The annual payments required to amortize the 1999, Series C, General Obligation Bonds outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	2,910,000	380,255	3,290,255
2022	3,075,000	207,090	3,282,090
2023	820,000	24,190	844,190
	<u>\$ 6,805,000</u>	<u>\$ 611,535</u>	<u>\$ 7,416,535</u>

The annual payments required to amortize the 2002, Series A, General Obligation Bonds outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 4,305,000	\$ 1,622,100	\$ 5,927,100
2022	4,580,000	1,363,200	5,943,200
2023	4,880,000	1,087,800	5,967,800
2024	5,180,000	794,400	5,974,400
2025	5,500,000	483,000	5,983,000
2026-2027	2,770,000	159,000	2,929,000
	<u>\$ 27,215,000</u>	<u>\$ 5,509,500</u>	<u>\$ 32,724,500</u>

The annual payments required to amortize the 2004 Refunding, Series 95B, General Obligation Bonds outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 3,120,000	\$ 1,191,676	\$ 4,311,676
2022	3,275,000	1,035,426	4,310,426
2023	3,425,000	871,426	4,296,426
2024	3,585,000	699,301	4,284,301
2025	3,815,000	510,037	4,325,037
2026-2028	6,070,000	412,911	6,482,911
	<u>\$ 23,290,000</u>	<u>\$ 4,720,777</u>	<u>\$ 28,010,777</u>

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

In December 2009, the District issued Qualified School Construction Bonds (QSCB) through the Central Valley Support Services Joint Powers Agency (CVSS) with proceeds of \$41,397,820. Also in December 2009, the District issued 2001, Series F, General Obligation Bonds with proceeds of \$29,429,022. The proceeds from Series F were sold to CVSS for the purpose of completing the District's obligation to repay the outstanding QSCB balance. The District incurred \$720,142 in expenses related to the cost of issuance of the QSCB and Series F. The remaining proceeds from the QSCB totaling \$11,248,656 was deposited in the District Building Fund for use on District construction projects approved under Measure K.

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 2,160,006	\$ 755,752	\$ 2,915,758
2022	2,276,840	634,138	2,910,978
2023	2,400,086	505,943	2,906,029
2024	2,530,083	370,807	2,900,890
2025	2,667,218	228,350	2,895,568
2026	<u>2,831,832</u>	<u>77,621</u>	<u>2,909,453</u>
	<u>\$ 14,866,065</u>	<u>\$ 2,572,611</u>	<u>\$ 17,438,676</u>

In October 2010, the District issued 2010 General Obligation Refunding Bonds totaling \$12,040,000. The proceeds of the 2010 General Obligation Refunding Bonds were used to refund portions of the 2001, Series D, General Obligation Bonds. The District also received a total premium of \$789,371 which will be amortized over 20 years. The annual payments required to amortize the 2010 General Obligation Refunding Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	1,385,000	120,175	1,505,175
2022	1,420,000	71,000	1,491,000
2023	<u>1,065,000</u>	<u>21,300</u>	<u>1,086,300</u>
	<u>\$ 3,870,000</u>	<u>\$ 212,475</u>	<u>\$ 4,082,475</u>

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

In October 2011, the District issued QSCBs through CVSS with proceeds of \$39,770,000. Also in October 2011, the District issued 2010, Series A, General Obligation Bonds with proceeds of \$29,561,373. The proceeds from Series A were sold to CVSS for the purpose of completing the District's obligation to repay the outstanding QSCB balance. The District incurred \$665,000 in expenses related to the cost of issuance of the QSCB and Series A. The remaining proceeds from the QSCB totaling \$9,543,627 was deposited in the District Building Fund for use on District construction projects approved under Measure Q.

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 1,154,455	\$ 1,154,455
2022	-	1,154,455	1,154,455
2023	2,246,998	1,109,515	3,356,513
2024	2,769,658	1,009,181	3,778,839
2025	2,840,596	896,977	3,737,573
2026-2030	<u>21,004,121</u>	<u>2,252,987</u>	<u>23,257,108</u>
	<u>\$ 28,861,373</u>	<u>\$ 7,577,570</u>	<u>\$ 36,438,943</u>

The annual payments required to amortize the 2001 Series G, Capital Appreciation General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 50,648	\$ 50,648
2022	48,704	388,145	436,849
2023	275,006	558,909	833,915
2024	507,177	564,731	1,071,908
2025	633,362	835,970	1,469,332
2026-2030	12,482,750	26,419,428	38,902,178
2031-2035	18,926,861	62,692,590	81,619,451
2036-2040	16,753,507	84,147,520	100,901,027
2041-2042	<u>5,943,548</u>	<u>29,229,335</u>	<u>35,172,883</u>
	<u>\$ 55,570,915</u>	<u>\$ 204,887,276</u>	<u>\$ 260,458,191</u>

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

The annual payments required to amortize the 2010 Series B, Current Interest General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 2,310,000	\$ 691,050	\$ 3,001,050
2022	3,585,000	573,150	4,158,150
2023	3,015,000	426,075	3,441,075
2024	3,155,000	267,881	3,422,881
2025	3,525,000	92,531	3,617,531
2026-2027	<u>3,144,116</u>	<u>4,385,884</u>	<u>7,530,000</u>
	<u>\$ 18,734,116</u>	<u>\$ 6,436,571</u>	<u>\$ 25,170,687</u>

The annual payments required to amortize the 2010 Series B, Capital Appreciation General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2028-2030	4,066,043	7,963,957	12,030,000
2031-2035	8,696,959	26,803,041	35,500,000
2036-2040	7,163,530	35,112,737	42,276,267
2041-2042	<u>2,544,201</u>	<u>16,557,574</u>	<u>19,101,775</u>
	<u>\$ 22,470,733</u>	<u>\$ 86,437,309</u>	<u>\$ 108,908,042</u>

The annual payments required to amortize the 2012 Refunding General Obligation Bonds, Series A, outstanding as of June 30, 2020, are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 2,365,000	\$ 1,112,906	\$ 3,477,906
2022	1,690,000	1,021,669	2,711,669
2023	1,775,000	943,706	2,718,706
2024	3,360,000	853,368	4,213,368
2025	1,885,000	755,843	2,640,843
2026-2030	15,745,000	1,746,634	17,491,634
2031-2031	<u>2,330,000</u>	<u>43,688</u>	<u>2,373,688</u>
	<u>\$ 29,150,000</u>	<u>\$ 6,477,814</u>	<u>\$ 35,627,814</u>

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

The annual payments required to amortize the 2012 Refunding General Obligation Bonds, Series B, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 3,750,000	\$ 142,487	\$ 3,892,487
2022	2,330,000	40,775	2,370,775
	<u>\$ 6,080,000</u>	<u>\$ 183,262</u>	<u>\$ 6,263,262</u>

The annual payments required to amortize the 2010 Measure Q, Series C, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 1,707,200	\$ 1,707,200
2022	-	1,707,200	1,707,200
2023	-	1,707,200	1,707,200
2024	-	1,707,200	1,707,200
2025	-	1,707,200	1,707,200
2026-2030	-	8,536,000	8,536,000
2031-2035	3,923,454	17,552,546	21,476,000
2036-2040	3,566,735	21,949,264	25,515,999
2041-2045	6,575,196	50,345,446	56,920,642
2046-2047	31,040,000	1,745,426	32,785,426
	<u>\$ 45,105,385</u>	<u>\$ 108,664,682</u>	<u>\$ 153,770,067</u>

The annual payments required to amortize the 2010 GO Bond Series D, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 1,897,400	\$ 1,897,400
2022	-	1,897,400	1,897,400
2023	-	1,897,400	1,897,400
2024	-	1,897,400	1,897,400
2025	-	1,897,400	1,897,400
2026-2030	-	9,487,000	9,487,000
2031-2035	4,664,014	15,732,986	20,397,000
2036-2040	4,707,775	19,554,224	24,261,999
2041-2045	14,580,000	7,970,250	22,550,250
2046-2048	30,355,000	2,547,300	32,902,300
	<u>\$ 54,306,789</u>	<u>\$ 64,778,760</u>	<u>\$ 119,085,549</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

The annual payments required to amortize the 2015 Refunding General Obligation Bonds, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 660,000	\$ 365,800	\$ 1,025,800
2022	685,000	345,750	1,030,750
2023	735,000	320,525	1,055,525
2024	765,000	293,544	1,058,544
2025	2,370,000	255,313	2,625,313
2026-2030	5,475,000	785,494	6,260,494
2031	1,105,000	19,338	1,124,338
	<u>\$ 11,795,000</u>	<u>\$ 2,385,763</u>	<u>\$ 14,180,763</u>

The annual payments required to amortize the 2010 Series E, Current Interest General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 1,775,000	\$ 1,727,719	\$ 3,502,719
2022	1,380,000	1,648,844	3,028,844
2023	-	1,614,344	1,614,344
2024	-	1,614,344	1,614,344
2025	-	1,614,344	1,614,344
2026-2030	-	8,071,719	8,071,719
2031-2035	3,405,000	7,894,847	11,299,847
2036-2040	8,625,000	6,658,738	15,283,738
2041-2045	22,110,000	3,674,434	25,784,434
2046	5,695,000	117,459	5,812,459
	<u>\$ 42,990,000</u>	<u>\$ 34,636,791</u>	<u>\$ 77,626,791</u>

The annual payments required to amortize the 2010 Series E, Capital Appreciation General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2025	\$ 675,063	\$ 219,937	\$ 895,000
2026-2030	3,811,466	2,303,534	6,115,000
2031-2032	946,566	928,434	1,875,000
	<u>\$ 5,433,095</u>	<u>\$ 3,451,905</u>	<u>\$ 8,885,000</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

In October 2016, the District issued the 2016 Refunding General Obligation Bonds, Series A and Series B (Crossover Refunding) in the amount of \$60,480,000 and \$59,590,988, respectively. Proceeds from the Refunding Bonds will be applied for the purpose of advance refunding, on a crossover basis, certain maturities of the District's Election of 2010, Series B and Series C General Obligation Bonds. At the crossover dates for the Series A and Series B Refunding General Obligation Bonds, August 1, 2021 and August 1, 2023, respectively, the proceeds from the Series A and Series B Refunding General Obligation Bonds will be used to repay the Election of 2010, Series B and Series C, at which time they will be considered defeased.

The annual payments required to amortize the 2016 Refunding General Obligation Bonds, Series A, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 2,475,850	\$ 2,475,850
2022	-	2,475,850	2,475,850
2023	-	2,475,850	2,475,850
2024	-	2,475,850	2,475,850
2025	-	2,475,850	2,475,850
2026-2030	-	12,379,250	12,379,250
2031-2035	17,080,000	10,602,975	27,682,975
2036-2040	28,200,000	6,064,800	34,264,800
2041-2042	15,200,000	620,600	15,820,600
	<u>\$ 60,480,000</u>	<u>\$ 42,046,875</u>	<u>\$ 102,526,875</u>

The annual payments required to amortize the 2010 Election of 2010, Series F, outstanding as of June 30, 2020 are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 840,050	\$ 840,050
2022	-	840,050	840,050
2023	-	840,050	840,050
2024	-	840,050	840,050
2025	-	840,050	840,050
2026-2030	245,000	4,195,350	4,440,350
2031-2035	8,340,000	3,457,700	11,797,700
2036-2040	11,235,000	1,789,275	13,024,275
2041-2042	6,070,000	184,800	6,254,800
	<u>\$ 25,890,000</u>	<u>\$ 13,827,375</u>	<u>\$ 39,717,375</u>

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

The annual payments required to amortize the 2016 Refunding General Obligation Bonds, Series B, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 1,649,600	\$ 1,649,600
2022	-	1,649,600	1,649,600
2023	-	1,649,600	1,649,600
2024	-	1,649,600	1,649,600
2025	-	1,649,600	1,649,600
2026-2030	-	8,248,000	8,248,000
2031-2035	2,968,680	10,294,320	13,263,000
2036-2040	4,345,708	12,947,291	17,292,999
2041-2045	23,666,600	24,768,800	48,435,400
2046-2047	28,610,000	1,166,800	29,776,800
	<u>\$ 59,590,988</u>	<u>\$ 65,673,211</u>	<u>\$ 125,264,199</u>

The annual payments required to amortize the 2016 Series A, Current Interest General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ -	\$ 1,474,300	\$ 1,474,300
2022	-	1,474,300	1,474,300
2023	-	1,474,300	1,474,300
2024	-	1,474,300	1,474,300
2025	-	1,474,300	1,474,300
2026-2030	-	7,371,500	7,371,500
2031-2035	-	7,371,500	7,371,500
2036-2040	8,750,000	6,944,250	15,694,250
2041-2044	23,300,000	2,083,500	25,383,500
	<u>\$ 32,050,000</u>	<u>\$ 31,142,250</u>	<u>\$ 63,192,250</u>

The annual payments required to amortize the 2016 Series A, Capital Appreciation General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2025-2029	\$ 5,941,525	\$ 2,448,475	\$ 8,390,000
2030-2034	9,794,502	7,355,498	17,150,000
2035-2039	5,760,596	6,684,404	12,445,000
	<u>\$ 21,496,623</u>	<u>\$ 16,488,377</u>	<u>\$ 37,985,000</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

In October 2019, the District issued the 2019 Refunding General Obligation Bonds totaling \$103,738,005. The proceeds from the 2019 Refunding Bonds were issued for the purpose of refunding, on an advance crossover basis, certain maturities of the Election of 2001 Series G Bonds. Until the crossover date, both the 2019 Refunding Bonds and the 2001 Series G Bonds are reported obligations of the District. At the crossover date, August 1, 2023, the proceeds from the 2019 Refunding Bonds will be used to repay the 2001 Series G Bonds, at which time they will be considered defeased.

As a result of the refunding, the District in effect reduced its aggregate debt service payments by \$81,135,282 and obtained an economic gain of \$47,225,554.

The annual payments required to amortize the 2019 General Obligation Refunding Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	\$ 599,980	\$ 55,020	\$ 655,000
2025	802,445	102,555	905,000
2026-2030	19,209,306	5,200,694	24,410,000
2031-2035	34,273,136	19,375,206	53,648,342
2036-2040	34,979,175	32,961,539	67,940,714
2041-2042	13,873,963	16,789,891	30,663,854
	<u>\$ 103,738,005</u>	<u>\$ 74,484,905</u>	<u>\$ 178,222,910</u>

The annual payments required to amortize the 2016 Series B General Obligation Bonds payable, outstanding as of June 30, 2020, are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	\$ 8,745,000	\$ 2,245,850	\$ 10,990,850
2022	2,790,000	2,015,150	4,805,150
2023	-	1,959,350	1,959,350
2024	-	1,959,350	1,959,350
2025	-	1,959,350	1,959,350
2026-2030	4,900,000	9,515,550	14,415,550
2031-2035	11,775,000	7,719,250	19,494,250
2036-2040	17,740,000	4,805,950	22,545,950
2041-2044	19,425,000	1,204,875	20,629,875
	<u>\$ 65,375,000</u>	<u>\$ 33,384,675</u>	<u>\$ 98,759,675</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 6 - LONG-TERM LIABILITIES (Continued)**

PG&E Energy Savings Loans: The District signed a long-term agreement with Pacific Gas and Electric (PG&E) to install energy efficient light fixtures at various District sites. The following is a schedule of future payments for PG&E Energy Savings Loans:

Year Ending <u>June 30,</u>	Annual <u>Payments</u>
2021	\$ 51,804
2022	1,155
Total payments remaining	<u>\$ 52,959</u>

Schedule of Changes in Long-Term Liabilities: A schedule of changes in long-term liabilities for the fiscal year ended June 30, 2020 is shown below:

<u>Governmental Activities</u>	Balance at <u>July 1, 2019</u>	<u>Additions</u>	<u>Deletions</u>	Balance at <u>June 30, 2020</u>	Amounts Due Within <u>One Year</u>
<u>Debt:</u>					
General Obligation Bonds	\$ 619,290,323	\$ 178,738,005	\$ 32,864,241	\$ 765,164,087	\$ 33,485,006
Unamortized premiums	17,645,283	5,400,660	794,668	22,251,275	820,733
Accreted interest	62,681,256	14,102,522	-	76,783,778	-
PG&E energy savings loans	143,175	-	90,216	52,959	51,804
<u>Other long-term liabilities:</u>					
Net OPEB liability (Note 10)	1,019,255,291	-	64,672	1,019,190,619	-
Net pension liability (Notes 8 and 9)	906,727,000	35,476,000	-	942,203,000	-
Compensated absences	3,038,141	1,496,139	-	4,534,280	-
<b>Totals</b>	<u>\$ 2,628,780,469</u>	<u>\$ 235,213,326</u>	<u>\$ 33,813,797</u>	<u>\$ 2,830,179,998</u>	<u>\$ 34,357,543</u>

Payments on the General Obligation Bonds are made from the Bond Interest Redemption Fund. Payments on the PG&E Energy Savings Loans are made from the General Fund. Payments on the compensated absences, other postemployment benefits and net pension liability are made from the fund for which the related employee worked.

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 7 - FUND BALANCES**

Fund balances, by category, at June 30, 2020 consisted of the following:

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total
Nonspendable:					
Revolving cash fund	\$ 90,918	\$ -	\$ -	\$ 550	\$ 91,468
Prepaid expenditures	1,162,384	-	-	-	1,162,384
Stores inventory	<u>2,725,284</u>	<u>-</u>	<u>-</u>	<u>2,285,225</u>	<u>5,010,509</u>
Subtotal nonspendable	<u>3,978,586</u>	<u>-</u>	<u>-</u>	<u>2,285,775</u>	<u>6,264,361</u>
Restricted:					
Legally restricted programs	4,310,854	-	-	17,245,871	21,556,725
Capital projects	-	42,633,433	-	65,856,061	108,489,494
Debt service	<u>-</u>	<u>-</u>	<u>274,106,864</u>	<u>-</u>	<u>274,106,864</u>
Subtotal restricted	<u>4,310,854</u>	<u>42,633,433</u>	<u>274,106,864</u>	<u>83,101,932</u>	<u>404,153,083</u>
Assigned:					
Textbook Adoption	11,200,000	-	-	-	11,200,000
Reserve for future operations	17,500,000	-	-	-	17,500,000
Design Science Facility	5,137,244	-	-	-	5,137,244
Middle school restroom renovation	2,612,796	-	-	-	2,612,796
School site carryover	1,820,000	-	-	-	1,820,000
Portable classrooms	1,262,338	-	-	-	1,262,338
Other assignments	<u>1,885,370</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,885,370</u>
Subtotal Assigned	<u>41,417,748</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>41,417,748</u>
Unassigned:					
Designated for economic uncertainty	<u>102,475,777</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>102,475,777</u>
Total fund balances	<u>\$ 152,182,965</u>	<u>\$ 42,633,433</u>	<u>\$ 274,106,864</u>	<u>\$ 85,387,707</u>	<u>\$ 554,310,969</u>

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 8 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN**

*General Information about the State Teachers' Retirement Plan*

Plan Description: Teaching-certified employees of the District are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). The Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan and CalSTRS as the administrator. The benefit terms of the plans may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at <http://www.calstrs.com/comprehensive-annual-financial-report>.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit (DB) Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

*CalSTRS 2% at 60*

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

CalSTRS calculates retirement benefits based on a one-year final compensation for members who retired on or after January 1, 2001, with 25 or more years of credited service, or for classroom teachers with less than 25 years of credited service if the employer elected to pay the additional benefit cost prior to January 1, 2014. One-year final compensation means a member's highest average annual compensation earnable for 12 consecutive months calculated by taking the creditable compensation that a member could earn in a school year while employed on a fulltime basis, for a position in which the person worked. For members with less than 25 years of credited service, final compensation is the highest average annual compensation earnable for any 36 consecutive months of credited service.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 8 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

*CalSTRS 2% at 62*

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

All CalSTRS 2% at 62 members have their final compensation based on their highest average annual compensation earnable for 36 consecutive months of credited service.

Contributions: Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state's General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution, approximately \$1.6 billion, was allocated to reduce the employers' share of the unfunded actuarial obligation of the DB Program.

California Assembly Bill 84, Chapter 16, Statutes of 2020, (AB 84) was signed into law in June 2020 and revised certain provisions of Teachers' Retirement Law enacted by SB 90. Specifically, AB 84 repurposed the aforementioned \$1.6 billion contribution originally intended to reduce employers' long-term liabilities, to further supplant employer contributions through fiscal year 2021–22. Pursuant to AB 84, employers will remit contributions to CalSTRS based on a rate that is 2.95% less than the statutory rate for fiscal year 2020–21 and 2.18% less than the rate set by the board for fiscal year 2021–22. Any remaining amounts must be allocated to reduce the employers' share of the unfunded actuarial obligation of the DB Program. The rate reduction for fiscal year 2019-20 under SB 90 was not changed by AB 84. The employer contribution rates set in statute and the CalSTRS board's authority to adjust those rates starting in fiscal year 2021–22 under the CalSTRS Funding Plan were not changed by the passage of SB 90 or AB 84.

A summary of statutory contribution rates and other sources of contributions to the DB Program are as follows:

*Members* - Under CalSTRS 2% at 60, the member contribution rate was 10.25 percent of applicable member earnings for fiscal year 2019-2020. Under CalSTRS 2% at 62, members contribute 50 percent of the normal cost of their retirement plan, which resulted in a contribution rate of 10.205 percent of applicable member earnings for fiscal year 2019-2020.

In general, member contributions cannot increase unless members are provided with some type of "comparable advantage" in exchange for such increases. Under previous law, the Legislature could reduce or eliminate the 2 percent annual increase to retirement benefits. As a result of AB 1469, effective July 1, 2014, the Legislature cannot reduce the 2 percent annual benefit adjustment for members who retire on or after January 1, 2014, and in exchange for this "comparable advantage," the member contribution rates have been increased by an amount that covers a portion of the cost of the 2 percent annual benefit adjustment.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 8 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

*Employers* – 17.10 percent of applicable member earnings. This rate reflects the original employer contribution rate of 18.13 percent under AB1469, reduced for the 1.03 percentage points to be paid on behalf of employers pursuant to SB 90.

Pursuant to AB 1469, employer contributions will increase from 8.25 percent to a total of 19.1 percent of applicable member earnings phased in over seven years starting in 2014. The legislation also gives the CalSTRS board limited authority to adjust employer contribution rates from July 1, 2021 through June 2046 in order to eliminate the remaining unfunded actuarial obligation related to service credited to members prior to July 1, 2014. The CalSTRS board cannot adjust the rate by more than 1 percent in a fiscal year, and the total contribution rate in addition to the 8.25 percent cannot exceed 12 percent.

The CalSTRS employer contribution rate increases effective for fiscal year 2019-2020 through fiscal year 2045-46 are summarized in the table below:

<u>Effective Date</u>	<u>Prior Rate</u>	<u>Increase</u>	<u>Total</u>
July 01, 2019	8.25%	9.88%	18.13% <sup>(1)</sup>
July 01, 2020	8.25%	10.85%	19.10% <sup>(2)</sup>
July 01, 2021 to June 30, 2046	8.25%	(3)	(3)
July 01, 2046	8.25% Increase from prior rate ceases in 2046-47		

(1) This rate does not reflect the reduction of employer contributions to be paid by the employer for fiscal year 2019–20 by 1.03 percentage points pursuant to SB 90.

(2) This rate does not reflect the reduction of employer contributions to be paid by the employer for fiscal year 2020–21 by 2.95 percentage points pursuant to SB 90 and AB 84.

(3) The CalSTRS Funding Plan authorizes the board to adjust the employer contribution rate up or down 1% each year, but no higher than 20.25% total and no lower than 8.25%.

The District contributed \$71,921,290 to the plan for the fiscal year ended June 30, 2020.

*State* – 10.328 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year.

As a result of the CalSTRS Funding Plan, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specified in subdivision (b) of Education Code section 22955.1. The increased contributions end as of fiscal year 2045–46.

The state's base contribution to the DB Program is calculated based on creditable compensation from two fiscal years prior. The state rate will increase to 5.811% on July 1, 2019, to continue paying down the unfunded liabilities associated with the benefits structure that was in place in 1990 prior to certain enhancements in benefits and reductions in contributions. Additionally, the enactment of SB 90 will result in future supplemental contributions to be made by the state to pay down its portion of the unfunded actuarial obligation of the DB Program in fiscal years 2019–20 through 2022–23.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 8 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

The CalSTRS state contribution rates effective for fiscal year 2019-20 and beyond are summarized in the table below.

<u>Effective Date</u>	<u>Base Rate</u>	<u>AB 1469 Increase For 1990 Benefit Structure</u>	<u>SBMA Funding<sup>(1)</sup></u>	<u>Total State Appropriation to DB Program</u>
July 01, 2019	2.017%	5.811%	2.50%	10.328% <sup>(3)</sup>
July 01, 2020	2.017%	5.811% <sup>(2)</sup>	2.50%	10.328% <sup>(3)</sup>
July 01, 2021 to June 30, 2046	2.017%	(4)	2.50%	(4)
July 01, 2046 and thereafter	2.017%	(5)	2.50%	(5)

(1) This rate does not include the \$72 million reduction in accordance with Education Code Section 22954.

(2) In May 2020, the CalSTRS board exercised its limited authority to increase the state contribution rate by 0.5% of the creditable compensation effective July 1, 2020. However, pursuant to AB 84, the state suspended the board's rate-setting authority for state contributions for fiscal year 2020–21, thereby negating the board's rate increase of 0.5%.

(3) This rate does not include the \$2.2 billion supplemental state contribution on behalf of employers pursuant to SB 90.

(4) The board has limited authority to adjust state contribution rates annually through June 2046 in order to eliminate the remaining unfunded actuarial obligation associated with the 1990 benefit structure. The board cannot increase the rate by more than 0.50% in a fiscal year, and if there is no unfunded actuarial obligation, the contribution rate imposed to pay for the 1990 benefit structure would be reduced to zero percent.

(5) From July 1, 2046, and thereafter, the rates in effect prior to July 1, 2014, are reinstated, if necessary, to address any remaining 1990 unfunded actuarial obligation.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2020, the District reported a liability for its proportionate share of the net pension liability that reflected 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, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 668,050,000
State's proportionate share of the net pension liability associated with the District	<u>364,468,000</u>
Total	<u>\$ 1,032,518,000</u>

The net pension liability was measured as of June 30, 2019 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2018. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school districts and the State. At June 30, 2019, the District's proportion was 0.740 percent, which was an increase of 0.017 percent from its proportion measured as of June 30, 2018.

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 8 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

For the year ended June 30, 2020, the District recognized pension expense of \$140,208,360 and revenue of \$48,464,296 for support provided by the State. At June 30, 2020, 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
Difference between expected and actual experience	\$ 1,686,000	\$ 18,825,000
Changes of assumptions	84,494,000	-
Net differences between projected and actual earnings on investments	-	25,733,000
Changes in proportion and differences between District contributions and proportionate share of contributions	53,929,000	19,015,000
Contributions made subsequent to measurement date	<u>71,921,290</u>	<u>-</u>
Total	<u>\$ 212,030,290</u>	<u>\$ 63,573,000</u>

\$71,921,290 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ending <u>June 30,</u>	
2021	\$ 22,157,000
2022	\$ 4,319,000
2023	\$ 17,469,000
2024	\$ 26,051,000
2025	\$ 6,581,000
2026	\$ (41,000)

Differences between expected and actual experience, changes in assumptions and changes in proportion and differences between District contributions and proportionate share of contributions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2019 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 8 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

Actuarial Methods and Assumptions: The total pension liability for the STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2018, and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2018
Experience Study	July 1, 2010 through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.10%
Consumer Price Inflation	2.75%
Wage Growth	3.50%
Post-retirement Benefit Increases	2.00% simple for DB Not applicable for DBS/CBB

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

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. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process.

The actuarial investment rate of return assumption was adopted by the CalSTRS board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Global Equity	47%	4.8%
Fixed Income	12	1.3
Real Estate Assets	13	3.6
Private Equity	13	6.3
Absolute Return / Risk Mitigating Strategies	9	1.8
Inflation Sensitive	4	3.3
Cash / Liquidity	2	(0.4)

\* 20-year geometric average

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 8 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

Discount Rate: The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, 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 (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District's proportionate share of the net pension liability	\$ 994,781,000	\$ 668,050,000	\$ 397,127,000

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

**NOTE 9 – NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B**

*General Information about the Public Employer's Retirement Fund B*

Plan Description: The schools cost-sharing multiple-employer defined benefit pension plan Public Employer's Retirement Fund B (PERF B) is administered by the California Public Employees' Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and non-certified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at:

<https://www.calpers.ca.gov/docs/forms-publications/cafr-2019.pdf>

Benefits Provided: The benefits for the defined benefit plans are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 9 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

Contributions: The benefits for the defined benefit pension plans are funded by contributions from members and employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer’s benefit formulas. Employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Employer contributions, including lump sum contributions made when districts first join PERF B, are credited with a market value adjustment in determining contribution rates.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2020 were as follows:

*Members* - The member contribution rate was 7.0 percent of applicable member earnings for fiscal year 2019-2020.

*Employers* - The employer contribution rate was 19.72 percent of applicable member earnings.

The District contributed \$27,391,892 to the plan for the fiscal year ended June 30, 2020.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2020, the District reported a liability of \$274,153,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2018. The District’s proportion of the net pension liability was based on the District’s share of contributions to the pension plan relative to the contributions of all participating school districts. At June 30, 2019 the District’s proportion was 0.941 percent, which was an increase of 0.034 percent from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the District recognized pension expense of \$62,302,158. At June 30, 2020, 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
Difference between expected and actual experience	\$ 19,915,000	\$ -
Changes of assumptions	13,051,000	-
Net differences between projected and actual earnings on investments	-	2,543,000
Changes in proportion and differences between District contributions and proportionate share of contributions	8,790,000	1,785,000
Contributions made subsequent to measurement date	27,391,892	-
Total	<u>\$ 69,147,892</u>	<u>\$ 4,328,000</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 9 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

\$27,391,892 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ending <u>June 30,</u>	
2021	\$ 25,128,000
2022	\$ 7,192,000
2023	\$ 4,387,500
2024	\$ 720,500

Differences between expected and actual experience, changes in assumptions and changes in proportion and differences between District contributions and proportionate share of contributions are amortized over a closed period equal to the average remaining service life of plan members, which is 4 years as of the June 30, 2019 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the Plan was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2018, and rolling forward the total pension liability to June 30, 2019. The financial reporting actuarial valuation as of June 30, 2018, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2018
Experience Study	June 30, 1997 through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.15%
Consumer Price Inflation	2.50%
Wage Growth	Varies by entry age and service
Post-retirement Benefit Increases	Contract COLA up to 2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power applies 2.50% thereafter

The mortality table used was developed based on CalPERS specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90% of Scale MP 2016. For more details on this table, please refer to the 2017 experience study report.

All other actuarial assumptions used in the June 30, 2018 valuation were based on the results of an actuarial experience study for the period from 1997 to 2015, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS' website.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 9 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

The table below reflects 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.

<u>Asset Class</u>	<u>Long-Term* Assumed Asset Allocation</u>	<u>Expected Real Rate of Return Years 1-10 <sup>(1)</sup></u>	<u>Expected Real Rate of Return Years 11+<sup>(2)</sup></u>
Global Equity	50%	4.80%	5.98%
Fixed Income	28	1.00	2.62
Inflation Assets	-	0.77	1.81
Private Equity	8	6.30	7.23
Real Estate Assets	13	3.75	4.93
Liquidity	1	-	(0.92)

\* 10-year geometric average

(1) An expected inflation rate of 2.00% used for this period

(2) An expected inflation rate of 2.92% used for this period

**Discount Rate:** The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS' website.

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, CalPERS took into account both short-term and long-term market return expectations as well as the expected cash flows of the Plan. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan's asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11+ 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. The expected rate of return was set by calculating the rounded single equivalent expected return that 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 adjusted to account for assumed administrative expenses.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 9 – NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B (Continued)**

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate:  
The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, 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 (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease (6.15%)	Current Discount Rate (7.15%)	1% Increase (8.15%)
District's proportionate share of the net pension liability	\$ 395,174,000	\$ 274,153,000	\$ 173,758,000

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS**

*General Information about the Other Postemployment Benefits (OPEB) Plan*

Plan Description: In addition to the pension benefits described in Notes 8 and 9, the District provides postemployment health care benefits to eligible employees and their dependents under a single employer defined benefit OPEB plan. The plan does not issue separate financial statements.

The District established an irrevocable trust under the California Employer's Retiree Benefit Trust Program (CERBT) to prefund the costs of other postemployment benefits. The funds in the CERBT are held in trust and will be administered by the California Public Employees' Retirement System (CalPERS) as an agent multiple-employer plan. Benefit provisions are established and may be amended by District labor agreements which are approved by the Board of Education. The District's contributions to the irrevocable trust is included in the CERBT, which is included in the CalPERS CAFR. Copies of the CalPERS' CAFR may be obtained from the CalPERS Executive Office – 400 P Street – Sacramento, CA 95814.

The CERBT fund, which is an Internal Revenue Code (IRC) Section 115 Trust, is set up for the purpose of (i) receiving employer contributions to prefund health and other post-employment benefits for retirees and their beneficiaries, (ii) invest contributed amounts and income therein, and (iii) disburse contributed amounts and income therein, if any, to pay for costs of administration of the fund and to pay for health care costs or other post-employment benefits in accordance with the terms of the District's OPEB plan.

Benefits Provided: District employees hired before July 1, 2005, who retire after attaining age 57.5 and completing a requisite period of service, may receive District-paid medical and prescription drug coverage for life (with continuation to the surviving spouse, if any), and subject to retiree contributions shown in the table below. The requisite service is 10 years if hired before January 1, 1982 (July 1, 1982 for Classified), 16 years if hired between January 1, 1982 and July 1, 1994 (but 10 years if rehired with a pre-1982 original date of hire), and 16 years for those hired or re-hired after July 1, 1994 (but before July 1, 2005).

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

District employees hired on or after July 1, 2005, who retire after attaining age 60 and completing at least 25 years of service, receive District-paid coverage for the earlier of 5 years or until age 65. These benefits are also subject to retiree contributions, described below.

The District began collecting retiree contributions in July 2006. Retiree contributions will be charged only to individuals retiring after August 31, 2006.

The schedule for determining a retiree's monthly contributions (including Health Assessment Fees of \$10, where applicable) is shown in the following table:

Retiree Age	Retiree	Spouse <65	Spouse 65-74	Spouse 75+	Child	Family
Under 65	\$170	\$60	\$60	\$60	\$15	\$70
Ages 65 - 74	\$10	\$10	\$10	\$-	\$10 each	N/A
Ages 75 +	\$-	\$10	\$10	\$-	10	N/A

Employees Covered by Benefit Terms: The following is a table of plan participants at June 30, 2020:

	Number of Participants
Inactive Plan members, covered spouses, or beneficiaries currently receiving benefits	5,270
Active employees	7,239
	<u>12,509</u>

Contributions: California Government Code specifies that the District's contribution requirements for covered employees are established and may be amended by the Governing Board. Contributions to the Plan from the District were \$37,734,823 for the year ended June 30, 2020. District contributions to the Trust are voluntary. Employees are not required to contribute to the OPEB plan.

OPEB Plan Investments: The plan discount rate of 6.0% was determined using the following asset allocation and assumed rate of return:

<u>Asset Class</u>	<u>Long-Term* Assumed Asset Allocation</u>	<u>Expected Real Rate of Return</u>
Global Equity	40.0%	5.5%
Fixed Income	43.0	1.5
Treasury Inflation-Protected Securities	5.0	1.2
Real Estate	8.0	3.7
Commodities	4.0	0.6

\*Geometric average

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

Rolling periods of time for all asset classes in combination we used to appropriately reflect correlation between asset classes. This means that the average returns for any asset class do not necessarily reflect the averages over time individually, but reflect the return for the asset class for the portfolio average. Additionally, the historic 30 year real rates of return for each asset class along with the assumed long-term inflation assumption was used to set the discount rate. The investment return was offset by assumed investment expenses of 25 basis points. It was further assumed that contributions to the plan would be sufficient to fully fund the obligation over a period not to exceed 30 years.

Money-weighted rate of return on OPEB plan investments 5.37%

The money-weighted rate of return expresses investment performance, net of OPEB plan investment expenses, adjusted for the changing amounts actually invested.

Actuarial Assumptions: The District's net OPEB liability was measured as of June 30, 2020 and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of July 1, 2019. Standard actuarial update procedures were used to determine the liability between the valuation and measurement dates.

Valuation Date	July 1, 2019
Pre-Retirement Mortality Rate	RP 2014 Employee Mortality Table, without projection
Post-Retirement Mortality Rate	RP 2014 Health Annuitant Mortality Table, without projection
Discount Rate	6.0%. Based on the long-term expected rate of return
Investment Rate of Return	6.0%
Retirement Rate	CalPERS (2014) and CalSTRS (2010) experience studies.
Healthcare cost trend rate	5.90% for 2020, 5.80% for 2021, 5.70% for 2022, decreasing .10% to 5.00% for 2029 and later.
Salary Increases	3.0% per year
Termination Rate	CalPERS (2014) and CalSTRS (2010) experience studies.
Percent of Retirees with Spouses	Future Retirees <65: 67% Future Retirees >65: 50%
Percent of Retirees with Eligible Dependents	Future Retirees: In proportion to current retirees Current Retirees: Actual dependent data was used
Funding Method	Entry Age Cost Method

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

Changes in the Net OPEB Liability:

	Total OPEB Liability (a)	Total Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balance at June 30, 2019	\$ 1,067,966,943	\$ 48,711,652	\$ 1,019,255,291
Changes for the year:			
Service cost	16,341,671	-	16,341,671
Interest	61,778,007	-	61,778,007
Difference between expected and actual experience	82,504,316	-	82,504,316
Changes in assumptions	(120,311,404)	-	(120,311,404)
Employer contributions	-	37,734,823	(37,734,823)
Net investment income	-	2,685,784	(2,685,784)
Administrative expense	-	(43,345)	43,345
Benefit payments	(34,234,823)	(34,234,823)	-
Net change	6,077,767	6,142,439	(64,672)
Balance at June 30, 2020	\$ 1,074,044,710	\$ 54,854,091	\$ 1,019,190,619

Fiduciary Net Position as a % of the Total OPEB Liability, at June 30, 2020: 5.11%

The changes in assumptions include an update in the healthcare cost trend rate from 5.0% for all age groups, in the June 30, 2019 measurement. The healthcare trend rates as of the June 30, 2020 measurement include 5.9% for pre-Medicare plan participants, and 4.0% for post-Medicare participants.

Sensitivity of the Net OPEB Liability to Assumptions: The following presents the net OPEB liability calculated using the discount rate of 6.0 percent. The schedule also shows what the net OPEB liability would be if it were calculated using a discount rate that is 1 percent lower (5.0 percent) and 1 percent higher (7.0 percent):

	Discount Rate 1% Lower (5.0%)	Valuation Discount Rate (6.0%)	Discount Rate 1% Higher (7.0%)
Net OPEB liability	\$ 1,154,848,686	\$ 1,019,190,619	\$ 906,135,530

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

**NOTE 10 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

The following table presents the net OPEB liability calculated using the health care cost trend rate of 5.9 – 5.0 percent. The schedule also shows what the net OPEB liability would be if it were calculated using a health care cost trend rate that is 1 percent lower (4.9 – 4.0 percent) and 1 percent higher (6.9 – 6.0 percent):

	Health Care Trend Rate 1% <u>Lower (4.9 - 4.0%)</u>	Valuation Health Care Trend Rate (5.9 - 5.0%)	Health Care Trend Rate 1% <u>Higher (6.9 - 6.0%)</u>
Net OPEB liability	<u>\$ 888,508,063</u>	<u>\$ 1,019,190,619</u>	<u>\$ 1,178,337,259</u>

*OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB*

For the year ended June 30, 2020, the District recognized OPEB expense of \$69,197,456. At June 30, 2020, 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>
Difference between expected and actual experience	\$ 69,613,017	\$ -
Change in assumptions	-	101,512,747
Net differences between projected and actual earnings on investments	<u>275,102</u>	<u>335,149</u>
Total	<u>\$ 69,888,119</u>	<u>\$ 101,847,896</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Years Ending June 30,</u>	
2021	\$ (5,947,901)
2022	\$ (5,947,901)
2023	\$ (5,952,696)
2024	\$ (5,840,981)
2025	\$ (5,907,357)
Thereafter	\$ (2,362,941)

Deferred outflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 11 - JOINT POWERS AGREEMENT**

The District is a member with other school districts of a Joint Powers Authority, Central Valley Support Services (CVSS), to provide support services to educational agencies in the Central Valley of California. CVSS is governed by a board consisting of one district representative selected by each member district's superintendent, one member of the operations staff of each member district and the Treasurer of CVSS. The CVSS Board controls the operations of CVSS, independent of any influence by the member districts beyond their representation on the Board. The following is a summary of financial information of CVSS as of June 30, 2019 (the most recent information available):

Total assets	\$	74,780,738
Deferred outflows of resources	\$	11,733,244
Total liabilities	\$	85,285,924
Net position	\$	1,228,058
Total revenues	\$	3,484,326
Total expenses	\$	3,855,240

The relationship between Fresno Unified School District and the Joint Powers Authority is such that it is not a component unit of the District for financial reporting purposes.

**NOTE 12 - CONTINGENCIES**

Contingent Liabilities: The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

Also, the District has received federal and state funds for specific purposes that are subject to review or audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

Construction Commitments: As of June 30, 2020, the District had approximately \$64.9 million in outstanding commitments on construction contracts.

**NOTE 13 - FINANCIAL RESPONSIBILITY**

The District has maintained a balanced approach to addressing the reduced State funding over the past years and utilized the same approach for the new funding made available in 2012/13 with the passage of Proposition 30. This multi-year, balanced approach has enabled the district to maintain a positive financial position.

In 2005/06, lifetime health benefits were limited to reduce the post-retirement liability and the district formed the Joint Health Management Board (JHMB), consisting of district and labor partners with the primary objective of maintaining a positive reserve in the Health Fund while retaining affordable health care.

The District continues to maintain a positive reserve in the current and future years as shown in the 2019/20 adopted budget and includes a conservative reserve to plan for the implementation of the Local Control Funding Formula. The District has maintained a positive financial position since 2006/07 as reflected by Moody's continued affirmation of the District's credit rating of Aa3 since 2010 during a time when other agencies have been lowered.

The District continues to monitor and budget for the current and future years to ensure financial stability and conservatively evaluate reserves to mitigate the effects of the prolonged state economic crisis.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2020

---

**NOTE 14 – SUBSEQUENT EVENTS**

On September 30, 2020 the District issued Election of 2016 Series C General Obligation Bonds (2016 Series C Bonds), totaling \$45,000,000. The 2016 Series C Bonds were issued to finance the repair, upgrade, acquisition, construction and/or equipping of various District properties. The 2016 Series C Bonds bear interest at rates ranging from 2.5% to 4.0% and are scheduled to mature through August 1, 2043.

Also on September 30, 2020, the District issued 2020 General Obligation Refunding Bonds (2020 Refunding Bonds) totaling \$92,615,000. Proceeds from the issuance of the 2020 Refunding Bonds will be used to advance refund certain maturities of the District's 2012 Refunding Bonds and Election 2010 Series D Bonds. The 2020 Refunding Bonds bear interest at rates ranging from .237% to 3.013%. The 2020 Refunding Bonds are scheduled to mature through August 1, 2047.

**NOTE 15 – COVID-19 PANDEMIC IMPACT**

In December 2019, a novel strain of coronavirus surfaced (COVID-19) and spread around the world, with resulting business and social disruption. In response to the pandemic and in compliance with various state and local ordinances, the District closed physical campuses and transitioned to a distance learning model. On March 13, 2020, the Governor of California issued Executive Order N-26 – 20, guaranteeing state funding to support the continued payment of salaries and benefits to all employees through June 30, 2020.

The operations and business results of the District could be adversely affected in the future including a reduction in the level of funding and impact to the timing of cash flows. In addition, significant estimates may be adversely impacted by national, state and local events designed to contain the coronavirus. Debt ratings for outstanding issuances may further be impacted. For the 2021 school year, the District is offering instruction in formats consistent with local health guidelines. Throughout the pandemic the District has put into practice a number of safety measures to protect students and employees and will continue to revise them as needed.

## REQUIRED SUPPLEMENTARY INFORMATION

FRESNO UNIFIED SCHOOL DISTRICT  
GENERAL FUND  
BUDGETARY COMPARISON SCHEDULE  
For the year ended June 30, 2020

	<u>Budget</u>			<u>Over/ (Under) Budget</u>
	<u>Original</u>	<u>Final</u>	<u>Actual</u>	
Revenues:				
Local Control Funding Formula (LCFF):				
State apportionment	\$ 712,297,897	\$ 713,443,771	\$ 713,268,424	\$ (175,347)
Local sources	<u>66,681,580</u>	<u>66,681,580</u>	<u>67,608,807</u>	<u>927,227</u>
Total LCFF	<u>778,979,477</u>	<u>780,125,351</u>	<u>780,877,231</u>	<u>751,880</u>
Federal sources	107,785,729	116,316,423	92,630,143	(23,686,280)
Other state sources	101,717,629	115,622,872	118,544,054	2,921,182
Other local sources	<u>15,897,035</u>	<u>18,903,814</u>	<u>19,693,875</u>	<u>790,061</u>
Total revenues	<u>1,004,379,870</u>	<u>1,030,968,460</u>	<u>1,011,745,303</u>	<u>(19,223,157)</u>
Expenditures:				
Current:				
Certificated salaries	423,742,224	431,392,047	427,118,023	4,274,024
Classified salaries	136,593,522	139,601,227	138,312,532	1,288,695
Employee benefits	292,459,761	298,327,422	297,295,056	1,032,366
Books and supplies	70,040,458	70,059,937	45,242,392	24,817,545
Contract services and operating expenditures	100,526,369	104,562,539	88,294,439	16,268,100
Other outgo	3,748,803	3,748,803	2,973,394	775,409
Capital outlay	16,736,979	20,877,950	18,947,447	1,930,503
Debt Service:				
Principal retirement	<u>90,216</u>	<u>90,216</u>	<u>90,216</u>	<u>-</u>
Total expenditures	<u>1,043,938,332</u>	<u>1,068,660,141</u>	<u>1,018,273,499</u>	<u>50,386,642</u>
Deficiency of revenues under expenditures	<u>(39,558,462)</u>	<u>(37,691,681)</u>	<u>(6,528,196)</u>	<u>31,163,485</u>
Other financing sources (uses):				
Transfers in	3,385,329	11,252,714	9,319,802	(1,932,912)
Transfers out	<u>(5,137,523)</u>	<u>(11,356,899)</u>	<u>(6,859,750)</u>	<u>4,497,149</u>
Total other financing sources (uses)	<u>(1,752,194)</u>	<u>(104,185)</u>	<u>2,460,052</u>	<u>2,564,237</u>
Net change in fund balance	<u>(41,310,656)</u>	<u>(37,795,866)</u>	<u>(4,068,144)</u>	<u>33,727,722</u>
Fund balance, July 1, 2019	<u>156,251,109</u>	<u>156,251,109</u>	<u>156,251,109</u>	<u>-</u>
Fund balance, June 30, 2020	<u>\$ 114,940,453</u>	<u>\$ 118,455,243</u>	<u>\$ 152,182,965</u>	<u>\$ 33,727,722</u>

See accompanying notes to required supplementary information.

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHANGES IN THE DISTRICT'S NET  
OTHER POSTEMPLOYMENT BENEFITS (OPEB) LIABILITY  
For the year ended June 30, 2020

	Last 10 fiscal years		
	2018	2019	2020
Total OPEB liability			
Service cost	\$ 19,392,480	\$ 19,974,255	\$ 16,341,671
Interest	57,806,121	60,369,696	61,778,007
Difference between expected and actual experience	-	-	82,504,316
Changes in assumptions	-	-	(120,311,404)
Benefit payments	<u>(32,459,314)</u>	<u>(36,544,893)</u>	<u>(34,234,823)</u>
Net change in total OPEB liability	44,739,287	43,799,058	6,077,767
Total OPEB liability, beginning of year	<u>979,428,598</u>	<u>1,024,167,885</u>	<u>1,067,966,943</u>
Total OPEB liability, end of year (a)	<u>\$ 1,024,167,885</u>	<u>\$ 1,067,966,943</u>	<u>\$ 1,074,044,710</u>
Plan fiduciary net position			
Employer contributions	\$ 35,959,314	\$ 40,044,893	\$ 37,734,823
Expected interest income	2,250,968	3,172,151	2,685,784
Administrative expense	(33,150)	(37,143)	(43,345)
Benefits payment	<u>(32,459,314)</u>	<u>(36,544,893)</u>	<u>(34,234,823)</u>
Change in plan fiduciary net position	5,717,818	6,635,008	6,142,439
Fiduciary trust net position, beginning of year	<u>36,358,826</u>	<u>42,076,644</u>	<u>48,711,652</u>
Fiduciary trust net position, end of year (b)	<u>\$ 42,076,644</u>	<u>\$ 48,711,652</u>	<u>\$ 54,854,091</u>
Net OPEB liability, ending (a) - (b)	<u>\$ 982,091,241</u>	<u>\$ 1,019,255,291</u>	<u>\$ 1,019,190,619</u>
Covered employee payroll	\$ 550,120,072	\$ 568,497,726	\$ 595,678,953
Plan fiduciary net position as a percentage of the total OPEB liability %	4.11%	4.56%	5.11%
Net OPEB liability as a percentage of covered-employee payroll	178.52%	179.29%	171.10%

*This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively.*

See accompanying notes to required supplementary information.



FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF MONEY-WEIGHTED RATE  
OF RETURN OF OPEB PLAN INVESTMENTS  
For the year ended June 30, 2020

---

	Last 10 Fiscal Years		
	<u>2018</u>	<u>2019</u>	<u>2020</u>
Money-weighted rate of return on OPEB plan investments	6.01%	6.98%	5.37%

*This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively.*

---

See accompanying notes to required supplementary information.



FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
SHARE OF THE NET PENSION LIABILITY  
For the year ended June 30, 2020

	State Teachers' Retirement Plan Last 10 Fiscal Years				
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2020</u>
District's proportion of the net pension liability	0.666%	0.696%	0.679%	0.664%	0.740%
District's proportionate share of the net pension liability	\$ 389,455,000	\$ 468,883,000	\$ 549,121,000	\$ 613,982,000	\$ 668,050,000
State's proportionate share of the net pension liability associated with the District	<u>235,171,000</u>	<u>247,987,000</u>	<u>312,634,000</u>	<u>363,228,000</u>	<u>364,466,000</u>
Total net pension liability	<u>\$ 624,626,000</u>	<u>\$ 716,870,000</u>	<u>\$ 861,755,000</u>	<u>\$ 977,210,000</u>	<u>\$ 1,032,518,000</u>
District's covered payroll	\$ 296,840,000	\$ 323,258,000	\$ 338,357,000	\$ 351,408,000	\$ 380,363,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	131.20%	145.05%	162.29%	174.72%	165.94%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%	72.56%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
SHARE OF THE NET PENSION LIABILITY  
For the year ended June 30, 2020

	Public Employer's Retirement Fund B Last 10 Fiscal Years				
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u> <u>2020</u>
District's proportion of the net pension liability	0.845%	0.905%	0.919%	0.873%	0.907% 0.941%
District's proportionate share of the net pension liability	\$ 95,928,000	\$ 133,463,000	\$ 181,422,000	\$ 208,394,000	\$ 241,867,000 \$ 274,153,000
District's covered payroll	\$ 88,704,000	\$ 100,241,000	\$ 110,204,000	\$ 111,303,000	\$ 123,132,000 \$ 130,845,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	108.14%	133.14%	164.62%	187.23%	196.43% 209.53%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	74.02%	73.89%	71.87%	70.85% 70.05%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

See accompanying notes to required supplementary information.

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS  
For the year ended June 30, 2020

	State Teachers' Retirement Plan Last 10 Fiscal Years					
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Contractually required contribution	\$ 28,705,329	\$ 36,305,716	\$ 44,207,146	\$ 54,886,374	\$ 65,539,064	\$ 71,921,290
Contributions in relation to the contractually required contribution	<u>(28,705,329)</u>	<u>(36,305,716)</u>	<u>(44,207,146)</u>	<u>(54,886,374)</u>	<u>(65,539,064)</u>	<u>(71,921,290)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 323,258,000	\$ 338,357,000	\$ 351,408,000	\$ 380,363,000	\$ 402,574,000	\$ 396,698,000
Contributions as a percentage of covered payroll	8.88%	10.73%	12.58%	14.43%	16.28%	17.10% *

\* This rate reflects the original employer contribution rate of 18.13 percent under AB1469, reduced for the 1.03 percentage points to be paid on behalf of employers pursuant to SB 90.

All years prior to 2015 are not available.

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS  
For the year ended June 30, 2020

Public Employer's Retirement Fund B  
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Contractually required contribution	\$ 11,799,345	\$ 13,055,815	\$ 15,457,728	\$ 19,123,632	\$ 23,633,158	\$ 27,391,892
Contributions in relation to the contractually required contribution	(11,799,345)	(13,055,815)	(15,457,728)	(19,123,632)	(23,633,158)	(27,391,892)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's covered payroll	\$ 100,241,000	\$ 110,204,000	\$ 111,303,000	\$ 123,132,000	\$ 130,845,000	\$ 138,897,000
Contributions as a percentage of covered payroll	11.77%	11.85%	13.89%	15.53%	18.06%	19.72%

All years prior to 2015 are not available.

See accompanying notes to required supplementary information.



FRESNO UNIFIED SCHOOL DISTRICT  
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2020

---

**NOTE 1 - PURPOSE OF SCHEDULES**

**A - Budgetary Comparison Schedule**

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

**B - Schedule of Changes in Net Other Postemployment Benefits (OPEB) liability**

The Schedule of Changes in Net OPEB liability is presented to illustrate the elements of the District's Net OPEB liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

**C - Schedule of Money-Weighted Rate of Return of OPEB Plan Investments**

The Schedule of Money-Weighted Rate of Return of OPEB Plan Investments presents the weighted average rate of return for the District's OPEB Plan investments.

**D - Schedule of the District's Proportionate Share of the Net Pension Liability**

The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's Net Pension Liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

**E - Schedule of District Contributions**

The Schedule of District Contributions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

**F - Changes of Benefit Terms**

There are no changes in benefit terms reported in the Required Supplementary Information.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2020

---

**NOTE 1 - PURPOSE OF SCHEDULES (Continued)**

**G - Changes of Assumptions**

The changes in assumptions for the total OPEB liability include an update in the healthcare cost trend rate from 5.0% for all age groups from the June 30, 2019 measurement. The healthcare trend rates as of the June 30, 2020 measurement include 5.9% for pre-Medicare plan participants, and 4.0% for post-Medicare participants

The discount rates used for the Public Employer's Retirement Fund B (PERF B) was 7.50, 7.65, 7.65, 7.15, 7.15 and 7.15 percent in the June 30, 2013, 2014, 2015, 2016, 2017, 2018 and 2019 actuarial reports, respectively.

The following are the assumptions for State Teachers' Retirement Plan:

<u>Assumptions</u>	<u>Measurement Period</u>				
	As of June 30 <u>2019</u>	As of June 30, <u>2018</u>	As of June 30, <u>2017</u>	As of June 30, <u>2016</u>	As of June 30, <u>2015</u>
Consumer price inflation	2.75%	2.75%	2.75%	3.00%	3.00%
Investment rate of return	7.10	7.10	7.10	7.60	7.60
Wage growth	3.50	3.50	3.50	3.75	3.75

## **SUPPLEMENTARY INFORMATION**



FRESNO UNIFIED SCHOOL DISTRICT  
COMBINING BALANCE SHEET  
ALL NON-MAJOR FUNDS  
June 30, 2020

	Adult Education Fund	Child Develop- ment Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve for Capital Outlay Projects Fund	Total
<b>ASSETS</b>								
Cash in County Treasury	\$ 506,033	\$ 3,832,105	\$ 9,066,015	\$ 31,031	\$ 3,443,114	\$ 27,895,314	\$ 2,865,258	\$ 47,638,870
Cash on hand and in banks	9,942	-	5,032,693	-	-	-	-	5,042,635
Cash in revolving fund	550	-	-	-	-	-	-	550
Cash collections awaiting deposit	-	-	-	-	18,632	-	-	18,632
Receivables	2,032,523	366,827	4,660,716	628	19,035	164,943	15,814	7,260,486
Due from other funds	105,322	608,865	5,044,010	580,654	-	42,168,838	1,051,073	49,558,762
Stores inventory	-	-	2,285,225	-	-	-	-	2,285,225
Total assets	\$ 2,654,370	\$ 4,807,797	\$ 26,088,659	\$ 612,313	\$ 3,480,781	\$ 70,229,095	\$ 3,932,145	\$ 111,805,160
<b>LIABILITIES AND FUND BALANCES</b>								
Liabilities:								
Accounts payable	\$ 168,554	\$ 339,189	\$ 1,107,084	\$ 600,719	\$ 828,242	\$ 8,319,739	\$ 43,412	\$ 11,406,939
Unearned revenue	-	140,718	-	-	-	-	-	140,718
Due to other funds	953,153	4,327,890	6,982,592	11,594	83,110	2,430,581	80,876	14,869,796
Total liabilities	1,121,707	4,807,797	8,089,676	612,313	911,352	10,750,320	124,288	26,417,453
Fund balances:								
Nonspendable	550	-	2,285,225	-	-	-	-	2,285,775
Restricted	1,532,113	-	15,713,758	-	2,569,429	59,478,775	3,807,857	83,101,932
Total fund balance	1,532,663	-	17,998,983	-	2,569,429	59,478,775	3,807,857	85,387,707
Total liabilities and fund balances	\$ 2,654,370	\$ 4,807,797	\$ 26,088,659	\$ 612,313	\$ 3,480,781	\$ 70,229,095	\$ 3,932,145	\$ 111,805,160

FRESNO UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES  
ALL NON-MAJOR FUNDS  
For the year ended June 30, 2020

	Adult Education Fund	Child Develop- ment Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve for Capital Outlay Projects Fund	Total
<b>Revenues:</b>								
Federal sources	\$ 1,282,726	\$ 1,090,004	\$ 43,194,225	\$ -	\$ -	\$ -	\$ -	\$ 45,566,955
Other state sources	6,202,144	16,542,443	2,959,723	-	-	10,632,553	-	36,436,863
Other local sources	575,493	290,585	1,166,722	2,709	1,846,723	1,249,498	74,957	5,206,687
Total revenues	8,060,363	18,023,032	47,320,670	2,709	1,846,723	11,882,051	74,957	87,210,505
<b>Expenditures:</b>								
Current:								
Certificated salaries	2,507,968	5,492,749	-	-	-	-	-	8,000,717
Classified salaries	1,422,844	3,818,300	14,296,284	-	18,299	942,731	102,569	20,601,027
Employee benefits	2,092,742	7,084,299	10,231,260	-	11,254	470,649	65,542	19,955,746
Books and supplies	183,151	465,756	22,059,596	26,861	-	272,315	-	23,007,679
Contract services and operating expenditures	897,806	508,191	680,931	6,523,215	93,805	4,769,702	260,500	13,734,150
Capital outlay	-	-	24,065	31,269	1,562,777	43,817,611	55,384	45,491,106
Total expenditures	7,104,511	17,369,295	47,292,136	6,581,345	1,686,135	50,273,008	483,995	130,790,425
Excess (deficiency) of revenues over (under) expenditures	955,852	653,737	28,534	(6,578,636)	160,588	(38,390,957)	(409,038)	(43,579,920)
Other financing sources (uses):								
Transfers in	-	-	-	6,578,636	-	41,194,471	-	47,773,107
Transfers out	(190,133)	(653,737)	(1,843,910)	-	(53,386)	-	-	(2,741,166)
Total other financing sources (uses)	(190,133)	(653,737)	(1,843,910)	6,578,636	(53,386)	41,194,471	-	45,031,941
Net change in fund balances	765,719	-	(1,815,376)	-	107,202	2,803,514	(409,038)	1,452,021
Fund balance, July 1, 2019	766,944	-	19,814,359	-	2,462,227	56,675,261	4,216,895	83,935,686
Fund balance, June 30, 2020	\$ 1,532,663	\$ -	\$ 17,998,983	\$ -	\$ 2,569,429	\$ 59,478,775	\$ 3,807,857	\$ 85,387,707

FRESNO UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES  
ALL AGENCY FUNDS  
For the year ended June 30, 2020

	Balance July 1, <u>2019</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2020</u>
<u>Elementary Schools</u>				
Assets:				
Cash and investments:				
Cash in County Treasury	\$ 353,868	\$ 934,235	\$ 601,252	\$ 686,851
Cash on hand and in banks	149,814	311,456	358,015	103,255
Stores inventory	<u>1,069</u>	<u>7,500</u>	<u>8,044</u>	<u>525</u>
Total assets	<u>\$ 504,751</u>	<u>\$ 1,253,191</u>	<u>\$ 967,311</u>	<u>\$ 790,631</u>
Liabilities:				
Due to student groups	<u>\$ 504,751</u>	<u>\$ 1,253,191</u>	<u>\$ 967,311</u>	<u>\$ 790,631</u>
<u>Middle Schools</u>				
Assets:				
Cash and investments:				
Cash in County Treasury	\$ -	\$ -	\$ -	\$ -
Cash on hand and in banks	345,456	478,346	484,058	339,744
Stores inventory	<u>6,011</u>	<u>132,466</u>	<u>113,683</u>	<u>24,794</u>
Total assets	<u>\$ 351,467</u>	<u>\$ 610,812</u>	<u>\$ 597,741</u>	<u>\$ 364,538</u>
Liabilities:				
Due to student groups	<u>\$ 351,467</u>	<u>\$ 610,812</u>	<u>\$ 597,741</u>	<u>\$ 364,538</u>
<u>Special Programs</u>				
Assets:				
Cash and investments:				
Cash in County Treasury	\$ -	\$ 6,669	\$ -	\$ 6,669
Cash on hand and in banks	7,515	-	7,515	-
Stores inventory	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total assets	<u>\$ 7,515</u>	<u>\$ 6,669</u>	<u>\$ 7,515</u>	<u>\$ 6,669</u>
Liabilities:				
Due to student groups	<u>\$ 7,515</u>	<u>\$ 6,669</u>	<u>\$ 7,515</u>	<u>\$ 6,669</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES  
ALL AGENCY FUNDS  
For the year ended June 30, 2020

	Balance July 1, <u>2019</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2020</u>
<u>High Schools</u>				
Assets:				
Cash and investments:				
Cash in County Treasury	\$ 10,367	\$ 8,989	\$ 297	\$ 19,059
Cash on hand and in banks	1,129,177	1,356,891	1,302,364	1,183,704
Stores inventory	<u>93,720</u>	<u>106,430</u>	<u>107,363</u>	<u>92,787</u>
Total assets	<u>\$ 1,233,264</u>	<u>\$ 1,472,310</u>	<u>\$ 1,410,024</u>	<u>\$ 1,295,550</u>
Liabilities:				
Due to student groups	<u>\$ 1,233,264</u>	<u>\$ 1,472,310</u>	<u>\$ 1,410,024</u>	<u>\$ 1,295,550</u>
<u>Total - All Agency Funds</u>				
Assets:				
Cash and investments:				
Cash in County Treasury	\$ 364,235	\$ 949,893	\$ 601,549	\$ 712,579
Cash on hand and in banks	1,631,962	2,146,693	2,151,952	1,626,703
Stores inventory	<u>100,800</u>	<u>246,396</u>	<u>229,090</u>	<u>118,106</u>
Total assets	<u>\$ 2,096,997</u>	<u>\$ 3,342,982</u>	<u>\$ 2,982,591</u>	<u>\$ 2,457,388</u>
Liabilities:				
Due to student groups	<u>\$ 2,096,997</u>	<u>\$ 3,342,982</u>	<u>\$ 2,982,591</u>	<u>\$ 2,457,388</u>



FRESNO UNIFIED SCHOOL DISTRICT  
ORGANIZATION  
June 30, 2020

---

Fresno Unified School District, a political subdivision of the State of California, was established on July 1, 1948. The District serves grades preschool through twelve and operates sixty-five elementary, fourteen middle, eight comprehensive high schools, five alternative schools, one independent study school, and two community day schools. All of the District's schools are located in Fresno County. The District is comprised of approximately 99 square miles. There were no changes to the District's boundaries during the current year.

The Board of Education at June 30, 2020 was comprised of the following members:

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Keshia Thomas	President	2022
Valerie F. Davis	Clerk	2022
Carol Mills, J.D	Member	2020
Veva Islas	Member	2022
Elizabeth Jonasson Rosas	Member	2020
Major Terry Slatc USMC (Retired)	Member	2022
Claudia Cazares	Member	2020

The Superintendent's Executive Staff at June 30, 2020 was comprised of the following:

Robert G. Nelson, Ed. D.  
Superintendent

Ruth F. Quinto Deputy Superintendent / Chief Financial Officer Administrative Services	Kim Mecum Chief Academic Officer School Leadership	Paul Idsvoog Chief Executive Human Resources/ Labor Relations	Kurt Madden Chief Technology Officer Technology Services
Lindsay Sanders Chief of Equity and Access	Karin Temple Chief Operations Officer Operational Services	David Chavez Chief of Staff	Nikki Henry Chief Information Officer
Katie Russell Inst. Superintendent School Leadership	Brian Wall Inst. Superintendent School Leadership	Misty Her Inst. Superintendent School Leadership	Ed Gomes Inst. Superintendent School Leadership
Carlos Castillo Inst. Superintendent Curriculum and Instruction	Alex Belanger Assistant Superintendent Facilities Management and Planning	Brian Beck Assistant Superintendent Special Education & Health Services	Sandra Toscano Assistant Superintendent English Learner Services

The Administrative Services Leadership staff at June 30, 2020 was comprised of the following:

Kim Kelstrom Executive Officer Fiscal Services	Santino Danisi Executive Officer State and Federal Programs	Andrew De LaTorre Executive Director Benefits & Risk Management
Steven Shubin Executive Director Payroll	Kaleb Neufeld Director, Fiscal Services	Tammy Townsend Administrative Analyst Administrative Services

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
For the year ended June 30, 2020

---

	Second Period <u>Report</u>	Revised Second Period <u>Report</u>	Annual <u>Report</u>
Certificate #:	<u>97BBA44D</u>	<u>6C809624</u>	<u>4EF864C8</u>
Elementary:			
Transitional Kindergarten through Third	22,852	22,875	22,875
Fourth through Sixth	16,118	16,137	16,137
Seventh and Eighth	<u>10,103</u>	<u>10,119</u>	<u>10,119</u>
Subtotal Elementary	<u>49,073</u>	<u>49,131</u>	<u>49,131</u>
Secondary:			
Ninth through Twelfth	<u>17,720</u>	<u>17,773</u>	<u>17,773</u>
Subtotal Secondary	<u>17,720</u>	<u>17,773</u>	<u>17,773</u>
District Total	<u>66,793</u>	<u>66,904</u>	<u>66,904</u>

---

See accompanying notes to supplementary information.

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF INSTRUCTIONAL TIME  
For the year ended June 30, 2020

---

<u>Grade Level</u>	<u>Statutory Minutes Require- ment</u>	<u>2019-2020 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
<b>District:</b>				
Kindergarten	36,000	47,345	180	In compliance
Grade 1	50,400	55,380	180	In compliance
Grade 2	50,400	55,380	180	In compliance
Grade 3	50,400	55,380	180	In compliance
Grade 4	54,000	55,380	180	In compliance
Grade 5	54,000	55,380	180	In compliance
Grade 6	54,000	55,380	180	In compliance
Grade 7	54,000	62,712	180	In compliance
Grade 8	54,000	62,712	180	In compliance
Grade 9	64,800	64,848	180	In compliance
Grade 10	64,800	64,848	180	In compliance
Grade 11	64,800	64,848	180	In compliance
Grade 12	64,800	64,848	180	In compliance

---

See accompanying notes to supplementary information.



FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS  
For the year ended June 30, 2020

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expend- itures</u>
<u>U.S. Department of Education - Passed through</u>			
<u>California Department of Education</u>			
	Special Education Cluster:		
84.027	IDEA Basic Local Assistance Entitlement, Part B, Sec. 611	13379	\$ 14,680,177
84.027A	IDEA Mental Health Allocation Plan, Part B, Sec. 611	14468	790,895
84.173	IDEA Preschool Grants, Part B. Sec. 619 Age (3-5)	13430	349,682
84.173A	IDEA Preschool Capacity Building, Part B, Sec. 619	13839	11,797
84.173A	Alternate Dispute Resolution, Part B, Sec. 611	23761	22,019
84.027	IDEA Local Assistance, Private School ISPs, Part B, Sec. 611	10115	7,988
84.173A	IDEA Preschool Staff Development, Part B, Sec. 619	13431	2,693
	Subtotal Special Education Cluster		15,865,251
	Migrant Ed Programs:		
84.011	ESEA: Title I, Part C, Migrant Ed	14326	316,777
84.011	ESEA: Title I, Migrant Ed Summer Program	10005	68,190
	Subtotal Migrant Ed Programs		384,967
	Title III Programs		
84.365	ESEA: Title III, English Learner Student Program	14346	1,449,454
84.365	ESEA: Title III, Immigrant Student Program	15146	85,428
	Subtotal Migrant Ed Programs		1,534,882
	Adult Education Programs:		
84.002A	Adult Education: Adult Basic Education & ESL	14508	468,940
84.002	Adult Education: Adult Secondary Education	13978	362,450
84.002A	Adult Education: English Literacy and Civics Education	14109	157,780
84.002	Adult Education: Citizenship and Integration		
84.002	Citizenship and Direct Services Grant	N/A	95,416
	Subtotal Adult Education Programs		1,084,586
	Carl D. Perkins Career and Tech Education Programs:		
84.048	Carl D. Perkins Career and Technical Education: Secondary, Sec. 131	14894	997,393
84.048	Carl D. Perkins Career and Technical Education: Adult, Sec. 132	14893	198,140
	Subtotal Carl D. Perkins Career and Tech Education Programs		1,195,533

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS  
For the year ended June 30, 2020

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expend- itures</u>
<u>U.S. Department of Education - Passed through California Department of Education (Continued)</u>			
	Teacher Quality Programs:		
84.336	Teacher Quality Partnership Program	N/A	\$ 1,155,392
84.336S	National Teacher Quality Partnership Program	N/A	25,183
84.336S	Fresno Pacific Teacher Quality Partnership Program	N/A	569,201
	Subtotal Teacher Quality Programs		<u>1,749,776</u>
84.010	ESEA: Title I, Part A Basic Grants, Low Income and Neglected	14329	58,099,682
84.367	ESEA: Title II, Part A, Supporting Effective Instruction Local Grants	14341	9,007,579
84.287	ESEA: Title IV, Part B, 21st Century Community Learning Centers Program	14349	1,011,491
84.060	Indian Education	10011	44,427
84.181	Special Ed: IDEA Early Intervention Grants, Part C	23761	95,874
84.336S	Transition to Teaching	N/A	106,950
84.377	ESSA: Comprehensive Support & Improvement (CSI)	15248	989,114
84.411A	New Teacher Induction Program	N/A	286,540
84.424	ESEA: Title IV, Part A, Student Support and Academic Enrichment Grant Program	15391	890,755
	Total U.S Department of Education		<u>92,347,407</u>
<u>U.S. Department of Health and Human Services - Passed through California Department of Education</u>			
	CCDF Cluster:		
93.575	Child Development: Quality Improvement Activities	14092	675,994
93.596	Child Development: Federal General and Preschool, Family Child Care Home	13609	414,010
	Subtotal CCDF Cluster		<u>1,090,004</u>
93.778	Department of Health Services: Medi-Cal Billing Option (Medicaid Cluster)	10013	2,422,757
	Total U.S. Department of Health and Human Services		<u>3,512,761</u>
<u>U.S. Department of Agriculture - Passed through California Department of Education</u>			
10.558	Child Nutrition: CACFP Claims, Centers and Family Day Care Homes	13529	3,496,228
10.555	Child Nutrition: School Programs (Child Nutrition Cluster)	13396	38,387,693
10.582	Child Nutrition: Fresh Fruit & Vegetable Program	14968	885,915
	Total U.S. Department of Agriculture		<u>42,769,836</u>
	Total Federal Programs		<u>\$ 138,630,004</u>

See accompanying notes to supplementary information.

FRESNO UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT  
WITH AUDITED FINANCIAL STATEMENTS  
For the year ended June 30, 2020

---

There were no adjustments proposed to any funds of the District.

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS  
For the year ended June 30, 2020  
(UNAUDITED)

	(Adopted Budget) <u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
<u>General Fund</u>				
Revenues and other financing sources	\$ 1,033,385,373	\$ 1,021,065,105	\$ 995,359,887	\$ 923,762,192
Expenditures	1,046,798,482	1,018,273,499	980,388,419	925,770,789
Other uses and transfers out	8,856,409	6,859,750	7,892,451	4,634,148
Total outgo	1,055,654,891	1,025,133,249	988,280,870	930,404,937
Change in fund balance	\$ (22,269,518)	\$ (4,068,144)	\$ 7,079,017	\$ (6,642,745)
Ending fund balance	\$ 129,913,447	\$ 152,182,965	\$ 156,251,109	\$ 149,172,092
Available reserves	\$ 51,363,621	\$ 102,475,777	\$ 98,376,536	\$ 82,572,367
Designated for economic uncertainties	\$ 51,363,621	\$ 102,475,777	\$ 98,376,536	\$ 82,572,367
Undesignated fund balance	\$ -	\$ -	\$ -	\$ -
Available reserves as percentages of total outgo	4.87%	10.00%	9.95%	8.87%
<u>All Funds</u>				
Total long-term liabilities	\$ 2,855,810,666	\$ 2,830,179,998	\$ 2,628,780,469	\$ 2,523,097,240
Average daily attendance at P-2	66,539	66,904	67,037	66,720

The fund balance of the General Fund has decreased by \$3,631,872 over the past three years. The fiscal year 2020-2021 budget projects a deficit of \$22,269,518. For a district this size, the State of California recommends available reserves of at least 2% of total General Fund expenditures, transfers out, and other uses be maintained. For the year ended June 30, 2020, the District has met this requirement.

The District has incurred operating deficits in two of the past three years, and anticipates an operating deficit in fiscal year 2020-2021.

Total long-term liabilities have increased by \$307,082,758 over the past two years, as shown in Note 6 to the basic financial statements.

Average daily attendance has increased by 184 over the past two years. A decrease of 365 ADA is projected for the 2020-2021 fiscal year.



FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHARTER SCHOOLS  
For the year ended June 30, 2020

---

<u>Charter Schools Chartered by District</u>	<u>Charter #</u>	<u>Included in District Financial Statements, or Separate report</u>
Aspen Public Charter School	1792	Separate Report
Carter G. Woodson Public Charter	0378	Separate Report
Morris Dailey Elementary Charter School	1172	Separate Report
Sierra Charter School	0898	Separate Report
School of Unlimited Learning	0149	Separate Report
University High School	0890	Separate Report
Valley Preparatory Academy	0662	Separate Report

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
For the year ended June 30, 2020

---

**NOTE 1- PURPOSE OF SCHEDULES**

**A - Schedule of Average Daily Attendance**

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.

**B - Schedule of Instructional Time**

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District, and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

The District submitted a COVID-19 School Closure Certification with the State Superintendent of Public Instruction (SSPI) in connection with the effected school days impacted by COVID-19. The Certification was submitted to the SSPI on July 27, 2020.

**C - Schedule of Expenditure of Federal Awards**

The Schedule of Expenditure of Federal Awards includes the federal award activity of Fresno Unified School District, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the 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)*. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. As a sub-recipient of the State of California the District is using the approved indirect cost rate provided by the California Department of Education rather than the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Change in Fund Balances and the related expenditures reported on the Schedule of Expenditure of Federal Awards:

<u>Description</u>	<u>CFDA Number</u>	<u>Amount</u>
Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances		\$ 138,197,098
Less:		
Transportation grants not yet expended.		(492,640)
Child Nutrition: CACFP Claims, Centers and Family Day Care Homes funds received in advance of expenditure.	10.558	(424,389)
Add:		
Medi-Cal Billing Option funds expended prior to award.	93.778	1,349,935
Total Schedule of Expenditure of Federal Awards		<u>\$ 138,630,004</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
For the year ended June 30, 2020

---

**NOTE 1 - PURPOSE OF SCHEDULES (Continued)**

**D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the fund balances of all funds and the total long-term liabilities as reported on the Unaudited Actual Financial Report to the audited financial statements.

**E - Schedule of Financial Trends and Analysis - Unaudited**

This schedule provides information on the District's financial condition over the past three years and its anticipated condition for the 2020-2021 fiscal year, as required by the State Controller's Office. The information in this schedule has been derived from audited information.

**F - Schedule of Charter Schools**

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

**NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM**

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Section 22714 and 44929. For the fiscal year ended June 30, 2020, the District did not adopt such a program.





INDEPENDENT AUDITOR'S REPORT  
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Audit Committee  
Fresno Unified School District  
Fresno, California

**Report on Compliance with State Laws and Regulations**

We have audited Fresno Unified School District's compliance with the types of compliance requirements described in the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (the "Audit Guide") applicable to the state laws and regulations listed below for the year ended June 30, 2020.

<u>Description</u>	<u>Procedures Performed</u>
Attendance Reporting	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	Yes
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	Yes
District of Choice	No, see below
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
General requirements	Yes
After school	Yes
Before school	No, see below
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	No, see below
Attendance, for charter schools	No, see below
Mode of Instruction, for charter schools	No, see below
Nonclassroom-Based Instruction/Independent Study, for charter schools	No, see below
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	No, see below
Annual Instructional Minutes Classroom-Based, for charter schools	No, see below
Charter School Facility Grant Program	No, see below

(Continued)

We did not perform any procedures related to Early Retirement Incentive Program because the District did not offer this program in the current year.

We did not perform any procedures related to Juvenile Court Schools because the District did not operate this program.

We did not perform any procedures related to Apprenticeship: Related and Supplemental Instruction because the District does not have programs that meet this criteria.

We did not perform any procedures related to District of Choice because the District is not reported as a District of Choice per the California Department of Education.

We did not perform any procedures related to Before School Education and Safety Program: Before School because the District did not offer a Before School program in the current year.

We did not perform any procedures related to Independent Study-Course Based because the District ADA for independent study is below testing threshold.

We did not perform any procedures related to Charter Schools because the District did not include any charter schools in this report.

### **Management's Responsibility**

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on Fresno Unified School District's compliance with state laws and regulations as listed above based on our audit of the types of compliance requirements referred to above. 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 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Fresno Unified School District's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Fresno Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Fresno Unified School District's compliance.

### ***Basis for Qualified Opinion with State Laws and Regulations***

As described in Findings 2020-001 and 2020-002 in the accompanying Schedule of Audit Findings and Questioned Costs, Fresno Unified School District did not comply with the requirements regarding Unduplicated Local Control Funding Formula Pupil Counts and After School Education and Safety. Compliance with such requirements is necessary, in our opinion, for Fresno Unified School District to comply with state laws and regulations referred to above.

### **Qualified Opinion on Compliance with State Laws and Regulations**

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, Fresno Unified School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the state laws and regulations referred to above for the year ended June 30, 2020.

### **Other Matter**

Fresno Unified School District's responses to the noncompliance findings identified in our audit are described in the accompanying Schedule of Audit Findings and Questioned Costs. Fresno Unified School District's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on them.

### **Purpose of this Report**

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Accordingly, this report is not suitable for any other purpose.

  
Crowe LLP

Sacramento, California  
December 1, 2020



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

Audit Committee  
Fresno Unified School District  
Fresno, 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 Fresno Unified School District as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Fresno Unified School District's basic financial statements, and have issued our report thereon dated December 1, 2020.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Fresno Unified School District's internal control over financial reporting (internal control) as a basis for designing 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 Fresno Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Fresno Unified 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.

---

(Continued)

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether Fresno Unified 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 *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
Crowe LLP

Sacramento, California  
December 1, 2020

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE  
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT  
ON INTERNAL CONTROL OVER COMPLIANCE

Audit Committee  
Fresno Unified School District  
Fresno, California

**Report on Compliance for Each Major Federal Program**

We have audited Fresno Unified School District's compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of Fresno Unified School District's major federal programs for the year ended June 30, 2020. Fresno Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of Fresno Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. 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). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Fresno Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Fresno Unified School District's compliance.

**Opinion on Each Major Federal Program**

In our opinion, Fresno Unified 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, 2020.



## Report on Internal Control Over Compliance

Management of Fresno Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Fresno Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program 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 internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Fresno Unified School District's 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 first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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 Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

  
Crowe LLP

Sacramento, California  
December 1, 2020



## FINDINGS AND RECOMMENDATIONS

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year ended June 30, 2020

---

SECTION I - SUMMARY OF AUDITOR'S RESULTS

**FINANCIAL STATEMENTS**

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	_____ Yes	_____ <input checked="" type="checkbox"/> No	
Significant deficiency(ies) identified not considered to be material weakness(es)?	_____ Yes	_____ <input checked="" type="checkbox"/> None reported	

Noncompliance material to financial statements noted?

	_____ Yes	_____ <input checked="" type="checkbox"/> No	
--	-----------	--	--

**FEDERAL AWARDS**

Internal control over major programs:

Material weakness(es) identified?	_____ Yes	_____ <input checked="" type="checkbox"/> No	
Significant deficiency(ies) identified not considered to be material weakness(es)?	_____ Yes	_____ <input checked="" type="checkbox"/> None reported	

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

	_____ Yes	_____ <input checked="" type="checkbox"/> No	
--	-----------	--	--

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
10.555	Child Nutrition Cluster
84.027, 84.027A, 84.173, 84.173A	Special Education Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$3,000,000

Auditee qualified as low-risk auditee?

	_____ <input checked="" type="checkbox"/> Yes	_____ <input type="checkbox"/> No	
--	---	-----------------------------------	--

**STATE AWARDS**

Type of auditors' report issued on compliance for state programs: Qualified

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year ended June 30, 2020

---

SECTION II - FINANCIAL STATEMENT FINDINGS

No matters were reported.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year ended June 30, 2020

---

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

---

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

**2020-001 STATE COMPLIANCE - UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (40000)**

Criteria

Education Code Section 42238.02 (b)(3)(B) – "...determine if the English learner, foster youth, and free or reduced-price meal eligible pupil counts [in CALPADS] are consistent with the school district's or charter school's English learner, foster youth, and free or reduced-price meal eligible pupil records."

Condition

In testing the District's compliance with Unduplicated Local Control Funding Pupil Counts, documentation provided by management indicated that although students were classified as Free or Reduced Price Meal eligible within the CALPADS reporting, the students were not eligible as of the census date.

Context

We performed the audit procedures enumerated in the State of California *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and identified the finding described above.

Effect

We have determined based on our testing procedures that the unduplicated pupil count for Free or Reduced Price Meal eligible was overstated by 1 pupil. The error was determined to be isolated to one site - Kings Canyon Middle School.

Kings Canyon Middle School:

	<u>Enrollment</u>	<u>Unduplicated Pupil Count</u>			<u>Total</u>
		<u>Free or Reduced Price Meal Program (FRPM)</u>	<u>English Learner (ELAS)</u>	<u>Both FRPM &amp; ELAS</u>	
As certified on CALPADS	942	207	5	73	285
Audit adjustment	-	(1)	-	-	(1)
Adjusted counts	<u>942</u>	<u>206</u>	<u>5</u>	<u>73</u>	<u>284</u>

(Continued)

FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year ended June 30, 2020

---

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

**2020-001 STATE COMPLIANCE - UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (40000) (CONTINUED)**

District-Wide Counts:

	<u>Enrollment</u>	<u>Unduplicated Pupil Count</u>			
		<u>Free or Reduced Price Meal Program (FRPM)</u>	<u>English Learner (ELAS)</u>	<u>Both FRPM &amp; ELAS</u>	<u>Total</u>
As certified on CALPADS	70,852	49,978	601	12,556	63,135
Audit adjustment	-	(1)	-	-	(1)
Adjusted counts	<u>70,852</u>	<u>49,977</u>	<u>601</u>	<u>12,556</u>	<u>63,134</u>

Cause

Lack of properly designed and implemented internal controls over LCFF.

Fiscal Impact

Based on the California Department of Education's workbook for estimating the cost of audit findings for unduplicated pupil counts, the audit adjustment of negative one (1) pupil resulted in an estimated cost adjustment of zero.

Recommendation

The District should have procedures in place to verify that the records maintained by the District matches what is reported in CALPADS.

Views of Responsible Officials and Planned Corrective Actions

The District will implement a retraining plan for the individuals responsible for record collection and data input for CALPADS reporting.

---

(Continued)



FRESNO UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year ended June 30, 2020

---

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

**2020-002 STATE COMPLIANCE – AFTER SCHOOL EDUCATION AND SAFETY (40000)**

Criteria

Attendance Accounting and Reporting in California Public Schools, Title 5, CCR, Section 401 and 421 (b) and Education Code Section 44809 - Each LEA must develop and maintain accurate and adequate records to support the attendance reported to the State.

Condition

Of the four sites selected for testing for the After School Education and Safety (ASES) Program, audit procedures identified that one of the sites attendance reporting included differences between the supporting documentation of pupil count attendance versus the reported counts. The net impact was an overstatement of 9 days of attendance for the ASES program.

Context

We performed the audit procedures enumerated in the State of California *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and identified the finding described above.

Effect

The effect of this finding is an overstatement of 9 days of attendance for the District's ASES program.

Cause

The errors were the result of clerical errors in accounting for attendance.

Fiscal Impact

Not determinable.

Recommendation

The District should enforce controls to ensure accurate accounting for attendance.

Views of Responsible Officials and Planned Corrective Actions

The Extended Learning Team will provide annual training to retrain all after school staff, responsible for attendance accounting, on attendance procedures and reporting using the Fresno Unified Extended Learning Site Lead Manual for the 2020-21 school year. Managers from the Extended Learning Team will conduct random site visits throughout the school year to verify accurate reporting.



**STATUS OF PRIOR YEAR  
FINDINGS AND RECOMMENDATIONS**

FRESNO UNIFIED SCHOOL DISTRICT  
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS  
Year ended June 30, 2020

---

No matters were reported.

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM B-19**

**AGENDA SECTION: B**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT:** Discuss and Approve the 2020/21 First Interim Financial Report and Approve the 2020/21 Budget Overview for Parents

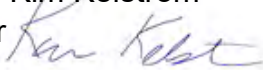
**ITEM DESCRIPTION:** California school districts are required to approve interim financial reports twice each fiscal year. Fresno Unified School District's 2020/21 First Interim Financial Report is presented for approval and reflects a positive certification of the district's financial condition. The report is based on the October 31, 2020 year-to-date revenue and expenditures as required by state law.

In addition, Education Code Section 52064.1 requires each school district to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents (BOP). Since the requirement to adopt a Local Control and Accountability Plan (LCAP) for the 2020/21 school year was waived, Senate Bill 98 added EC Section 43509 which changed the adoption date for the Budget Overview for Parents to December 15, 2020 in conjunction with the First Interim Financial Report.

The Superintendent recommends approval of both the First Interim Financial Report and the Budget Overview for Parents.

**FINANCIAL SUMMARY:** A positive certification reflects that the district's projected reserve for 2020/21 at \$116.25 million exceeds the minimum required reserve for economic uncertainties (2%). Additionally, projections indicate a positive cash balance for the current year and two subsequent years. The support material reflects a multi-year projected budget for the Unrestricted General Fund and utilizes the State assumptions developed by the California County Superintendents Educational Services Association.

PREPARED BY: Kim Kelstrom  
Executive Officer

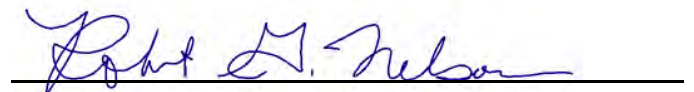


DIVISION: Administrative Services  
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi  
Interim Chief Financial Officer



SUPERINTENDENT APPROVAL:



## Agenda Item B-19



# First Interim Financial Report and Budget Overview for Parents 2020/21

Board of Education  
December 09, 2020



# Overview

## Summary:

- *Budget to actual report based on year-to-date results*
- *Positive Certification of the district's financial condition*

## Items to Review:

- Financial Reporting Timelines
- Budget Overview for Parents
- First Interim 2020/21 – Certification
- First Interim 2020/21 – Current Year Revenues and Expenses
- Multi-Year Projections Assumptions for 2021/22 and 2022/23



# Financial Reporting Timelines

## State Financial Reports

- ❑ Adopted Budget – June 30
- ❑ First Interim – December 15
- ❑ Second Interim – March 15
- ❑ Unaudited Actuals – September 15
- ❑ Independent Audit – December 15

## Local Financial Reports

- ❑ First Budget Revision – typically by October 15
  - Recognize actual beginning balances and carryover
- ❑ Other Budget Revisions as necessary
  - Usually accompany Interim Reports



# Budget Overview for Parents

- Senate Bill (SB) 98 added EC Section 43509
  - Decouples adoption of the Budget Overview for Parents from the Local Control & Accountability Plan
  - Requires adoption by December 15<sup>th</sup> with the First Interim
  
- Overview Requirement
  - 2020/21 Federal CARES allocated
  - Total General Fund Expenses
  - Total Expenses included in the Learning Continuity & Attendance Plan
  - Total Expenses for Unduplicated Pupils
  - Expenditures for Unduplicated Pupils in 2019/20





# First Interim 2020/21 – Certification

## Submitting a Positive Certification for First Interim 2020/21

The district is able to meet its financial obligations for this year and two subsequent years and will have a positive cash balance



# First Interim 2020/21 – Current Year Revenues

- ❑ Medi-Cal Administrative Activity (MAA) – \$800,000
  - Federal released reimbursements for two prior quarters
  
- ❑ Local Income
  - Local income – (\$700,000)
    - Extended Day Revenue
    - Facility Rentals
    - Sports Revenue

# 7 First Interim 2020/21 – Current Year Expenses

## ❑ Captured savings where appropriate

- Salaries and Benefits – \$2.2 million
- Supplies, Services, Capital Outlay – \$9.3 million
  - Transportation Contracts
  - School Site and Department Supplies and Services
  - Utilities
- Indirect Costs – (\$1.1 million)

## ❑ Board Approved One-Time Expenditures Assigned Funds

- Design Science Facility – \$2.5 million
- Fresno High CTE Facility – \$0.5 million

## ❑ Employee Support One-Time Expenditure

- Support Return to In-Person Instruction -\$15.0 million



# Multi-Year Projections

## ❑ Expenditures

- Increase contribution to STRS and PERS per statute
- Workers' Compensation rate at 71% through 2022/23

## ❑ Designated Funds

- Future Textbook Adoption – \$11.2 million
- Utilization of Reserve in 2021/22 – \$28.5 million
- Utilization of Reserve in 2022/23 – \$34.0 million

# Projected Employer Pension Increases

The logo for CALSTRS, featuring the text "CALSTRS" in a red, serif font with a registered trademark symbol.

- 2013/14 – 8.25%
- 2014/15 – 8.88%
- 2015/16 – 10.73%
- 2016/17 – 12.58%
- 2017/18 – 14.43%
- 2018/19 – 16.28%
- 2019/20 – 17.10%
- **2020/21 – 16.15%**
- 2021/22 – 16.00%
- 2022/23 – 18.10%
- 2023/24 – 18.10%

The logo for CalPERS, featuring a stylized sunburst icon to the left of the text "CalPERS" in a dark blue, serif font.

- 2013/14 – 11.442%
- 2014/15 – 11.771%
- 2015/16 – 11.847%
- 2016/17 – 13.888%
- 2017/18 – 15.531%
- 2018/19 – 18.062%
- 2019/20 – 19.721%
- **2020/21 – 20.700%**
- 2021/22 – 23.000%\*
- 2022/23 – 26.300%\*
- 2023/24 – 27.300%\*

*\*Estimated rates provided by CalPERS*

# Multi-Year Projections (in millions)

	<u>Projected 2020/21</u>	<u>Projected 2021/22</u>	<u>Projected 2022/23</u>
<b>Ongoing Funds</b>			
Revenues	\$804.14	\$799.96	\$794.58
Expenses, Sources/Uses	\$806.49	\$812.99	\$834.22
<i>Ongoing Net Change in Fund Balance</i>	<i>(\$2.35)</i>	<i>(\$13.03)</i>	<i>(\$39.64)</i>
<b>One-Time Funds</b>			
One-Time State and Federal Revenues	\$ 82.70	\$48.50	\$0.00
One-Time Distance Learning Support	\$23.10	\$15.00	\$15.00
One-Time Expenses	\$8.20	\$3.00	\$0.00
<i>One-Time Net Change in Fund Balance</i>	<i>\$51.40</i>	<i>\$30.50</i>	<i>(\$15.00)</i>
<b>Total Unrestricted General Fund:</b>			
Beginning Balance	\$147.88	\$196.93	\$214.40
Ending Balance	<b>\$196.93</b>	<b>\$214.40</b>	<b>\$159.76</b>
Cash, Inventory, Prepaid Assets	\$3.98	\$3.98	\$3.98
 Designated Funds	 \$73.70	 \$73.70	 \$60.70
Reserve for One-Time Expenses and Carryover	\$ 3.00	\$0.00	\$ 0.00
 <b>Net Unrestricted General Fund Balance:</b>	 <b>\$116.25</b>	 <b>\$136.72</b>	 <b>\$95.08</b>
 <i>Change in Reserve</i>	 <i>\$13.77</i>	 <i>\$20.47</i>	 <i>(\$41.64)</i>
Reserve level	11.04%	12.83%	8.84%



# First Interim 2020/21 – Summary

- ❑ Captured savings from current year expenditures
- ❑ Revised multi-year projections
- ❑ **Resulting “Positive Certification”**
- ❑ **Staff Recommends Approval of the 2020/21 First Interim Financial Report and Budget Overview for Parents**



	<u>Projected</u> <u>2020/21</u>	<u>Projected</u> <u>2021/22</u>	<u>Projected</u> <u>2022/23</u>
<b>Ongoing Funds:</b>			
Revenues	\$804.14	\$799.96	\$794.58
- Expenses, Sources/Uses	\$806.49	\$812.99	\$834.22
- Supplemental/Concentration	\$0.00	\$0.00	\$0.00
Expanded Programs			
Ongoing Net Change in Fund Balance	(\$2.35)	(\$13.03)	(\$39.64)
<b>One-Time Funds:</b>			
Revenues	\$0.00	\$0.00	\$0.00
One-Time State and Federal Stimulus	\$82.70	\$48.50	\$0.00
One-Time Expenses	\$31.30	\$18.00	\$15.00
One-Time Net Change in Fund Balance	\$51.40	\$30.50	(\$15.00)
<b>Total Unrestricted General Fund:</b>			
Beginning Balance	\$147.88	\$196.93	\$214.40
Ending Balance	<b>\$196.93</b>	<b>\$214.40</b>	<b>\$159.76</b>
Cash, Inventory, Prepaid Assets	\$3.98	\$3.98	\$3.98
Designated Funds	\$73.70	\$73.70	\$60.70
Reserve for One-Time Expenses and Carryover	\$ 3.00	\$0.00	\$0.00
<b>Net Unrestricted General Fund Balance:</b>	<b>\$116.25</b>	<b>\$136.72</b>	<b>\$95.08</b>
<b>Change in Reserve</b>	<b>\$13.77</b>	<b>\$20.47</b>	<b>(\$41.64)</b>
<b>Reserve level</b>	<b>11.04%</b>	<b>12.83%</b>	<b>8.84%</b>

### State Financial Reporting Requirements

The state requires school districts to submit interim financial reports twice a year. The First Interim is due by December 15 and the Second Interim by March 15. At these times, school districts must certify their financial status for the current and two subsequent fiscal years. The certification status is classified as follows:

- Positive – will meet its reserve requirement and have a positive cash balance
- Qualified – may not meet its reserve requirement and/or may not have a positive cash balance
- Negative – will not meet its reserve requirement and will not have a positive cash balance

Fresno Unified School District has maintained a positive certification since 2006. However, a school district with a qualified or negative certification loses some of its financial autonomy; its collective bargaining agreements are subject to County Office scrutiny prior to board approval; and, it is prohibited from incurring specific non-voter-approved financial obligations. In addition, qualified or negatively certified school districts must complete a Third Interim Report by June 1.

## **Fresno County Superintendent of Schools (FCSS) First Interim Memo to School Districts**

The FCSS provided guidance in October that outlined the assumptions school districts should follow while preparing their First Interim reports which includes:

- The FCSS states *“Economic factors and legislative decisions at the state and federal level led in some cases to immediate relief but also major long-term unknowns.” In addition, FCSS continues to reinforce the need for adequate reserve levels “The Government Finance Officers Association recommends a reserve balance based on an analysis of the types of risk being managed with reserves. A general guideline is a minimum of 17% or two months’ worth of operational expenditures.”* The guidance includes many reasons to have more than the minimum requirement including:
  - ✓ *“A budget that supports educational plans over multiple years”*
  - ✓ *“Need to assess not only fund balance but also actual cash on hand” as districts “face an unprecedented dollar amount of deferrals”*
  - ✓ *“Reliance on one-time stimulus funding”*
  - ✓ *“Unknown costs due to changes in accountability”*
  - ✓ *“Changes in statutes, i.e. SB 1159 Workers’ Compensation – this bill defines “injury” for an employee to include illness or death resulting from the 2019 novel coronavirus disease (COVID-19) under specified circumstances”*
  - ✓ *“Cost of mitigating learning loss over time”*
  - ✓ *“Reductions in ADA and loss of hold harmless ADA protection in 2021/22”*
  - ✓ *“Requirements to provide more services to students in need”*
  - ✓ *“Increases in state non-education funding obligations”*
  - ✓ *“Assume it may take several years for a full economic recovery”*
  - ✓ *“Federal funding has been limited and additional federal funding is uncertain”*
- Future year funded cost-of-living adjustment (COLA) remained the same as was presented in the 2020/21 Adopted Budget at 0.00% for 2021/22 and 2022/23
- The CalSTRS employer contribution rates remained the same in 2021/22 at 16.00% and in 2022/23 at 18.10%
- The CalPERS employer contribution rate slightly increased from 22.84% to 23.00% in 2021/22 and from 25.50% to 26.30% in 2022/23
- Cash flow payments from the state implemented deferrals in 2020/21 of approximately 32% as follows:
  - From February 2021 to November 2021
  - From March 2021 to October 2021
  - From April 2021 to September 2021
  - From May 2021 to August 2021
  - From June 2021 to July 2021

### **Rationale for Positive Certification Status**

Staff recommends a positive certification status.

For purposes of this memo and analysis, the assumptions utilized included the provisions outlined in the FCSS memo. Also included are local assumptions related to COVID-19 and providing a distance learning model, changes in benefit rates, indirect rates, and changes in the district's contribution to the Health Fund. After consideration of these factors, the Multi-Year Report indicates that the district will maintain its required reserve and will maintain a positive cash balance.

Fresno Unified made the difficult decision to close all schools beginning Monday, March 16, 2020 in the midst of the COVID-19 pandemic. Students returned to learning on August 19, 2020 needing both academic and socio-emotional supports. Social distancing requirements dramatically changed the instructional delivery, including a 100% online learning model, as a result of Fresno County being on the State's COVID-19 watch list, an unfortunate designation the county had experienced since early June 2020. On September 22, 2020, Fresno County moved off the State's COVID-19 watch list and small cohorts of students started returning to campus in October.

As such, Fresno Unified prepared for the 2020/21 school year utilizing an integrated decision-making approach responsive to budget reductions, social distancing requirements, and student needs. The 2020/21 Adopted Budget and subsequent Board adopted revision represent strategic tradeoffs and forward-minded decision making designed to support the district, if necessary, through a multi-year recession. The budget also plans for uncertainty and a range of scenarios that preserve flexibility to adjust course and respond to significant changes throughout the year.

### **Current and Future Year Factors**

#### **1. Local Control Funding Formula (LCFF) for 2020/21**

As reported in Budget Revision No. 1, LCFF for 2020/21 COLA increased from the adopted budget from a negative 7.92% to 0.00% COLA equating to \$65.6 million over the adopted budget and recognized in the First Interim.

#### **2. Federal Revenues**

As reported in the Board Communication dated October 16, 2020, Medi-Cal Administrative Activity (MAA) reimbursement was received for prior years totaling \$800,000 and is recognized as one-time revenue in the First Interim.

#### **3. Local Income**

The First Interim projects a decrease of approximately \$700,000 in Local Income related to the impact of social distancing through the first semester as a result of three factors: decrease in extended day revenue of \$450,000, facility rentals of \$100,000, and sporting events of \$150,000.

**4. Program Savings**

Included in the First Interim are savings in the Unrestricted General Fund of \$2.2 million in salaries and benefits based on year-to-date expenditures compared to historic averages as well as one-time savings due to school closure. Staff will continue to monitor and will capture any savings as appropriate.

**5. Supplies, Services and Capital Outlay**

Included in the First Interim are savings in the area of supplies, services and capital outlay of approximately \$9.3 million primarily in the following areas:

- Transportation contracts and reimbursable activities     \$ 5.2 million
- School site and department supplies                             \$ 3.4 million
- Utilities     \$ 0.7 million

All other savings are based on year-to-date experience compared to historical averages.

**6. Board of Education Approved One-Time Expenditures**

At the June 10, 2020 and October 21, 2020 Board of Education meetings, one-time expenditures and carryover of one-time funds were approved. These items total approximately \$12.7 million.

The First Interim projects \$9.7 million will be expended in 2020/21 in the following main areas:

- Design Science Facility     \$ 2.6 million
- Middle School Restroom Design                                     \$ 2.6 million
- School Site Allocation Carryover                                     \$ 1.8 million
- Portable Classrooms     \$ 1.3 million
- Fresno High CTE Facility     \$ 0.5 million
- Early Learning Restrooms     \$ 0.5 million
- Donation Carryover     \$ 0.3 million
- Apprenticeship Carryover     \$ 0.1 million

The remaining \$3.0 million will be included as assigned fund balance in 2020/21 as follows:

- Design Science Facility     \$ 2.5 million
- Fresno High CTE Facility     \$ 0.5 million

**7. Board of Education Designated Funds**

At the October 21, 2020 Board of Education meeting, the multi-year projections included the estimated utilization of fund balance of \$73.7 million to support a balanced and phased in approach in 2021/22 and 2022/23 as follows:

<u>Designated Fund Balance</u>	<u>2021/22</u>	<u>2022/23</u>
• Future Textbook Adoptions	\$11.2 million	-0-
• Utilization of Reserve from 2019/20 savings	\$17.5 million	-0-
• Utilization of Reserve	\$45.0 million	\$34.0 million

**8. Indirect Cost Rate**

The projected additional cost of \$1.1 million in the indirect line item is also based on historic averages. For example, the district historically receives approximately 92% of the budgeted indirect cost rate due to grants not being completely spent by fiscal year end. The 2020/21 indirect cost rate is 4.02%.

**9. Support for a Return to In-Person Instruction**

The 2020/21 projections include \$15.0 million to support a return to in-person instruction once the county transitions to the orange tier risk level.

**10. Supplemental and Concentration Programs**

Districts were not required to complete a Local Control and Accountability Plan (LCAP) for the 2020/21 school year. Instead, districts were required to complete and adopt a Learning Continuity and Attendance Plan (LCP). On September 09, 2020, the Board of Education held a public hearing to discuss the draft LCP and on September 16, 2020, the Board of Education adopted the plan.

For 2020/21, local governing boards are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report. The requirements include:

- Specific amount of federal funds allocated to the district under the Coronavirus Aid, Relief, and Economic Security (CARES) Act
- Total budgeted expenditures in the LCP and total budgeted expenditures that contribute to increasing or improving services for unduplicated pupils in the LCP

The Budget Overview for Parents is included in the attachments.

**11. Local Control Funding Formula (LCFF) for 2021/22 and 2022/23**

The multi-year projections include LCFF funding at the levels mentioned earlier in the report. The impact is a decrease for 2021/22 and 2022/23 of \$4.1 million and \$5.3 million, respectfully.

**12. CalSTRS and CalPERS for 2021/22 and 2022/23**

The multi-year projections include funding employer costs for CalSTRS and CalPERS at the levels mentioned earlier in the report, an increase for the General Fund of \$1.8 million in 2021/22, and an additional \$11.6 million in 2022/23.

**13. Health Contribution for 2021/22 and 2022/23**

In accordance with the current employee bargaining agreements, the 2021/22 and 2022/23 district contribution levels remain at the 2019/20 level of \$19,348 per employee participant.

**14. Workers' Compensation for 2021/22 and 2022/23**

The multi-year projection maintains the Workers' Compensation rate and the reserve level of 71% through 2022/23.

**15. Indirect Rate for 2021/22 and 2022/23**

The 2019/20 Unaudited Actual Financial Report projected the 2021/22 indirect rate at 4.25%. The multi-year projection assumes this rate through 2022/23.

**16. Contributions for 2021/22 and 2022/23**

Contributions for Special Education and Routine Restricted Maintenance are projected to increase in the multi-year by a total of \$3.1 million for 2021/22, and \$2.4 million for 2022/23.

**17. Other Post-Employment Benefits (OPEB)**

The multi-year projection includes a \$1.5 million contribution from the Unrestricted General Fund for all years. Additionally, \$2.0 million is contributed from the Health Fund for a total of \$3.5 million annually. The OPEB reserve is estimated at \$62.7 million as of June 30, 2021.

**Conclusion**

A summary of all budgets is reflected in the attached state report. Staff recommends the Board approve the Budget Overview for Parents and the 2020/21 First Interim Financial Report with a positive certification as presented.

**Attachments:**

Budget Overview for Parents

State 2020/21 First Interim Financial Report

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno Unified School District

CDS Code: 10 62166 0000000

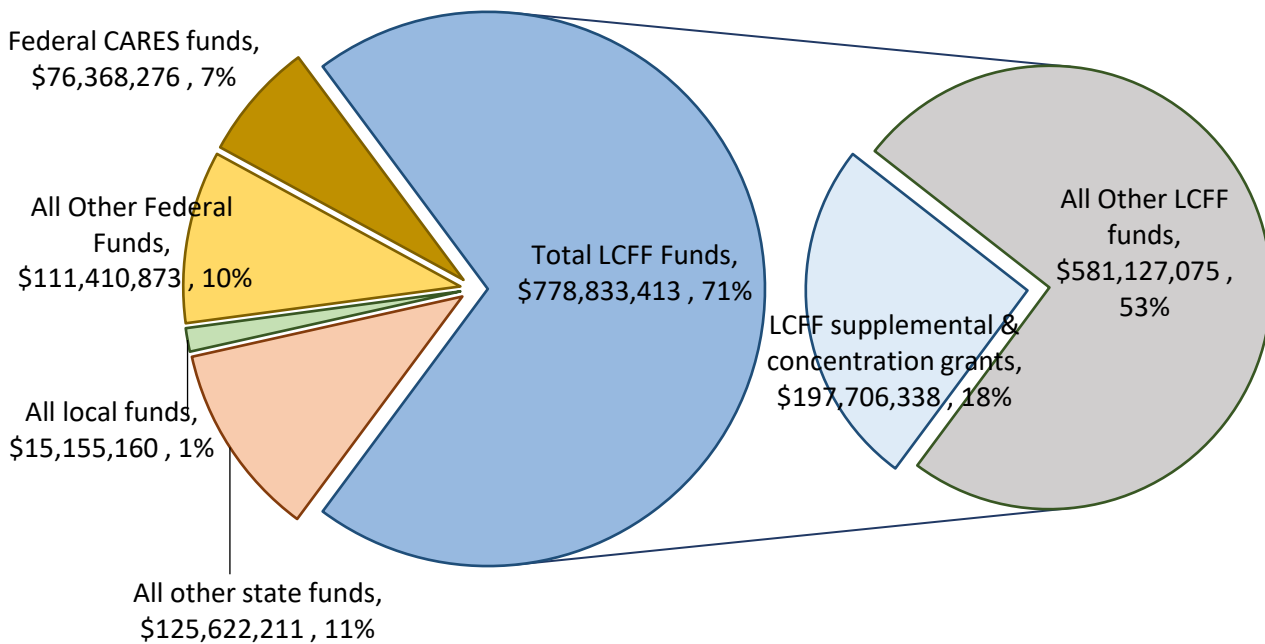
School Year: 2020-2021

LEA contact information: Tammy Townsend, Interim Executive Officer

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2020-2021 School Year

### Projected Revenue by Fund Source



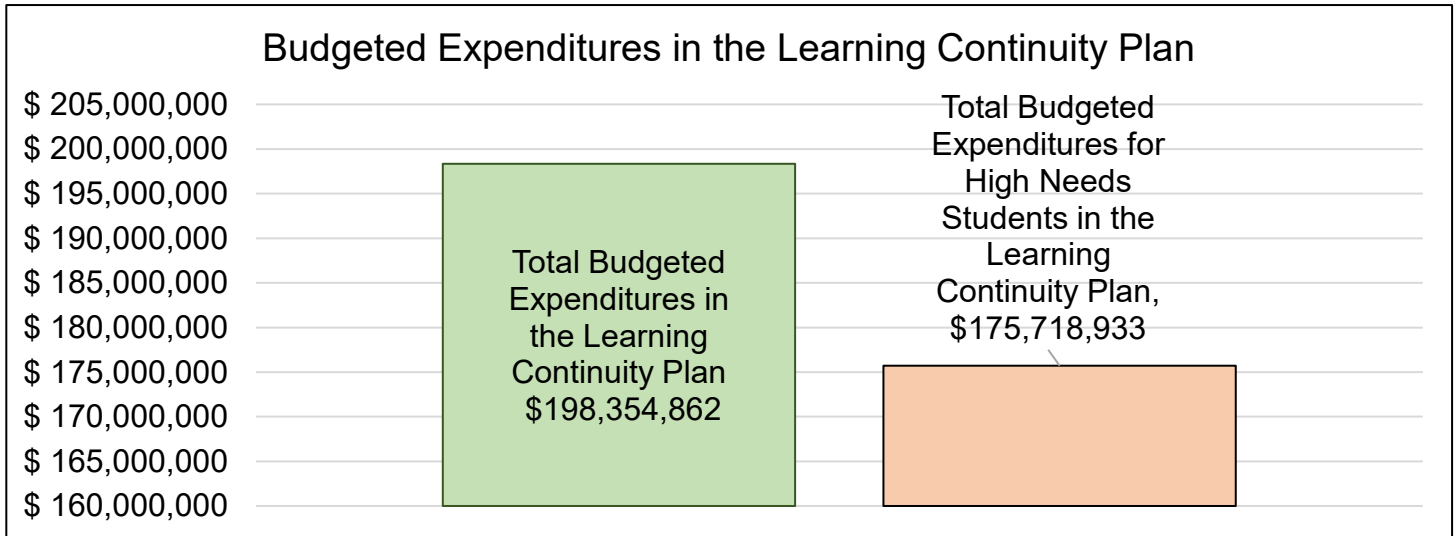
This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Fresno Unified School District is \$1,107,389,933.00, of which \$778,833,413.00 is Local Control Funding Formula (LCFF) funds, \$125,622,211.00 is other state funds, \$15,155,160.00 is local funds, and \$187,779,149.00 is federal funds. Of the \$187,779,149.00 in federal funds, \$76,368,276.00 are federal CARES Act funds. Of the \$778,833,413.00 in LCFF Funds, \$197,706,338.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Fresno Unified School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Fresno Unified School District plans to spend \$1,038,254,386.00 for the 2020-2021 school year. Of that amount, \$198,354,862.00 is tied to actions/services in the Learning Continuity Plan and \$839,899,524.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Expenses included in the Learning Continuity Plan (LCP) were based on prompts in the template around specific pandemic-related anticipated costs. Not included in the LCP, but included in the District's general fund, are baseline instructional and operating expenses. Also not included in the LCP (but listed for informational purposes) are services principally directed to foster youth, English language learners, and low-income students outlined in the District's prior year Local Control and Accountability Plan.

## Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

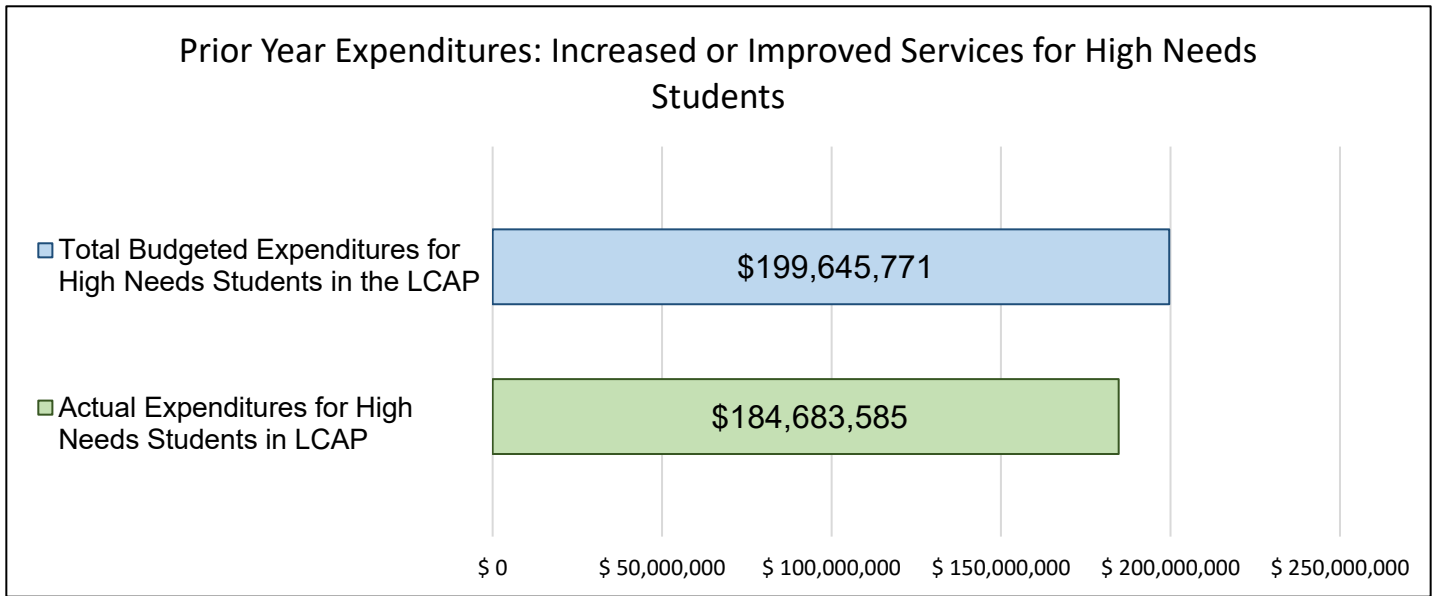
## LCFF Budget Overview for Parents

In 2020-2021, Fresno Unified School District is projecting it will receive \$197,706,338.00 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Fresno Unified School District plans to spend \$175,718,933.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Fresno Unified School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Fresno Unified School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Fresno Unified School District's LCAP budgeted \$199,645,771.00 for planned actions to increase or improve services for high needs students. Fresno Unified School District actually spent \$184,683,585.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$14,962,186.00 had the following impact on Fresno Unified School District's ability to increase or improve services for high needs students:

In March, all Fresno Unified Schools closed in response to the COVID-19 pandemic. Most actions outlined in the Local Control and Accountability Plan were executed prior to the March closure and implemented as planned. In some cases, such as summer learning, plans were adjusted in response to distance learning requirements. Some expenditures below budget were due to salary and benefit savings from vacant positions or one-time projects that carried over to the next fiscal year.

**Fresno Unified School District  
2020/21 First Interim**

<b>Fund Name</b>	<b>Actual Beginning Balance</b>	<b>Projected Revenues</b>	<b>Projected Expenditures</b>	<b>Projected Other Financing Sources</b>	<b>Projected Ending Fund Balance</b>
General Fund Unrestricted	\$ 147,872,111	\$ 804,112,521	\$ 638,986,994	\$ (116,069,356)	\$ 196,928,282
General Fund Restricted	\$ 4,310,855	\$ 303,277,412	\$ 390,410,983	\$ 99,598,276	\$ 16,775,560
<b>Total General Fund</b>	<b>\$ 152,182,965</b>	<b>\$ 1,107,389,933</b>	<b>\$ 1,029,397,977</b>	<b>\$ (16,471,080)</b>	<b>\$ 213,703,841</b>

Adult Education Fund	\$ 1,532,663	\$ 7,928,315	\$ 7,840,531	\$ -	\$ 1,620,447
Child Development Fund	\$ -	\$ 19,281,301	\$ 19,281,301	\$ -	\$ -
Cafeteria Fund	\$ 17,998,983	\$ 43,608,582	\$ 45,964,877	\$ -	\$ 15,642,688
Deferred Maintenance Fund	\$ -	\$ -	\$ 7,356,409	\$ 7,356,409	\$ -

Adult Education Building Fund	\$ 2,121,118	\$ 25,000	\$ 119,876	\$ -	\$ 2,026,242
Measure K Refunding Building Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Measure Q Series F Building Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Measure X Series A Building Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Measure X Series B Building Fund	\$ 40,636,646	\$ 400,000	\$ 358,750	\$ (33,454,536)	\$ 7,223,360
Measure X Series C Building Fund	\$ -	\$ 250,000	\$ -	\$ 45,150,000	\$ 45,400,000
Measure M Series A Building Fund	\$ (124,331)	\$ -	\$ -	\$ (1,968,106)	\$ (2,092,437)
<b>Total Building Funds</b>	<b>\$ 42,633,433</b>	<b>\$ 675,000</b>	<b>\$ 478,626</b>	<b>\$ 9,727,358</b>	<b>\$ 52,557,165</b>

Developer Fee Fund	\$ 2,569,429	\$ 1,040,000	\$ 3,162,256	\$ (28,920)	\$ 418,253
County School Facility Fund	\$ 59,478,775	\$ 1,203,332	\$ 54,733,784	\$ 28,426,233	\$ 34,374,556
Special Reserve for Capital Outlay	\$ 3,807,857	\$ 45,000	\$ 1,097,573	\$ -	\$ 2,755,284
Total Bond Int and Redemption	\$ 274,106,864	\$ 54,849,107	\$ 54,868,788	\$ -	\$ 274,087,183

Health Fund	\$ 37,002,648	\$ 183,850,433	\$ 181,520,189	\$ (2,000,000)	\$ 37,332,892
Liability Fund	\$ 1,625,767	\$ 5,636,941	\$ 5,835,229	\$ -	\$ 1,427,479
Workers' Compensation Fund	\$ (8,637,017)	\$ 7,011,513	\$ 7,538,893	\$ -	\$ (9,164,397)
Defined Benefits Fund	\$ 10,833,076	\$ 965,380	\$ 1,000,000	\$ -	\$ 10,798,456
<b>Total Internal Service Funds</b>	<b>\$ 40,824,474</b>	<b>\$ 197,464,267</b>	<b>\$ 195,894,311</b>	<b>\$ (2,000,000)</b>	<b>\$ 40,394,430</b>

Post Retirement Fund	\$ 54,854,091	\$ 4,400,000	\$ 45,000	\$ 3,500,000	\$ 62,709,091
<b>TOTALS</b>	<b>\$ 649,989,535</b>	<b>\$ 1,437,884,837</b>	<b>\$ 1,420,121,434</b>	<b>\$ -</b>	<b>\$ 698,262,939</b>

<b>Charter Schools</b>	<b>Actual Beginning Balance</b>	<b>Projected Revenues</b>	<b>Projected Expenditures</b>	<b>Projected Ending Fund Balance</b>	<b>Funded ADA</b>
Aspen Meadow Charter <sup>(A)</sup>	\$ (72,198)	\$ 3,740,970	\$ 3,808,883	\$ (140,111)	242
Aspen Valley Preparatory Academy	\$ 1,164,430	\$ 5,300,563	\$ 5,222,717	\$ 1,242,276	389
Carter G Woodson Charter	\$ 1,618,455	\$ 5,308,590	\$ 4,782,981	\$ 2,144,064	357
Morris E Dailey Charter	\$ 4,082,334	\$ 4,004,408	\$ 3,876,217	\$ 4,210,525	392
School of Unlimited Learning	\$ 1,193,554	\$ 2,573,477	\$ 2,452,337	\$ 1,314,694	179
Sierra Charter	\$ 3,101,266	\$ 5,572,228	\$ 5,404,589	\$ 3,268,905	424
University High	\$ 3,436,315	\$ 5,348,513	\$ 5,555,502	\$ 3,229,326	465
Endeavor Charter School	\$ -	\$ 3,483,009	\$ 2,266,014	\$ 1,216,995	234

<sup>(A)</sup> District has issued Letter of Going Concern

G = General Ledger Data; S = Supplemental Data

		Data Supplied For:			
Form	Description	2020-21 Original Budget	2020-21 Board Approved Operating Budget	2020-21 Actuals to Date	2020-21 Projected Totals
01I	General Fund/County School Service Fund	GS	GS	GS	GS
08I	Student Activity Special Revenue Fund				
09I	Charter Schools Special Revenue Fund				
10I	Special Education Pass-Through Fund				
11I	Adult Education Fund	G	G	G	G
12I	Child Development Fund	G	G	G	G
13I	Cafeteria Special Revenue Fund	G	G	G	G
14I	Deferred Maintenance Fund	G	G	G	G
15I	Pupil Transportation Equipment Fund				
17I	Special Reserve Fund for Other Than Capital Outlay Projects				
18I	School Bus Emissions Reduction Fund				
19I	Foundation Special Revenue Fund				
20I	Special Reserve Fund for Postemployment Benefits				
21I	Building Fund	G	G	G	G
25I	Capital Facilities Fund	G	G	G	G
30I	State School Building Lease-Purchase Fund				
35I	County School Facilities Fund	G	G	G	G
40I	Special Reserve Fund for Capital Outlay Projects	G	G	G	G
49I	Capital Project Fund for Blended Component Units				
51I	Bond Interest and Redemption Fund	G	G	G	G
52I	Debt Service Fund for Blended Component Units				
53I	Tax Override Fund				
56I	Debt Service Fund				
57I	Foundation Permanent Fund				
61I	Cafeteria Enterprise Fund				
62I	Charter Schools Enterprise Fund				
63I	Other Enterprise Fund				
66I	Warehouse Revolving Fund				
67I	Self-Insurance Fund	G	G	G	G
71I	Retiree Benefit Fund	G	G	G	G
73I	Foundation Private-Purpose Trust Fund				
76I	Warrant/Pass-Through Fund				
95I	Student Body Fund				
AI	Average Daily Attendance	S	S		S
CASH	Cashflow Worksheet				S
CHG	Change Order Form				
CI	Interim Certification				S
ESMOE	Every Student Succeeds Act Maintenance of Effort				G
ICR	Indirect Cost Rate Worksheet				S
MYPI	Multiyear Projections - General Fund				GS
SIAI	Summary of Interfund Activities - Projected Year Totals				G
01CSI	Criteria and Standards Review				S

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	713,234,082.00	778,833,413.00	142,174,806.33	778,833,413.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	791,627.90	791,628.00	791,628.00	New
3) Other State Revenue		8300-8599	14,909,391.00	14,640,526.00	(134,121.00)	14,640,526.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,608,383.00	10,633,287.00	4,665,631.18	9,846,954.00	(786,333.00)	-7.4%
5) TOTAL, REVENUES			738,751,856.00	804,107,226.00	147,497,944.41	804,112,521.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	308,845,207.00	301,850,679.00	100,553,366.02	300,148,271.00	1,702,408.00	0.6%
2) Classified Salaries		2000-2999	87,658,280.00	82,978,735.00	25,519,036.86	82,724,184.00	254,551.00	0.3%
3) Employee Benefits		3000-3999	177,051,733.00	173,521,434.00	44,754,186.31	173,270,866.00	250,568.00	0.1%
4) Books and Supplies		4000-4999	27,002,830.00	30,785,253.00	10,517,998.07	28,476,265.00	2,308,988.00	7.5%
5) Services and Other Operating Expenditures		5000-5999	61,527,992.00	68,218,864.00	13,258,314.89	61,261,338.00	6,957,526.00	10.2%
6) Capital Outlay		6000-6999	7,604,416.00	6,597,057.00	316,636.12	3,596,928.00	3,000,129.00	45.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,955,963.00	1,955,963.00	444,751.40	1,837,499.00	118,464.00	6.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(12,943,864.00)	(13,480,123.00)	0.00	(12,328,357.00)	(1,151,766.00)	8.5%
9) TOTAL, EXPENDITURES			658,702,557.00	652,427,862.00	195,364,289.67	638,986,994.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			80,049,299.00	151,679,364.00	(47,866,345.26)	165,125,527.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	2,128,920.00	28,920.00	0.00	28,920.00	0.00	0.0%
b) Transfers Out		7600-7629	1,500,000.00	1,500,000.00	750,000.00	1,500,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	15,000,000.00	(15,000,000.00)	New
3) Contributions		8980-8999	(100,771,548.00)	(99,733,876.00)	0.00	(99,598,276.00)	135,600.00	-0.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			(100,142,628.00)	(101,204,956.00)	(750,000.00)	(116,069,356.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(20,093,329.00)	50,474,408.00	(48,616,345.26)	49,056,171.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	136,561,246.35	147,872,110.74		147,872,110.74	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			136,561,246.35	147,872,110.74		147,872,110.74		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			136,561,246.35	147,872,110.74		147,872,110.74		
2) Ending Balance, June 30 (E + F1e)			116,467,917.35	198,346,518.74		196,928,281.74		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	78,365.82	90,917.75		90,917.75		
Stores		9712	996,740.58	2,725,283.88		2,725,283.88		
Prepaid Items		9713	1,636,102.42	1,162,384.09		1,162,384.09		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	60,900,000.00	73,700,000.00		76,700,000.00		
Utilization of Reserve for Future Years	0000	9780	60,900,000.00					
Utilization of Reserve for Future Years	0000	9780		73,700,000.00				
Design Science Facility Project	0000	9780				2,500,000.00		
Fresno High CTE Facility	0000	9780				500,000.00		
Utilization of Reserve in Future Years	0000	9780				73,700,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	52,856,708.53	120,667,933.00		116,249,696.02		
Unassigned/Unappropriated Amount		9790	0.00	0.02		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	560,846,924.00	626,446,255.00	110,514,219.00	626,446,255.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	84,552,267.00	84,552,267.00	32,400,635.00	84,552,267.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	(2,012,093.71)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	545,489.00	545,489.00	0.00	545,489.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	305,096.00	305,096.00	0.00	305,096.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	60,914,766.00	60,914,766.00	0.00	60,914,766.00	0.00	0.0%
Unsecured Roll Taxes		8042	2,702,637.00	2,702,637.00	591,120.62	2,702,637.00	0.00	0.0%
Prior Years' Taxes		8043	227,900.00	227,900.00	44,164.78	227,900.00	0.00	0.0%
Supplemental Taxes		8044	2,023,608.00	2,023,608.00	481,027.63	2,023,608.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(1,728,390.00)	(1,728,390.00)	0.00	(1,728,390.00)	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	6,439,961.00	6,439,961.00	0.00	6,439,961.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	18,309.79	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			716,830,258.00	782,429,589.00	142,037,383.11	782,429,589.00	0.00	0.0%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(3,596,176.00)	(3,596,176.00)	137,423.22	(3,596,176.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			713,234,082.00	778,833,413.00	142,174,806.33	778,833,413.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	791,627.90	791,628.00	791,628.00	New
TOTAL, FEDERAL REVENUE			0.00	0.00	791,627.90	791,628.00	791,628.00	New
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	2,736,543.00	2,736,543.00	0.00	2,736,543.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	10,668,380.00	10,399,515.00	(240,616.00)	10,399,515.00	0.00	0.0%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	1,504,468.00	1,504,468.00	106,495.00	1,504,468.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			14,909,391.00	14,640,526.00	(134,121.00)	14,640,526.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	42,527.00	42,527.00	0.00	57,284.00	14,757.00	34.7%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	384,768.00	384,768.00	12,399.70	192,384.00	(192,384.00)	-50.0%
Interest		8660	1,750,000.00	1,750,000.00	17.69	1,750,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	967,000.00	967,000.00	938.20	483,000.00	(484,000.00)	-50.1%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	7,464,088.00	7,488,992.00	4,652,275.59	7,364,286.00	(124,706.00)	-1.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>10,608,383.00</b>	<b>10,633,287.00</b>	<b>4,665,631.18</b>	<b>9,846,954.00</b>	<b>(786,333.00)</b>	<b>-7.4%</b>
<b>TOTAL, REVENUES</b>			<b>738,751,856.00</b>	<b>804,107,226.00</b>	<b>147,497,944.41</b>	<b>804,112,521.00</b>	<b>5,295.00</b>	<b>0.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	250,154,836.00	254,421,232.00	80,331,475.25	252,939,062.00	1,482,170.00	0.6%
Certificated Pupil Support Salaries		1200	15,064,606.00	7,545,699.00	6,645,338.47	7,496,408.00	49,291.00	0.7%
Certificated Supervisors' and Administrators' Salaries		1300	41,026,935.00	38,822,664.00	12,872,035.34	38,700,142.00	122,522.00	0.3%
Other Certificated Salaries		1900	2,598,830.00	1,061,084.00	704,516.96	1,012,659.00	48,425.00	4.6%
TOTAL, CERTIFICATED SALARIES			308,845,207.00	301,850,679.00	100,553,366.02	300,148,271.00	1,702,408.00	0.6%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	6,797,305.00	4,941,266.00	653,768.91	4,922,446.00	18,820.00	0.4%
Classified Support Salaries		2200	41,605,959.00	38,709,312.00	12,570,120.14	38,538,874.00	170,438.00	0.4%
Classified Supervisors' and Administrators' Salaries		2300	11,539,606.00	11,014,394.00	3,738,375.92	10,973,574.00	40,820.00	0.4%
Clerical, Technical and Office Salaries		2400	25,596,884.00	25,960,879.00	8,146,181.00	25,947,787.00	13,092.00	0.1%
Other Classified Salaries		2900	2,118,526.00	2,352,884.00	410,590.89	2,341,503.00	11,381.00	0.5%
TOTAL, CLASSIFIED SALARIES			87,658,280.00	82,978,735.00	25,519,036.86	82,724,184.00	254,551.00	0.3%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	49,289,707.00	47,411,181.00	15,508,560.57	47,324,271.00	86,910.00	0.2%
PERS		3201-3202	16,673,100.00	15,947,333.00	4,910,861.03	15,938,439.00	8,894.00	0.1%
OASDI/Medicare/Alternative		3301-3302	10,402,526.00	10,246,883.00	2,908,472.14	10,200,775.00	46,108.00	0.4%
Health and Welfare Benefits		3401-3402	66,829,322.00	65,886,594.00	14,006,113.04	65,865,183.00	21,411.00	0.0%
Unemployment Insurance		3501-3502	178,548.00	213,726.00	50,798.87	188,938.00	24,788.00	11.6%
Workers' Compensation		3601-3602	4,869,101.00	4,638,312.00	1,216,193.94	4,602,495.00	35,817.00	0.8%
OPEB, Allocated		3701-3702	28,592,851.00	28,770,277.00	6,002,612.48	28,769,182.00	1,095.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	216,578.00	407,128.00	150,574.24	381,583.00	25,545.00	6.3%
TOTAL, EMPLOYEE BENEFITS			177,051,733.00	173,521,434.00	44,754,186.31	173,270,866.00	250,568.00	0.1%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	1,803.00	281,080.00	539,226.46	0.00	281,080.00	100.0%
Books and Other Reference Materials		4200	889,345.00	957,857.00	111,151.86	799,954.00	157,903.00	16.5%
Materials and Supplies		4300	11,671,347.00	16,242,199.00	5,183,987.26	14,727,005.00	1,515,194.00	9.3%
Noncapitalized Equipment		4400	14,440,335.00	13,304,117.00	4,683,632.49	12,949,306.00	354,811.00	2.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			27,002,830.00	30,785,253.00	10,517,998.07	28,476,265.00	2,308,988.00	7.5%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	20,847,061.00	19,686,438.00	550,243.80	19,647,715.00	38,723.00	0.2%
Travel and Conferences		5200	1,234,275.00	1,114,155.00	21,555.48	1,071,272.00	42,883.00	3.8%
Dues and Memberships		5300	145,478.00	145,478.00	104,418.40	129,665.00	15,813.00	10.9%
Insurance		5400-5450	3,551,772.00	3,706,053.00	983,528.44	3,698,941.00	7,112.00	0.2%
Operations and Housekeeping Services		5500	23,483,060.00	23,485,560.00	4,430,042.36	22,775,559.00	710,001.00	3.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,475,638.00	5,718,963.00	2,882,541.14	5,541,510.00	177,453.00	3.1%
Transfers of Direct Costs		5710	(3,352,948.00)	(2,849,551.00)	37,966.84	(2,989,051.00)	139,500.00	-4.9%
Transfers of Direct Costs - Interfund		5750	(140,753.00)	6,874.00	276,417.11	6,674.00	200.00	2.9%
Professional/Consulting Services and Operating Expenditures		5800	8,090,581.00	15,000,804.00	2,628,900.95	9,178,311.00	5,822,493.00	38.8%
Communications		5900	2,193,828.00	2,204,090.00	1,342,700.37	2,200,742.00	3,348.00	0.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			61,527,992.00	68,218,864.00	13,258,314.89	61,261,338.00	6,957,526.00	10.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	14,000.00	14,403.00	(900.00)	385.00	14,018.00	97.3%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	7,251,082.00	6,198,409.00	310,789.10	3,497,868.00	2,700,541.00	43.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	101,159.00	146,070.00	6,747.02	53,939.00	92,131.00	63.1%
Equipment Replacement		6500	238,175.00	238,175.00	0.00	44,736.00	193,439.00	81.2%
TOTAL, CAPITAL OUTLAY			7,604,416.00	6,597,057.00	316,636.12	3,596,928.00	3,000,129.00	45.5%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	88,265.00	88,265.00	0.00	88,265.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	433,788.00	433,788.00	65,606.00	433,788.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	1,433,910.00	1,433,910.00	379,145.40	1,315,446.00	118,464.00	8.3%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,955,963.00	1,955,963.00	444,751.40	1,837,499.00	118,464.00	6.1%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(9,863,689.00)	(10,335,163.00)	0.00	(9,632,749.00)	(702,414.00)	6.8%
Transfers of Indirect Costs - Interfund		7350	(3,080,175.00)	(3,144,960.00)	0.00	(2,695,608.00)	(449,352.00)	14.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(12,943,864.00)	(13,480,123.00)	0.00	(12,328,357.00)	(1,151,766.00)	8.5%
TOTAL, EXPENDITURES			658,702,557.00	652,427,862.00	195,364,289.67	638,986,994.00	13,440,868.00	2.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	2,128,920.00	28,920.00	0.00	28,920.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			2,128,920.00	28,920.00	0.00	28,920.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,500,000.00	1,500,000.00	750,000.00	1,500,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,500,000.00	1,500,000.00	750,000.00	1,500,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	15,000,000.00	(15,000,000.00)	New
(d) TOTAL, USES			0.00	0.00	0.00	15,000,000.00	(15,000,000.00)	New
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(100,771,548.00)	(99,733,876.00)	0.00	(99,598,276.00)	135,600.00	-0.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(100,771,548.00)	(99,733,876.00)	0.00	(99,598,276.00)	135,600.00	-0.1%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(100,142,628.00)	(101,204,956.00)	(750,000.00)	(116,069,356.00)	(14,864,400.00)	14.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	170,849,479.00	184,888,293.00	86,916,931.14	186,987,521.00	2,099,228.00	1.1%
3) Other State Revenue		8300-8599	105,959,538.00	115,103,525.00	20,320,106.39	110,981,685.00	(4,121,840.00)	-3.6%
4) Other Local Revenue		8600-8799	5,258,996.00	5,671,666.00	3,653,601.45	5,308,206.00	(363,460.00)	-6.4%
5) TOTAL, REVENUES			282,068,013.00	305,663,484.00	110,890,638.98	303,277,412.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	121,021,060.00	127,203,406.00	27,290,144.55	125,120,759.00	2,082,647.00	1.6%
2) Classified Salaries		2000-2999	52,482,446.00	59,257,445.00	14,145,708.04	57,926,271.00	1,331,174.00	2.2%
3) Employee Benefits		3000-3999	124,371,510.00	127,497,945.00	16,821,467.53	124,695,741.00	2,802,204.00	2.2%
4) Books and Supplies		4000-4999	33,262,046.00	42,899,299.04	3,240,053.24	38,091,786.00	4,807,513.04	11.2%
5) Services and Other Operating Expenditures		5000-5999	41,676,805.00	37,138,739.96	3,083,773.94	30,931,484.00	6,207,255.96	16.7%
6) Capital Outlay		6000-6999	833,836.00	2,698,838.00	21,895.20	2,504,608.00	194,230.00	7.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,504,358.00	1,504,358.00	0.00	1,504,358.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,863,689.00	10,338,390.00	0.00	9,635,976.00	702,414.00	6.8%
9) TOTAL, EXPENDITURES			385,015,750.00	408,538,421.00	64,603,042.50	390,410,983.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(102,947,737.00)	(102,874,937.00)	46,287,596.48	(87,133,571.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
b) Transfers Out		7600-7629	7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	100,771,548.00	99,733,876.00	0.00	99,598,276.00	(135,600.00)	-0.1%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,771,548.00	99,733,876.00	0.00	99,598,276.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,176,189.00)	(3,141,061.00)	46,287,596.48	12,464,705.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,176,189.94	4,310,854.56		4,310,854.56	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,176,189.94	4,310,854.56		4,310,854.56		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,176,189.94	4,310,854.56		4,310,854.56		
2) Ending Balance, June 30 (E + F1e)			0.94	1,169,793.56		16,775,559.56		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.94	1,169,793.59		16,775,559.59		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	(0.03)		(0.03)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	14,504,585.00	14,518,993.00	(14,688,164.80)	14,518,993.00	0.00	0.0%
Special Education Discretionary Grants		8182	1,273,332.00	1,311,090.00	(1,254,263.64)	1,282,126.00	(28,964.00)	-2.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	452,430.00	452,430.00	(72,710.18)	452,430.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	65,769,723.00	63,897,728.00	12,088,246.72	58,662,193.00	(5,235,535.00)	-8.2%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	7,804,669.00	6,125,023.00	1,840,990.48	4,635,958.00	(1,489,065.00)	-24.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	130,449.00	125,753.00	22,421.19	96,384.00	(29,369.00)	-23.4%
Title III, Part A, English Learner Program	4203	8290	1,598,527.00	1,781,478.00	270,132.75	1,647,165.00	(134,313.00)	-7.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	8,025,649.00	8,139,834.00	369,823.85	6,308,595.00	(1,831,239.00)	-22.5%
Career and Technical Education	3500-3599	8290	1,084,387.00	1,084,387.00	(643,940.49)	1,084,387.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	70,205,728.00	87,451,577.00	88,984,395.26	98,299,290.00	10,847,713.00	12.4%
TOTAL, FEDERAL REVENUE			170,849,479.00	184,888,293.00	86,916,931.14	186,987,521.00	2,099,228.00	1.1%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	47,146,107.00	47,500,987.00	9,134,941.00	47,500,987.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	1,243,809.00	1,243,809.00	(87,377.02)	1,243,809.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	3,687,530.00	3,395,708.00	(218,039.00)	3,177,669.00	(218,039.00)	-6.4%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	3,672,229.00	4,670,172.00	(292,279.95)	4,670,172.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	1,100,000.00	2,119,812.00	1,991,700.97	1,519,812.00	(600,000.00)	-28.3%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	(1,187,289.00)	(1,187,289.00)	New
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	49,109,863.00	56,173,037.00	9,791,160.39	54,056,525.00	(2,116,512.00)	-3.8%
TOTAL, OTHER STATE REVENUE			105,959,538.00	115,103,525.00	20,320,106.39	110,981,685.00	(4,121,840.00)	-3.6%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	1,840,971.00	1,840,971.00	2,312,566.91	1,840,971.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	6,024.32	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	3,418,025.00	3,830,695.00	1,335,010.22	3,467,235.00	(363,460.00)	-9.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			5,258,996.00	5,671,666.00	3,653,601.45	5,308,206.00	(363,460.00)	-6.4%
<b>TOTAL, REVENUES</b>			282,068,013.00	305,663,484.00	110,890,638.98	303,277,412.00	(2,386,072.00)	-0.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	86,165,228.00	81,191,112.00	18,024,528.79	80,203,016.00	988,096.00	1.2%
Certificated Pupil Support Salaries		1200	16,809,152.00	25,233,610.00	3,839,312.03	25,045,498.00	188,112.00	0.7%
Certificated Supervisors' and Administrators' Salaries		1300	6,626,733.00	8,166,856.00	2,049,875.51	7,645,418.00	521,438.00	6.4%
Other Certificated Salaries		1900	11,419,947.00	12,611,828.00	3,376,428.22	12,226,827.00	385,001.00	3.1%
TOTAL, CERTIFICATED SALARIES			121,021,060.00	127,203,406.00	27,290,144.55	125,120,759.00	2,082,647.00	1.6%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	26,611,146.00	27,365,344.00	6,449,801.65	26,801,298.00	564,046.00	2.1%
Classified Support Salaries		2200	19,327,754.00	23,488,977.00	5,724,124.77	22,951,339.00	537,638.00	2.3%
Classified Supervisors' and Administrators' Salaries		2300	2,595,689.00	3,252,010.00	882,663.01	3,234,637.00	17,373.00	0.5%
Clerical, Technical and Office Salaries		2400	3,104,572.00	3,625,980.00	943,880.24	3,516,831.00	109,149.00	3.0%
Other Classified Salaries		2900	843,285.00	1,525,134.00	145,238.37	1,422,166.00	102,968.00	6.8%
TOTAL, CLASSIFIED SALARIES			52,482,446.00	59,257,445.00	14,145,708.04	57,926,271.00	1,331,174.00	2.2%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	58,887,180.00	60,443,553.00	4,133,530.12	59,572,875.00	870,678.00	1.4%
PERS		3201-3202	9,994,443.00	11,044,200.00	2,697,867.43	10,317,984.00	726,216.00	6.6%
OASDI/Medicare/Alternative		3301-3302	5,439,620.00	5,908,062.00	1,298,029.72	5,789,475.00	118,587.00	2.0%
Health and Welfare Benefits		3401-3402	33,672,601.00	33,741,733.00	5,732,099.23	32,984,818.00	756,915.00	2.2%
Unemployment Insurance		3501-3502	85,715.00	115,291.00	17,561.79	113,647.00	1,644.00	1.4%
Workers' Compensation		3601-3602	1,661,867.00	1,890,449.00	418,429.42	1,840,978.00	49,471.00	2.6%
OPEB, Allocated		3701-3702	14,392,998.00	14,096,694.00	2,456,544.43	13,818,271.00	278,423.00	2.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	237,086.00	257,963.00	67,405.39	257,693.00	270.00	0.1%
TOTAL, EMPLOYEE BENEFITS			124,371,510.00	127,497,945.00	16,821,467.53	124,695,741.00	2,802,204.00	2.2%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	1,703,934.00	1,665,834.00	288,583.83	1,114,532.00	551,302.00	33.1%
Books and Other Reference Materials		4200	3,008,627.00	2,917,104.00	701,004.27	2,449,150.00	467,954.00	16.0%
Materials and Supplies		4300	22,499,672.00	22,621,680.04	2,021,206.98	19,428,176.00	3,193,504.04	14.1%
Noncapitalized Equipment		4400	6,049,813.00	15,694,681.00	229,258.16	15,099,928.00	594,753.00	3.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			33,262,046.00	42,899,299.04	3,240,053.24	38,091,786.00	4,807,513.04	11.2%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	13,884,309.00	13,612,570.36	1,051,268.00	13,524,423.00	88,147.36	0.6%
Travel and Conferences		5200	1,966,311.00	1,626,064.00	575,625.42	951,471.00	674,593.00	41.5%
Dues and Memberships		5300	16,999.00	17,109.00	0.00	2,289.00	14,820.00	86.6%
Insurance		5400-5450	1,612,279.00	1,655,206.60	338,384.20	1,613,494.00	41,712.60	2.5%
Operations and Housekeeping Services		5500	63,184.00	63,184.00	0.00	4,000.00	59,184.00	93.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,056,341.00	2,086,313.00	303,986.10	1,702,680.00	383,633.00	18.4%
Transfers of Direct Costs		5710	3,352,948.00	2,849,551.00	(37,966.84)	2,989,051.00	(139,500.00)	-4.9%
Transfers of Direct Costs - Interfund		5750	(2,209,310.00)	(2,087,427.00)	(423,534.74)	(1,686,535.00)	(400,892.00)	19.2%
Professional/Consulting Services and Operating Expenditures		5800	20,910,182.00	17,281,498.00	1,251,798.90	11,796,466.00	5,485,032.00	31.7%
Communications		5900	23,562.00	34,671.00	24,212.90	34,145.00	526.00	1.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			41,676,805.00	37,138,739.96	3,083,773.94	30,931,484.00	6,207,255.96	16.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	15,000.00	0.00	12,530.00	2,470.00	16.5%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	222,941.00	1,979,943.00	(18,387.82)	627,200.00	1,352,743.00	68.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	357,226.00	450,226.00	40,283.02	1,800,048.00	(1,349,822.00)	-299.8%
Equipment Replacement		6500	253,669.00	253,669.00	0.00	64,830.00	188,839.00	74.4%
TOTAL, CAPITAL OUTLAY			833,836.00	2,698,838.00	21,895.20	2,504,608.00	194,230.00	7.2%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,504,358.00	1,504,358.00	0.00	1,504,358.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,504,358.00	1,504,358.00	0.00	1,504,358.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	9,863,689.00	10,335,163.00	0.00	9,632,749.00	702,414.00	6.8%
Transfers of Indirect Costs - Interfund		7350	0.00	3,227.00	0.00	3,227.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,863,689.00	10,338,390.00	0.00	9,635,976.00	702,414.00	6.8%
TOTAL, EXPENDITURES			385,015,750.00	408,538,421.00	64,603,042.50	390,410,983.00	18,127,438.00	4.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	100,771,548.00	99,733,876.00	0.00	99,598,276.00	(135,600.00)	-0.1%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			100,771,548.00	99,733,876.00	0.00	99,598,276.00	(135,600.00)	-0.1%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			100,771,548.00	99,733,876.00	0.00	99,598,276.00	135,600.00	-0.1%



2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	713,234,082.00	778,833,413.00	142,174,806.33	778,833,413.00	0.00	0.0%
2) Federal Revenue		8100-8299	170,849,479.00	184,888,293.00	87,708,559.04	187,779,149.00	2,890,856.00	1.6%
3) Other State Revenue		8300-8599	120,868,929.00	129,744,051.00	20,185,985.39	125,622,211.00	(4,121,840.00)	-3.2%
4) Other Local Revenue		8600-8799	15,867,379.00	16,304,953.00	8,319,232.63	15,155,160.00	(1,149,793.00)	-7.1%
5) TOTAL, REVENUES			1,020,819,869.00	1,109,770,710.00	258,388,583.39	1,107,389,933.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	429,866,267.00	429,054,085.00	127,843,510.57	425,269,030.00	3,785,055.00	0.9%
2) Classified Salaries		2000-2999	140,140,726.00	142,236,180.00	39,664,744.90	140,650,455.00	1,585,725.00	1.1%
3) Employee Benefits		3000-3999	301,423,243.00	301,019,379.00	61,575,653.84	297,966,607.00	3,052,772.00	1.0%
4) Books and Supplies		4000-4999	60,264,876.00	73,684,552.04	13,758,051.31	66,568,051.00	7,116,501.04	9.7%
5) Services and Other Operating Expenditures		5000-5999	103,204,797.00	105,357,603.96	16,342,088.83	92,192,822.00	13,164,781.96	12.5%
6) Capital Outlay		6000-6999	8,438,252.00	9,295,895.00	338,531.32	6,101,536.00	3,194,359.00	34.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	3,460,321.00	3,460,321.00	444,751.40	3,341,857.00	118,464.00	3.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,080,175.00)	(3,141,733.00)	0.00	(2,692,381.00)	(449,352.00)	14.3%
9) TOTAL, EXPENDITURES			1,043,718,307.00	1,060,966,283.00	259,967,332.17	1,029,397,977.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(22,898,438.00)	48,804,427.00	(1,578,748.78)	77,991,956.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	9,485,329.00	7,385,329.00	2,650,000.00	7,385,329.00	0.00	0.0%
b) Transfers Out		7600-7629	8,856,409.00	8,856,409.00	3,400,000.00	8,856,409.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	15,000,000.00	(15,000,000.00)	New
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			628,920.00	(1,471,080.00)	(750,000.00)	(16,471,080.00)		

2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(22,269,518.00)	47,333,347.00	(2,328,748.78)	61,520,876.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	138,737,436.29	152,182,965.30		152,182,965.30	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			138,737,436.29	152,182,965.30		152,182,965.30		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			138,737,436.29	152,182,965.30		152,182,965.30		
2) Ending Balance, June 30 (E + F1e)			116,467,918.29	199,516,312.30		213,703,841.30		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	78,365.82	90,917.75		90,917.75		
Stores		9712	996,740.58	2,725,283.88		2,725,283.88		
Prepaid Items		9713	1,636,102.42	1,162,384.09		1,162,384.09		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.94	1,169,793.59		16,775,559.59		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	60,900,000.00	73,700,000.00		76,700,000.00		
Utilization of Reserve for Future Years	0000	9780	60,900,000.00					
Utilization of Reserve for Future Years	0000	9780		73,700,000.00				
Design Science Facility Project	0000	9780				2,500,000.00		
Fresno High CTE Facility	0000	9780				500,000.00		
Utilization of Reserve in Future Years	0000	9780				73,700,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	52,856,708.53	120,667,933.00		116,249,696.02		
Unassigned/Unappropriated Amount		9790	0.00	(0.01)		(0.03)		

2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	560,846,924.00	626,446,255.00	110,514,219.00	626,446,255.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	84,552,267.00	84,552,267.00	32,400,635.00	84,552,267.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	(2,012,093.71)	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	545,489.00	545,489.00	0.00	545,489.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	305,096.00	305,096.00	0.00	305,096.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	60,914,766.00	60,914,766.00	0.00	60,914,766.00	0.00	0.0%
Unsecured Roll Taxes		8042	2,702,637.00	2,702,637.00	591,120.62	2,702,637.00	0.00	0.0%
Prior Years' Taxes		8043	227,900.00	227,900.00	44,164.78	227,900.00	0.00	0.0%
Supplemental Taxes		8044	2,023,608.00	2,023,608.00	481,027.63	2,023,608.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(1,728,390.00)	(1,728,390.00)	0.00	(1,728,390.00)	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	6,439,961.00	6,439,961.00	0.00	6,439,961.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	18,309.79	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			716,830,258.00	782,429,589.00	142,037,383.11	782,429,589.00	0.00	0.0%
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(3,596,176.00)	(3,596,176.00)	137,423.22	(3,596,176.00)	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			713,234,082.00	778,833,413.00	142,174,806.33	778,833,413.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	14,504,585.00	14,518,993.00	(14,688,164.80)	14,518,993.00	0.00	0.0%
Special Education Discretionary Grants		8182	1,273,332.00	1,311,090.00	(1,254,263.64)	1,282,126.00	(28,964.00)	-2.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	452,430.00	452,430.00	(72,710.18)	452,430.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	65,769,723.00	63,897,728.00	12,088,246.72	58,662,193.00	(5,235,535.00)	-8.2%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	7,804,669.00	6,125,023.00	1,840,990.48	4,635,958.00	(1,489,065.00)	-24.3%

2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	130,449.00	125,753.00	22,421.19	96,384.00	(29,369.00)	-23.4%
Title III, Part A, English Learner Program	4203	8290	1,598,527.00	1,781,478.00	270,132.75	1,647,165.00	(134,313.00)	-7.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	8,025,649.00	8,139,834.00	369,823.85	6,308,595.00	(1,831,239.00)	-22.5%
Career and Technical Education	3500-3599	8290	1,084,387.00	1,084,387.00	(643,940.49)	1,084,387.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	70,205,728.00	87,451,577.00	89,776,023.16	99,090,918.00	11,639,341.00	13.3%
TOTAL, FEDERAL REVENUE			170,849,479.00	184,888,293.00	87,708,559.04	187,779,149.00	2,890,856.00	1.6%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	47,146,107.00	47,500,987.00	9,134,941.00	47,500,987.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	1,243,809.00	1,243,809.00	(87,377.02)	1,243,809.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	2,736,543.00	2,736,543.00	0.00	2,736,543.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	14,355,910.00	13,795,223.00	(458,655.00)	13,577,184.00	(218,039.00)	-1.6%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	3,672,229.00	4,670,172.00	(292,279.95)	4,670,172.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	1,100,000.00	2,119,812.00	1,991,700.97	1,519,812.00	(600,000.00)	-28.3%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	(1,187,289.00)	(1,187,289.00)	New
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	50,614,331.00	57,677,505.00	9,897,655.39	55,560,993.00	(2,116,512.00)	-3.7%
TOTAL, OTHER STATE REVENUE			120,868,929.00	129,744,051.00	20,185,985.39	125,622,211.00	(4,121,840.00)	-3.2%

2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	1,840,971.00	1,840,971.00	2,312,566.91	1,840,971.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	42,527.00	42,527.00	0.00	57,284.00	14,757.00	34.7%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	6,024.32	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	384,768.00	384,768.00	12,399.70	192,384.00	(192,384.00)	-50.0%
Interest		8660	1,750,000.00	1,750,000.00	17.69	1,750,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	967,000.00	967,000.00	938.20	483,000.00	(484,000.00)	-50.1%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	10,882,113.00	11,319,687.00	5,987,285.81	10,831,521.00	(488,166.00)	-4.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>15,867,379.00</b>	<b>16,304,953.00</b>	<b>8,319,232.63</b>	<b>15,155,160.00</b>	<b>(1,149,793.00)</b>	<b>-7.1%</b>
<b>TOTAL, REVENUES</b>			<b>1,020,819,869.00</b>	<b>1,109,770,710.00</b>	<b>258,388,583.39</b>	<b>1,107,389,933.00</b>	<b>(2,380,777.00)</b>	<b>-0.2%</b>

2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	336,320,064.00	335,612,344.00	98,356,004.04	333,142,078.00	2,470,266.00	0.7%
Certificated Pupil Support Salaries		1200	31,873,758.00	32,779,309.00	10,484,650.50	32,541,906.00	237,403.00	0.7%
Certificated Supervisors' and Administrators' Salaries		1300	47,653,668.00	46,989,520.00	14,921,910.85	46,345,560.00	643,960.00	1.4%
Other Certificated Salaries		1900	14,018,777.00	13,672,912.00	4,080,945.18	13,239,486.00	433,426.00	3.2%
TOTAL, CERTIFICATED SALARIES			429,866,267.00	429,054,085.00	127,843,510.57	425,269,030.00	3,785,055.00	0.9%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	33,408,451.00	32,306,610.00	7,103,570.56	31,723,744.00	582,866.00	1.8%
Classified Support Salaries		2200	60,933,713.00	62,198,289.00	18,294,244.91	61,490,213.00	708,076.00	1.1%
Classified Supervisors' and Administrators' Salaries		2300	14,135,295.00	14,266,404.00	4,621,038.93	14,208,211.00	58,193.00	0.4%
Clerical, Technical and Office Salaries		2400	28,701,456.00	29,586,859.00	9,090,061.24	29,464,618.00	122,241.00	0.4%
Other Classified Salaries		2900	2,961,811.00	3,878,018.00	555,829.26	3,763,669.00	114,349.00	2.9%
TOTAL, CLASSIFIED SALARIES			140,140,726.00	142,236,180.00	39,664,744.90	140,650,455.00	1,585,725.00	1.1%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	108,176,887.00	107,854,734.00	19,642,090.69	106,897,146.00	957,588.00	0.9%
PERS		3201-3202	26,667,543.00	26,991,533.00	7,608,728.46	26,256,423.00	735,110.00	2.7%
OASDI/Medicare/Alternative		3301-3302	15,842,146.00	16,154,945.00	4,206,501.86	15,990,250.00	164,695.00	1.0%
Health and Welfare Benefits		3401-3402	100,501,923.00	99,628,327.00	19,738,212.27	98,850,001.00	778,326.00	0.8%
Unemployment Insurance		3501-3502	264,263.00	329,017.00	68,360.66	302,585.00	26,432.00	8.0%
Workers' Compensation		3601-3602	6,530,968.00	6,528,761.00	1,634,623.36	6,443,473.00	85,288.00	1.3%
OPEB, Allocated		3701-3702	42,985,849.00	42,866,971.00	8,459,156.91	42,587,453.00	279,518.00	0.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	453,664.00	665,091.00	217,979.63	639,276.00	25,815.00	3.9%
TOTAL, EMPLOYEE BENEFITS			301,423,243.00	301,019,379.00	61,575,653.84	297,966,607.00	3,052,772.00	1.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	1,705,737.00	1,946,914.00	827,810.29	1,114,532.00	832,382.00	42.8%
Books and Other Reference Materials		4200	3,897,972.00	3,874,961.00	812,156.13	3,249,104.00	625,857.00	16.2%
Materials and Supplies		4300	34,171,019.00	38,863,879.04	7,205,194.24	34,155,181.00	4,708,698.04	12.1%
Noncapitalized Equipment		4400	20,490,148.00	28,998,798.00	4,912,890.65	28,049,234.00	949,564.00	3.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			60,264,876.00	73,684,552.04	13,758,051.31	66,568,051.00	7,116,501.04	9.7%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	34,731,370.00	33,299,008.36	1,601,511.80	33,172,138.00	126,870.36	0.4%
Travel and Conferences		5200	3,200,586.00	2,740,219.00	597,180.90	2,022,743.00	717,476.00	26.2%
Dues and Memberships		5300	162,477.00	162,587.00	104,418.40	131,954.00	30,633.00	18.8%
Insurance		5400-5450	5,164,051.00	5,361,259.60	1,321,912.64	5,312,435.00	48,824.60	0.9%
Operations and Housekeeping Services		5500	23,546,244.00	23,548,744.00	4,430,042.36	22,779,559.00	769,185.00	3.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	7,531,979.00	7,805,276.00	3,186,527.24	7,244,190.00	561,086.00	7.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(2,350,063.00)	(2,080,553.00)	(147,117.63)	(1,679,861.00)	(400,692.00)	19.3%
Professional/Consulting Services and Operating Expenditures		5800	29,000,763.00	32,282,302.00	3,880,699.85	20,974,777.00	11,307,525.00	35.0%
Communications		5900	2,217,390.00	2,238,761.00	1,366,913.27	2,234,887.00	3,874.00	0.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			103,204,797.00	105,357,603.96	16,342,088.83	92,192,822.00	13,164,781.96	12.5%

2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	14,000.00	29,403.00	(900.00)	12,915.00	16,488.00	56.1%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	7,474,023.00	8,178,352.00	292,401.28	4,125,068.00	4,053,284.00	49.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	458,385.00	596,296.00	47,030.04	1,853,987.00	(1,257,691.00)	-210.9%
Equipment Replacement		6500	491,844.00	491,844.00	0.00	109,566.00	382,278.00	77.7%
TOTAL, CAPITAL OUTLAY			8,438,252.00	9,295,895.00	338,531.32	6,101,536.00	3,194,359.00	34.4%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	88,265.00	88,265.00	0.00	88,265.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,938,146.00	1,938,146.00	65,606.00	1,938,146.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	1,433,910.00	1,433,910.00	379,145.40	1,315,446.00	118,464.00	8.3%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,460,321.00	3,460,321.00	444,751.40	3,341,857.00	118,464.00	3.4%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(3,080,175.00)	(3,141,733.00)	0.00	(2,692,381.00)	(449,352.00)	14.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,080,175.00)	(3,141,733.00)	0.00	(2,692,381.00)	(449,352.00)	14.3%
TOTAL, EXPENDITURES			1,043,718,307.00	1,060,966,283.00	259,967,332.17	1,029,397,977.00	31,568,306.00	3.0%



2020-21 First Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	9,485,329.00	7,385,329.00	2,650,000.00	7,385,329.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			9,485,329.00	7,385,329.00	2,650,000.00	7,385,329.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	8,856,409.00	8,856,409.00	3,400,000.00	8,856,409.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			8,856,409.00	8,856,409.00	3,400,000.00	8,856,409.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	15,000,000.00	(15,000,000.00)	New
(d) TOTAL, USES			0.00	0.00	0.00	15,000,000.00	(15,000,000.00)	New
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			628,920.00	(1,471,080.00)	(750,000.00)	(16,471,080.00)	15,000,000.00	1019.7%

Resource	Description	2020-21
		Projected Year Totals
3210	Elementary and Secondary School Emergen	10,847,713.00
3215	Governor's Emergency Education Relief Fun	3,944,025.00
6230	California Clean Energy Jobs Act	0.88
6300	Lottery: Instructional Materials	403,058.00
7085	Learning Communities for School Success P	0.31
7311	Classified School Employee Professional De	410,970.40
7388	SB 117 COVID-19 LEA Response Funds	1,169,792.00
Total, Restricted Balance		16,775,559.59

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,236,806.00	1,278,347.00	(113,179.07)	1,250,149.00	(28,198.00)	-2.2%
3) Other State Revenue		8300-8599	5,534,090.00	5,534,090.00	0.00	6,077,877.00	543,787.00	9.8%
4) Other Local Revenue		8600-8799	606,258.00	606,258.00	70,885.78	600,289.00	(5,969.00)	-1.0%
5) TOTAL, REVENUES			7,377,154.00	7,418,695.00	(42,293.29)	7,928,315.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	2,598,963.00	2,798,013.00	748,013.61	2,661,303.00	136,710.00	4.9%
2) Classified Salaries		2000-2999	1,599,426.00	1,599,426.00	428,216.25	1,455,049.00	144,377.00	9.0%
3) Employee Benefits		3000-3999	2,396,239.00	2,395,739.00	458,116.80	2,233,508.00	162,231.00	6.8%
4) Books and Supplies		4000-4999	597,990.00	940,149.00	(4,225.85)	391,384.00	548,765.00	58.4%
5) Services and Other Operating Expenditures		5000-5999	808,980.00	1,010,205.00	147,400.46	908,239.00	101,966.00	10.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	203,089.00	207,825.00	0.00	191,048.00	16,777.00	8.1%
9) TOTAL, EXPENDITURES			8,204,687.00	8,951,357.00	1,777,521.27	7,840,531.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(827,533.00)	(1,532,662.00)	(1,819,814.56)	87,784.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(827,533.00)	(1,532,662.00)	(1,819,814.56)	87,784.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	827,534.61	1,532,663.27		1,532,663.27	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			827,534.61	1,532,663.27		1,532,663.27		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			827,534.61	1,532,663.27		1,532,663.27		
2) Ending Balance, June 30 (E + F1e)			1.61	1.27		1,620,447.27		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.79	0.69		1,424,709.69		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.82	0.58		195,737.58		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	122,636.00	122,636.00	(122,598.00)	122,636.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,114,170.00	1,155,711.00	9,418.93	1,127,513.00	(28,198.00)	-2.4%
<b>TOTAL, FEDERAL REVENUE</b>			1,236,806.00	1,278,347.00	(113,179.07)	1,250,149.00	(28,198.00)	-2.2%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
Adult Education Program	6391	8590	4,844,098.00	4,844,098.00	0.00	5,387,885.00	543,787.00	11.2%
All Other State Revenue	All Other	8590	689,992.00	689,992.00	0.00	689,992.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			5,534,090.00	5,534,090.00	0.00	6,077,877.00	543,787.00	9.8%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	(0.10)	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	215,275.00	215,275.00	1,740.00	215,275.00	0.00	0.0%
Interagency Services		8677	340,982.00	340,982.00	69,038.91	335,013.00	(5,969.00)	-1.8%
Other Local Revenue								
All Other Local Revenue		8699	50,001.00	50,001.00	106.97	50,001.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			606,258.00	606,258.00	70,885.78	600,289.00	(5,969.00)	-1.0%
<b>TOTAL, REVENUES</b>			7,377,154.00	7,418,695.00	(42,293.29)	7,928,315.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	1,724,882.00	1,923,432.00	445,640.04	1,786,394.00	137,038.00	7.1%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	874,081.00	874,581.00	302,373.57	874,909.00	(328.00)	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>2,598,963.00</b>	<b>2,798,013.00</b>	<b>748,013.61</b>	<b>2,661,303.00</b>	<b>136,710.00</b>	<b>4.9%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	505,851.00	505,851.00	134,003.95	466,090.00	39,761.00	7.9%
Classified Supervisors' and Administrators' Salaries		2300	110,696.00	110,696.00	37,322.91	110,696.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	921,379.00	921,379.00	255,376.23	836,246.00	85,133.00	9.2%
Other Classified Salaries		2900	61,500.00	61,500.00	1,513.16	42,017.00	19,483.00	31.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>1,599,426.00</b>	<b>1,599,426.00</b>	<b>428,216.25</b>	<b>1,455,049.00</b>	<b>144,377.00</b>	<b>9.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	712,900.00	712,900.00	110,741.86	704,858.00	8,042.00	1.1%
PERS		3201-3202	317,997.00	317,997.00	84,887.47	286,394.00	31,603.00	9.9%
OASDI/Medicare/Alternative		3301-3302	150,748.00	150,748.00	39,226.18	145,200.00	5,548.00	3.7%
Health and Welfare Benefits		3401-3402	812,022.00	811,022.00	145,783.09	728,498.00	82,524.00	10.2%
Unemployment Insurance		3501-3502	2,057.00	2,557.00	513.29	2,368.00	189.00	7.4%
Workers' Compensation		3601-3602	48,288.00	48,288.00	12,221.60	46,240.00	2,048.00	4.2%
OPEB, Allocated		3701-3702	344,180.00	344,180.00	62,479.06	312,216.00	31,964.00	9.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	8,047.00	8,047.00	2,264.25	7,734.00	313.00	3.9%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>2,396,239.00</b>	<b>2,395,739.00</b>	<b>458,116.80</b>	<b>2,233,508.00</b>	<b>162,231.00</b>	<b>6.8%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	5,939.00	5,939.00	0.00	4,873.00	1,066.00	17.9%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	573,395.00	915,554.00	425.71	377,511.00	538,043.00	58.8%
Noncapitalized Equipment		4400	18,656.00	18,656.00	(4,651.56)	9,000.00	9,656.00	51.8%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>597,990.00</b>	<b>940,149.00</b>	<b>(4,225.85)</b>	<b>391,384.00</b>	<b>548,765.00</b>	<b>58.4%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	100,499.00	132,499.00	15,000.00	105,907.00	26,592.00	20.1%
Travel and Conferences		5200	34,920.00	34,920.00	0.00	28,766.00	6,154.00	17.6%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	39,045.00	39,045.00	9,883.62	37,937.00	1,108.00	2.8%
Operations and Housekeeping Services		5500	190,250.00	260,250.00	48,284.94	198,700.00	61,550.00	23.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	10,154.00	10,154.00	0.00	4,358.00	5,796.00	57.1%
Professional/Consulting Services and Operating Expenditures		5800	434,112.00	533,337.00	74,231.90	532,571.00	766.00	0.1%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>808,980.00</b>	<b>1,010,205.00</b>	<b>147,400.46</b>	<b>908,239.00</b>	<b>101,966.00</b>	<b>10.1%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	203,089.00	207,825.00	0.00	191,048.00	16,777.00	8.1%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>203,089.00</b>	<b>207,825.00</b>	<b>0.00</b>	<b>191,048.00</b>	<b>16,777.00</b>	<b>8.1%</b>
<b>TOTAL, EXPENDITURES</b>			<b>8,204,687.00</b>	<b>8,951,357.00</b>	<b>1,777,521.27</b>	<b>7,840,531.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21
		Projected Year Totals
6371	CalWORKs for ROCP or Adult Education	0.35
6391	Adult Education Program	1,424,709.34
Total, Restricted Balance		<u>1,424,709.69</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	414,010.00	414,010.00	136,792.55	414,010.00	0.00	0.0%
3) Other State Revenue		8300-8599	16,996,084.00	18,462,983.00	6,528,767.46	18,462,983.00	0.00	0.0%
4) Other Local Revenue		8600-8799	156,206.00	404,308.00	372,027.91	404,308.00	0.00	0.0%
5) TOTAL, REVENUES			17,566,300.00	19,281,301.00	7,037,587.92	19,281,301.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	4,617,890.00	5,854,946.00	1,669,003.30	5,853,573.00	1,373.00	0.0%
2) Classified Salaries		2000-2999	3,822,755.00	3,795,155.00	962,284.69	3,791,825.00	3,330.00	0.1%
3) Employee Benefits		3000-3999	7,145,948.00	7,334,251.00	1,437,117.05	7,318,487.00	15,764.00	0.2%
4) Books and Supplies		4000-4999	433,464.00	682,126.00	4,542.92	696,436.00	(14,310.00)	-2.1%
5) Services and Other Operating Expenditures		5000-5999	887,565.00	891,360.00	49,679.78	896,025.00	(4,665.00)	-0.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	658,678.00	723,463.00	0.00	724,955.00	(1,492.00)	-0.2%
9) TOTAL, EXPENDITURES			17,566,300.00	19,281,301.00	4,122,627.74	19,281,301.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	2,914,960.18	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	2,914,960.18	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	414,010.00	414,010.00	136,792.55	414,010.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>414,010.00</b>	<b>414,010.00</b>	<b>136,792.55</b>	<b>414,010.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	14,552,095.00	16,018,994.00	6,527,629.46	16,018,994.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,443,989.00	2,443,989.00	1,138.00	2,443,989.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>16,996,084.00</b>	<b>18,462,983.00</b>	<b>6,528,767.46</b>	<b>18,462,983.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	30,290.00	30,290.00	0.00	30,290.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	2,000.00	2,000.00	10.00	2,000.00	0.00	0.0%
Interagency Services		8677	123,916.00	372,018.00	372,017.91	372,018.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>156,206.00</b>	<b>404,308.00</b>	<b>372,027.91</b>	<b>404,308.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>17,566,300.00</b>	<b>19,281,301.00</b>	<b>7,037,587.92</b>	<b>19,281,301.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	3,899,478.00	5,182,434.00	1,513,723.31	5,182,422.00	12.00	0.0%
Certificated Pupil Support Salaries		1200	111,291.00	111,291.00	34,609.81	108,594.00	2,697.00	2.4%
Certificated Supervisors' and Administrators' Salaries		1300	316,080.00	316,180.00	59,863.38	316,157.00	23.00	0.0%
Other Certificated Salaries		1900	291,041.00	245,041.00	60,806.80	246,400.00	(1,359.00)	-0.6%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>4,617,890.00</b>	<b>5,854,946.00</b>	<b>1,669,003.30</b>	<b>5,853,573.00</b>	<b>1,373.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	3,510,326.00	3,535,326.00	906,496.91	3,534,846.00	480.00	0.0%
Classified Support Salaries		2200	57,840.00	2,840.00	0.00	0.00	2,840.00	100.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	254,589.00	256,989.00	55,787.78	256,979.00	10.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>3,822,755.00</b>	<b>3,795,155.00</b>	<b>962,284.69</b>	<b>3,791,825.00</b>	<b>3,330.00</b>	<b>0.1%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,182,196.00	1,372,545.00	243,050.81	1,367,724.00	4,821.00	0.4%
PERS		3201-3202	868,121.00	915,421.00	213,964.96	926,341.00	(10,920.00)	-1.2%
OASDI/Medicare/Alternative		3301-3302	381,844.00	416,686.00	91,259.53	399,082.00	17,604.00	4.2%
Health and Welfare Benefits		3401-3402	3,210,430.00	3,056,794.00	597,436.56	3,056,783.00	11.00	0.0%
Unemployment Insurance		3501-3502	4,098.00	4,866.00	1,099.89	4,844.00	22.00	0.5%
Workers' Compensation		3601-3602	97,056.00	112,372.00	26,560.73	109,195.00	3,177.00	2.8%
OPEB, Allocated		3701-3702	1,375,620.00	1,425,084.00	256,045.57	1,424,723.00	361.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	26,583.00	30,483.00	7,699.00	29,795.00	688.00	2.3%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>7,145,948.00</b>	<b>7,334,251.00</b>	<b>1,437,117.05</b>	<b>7,318,487.00</b>	<b>15,764.00</b>	<b>0.2%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	433,464.00	682,126.00	4,542.92	696,436.00	(14,310.00)	-2.1%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>433,464.00</b>	<b>682,126.00</b>	<b>4,542.92</b>	<b>696,436.00</b>	<b>(14,310.00)</b>	<b>-2.1%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	77,501.00	87,296.00	21,479.78	87,296.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	5,094.00	(5,094.00)	New
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	665,491.00	655,491.00	0.00	655,491.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	144,573.00	148,573.00	28,200.00	148,144.00	429.00	0.3%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>887,565.00</b>	<b>891,360.00</b>	<b>49,679.78</b>	<b>896,025.00</b>	<b>(4,665.00)</b>	<b>-0.5%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	658,678.00	723,463.00	0.00	724,955.00	(1,492.00)	-0.2%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>658,678.00</b>	<b>723,463.00</b>	<b>0.00</b>	<b>724,955.00</b>	<b>(1,492.00)</b>	<b>-0.2%</b>
<b>TOTAL, EXPENDITURES</b>			<b>17,566,300.00</b>	<b>19,281,301.00</b>	<b>4,122,627.74</b>	<b>19,281,301.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2020/21 Projected Year Totals
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	51,799,466.00	53,712,832.00	1,127,775.03	39,562,265.00	(14,150,567.00)	-26.3%
3) Other State Revenue		8300-8599	3,208,586.00	3,208,586.00	155,271.49	2,644,376.00	(564,210.00)	-17.6%
4) Other Local Revenue		8600-8799	849,687.00	849,687.00	373,902.91	1,401,941.00	552,254.00	65.0%
5) TOTAL, REVENUES			55,857,739.00	57,771,105.00	1,656,949.43	43,608,582.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	14,298,045.00	14,298,045.00	3,469,299.21	13,234,310.00	1,063,735.00	7.4%
3) Employee Benefits		3000-3999	10,932,631.00	10,932,631.00	2,255,689.86	10,074,094.00	858,537.00	7.9%
4) Books and Supplies		4000-4999	26,739,867.00	26,616,830.00	2,384,194.77	18,140,080.00	8,476,750.00	31.8%
5) Services and Other Operating Expenditures		5000-5999	3,213,708.00	3,344,708.00	44,584.38	2,740,015.00	604,693.00	18.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	2,218,408.00	2,210,445.00	0.00	1,776,378.00	434,067.00	19.6%
9) TOTAL, EXPENDITURES			57,402,659.00	57,402,659.00	8,153,768.22	45,964,877.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,544,920.00)	368,446.00	(6,496,818.79)	(2,356,295.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,544,920.00)	368,446.00	(6,496,818.79)	(2,356,295.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	13,657,691.37	17,998,983.13		17,998,983.13	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,657,691.37	17,998,983.13		17,998,983.13		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,657,691.37	17,998,983.13		17,998,983.13		
2) Ending Balance, June 30 (E + F1e)			12,112,771.37	18,367,429.13		15,642,688.13		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	782,296.00	2,285,225.38		2,285,225.38		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	11,330,475.37	16,082,203.75		13,357,462.75		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	51,799,466.00	53,712,832.00	1,127,775.03	39,562,265.00	(14,150,567.00)	-26.3%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			51,799,466.00	53,712,832.00	1,127,775.03	39,562,265.00	(14,150,567.00)	-26.3%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	3,208,586.00	3,208,586.00	155,271.49	2,644,376.00	(564,210.00)	-17.6%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,208,586.00	3,208,586.00	155,271.49	2,644,376.00	(564,210.00)	-17.6%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	150,000.00	150,000.00	(6,169.17)	63,730.00	(86,270.00)	-57.5%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	350,000.00	350,000.00	0.00	396,273.00	46,273.00	13.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	349,687.00	349,687.00	380,072.08	941,938.00	592,251.00	169.4%
TOTAL, OTHER LOCAL REVENUE			849,687.00	849,687.00	373,902.91	1,401,941.00	552,254.00	65.0%
TOTAL, REVENUES			55,857,739.00	57,771,105.00	1,656,949.43	43,608,582.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	11,505,697.00	11,505,697.00	2,983,249.51	10,812,826.00	692,871.00	6.0%
Classified Supervisors' and Administrators' Salaries		2300	839,835.00	916,835.00	241,335.71	783,944.00	132,891.00	14.5%
Clerical, Technical and Office Salaries		2400	852,513.00	825,513.00	244,713.99	801,495.00	24,018.00	2.9%
Other Classified Salaries		2900	1,100,000.00	1,050,000.00	0.00	836,045.00	213,955.00	20.4%
TOTAL, CLASSIFIED SALARIES			14,298,045.00	14,298,045.00	3,469,299.21	13,234,310.00	1,063,735.00	7.4%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	2,336,950.00	2,336,950.00	658,661.32	2,250,174.00	86,776.00	3.7%
OASDI/Medicare/Alternative		3301-3302	871,500.00	879,000.00	229,681.92	878,459.00	541.00	0.1%
Health and Welfare Benefits		3401-3402	5,276,561.00	5,241,561.00	917,197.39	4,714,683.00	526,878.00	10.1%
Unemployment Insurance		3501-3502	6,272.00	6,272.00	1,525.86	6,061.00	211.00	3.4%
Workers' Compensation		3601-3602	151,778.00	151,778.00	36,925.98	141,112.00	10,666.00	7.0%
OPEB, Allocated		3701-3702	2,261,159.00	2,253,659.00	393,072.40	2,020,518.00	233,141.00	10.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	28,411.00	63,411.00	18,624.99	63,087.00	324.00	0.5%
TOTAL, EMPLOYEE BENEFITS			10,932,631.00	10,932,631.00	2,255,689.86	10,074,094.00	858,537.00	7.9%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	2,805,594.00	2,805,594.00	608,360.29	2,232,159.00	573,435.00	20.4%
Noncapitalized Equipment		4400	500,000.00	500,000.00	15,909.04	200,000.00	300,000.00	60.0%
Food		4700	23,434,273.00	23,311,236.00	1,759,925.44	15,707,921.00	7,603,315.00	32.6%
TOTAL, BOOKS AND SUPPLIES			26,739,867.00	26,616,830.00	2,384,194.77	18,140,080.00	8,476,750.00	31.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	43,100.00	43,100.00	2,577.27	10,668.00	32,432.00	75.2%
Dues and Memberships		5300	75,000.00	75,000.00	18,803.88	75,000.00	0.00	0.0%
Insurance		5400-5450	122,748.00	122,748.00	29,862.41	114,114.00	8,634.00	7.0%
Operations and Housekeeping Services		5500	711,000.00	711,000.00	190,033.86	553,089.00	157,911.00	22.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,902,231.00	1,987,231.00	44,180.99	1,982,260.00	4,971.00	0.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	249,629.00	249,629.00	(260,364.70)	(150,184.00)	399,813.00	160.2%
Professional/Consulting Services and Operating Expenditures		5800	80,000.00	121,000.00	17,731.21	120,129.00	871.00	0.7%
Communications		5900	30,000.00	35,000.00	1,759.46	34,939.00	61.00	0.2%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>3,213,708.00</b>	<b>3,344,708.00</b>	<b>44,584.38</b>	<b>2,740,015.00</b>	<b>604,693.00</b>	<b>18.1%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	2,218,408.00	2,210,445.00	0.00	1,776,378.00	434,067.00	19.6%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>2,218,408.00</b>	<b>2,210,445.00</b>	<b>0.00</b>	<b>1,776,378.00</b>	<b>434,067.00</b>	<b>19.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>57,402,659.00</b>	<b>57,402,659.00</b>	<b>8,153,768.22</b>	<b>45,964,877.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	7,985,787.38
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Ce	5,371,675.37
Total, Restricted Balance		<u>13,357,462.75</u>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.05	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.05	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	118,536.00	78,361.00	0.00	78,359.00	2.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	7,217,158.00	7,278,048.00	2,608,173.81	7,278,050.00	(2.00)	0.0%
6) Capital Outlay		6000-6999	20,715.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,356,409.00	7,356,409.00	2,608,173.81	7,356,409.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(7,356,409.00)	(7,356,409.00)	(2,608,173.76)	(7,356,409.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	41,826.24	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.05	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.05	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.05	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	118,534.00	78,359.00	0.00	78,359.00	0.00	0.0%
Noncapitalized Equipment		4400	2.00	2.00	0.00	0.00	2.00	100.0%
TOTAL, BOOKS AND SUPPLIES			118,536.00	78,361.00	0.00	78,359.00	2.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,213,111.00	5,425,209.00	2,336,640.40	5,425,567.00	(358.00)	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	599,395.00	317,058.00	213,522.41	317,058.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,404,652.00	1,535,781.00	58,011.00	1,535,425.00	356.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			7,217,158.00	7,278,048.00	2,608,173.81	7,278,050.00	(2.00)	0.0%
<b>CAPITAL OUTLAY</b>								
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,581.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	19,134.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			20,715.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			7,356,409.00	7,356,409.00	2,608,173.81	7,356,409.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			7,356,409.00	7,356,409.00	2,650,000.00	7,356,409.00		



<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	425,000.00	425,000.00	0.00	675,000.00	250,000.00	58.8%
5) TOTAL, REVENUES			425,000.00	425,000.00	0.00	675,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	479,876.00	1,495,002.00	13,703.33	478,626.00	1,016,376.00	68.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			479,876.00	1,495,002.00	13,703.33	478,626.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(54,876.00)	(1,070,002.00)	(13,703.33)	196,374.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	44,023,430.00	41,923,430.00	2,650,000.00	35,782,642.00	6,140,788.00	14.6%
2) Other Sources/Uses								
a) Sources		8930-8979	360,000.00	360,000.00	45,000,000.00	45,510,000.00	45,150,000.00	12541.7%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(43,663,430.00)	(41,563,430.00)	42,350,000.00	9,727,358.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(43,718,306.00)	(42,633,432.00)	42,336,296.67	9,923,732.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	43,718,306.21	42,633,432.99		42,633,432.99	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,718,306.21	42,633,432.99		42,633,432.99		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,718,306.21	42,633,432.99		42,633,432.99		
2) Ending Balance, June 30 (E + F1e)			0.21	0.99		52,557,164.99		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.21	0.99		52,557,164.99		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	425,000.00	425,000.00	0.00	675,000.00	250,000.00	58.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			425,000.00	425,000.00	0.00	675,000.00	250,000.00	58.8%
<b>TOTAL, REVENUES</b>			425,000.00	425,000.00	0.00	675,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	119,876.00	43,597.00	0.00	43,597.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	71,137.00	9,789.82	69,887.00	1,250.00	1.8%
Professional/Consulting Services and Operating Expenditures		5800	360,000.00	1,380,268.00	3,913.51	365,142.00	1,015,126.00	73.5%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			479,876.00	1,495,002.00	13,703.33	478,626.00	1,016,376.00	68.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			479,876.00	1,495,002.00	13,703.33	478,626.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	44,023,430.00	41,923,430.00	2,650,000.00	35,782,642.00	6,140,788.00	14.6%
(b) TOTAL, INTERFUND TRANSFERS OUT			44,023,430.00	41,923,430.00	2,650,000.00	35,782,642.00	6,140,788.00	14.6%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Sale of Bonds		8951	0.00	0.00	45,000,000.00	150,000.00	150,000.00	New
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	360,000.00	360,000.00	0.00	45,360,000.00	45,000,000.00	12500.0%
(c) TOTAL, SOURCES			360,000.00	360,000.00	45,000,000.00	45,510,000.00	45,150,000.00	12541.7%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(43,663,430.00)	(41,563,430.00)	42,350,000.00	9,727,358.00		



<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,040,000.00	1,040,000.00	390,538.94	1,040,000.00	0.00	0.0%
5) TOTAL, REVENUES			1,040,000.00	1,040,000.00	390,538.94	1,040,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	400.00	1,150.00	376.24	1,150.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	4,512,430.00	488,761.00	15,947.38	126,268.00	362,493.00	74.2%
6) Capital Outlay		6000-6999	136.00	3,090,598.00	1,364,899.94	3,034,838.00	55,760.00	1.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,512,966.00	3,580,509.00	1,381,223.56	3,162,256.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(3,472,966.00)	(2,540,509.00)	(990,684.62)	(2,122,256.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	28,920.00	28,920.00	0.00	28,920.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(28,920.00)	(28,920.00)	0.00	(28,920.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(3,501,886.00)	(2,569,429.00)	(990,684.62)	(2,151,176.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,501,886.46	2,569,429.12		2,569,429.12	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,501,886.46	2,569,429.12		2,569,429.12		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,501,886.46	2,569,429.12		2,569,429.12		
2) Ending Balance, June 30 (E + F1e)			0.46	0.12		418,253.12		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.46	0.12		418,253.12		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	40,000.00	40,000.00	(0.03)	40,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	1,000,000.00	1,000,000.00	390,538.97	1,000,000.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			1,040,000.00	1,040,000.00	390,538.94	1,040,000.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			1,040,000.00	1,040,000.00	390,538.94	1,040,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	400.00	1,150.00	376.24	1,150.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			400.00	1,150.00	376.24	1,150.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,945,157.00	111,488.00	5,760.00	27,000.00	84,488.00	75.8%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	15,000.00	10,187.38	45,196.00	(30,196.00)	-201.3%
Professional/Consulting Services and Operating Expenditures		5800	567,273.00	362,273.00	0.00	54,072.00	308,201.00	85.1%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,512,430.00	488,761.00	15,947.38	126,268.00	362,493.00	74.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	24,250.00	245.00	20,225.00	4,025.00	16.6%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	136.00	2,864,325.00	1,222,482.47	2,861,909.00	2,416.00	0.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	202,023.00	142,172.47	152,704.00	49,319.00	24.4%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			136.00	3,090,598.00	1,364,899.94	3,034,838.00	55,760.00	1.8%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			4,512,966.00	3,580,509.00	1,381,223.56	3,162,256.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	28,920.00	28,920.00	0.00	28,920.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			28,920.00	28,920.00	0.00	28,920.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(28,920.00)	(28,920.00)	0.00	(28,920.00)		



Resource	Description	2020/21 Projected Year Totals
9010	Other Restricted Local	418,253.12
Total, Restricted Balance		418,253.12

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	603,332.00	603,332.00	603,332.00	New
4) Other Local Revenue		8600-8799	600,000.00	600,000.00	225,638.52	600,000.00	0.00	0.0%
5) TOTAL, REVENUES			600,000.00	600,000.00	828,970.52	1,203,332.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	920,752.00	920,752.00	0.00	0.00	920,752.00	100.0%
3) Employee Benefits		3000-3999	489,847.00	489,846.00	0.00	0.00	489,846.00	100.0%
4) Books and Supplies		4000-4999	1,712,263.00	1,446,686.00	14,381.02	289,958.00	1,156,728.00	80.0%
5) Services and Other Operating Expenditures		5000-5999	12,175,265.00	17,206,490.00	1,671,856.18	2,597,988.00	14,608,502.00	84.9%
6) Capital Outlay		6000-6999	65,316,262.00	61,437,399.00	11,287,991.28	51,845,838.00	9,591,561.00	15.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			80,614,389.00	81,501,173.00	12,974,228.48	54,733,784.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(80,014,389.00)	(80,901,173.00)	(12,145,257.96)	(53,530,452.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	34,567,021.00	34,567,021.00	0.00	28,426,233.00	(6,140,788.00)	-17.8%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			34,567,021.00	34,567,021.00	0.00	28,426,233.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(45,447,368.00)	(46,334,152.00)	(12,145,257.96)	(25,104,219.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	62,680,499.90	59,478,775.45		59,478,775.45	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			62,680,499.90	59,478,775.45		59,478,775.45		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,680,499.90	59,478,775.45		59,478,775.45		
2) Ending Balance, June 30 (E + F1e)			17,233,131.90	13,144,623.45		34,374,556.45		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	17,233,131.90	13,144,623.45		34,374,556.45		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
School Facilities Apportionments		8545	0.00	0.00	603,332.00	603,332.00	603,332.00	New
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	603,332.00	603,332.00	603,332.00	New
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	600,000.00	600,000.00	(0.03)	600,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	225,638.55	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			600,000.00	600,000.00	225,638.52	600,000.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			600,000.00	600,000.00	828,970.52	1,203,332.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	670,980.00	670,980.00	0.00	0.00	670,980.00	100.0%
Classified Supervisors' and Administrators' Salaries		2300	134,848.00	134,848.00	0.00	0.00	134,848.00	100.0%
Clerical, Technical and Office Salaries		2400	114,924.00	114,924.00	0.00	0.00	114,924.00	100.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			920,752.00	920,752.00	0.00	0.00	920,752.00	100.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	208,099.00	208,099.00	0.00	0.00	208,099.00	100.0%
OASDI/Medicare/Alternative		3301-3302	68,670.00	68,670.00	0.00	0.00	68,670.00	100.0%
Health and Welfare Benefits		3401-3402	142,819.00	142,819.00	0.00	0.00	142,819.00	100.0%
Unemployment Insurance		3501-3502	450.00	450.00	0.00	0.00	450.00	100.0%
Workers' Compensation		3601-3602	10,499.00	10,498.00	0.00	0.00	10,498.00	100.0%
OPEB, Allocated		3701-3702	58,354.00	58,354.00	0.00	0.00	58,354.00	100.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	956.00	956.00	0.00	0.00	956.00	100.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			489,847.00	489,846.00	0.00	0.00	489,846.00	100.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	317,332.00	305,240.00	393.57	72,772.00	232,468.00	76.2%
Noncapitalized Equipment		4400	1,394,931.00	1,141,446.00	13,987.45	217,186.00	924,260.00	81.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			1,712,263.00	1,446,686.00	14,381.02	289,958.00	1,156,728.00	80.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	8,492.00	8,492.00	0.00	0.00	8,492.00	100.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,452,638.00	9,410,154.00	1,212,185.94	243,781.00	9,166,373.00	97.4%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	682,976.00	632,035.00	144,769.12	631,347.00	688.00	0.1%
Professional/Consulting Services and Operating Expenditures		5800	6,031,159.00	7,155,809.00	314,901.12	1,722,860.00	5,432,949.00	75.9%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			12,175,265.00	17,206,490.00	1,671,856.18	2,597,988.00	14,608,502.00	84.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	1,156,833.00	1,776,553.00	27,085.81	859,798.00	916,755.00	51.6%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	60,300,114.00	53,097,729.00	10,787,265.02	50,013,966.00	3,083,763.00	5.8%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	3,859,315.00	6,563,117.00	473,640.45	972,074.00	5,591,043.00	85.2%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			65,316,262.00	61,437,399.00	11,287,991.28	51,845,838.00	9,591,561.00	15.6%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			80,614,389.00	81,501,173.00	12,974,228.48	54,733,784.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	34,567,021.00	34,567,021.00	0.00	28,426,233.00	(6,140,788.00)	-17.8%
(a) TOTAL, INTERFUND TRANSFERS IN			34,567,021.00	34,567,021.00	0.00	28,426,233.00	(6,140,788.00)	-17.8%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			34,567,021.00	34,567,021.00	0.00	28,426,233.00		



<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45,000.00	45,000.00	0.03	45,000.00	0.00	0.0%
5) TOTAL, REVENUES			45,000.00	45,000.00	0.03	45,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	225,897.00	225,897.00	350,394.47	225,897.00	0.00	0.0%
3) Employee Benefits		3000-3999	120,838.00	120,838.00	147,286.93	120,838.00	0.00	0.0%
4) Books and Supplies		4000-4999	12,000.00	12,000.00	0.00	0.00	12,000.00	100.0%
5) Services and Other Operating Expenditures		5000-5999	2,728,405.00	2,562,941.00	85,467.28	512,981.00	2,049,960.00	80.0%
6) Capital Outlay		6000-6999	801,181.00	931,181.00	559.00	237,857.00	693,324.00	74.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,888,321.00	3,852,857.00	583,707.68	1,097,573.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(3,843,321.00)	(3,807,857.00)	(583,707.65)	(1,052,573.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(3,843,321.00)	(3,807,857.00)	(583,707.65)	(1,052,573.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	3,843,321.98	3,807,857.15		3,807,857.15	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,843,321.98	3,807,857.15		3,807,857.15		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,843,321.98	3,807,857.15		3,807,857.15		
2) Ending Balance, June 30 (E + F1e)			0.98	0.15		2,755,284.15		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.98	0.15		2,755,284.15		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	45,000.00	45,000.00	0.03	45,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			45,000.00	45,000.00	0.03	45,000.00	0.00	0.0%
TOTAL, REVENUES			45,000.00	45,000.00	0.03	45,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	164,725.00	164,725.00	261,594.14	164,725.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	33,392.00	33,392.00	37,225.23	33,392.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	27,780.00	27,780.00	51,575.10	27,780.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			225,897.00	225,897.00	350,394.47	225,897.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	51,420.00	51,420.00	71,681.49	51,420.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	16,960.00	16,960.00	25,796.78	16,960.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	35,159.00	35,159.00	31,789.86	35,159.00	0.00	0.0%
Unemployment Insurance		3501-3502	111.00	111.00	168.57	111.00	0.00	0.0%
Workers' Compensation		3601-3602	2,593.00	2,593.00	3,982.18	2,593.00	0.00	0.0%
OPEB, Allocated		3701-3702	14,360.00	14,360.00	13,624.43	14,360.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	235.00	235.00	243.62	235.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			120,838.00	120,838.00	147,286.93	120,838.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	12,000.00	12,000.00	0.00	0.00	12,000.00	100.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			12,000.00	12,000.00	0.00	0.00	12,000.00	100.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	2,098.00	10,324.00	3,220.43	10,324.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	58,915.00	29,247.00	0.00	110,058.00	(80,811.00)	-276.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	60,054.00	38,485.00	76.47	18,339.00	20,146.00	52.3%
Professional/Consulting Services and Operating Expenditures		5800	2,607,338.00	2,484,885.00	82,170.38	374,260.00	2,110,625.00	84.9%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			2,728,405.00	2,562,941.00	85,467.28	512,981.00	2,049,960.00	80.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	25,000.00	25,000.00	0.00	0.00	25,000.00	100.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	731,181.00	731,181.00	559.00	65,171.00	666,010.00	91.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	45,000.00	175,000.00	0.00	172,686.00	2,314.00	1.3%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			801,181.00	931,181.00	559.00	237,857.00	693,324.00	74.5%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,888,321.00	3,852,857.00	583,707.68	1,097,573.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		



<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	54,849,107.00	54,849,107.00	2,252,418.69	54,849,107.00	0.00	0.0%
5) TOTAL, REVENUES			54,849,107.00	54,849,107.00	2,252,418.69	54,849,107.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	55,057,537.00	55,057,537.00	35,535,467.10	54,868,787.00	188,750.00	0.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			55,057,537.00	55,057,537.00	35,535,467.10	54,868,787.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(208,430.00)	(208,430.00)	(33,283,048.41)	(19,680.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	3,297,590.05	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	3,297,590.05	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(208,430.00)	(208,430.00)	(29,985,458.36)	(19,680.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	275,096,758.72	274,106,864.36		274,106,864.36	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			275,096,758.72	274,106,864.36		274,106,864.36		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			275,096,758.72	274,106,864.36		274,106,864.36		
2) Ending Balance, June 30 (E + F1e)			274,888,328.72	273,898,434.36		274,087,184.36		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	274,888,328.72	273,898,434.36		274,087,184.36		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Tax Relief Subventions								
Voted Indebtedness Levies								
Homeowners' Exemptions		8571	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
County and District Taxes								
Voted Indebtedness Levies								
Secured Roll		8611	41,536,825.00	41,536,825.00	0.00	41,536,825.00	0.00	0.0%
Unsecured Roll		8612	1,797,677.00	1,797,677.00	823,637.86	1,797,677.00	0.00	0.0%
Prior Years' Taxes		8613	114,753.00	114,753.00	21,687.88	114,753.00	0.00	0.0%
Supplemental Taxes		8614	379,189.00	379,189.00	191,325.14	379,189.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	16,669.00	16,669.00	10,007.72	16,669.00	0.00	0.0%
Interest		8660	3,665,553.00	3,665,553.00	1,652,992.84	3,665,553.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	7,338,441.00	7,338,441.00	(447,232.75)	7,338,441.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			54,849,107.00	54,849,107.00	2,252,418.69	54,849,107.00	0.00	0.0%
TOTAL, REVENUES			54,849,107.00	54,849,107.00	2,252,418.69	54,849,107.00		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Bond Redemptions		7433	0.00	0.00	0.00	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	17,905.00	17,905.00	12,476.52	17,905.00	0.00	0.0%
Debt Service - Interest		7438	21,554,626.00	21,554,626.00	11,032,985.00	21,365,876.00	188,750.00	0.9%
Other Debt Service - Principal		7439	33,485,006.00	33,485,006.00	24,490,005.58	33,485,006.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			55,057,537.00	55,057,537.00	35,535,467.10	54,868,787.00	188,750.00	0.3%
TOTAL, EXPENDITURES			55,057,537.00	55,057,537.00	35,535,467.10	54,868,787.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund		7614	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	3,297,590.05	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	3,297,590.05	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	3,297,590.05	0.00		

<b>Resource</b>	<b>Description</b>	<b>2020/21 Projected Year Totals</b>
Total, Restricted Balance		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	198,387,801.00	198,394,233.00	28,476,253.65	197,464,267.00	(929,966.00)	-0.5%
5) TOTAL, REVENUES			198,387,801.00	198,394,233.00	28,476,253.65	197,464,267.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,569,977.00	1,557,979.00	521,531.51	1,507,043.00	50,936.00	3.3%
3) Employee Benefits		3000-3999	879,037.00	906,307.00	227,994.67	842,671.00	63,636.00	7.0%
4) Books and Supplies		4000-4999	23,347.00	34,226.00	0.00	20,226.00	14,000.00	40.9%
5) Services and Other Operating Expenses		5000-5999	198,569,740.00	194,196,225.00	56,137,336.19	193,524,371.00	671,854.00	0.3%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			201,042,101.00	196,694,737.00	56,886,862.37	195,894,311.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(2,654,300.00)	1,699,496.00	(28,410,608.72)	1,569,956.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,000,000.00	2,000,000.00	1,000,000.00	2,000,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,000,000.00)	(2,000,000.00)	(1,000,000.00)	(2,000,000.00)		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			(4,654,300.00)	(300,504.00)	(29,410,608.72)	(430,044.00)		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	38,900,570.62	40,824,473.72		40,824,473.72	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			38,900,570.62	40,824,473.72		40,824,473.72		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			38,900,570.62	40,824,473.72		40,824,473.72		
2) Ending Net Position, June 30 (E + F1e)			34,246,270.62	40,523,969.72		40,394,429.72		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	34,246,270.62	40,523,969.72		40,394,429.72		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	783,438.00	1,476,232.00	(0.07)	1,476,232.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	171,198,381.00	189,190,303.00	23,828,147.66	188,258,516.00	(931,787.00)	-0.5%
All Other Fees and Contracts		8689	4,924,669.00	4,797,534.00	1,631,405.47	4,797,534.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	21,481,313.00	2,930,164.00	3,016,700.59	2,931,985.00	1,821.00	0.1%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			198,387,801.00	198,394,233.00	28,476,253.65	197,464,267.00	(929,966.00)	-0.5%
<b>TOTAL, REVENUES</b>			198,387,801.00	198,394,233.00	28,476,253.65	197,464,267.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	6,198.00	6,198.00	0.00	0.00	6,198.00	100.0%
Classified Supervisors' and Administrators' Salaries		2300	552,388.00	557,388.00	187,541.22	556,937.00	451.00	0.1%
Clerical, Technical and Office Salaries		2400	1,011,391.00	994,393.00	333,990.29	950,106.00	44,287.00	4.5%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,569,977.00	1,557,979.00	521,531.51	1,507,043.00	50,936.00	3.3%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	325,052.00	335,052.00	101,876.35	302,408.00	32,644.00	9.7%
OASDI/Medicare/Alternative		3301-3302	112,288.00	114,288.00	37,341.55	112,074.00	2,214.00	1.9%
Health and Welfare Benefits		3401-3402	291,788.00	305,958.00	56,882.11	283,613.00	22,345.00	7.3%
Unemployment Insurance		3501-3502	733.00	833.00	248.61	814.00	19.00	2.3%
Workers' Compensation		3601-3602	17,130.00	18,130.00	5,932.80	17,508.00	622.00	3.4%
OPEB, Allocated		3701-3702	127,187.00	127,187.00	24,379.49	121,983.00	5,204.00	4.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,859.00	4,859.00	1,333.76	4,271.00	588.00	12.1%
TOTAL, EMPLOYEE BENEFITS			879,037.00	906,307.00	227,994.67	842,671.00	63,636.00	7.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	23,347.00	34,226.00	0.00	20,226.00	14,000.00	40.9%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			23,347.00	34,226.00	0.00	20,226.00	14,000.00	40.9%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	51,924.00	37,587.00	0.00	36,587.00	1,000.00	2.7%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	2,826,619.00	4,096,913.00	2,542,396.79	4,096,253.00	660.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	82,364.00	91,564.00	29,137.13	88,369.00	3,195.00	3.5%
Professional/Consulting Services and Operating Expenditures		5800	195,563,139.00	189,950,590.00	53,564,101.62	189,286,457.00	664,133.00	0.3%
Communications		5900	45,694.00	19,571.00	1,700.65	16,705.00	2,866.00	14.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			198,569,740.00	194,196,225.00	56,137,336.19	193,524,371.00	671,854.00	0.3%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>DEPRECIATION</b>								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			201,042,101.00	196,694,737.00	56,886,862.37	195,894,311.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	2,000,000.00	2,000,000.00	1,000,000.00	2,000,000.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,000,000.00	2,000,000.00	1,000,000.00	2,000,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,000,000.00)	(2,000,000.00)	(1,000,000.00)	(2,000,000.00)		

Resource	Description	2020/21 Projected Year Totals
Total, Restricted Net Position		0.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,458,039.00	1,458,039.00	2,287,424.85	4,400,000.00	2,941,961.00	201.8%
5) TOTAL, REVENUES			1,458,039.00	1,458,039.00	2,287,424.85	4,400,000.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	45,000.00	45,000.00	12,185.41	45,000.00	0.00	0.0%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			45,000.00	45,000.00	12,185.41	45,000.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,413,039.00	1,413,039.00	2,275,239.44	4,355,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	3,500,000.00	3,500,000.00	1,750,000.00	3,500,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,500,000.00	3,500,000.00	1,750,000.00	3,500,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			4,913,039.00	4,913,039.00	4,025,239.44	7,855,000.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	52,176,908.80	54,854,090.64		54,854,090.64	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,176,908.80	54,854,090.64		54,854,090.64		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			52,176,908.80	54,854,090.64		54,854,090.64		
2) Ending Net Position, June 30 (E + F1e)			57,089,947.80	59,767,129.64		62,709,090.64		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	57,089,947.80	59,767,129.64		62,709,090.64		
c) Unrestricted Net Position		9790	0.00	0.00		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,458,039.00	1,458,039.00	2,287,424.85	4,400,000.00	2,941,961.00	201.8%
Fees and Contracts								
In-District Premiums/Contributions		8674	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,458,039.00	1,458,039.00	2,287,424.85	4,400,000.00	2,941,961.00	201.8%
TOTAL, REVENUES			1,458,039.00	1,458,039.00	2,287,424.85	4,400,000.00		
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	45,000.00	45,000.00	12,185.41	45,000.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			45,000.00	45,000.00	12,185.41	45,000.00	0.00	0.0%
TOTAL, EXPENSES			45,000.00	45,000.00	12,185.41	45,000.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	3,500,000.00	3,500,000.00	1,750,000.00	3,500,000.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			3,500,000.00	3,500,000.00	1,750,000.00	3,500,000.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			3,500,000.00	3,500,000.00	1,750,000.00	3,500,000.00		

Resource	Description	2020/21
		Projected Year Totals
9010	Other Restricted Local	62,709,090.64
Total, Restricted Net Position		<u>62,709,090.64</u>

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	66,564.49	66,903.50	66,903.50	66,903.50	0.00	0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	66,564.49	66,903.50	66,903.50	66,903.50	0.00	0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	66,564.49	66,903.50	66,903.50	66,903.50	0.00	0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. District Funded County Program ADA</b>						
a. County Community Schools	34.21	27.48	27.48	27.48	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	34.21	27.48	27.48	27.48	0.00	0%
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	34.21	27.48	27.48	27.48	0.00	0%
<b>4. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>5. County Operations Grant ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School ADA</b> (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0%

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			117,424,924.30	137,678,659.30	152,931,771.30	246,334,204.30	234,885,882.30	218,970,887.30	247,937,961.30	271,223,586.30
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		28,146,847.00	29,082,689.00	84,749,476.00	52,348,841.00	56,380,163.00	77,518,230.00	56,380,163.00	26,498,677.00
Property Taxes	8020-8079			116,933.00	1,017,690.00	105,323.00		28,335,374.00	1,259,350.00	674,536.00
Miscellaneous Funds										
	8080-8099					(180,125.00)	(1,400,329.00)	-	(444,763.00)	(733,620.00)
Federal Revenue	8100-8299		624,024.00	10,810,444.00	77,789,559.00	600,575.00	1,230,707.00	1,413,848.00	34,734,972.00	321,558.00
Other State Revenue	8300-8599		1,388,427.00	3,681,445.00	13,336,028.00	7,473,792.00	12,536,513.00	8,983,977.00	10,950,263.00	6,372,866.00
Other Local Revenue	8600-8799		672,307.00	349,832.00	1,779,368.00	311,585.00	503,105.00	1,069,043.00	880,776.00	1,788,993.00
Interfund Transfers In	8910-8929		250,000.00	750,000.00	1,150,000.00	500,000.00	301,097.00	602,194.00	301,097.00	
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			31,081,605.00	44,791,343.00	179,822,121.00	61,159,991.00	69,551,256.00	117,922,666.00	104,061,858.00	34,923,010.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		6,240,988.00	24,944,679.00	37,628,961.00	39,158,233.00	34,358,587.00	27,637,136.00	33,850,973.00	40,384,658.00
Classified Salaries	2000-2999		17,597,008.00	6,441,703.00	10,279,094.00	10,247,554.00	13,457,241.00	13,677,688.00	11,551,814.00	13,657,285.00
Employee Benefits	3000-3999		9,560,143.00	7,280,541.00	20,739,980.00	20,855,397.00	30,443,974.00	34,703,737.00	24,794,947.00	30,729,442.00
Books and Supplies	4000-4999		63,020.00	2,518,603.00	2,744,466.00	2,311,645.00	10,218,201.00	2,358,422.00	3,566,073.00	4,703,421.00
Services	5000-5999		1,547,134.00	1,260,126.00	5,291,130.00	5,850,022.00	6,950,420.00	10,492,100.00	8,465,429.00	6,517,137.00
Capital Outlay	6000-6599		66,470.00	220,732.00	103,931.00	116,463.00	797,045.00	181,827.00	521,322.00	423,417.00
Other Outgo	7000-7499		44,586.00	206,838.00	125,862.00	125,862.00	63,486.00	122,625.00	40,135.00	61,995.00
Interfund Transfers Out	7600-7629		250,000.00	750,000.00	1,900,000.00	500,000.00	295,815.00	1,035,353.00	295,815.00	
All Other Financing Uses	7630-7699								2,500,000.00	2,500,000.00
TOTAL DISBURSEMENTS			35,369,349.00	43,623,222.00	78,813,424.00	79,165,176.00	96,584,769.00	90,208,888.00	85,586,508.00	98,977,355.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		112,309,854.00	1,195,493.00	2,575,960.00	420,799.00	11,842,002.00	1,300,632.00	4,823,720.00	617,494.00
Due From Other Funds	9310		4,068,237.00	17,541,292.00	369,439.00	8,901,918.00				
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			0.00	116,378,091.00	18,736,785.00	2,945,399.00	9,322,717.00	11,842,002.00	4,823,720.00	617,494.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		74,087,683.00	3,651,794.00	5,623,104.00	357,334.00	723,484.00	47,336.00	13,445.00	2,659,705.00
Due To Other Funds	9610		17,748,929.00	1,000,000.00	4,928,559.00	2,408,520.00				
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL			0.00	91,836,612.00	4,651,794.00	10,551,663.00	2,765,854.00	47,336.00	13,445.00	2,659,705.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS			0.00	24,541,479.00	14,084,991.00	(7,606,264.00)	6,556,863.00	1,253,296.00	4,810,275.00	(2,042,211.00)
E. NET INCREASE/DECREASE (B - C + D)			20,253,735.00	15,253,112.00	93,402,433.00	(11,448,322.00)	(15,914,995.00)	28,967,074.00	23,285,625.00	(66,096,556.00)
F. ENDING CASH (A + E)			137,678,659.30	152,931,771.30	246,334,204.30	234,885,882.30	218,970,887.30	247,937,961.30	271,223,586.30	205,127,030.30
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		205,127,030.30	195,929,302.30	171,136,352.30	99,362,806.30				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	31,286,496.00	10,148,429.00	10,148,429.00		248,310,082.00		710,998,522.00	710,998,522.00
Property Taxes	8020-8079		29,009,910.00	2,518,700.00	8,393,251.00			71,431,067.00	71,431,067.00
Miscellaneous Funds	8080-8099	(197,077.00)	(287,168.00)	(327,588.00)	(25,506.00)			(3,596,176.00)	(3,596,176.00)
Federal Revenue	8100-8299	36,651,772.00	1,550,917.00	538,249.00	2,120,857.00	19,391,667.00		187,779,149.00	187,779,149.00
Other State Revenue	8300-8599	12,778,496.00	15,244,850.00	6,545,699.00	4,619,645.00	21,710,210.00		125,622,211.00	125,622,211.00
Other Local Revenue	8600-8799	1,277,293.00	396,686.00	589,295.00	1,267,801.00	4,269,076.00		15,155,160.00	15,155,160.00
Interfund Transfers In	8910-8929	301,097.00	301,097.00	301,097.00	481,754.00	2,145,896.00		7,385,329.00	7,385,329.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		82,098,077.00	56,364,721.00	20,313,881.00	16,857,802.00	295,826,931.00	0.00	1,114,775,262.00	1,114,775,262.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	40,868,170.00	30,345,622.00	41,775,217.00	27,943,066.00	40,132,740.00		425,269,030.00	425,269,030.00
Classified Salaries	2000-2999	11,821,619.00	9,929,419.00	10,169,828.00	9,929,105.00	1,891,097.00		140,650,455.00	140,650,455.00
Employee Benefits	3000-3999	25,994,666.00	26,492,181.00	28,591,430.00	27,172,478.00	10,607,691.00		297,966,607.00	297,966,607.00
Books and Supplies	4000-4999	2,267,922.00	1,807,598.00	2,110,068.00	8,066,724.00	23,831,888.00		66,568,051.00	66,568,051.00
Services	5000-5999	6,553,250.00	6,418,568.00	6,438,639.00	6,367,769.00	20,041,098.00		92,192,822.00	92,192,822.00
Capital Outlay	6000-6599	183,627.00	121,177.00	20,061.00	113,192.00	3,232,272.00		6,101,536.00	6,101,536.00
Other Outgo	7000-7499	34,369.00	94,391.00	48,539.00	44,590.00	(363,802.00)		649,476.00	649,476.00
Interfund Transfers Out	7600-7629	295,815.00	295,815.00	295,815.00	1,360,750.00	1,581,231.00		8,856,409.00	8,856,409.00
All Other Financing Uses	7630-7699	2,500,000.00	2,500,000.00	2,500,000.00	2,500,000.00			15,000,000.00	15,000,000.00
TOTAL DISBURSEMENTS		90,519,438.00	78,004,771.00	91,949,597.00	83,497,674.00	100,954,215.00	0.00	1,053,254,386.00	1,053,254,386.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	2,936,129.00	559,596.00	1,574,666.00				140,156,345.00	
Due From Other Funds	9310							30,880,886.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		2,936,129.00	559,596.00	1,574,666.00	0.00	0.00	0.00	171,037,231.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	3,712,496.00	3,712,496.00	1,712,496.00	1,006,249.00			97,307,622.00	
Due To Other Funds	9610							26,086,008.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		3,712,496.00	3,712,496.00	1,712,496.00	1,006,249.00	0.00	0.00	123,393,630.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(776,367.00)	(3,152,900.00)	(137,830.00)	(1,006,249.00)	0.00	0.00	47,643,601.00	
E. NET INCREASE/DECREASE (B - C + D)		(9,197,728.00)	(24,792,950.00)	(71,773,546.00)	(67,646,121.00)	194,872,716.00	0.00	109,164,477.00	61,520,876.00
F. ENDING CASH (A + E)		195,929,302.30	171,136,352.30	99,362,806.30	31,716,685.30				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								226,589,401.30	



	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			31,716,685.30	122,582,552.30	122,548,715.30	170,798,275.30	201,590,527.30	171,933,802.30	199,672,297.30	226,688,394.30
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		31,117,587.00	31,117,587.00	77,149,723.00	56,011,656.00	56,011,656.00	77,149,723.00	56,011,656.00	26,325,478.00
Property Taxes	8020-8079			674,536.00				28,335,374.00	1,259,350.00	674,536.00
Miscellaneous Funds	8080-8099			474,539.00		(509,546.00)			(1,386,012.00)	(733,620.00)
Federal Revenue	8100-8299		1,809,817.00	70,015.00	1,492,780.00	17,213,676.00	1,625,638.00	1,867,549.00	45,881,351.00	424,745.00
Other State Revenue	8300-8599		2,993,328.00	5,677,448.00	13,750,643.00	5,307,812.00	12,103,858.00	8,673,926.00	10,572,352.00	6,152,928.00
Other Local Revenue	8600-8799		392,988.00	936,384.00	455,154.00	2,522,292.00	526,343.00	1,118,421.00	921,458.00	1,871,625.00
Interfund Transfers In	8910-8929		722,632.00	903,290.00	903,290.00	1,503,054.00	301,097.00	602,194.00	301,097.00	
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			37,036,352.00	39,853,799.00	93,751,590.00	82,048,944.00	70,568,592.00	117,747,187.00	113,561,252.00	34,715,692.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		9,346,151.00	37,799,673.00	36,463,722.00	37,058,741.00	34,724,297.00	27,931,304.00	34,211,281.00	40,814,510.00
Classified Salaries	2000-2999		9,852,164.00	10,203,597.00	11,026,395.00	11,586,492.00	13,597,373.00	13,820,116.00	11,672,105.00	13,799,499.00
Employee Benefits	3000-3999		6,269,552.00	11,102,551.00	25,268,804.00	22,574,709.00	30,654,381.00	34,943,585.00	24,966,312.00	30,941,821.00
Books and Supplies	4000-4999		1,334,441.00	9,029,515.00	5,449,581.00	3,757,592.00	10,253,795.00	2,366,637.00	3,578,495.00	4,719,805.00
Services	5000-5999		350,769.00	5,738,429.00	7,378,396.00	11,425,986.00	8,110,223.00	12,242,896.00	9,878,039.00	7,604,638.00
Capital Outlay	6000-6599		142,611.00	431,491.00	510,469.00	1,482,178.00	731,076.00	166,778.00	478,174.00	388,373.00
Other Outgo	7000-7499		72,640.00	34,819.00	63,536.00	53,245.00	102,585.00	198,147.00	64,854.00	100,177.00
Interfund Transfers Out	7600-7629		709,956.00	887,445.00	887,445.00	1,476,688.00	295,815.00	1,035,353.00	295,815.00	
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			28,078,284.00	75,227,520.00	87,048,348.00	89,415,631.00	98,469,545.00	92,704,816.00	85,145,075.00	98,368,823.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		151,859,488.00	43,390,494.00	44,792,543.00	38,885,110.00	(1,005,176.00)	2,745,233.00	(1,386,131.00)	(1,311,121.00)
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	151,859,488.00	43,390,494.00	44,792,543.00	38,885,110.00	(1,005,176.00)	2,745,233.00	(1,386,131.00)	(1,311,121.00)
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610		69,951,689.00	8,050,610.00	3,246,225.00	726,171.00	750,596.00	49,109.00	13,949.00	2,759,377.00
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	69,951,689.00	8,050,610.00	3,246,225.00	726,171.00	750,596.00	49,109.00	13,949.00	2,759,377.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	81,907,799.00	35,339,884.00	41,546,318.00	38,158,939.00	(1,755,772.00)	2,696,124.00	(1,400,080.00)	(4,070,498.00)
E. NET INCREASE/DECREASE (B - C + D)			90,865,867.00	(33,837.00)	48,249,560.00	30,792,252.00	(29,656,725.00)	27,738,495.00	27,016,097.00	(67,723,629.00)
F. ENDING CASH (A + E)			122,582,552.30	122,548,715.30	170,798,275.30	201,590,527.30	171,933,802.30	199,672,297.30	226,688,394.30	158,964,765.30
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		158,964,765.30	155,963,953.30	130,227,564.30	76,775,422.30				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	31,220,165.00	10,082,098.00	10,082,098.00		244,624,570.00		706,903,997.00	706,903,997.00
Property Taxes	8020-8079		29,009,910.00	2,518,700.00	8,958,661.00			71,431,067.00	71,431,067.00
Miscellaneous Funds	8080-8099	(197,077.00)	(287,168.00)	(327,588.00)	(25,505.00)	(604,199.00)		(3,596,176.00)	(3,596,176.00)
Federal Revenue	8100-8299	48,413,248.00	2,048,602.00	710,972.00	2,801,435.00	22,802,557.00		147,162,385.00	147,162,385.00
Other State Revenue	8300-8599	12,337,490.00	14,718,726.00	6,319,797.00	4,460,214.00	18,218,271.00		121,286,793.00	121,286,793.00
Other Local Revenue	8600-8799	1,336,290.00	415,009.00	616,513.00	1,326,359.00	3,416,324.00		15,855,160.00	15,855,160.00
Interfund Transfers In	8910-8929	301,097.00	301,097.00	301,097.00	481,756.00	763,628.00		7,385,329.00	7,385,329.00
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		93,411,213.00	56,288,274.00	20,221,589.00	18,002,920.00	289,221,151.00	0.00	1,066,428,555.00	1,066,428,555.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	41,303,168.00	30,668,619.00	42,219,870.00	28,240,491.00	29,013,741.00		429,795,568.00	429,795,568.00
Classified Salaries	2000-2999	11,944,719.00	10,032,815.00	10,275,727.00	10,032,498.00	4,271,563.00		142,115,063.00	142,115,063.00
Employee Benefits	3000-3999	26,174,322.00	26,675,276.00	28,789,033.00	27,360,274.00	4,305,318.00		300,025,938.00	300,025,938.00
Books and Supplies	4000-4999	2,275,823.00	1,813,895.00	2,117,418.00	8,094,824.00	12,008,115.00		66,799,936.00	66,799,936.00
Services	5000-5999	7,646,779.00	7,489,622.00	7,513,042.00	7,430,346.00	14,767,694.00		107,576,859.00	107,576,859.00
Capital Outlay	6000-6599	168,429.00	111,148.00	18,401.00	103,823.00	863,585.00		5,596,536.00	5,596,536.00
Other Outgo	7000-7499	55,536.00	152,525.00	78,433.00	72,052.00	927.00		1,049,476.00	1,049,476.00
Interfund Transfers Out	7600-7629	295,815.00	295,815.00	295,815.00	1,360,750.00	1,019,697.00		8,856,409.00	8,856,409.00
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		89,864,591.00	77,239,715.00	91,307,739.00	82,695,058.00	66,250,640.00	0.00	1,061,815,785.00	1,061,815,785.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	(2,695,812.00)	(933,326.00)	21,485,630.00				295,826,932.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		(2,695,812.00)	(933,326.00)	21,485,630.00	0.00	0.00	0.00	295,826,932.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610	3,851,622.00	3,851,622.00	3,851,622.00	3,851,623.00			100,954,215.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		3,851,622.00	3,851,622.00	3,851,622.00	3,851,623.00	0.00	0.00	100,954,215.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(6,547,434.00)	(4,784,948.00)	17,634,008.00	(3,851,623.00)	0.00	0.00	194,872,717.00	
E. NET INCREASE/DECREASE (B - C + D)		(3,000,812.00)	(25,736,389.00)	(53,452,142.00)	(68,543,761.00)	222,970,511.00	0.00	199,485,487.00	4,612,770.00
F. ENDING CASH (A + E)		155,963,953.30	130,227,564.30	76,775,422.30	8,231,661.30				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								231,202,172.30	

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: \_\_\_\_\_  
District Superintendent or Designee

Date: \_\_\_\_\_

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 09, 2020

Signed: \_\_\_\_\_  
President of the Governing Board

#### CERTIFICATION OF FINANCIAL CONDITION

X  POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

\_\_\_\_\_ QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

\_\_\_\_\_ NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Kim Kelstrom

Telephone: 559-457-3509

Title: Executive Officer, Fiscal Services

E-mail: Kim.Kelstrom@fresnounified.org

### Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2019-20) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since budget adoption in OPEB liabilities?		X
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?		X
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	X	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	1,053,254,386.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	173,293,398.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	924,407.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	6,069,761.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	1,315,446.00
5. Interfund Transfers Out	All	9300	7600-7629	8,856,409.00
6. All Other Financing Uses	All	9100	7699	15,000,000.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	5,828,514.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				37,994,537.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	2,356,295.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				844,322,746.00

Section II - Expenditures Per ADA		2020-21 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		66,903.50
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,620.01
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	894,078,013.06	13,363.70
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	894,078,013.06	13,363.70
B. Required effort (Line A.2 times 90%)	804,670,211.75	12,027.33
C. Current year expenditures (Line I.E and Line II.B)	844,322,746.00	12,620.01
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%

\*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.



<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
Total adjustments to base expenditures	0.00	0.00

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 30,581,278.00
2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

--

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 790,717,361.00

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.87%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. \_\_\_\_\_  
Retain supporting documentation.

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	30,979,750.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	10,967,078.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	87,513.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	3,995,475.93
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	4,949.92
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	46,034,766.85
9. Carry-Forward Adjustment (Part IV, Line F)	6,461,880.62
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	52,496,647.47

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	608,009,359.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	118,889,746.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	82,523,213.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	20,718,850.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	2,281,256.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	1,745,981.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	7,546,989.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	485,451.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	99,246,796.07
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	122,955.08
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	7,543,576.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	17,821,220.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	28,480,578.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	995,415,970.15

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	4.62%
---	-------

**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2022-23 see <a href="http://www.cde.ca.gov/fg/ac/ic/">www.cde.ca.gov/fg/ac/ic/</a> ) (Line A10 divided by Line B19)	5.27%
---	-------

#### Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>46,034,766.85</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>442,835.77</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.02%) times Part III, Line B19); zero if negative	<u>6,461,880.62</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.02%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.02%) times Part III, Line B19); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>6,461,880.62</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>6,461,880.62</u>

Approved indirect cost rate: 4.02%  
Highest rate used in any program: 4.02%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	54,030,917.00	2,172,042.00	4.02%
01	3060	331,431.00	12,319.00	3.72%
01	3061	104,480.00	4,200.00	4.02%
01	3182	1,095,769.00	44,049.00	4.02%
01	3215	550.00	21.00	3.82%
01	3310	11,840,769.00	475,824.00	4.02%
01	3311	25,680.00	1,032.00	4.02%
01	3312	2,091,606.00	84,082.00	4.02%
01	3315	285,743.00	11,487.00	4.02%
01	3318	50,425.00	2,027.00	4.02%
01	3326	13,261.00	533.00	4.02%
01	3327	619,951.00	24,922.00	4.02%
01	3345	2,576.00	103.00	4.00%
01	3385	92,169.00	3,705.00	4.02%
01	3395	28,074.00	1,128.00	4.02%
01	3550	991,105.00	39,848.00	4.02%
01	4035	8,189,331.00	329,211.00	4.02%
01	4124	940,131.00	37,788.00	4.02%
01	4201	92,660.00	3,724.00	4.02%
01	4203	1,367,219.00	54,962.00	4.02%
01	4510	55,582.00	2,234.00	4.02%
01	5810	3,802,308.00	101,007.00	2.66%
01	6010	4,350,712.00	174,899.00	4.02%
01	6230	97,273.00	3,910.00	4.02%
01	6385	179,337.00	7,209.00	4.02%
01	6386	15,830.00	636.00	4.02%
01	6387	1,079,586.00	43,414.00	4.02%
01	6388	1,587,191.00	63,744.00	4.02%
01	6500	106,990,210.00	4,301,006.00	4.02%
01	6510	1,633,450.00	65,664.00	4.02%
01	6512	3,038,104.00	122,131.00	4.02%
01	6515	34,094.00	1,371.00	4.02%
01	6520	518,384.00	20,839.00	4.02%
01	7085	522,319.00	20,994.00	4.02%
01	7220	522,655.00	21,013.00	4.02%
01	7311	44,682.00	1,796.00	4.02%
01	7420	6,382,340.00	256,851.00	4.02%
01	7510	764,103.00	30,715.00	4.02%
01	8150	25,324,204.00	1,018,033.00	4.02%
01	9010	3,814,282.00	75,503.00	1.98%
11	3555	46,140.00	1,854.00	4.02%
11	5810	115,157.00	4,633.00	4.02%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
11	6391	4,591,075.00	184,561.00	4.02%
12	5025	398,010.00	16,000.00	4.02%
12	6052	38,454.00	1,546.00	4.02%
12	6105	15,430,960.00	620,324.00	4.02%
12	6128	1,808,678.00	72,708.00	4.02%
12	9010	357,641.00	14,377.00	4.02%
13	5310	39,904,686.00	1,604,168.00	4.02%
13	5320	3,100,000.00	124,620.00	4.02%
13	5370	1,183,813.00	47,590.00	4.02%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	778,833,413.00	-0.53%	774,738,888.00	-0.69%	769,363,588.00
2. Federal Revenues	8100-8299	791,628.00	-100.00%		0.00%	
3. Other State Revenues	8300-8599	14,640,526.00	0.00%	14,640,526.00	0.00%	14,640,526.00
4. Other Local Revenues	8600-8799	9,846,954.00	7.11%	10,546,954.00	0.00%	10,546,954.00
5. Other Financing Sources						
a. Transfers In	8900-8929	28,920.00	0.00%	28,920.00	0.00%	28,920.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(99,598,276.00)	3.09%	(102,677,232.00)	2.30%	(105,033,977.00)
6. Total (Sum lines A1 thru A5c)		704,543,165.00	-1.03%	697,278,056.00	-1.11%	689,546,011.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				300,148,271.00		316,088,908.00
b. Step & Column Adjustment				2,855,513.00		2,855,513.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				13,085,124.00		19,019,623.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	300,148,271.00	5.31%	316,088,908.00	6.92%	337,964,044.00
2. Classified Salaries						
a. Base Salaries				82,724,184.00		85,804,189.00
b. Step & Column Adjustment				1,534,008.00		1,534,008.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				1,545,997.00		3,259,891.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	82,724,184.00	3.72%	85,804,189.00	5.59%	90,598,088.00
3. Employee Benefits	3000-3999	173,270,866.00	4.01%	180,225,733.00	10.07%	198,380,570.00
4. Books and Supplies	4000-4999	28,476,265.00	-23.32%	21,834,895.00	82.38%	39,821,465.00
5. Services and Other Operating Expenditures	5000-5999	61,261,338.00	34.43%	82,353,652.00	5.54%	86,919,424.00
6. Capital Outlay	6000-6999	3,596,928.00	-14.04%	3,091,928.00	-97.03%	91,928.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,837,499.00	0.00%	1,837,499.00	0.00%	1,837,499.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(12,328,357.00)	4.87%	(12,928,357.00)	0.00%	(12,928,357.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,500,000.00	0.00%	1,500,000.00	0.00%	1,500,000.00
b. Other Uses	7630-7699	15,000,000.00	-100.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		655,486,994.00	3.71%	679,808,447.00	9.47%	744,184,661.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		49,056,171.00		17,469,609.00		(54,638,650.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		147,872,110.74		196,928,281.74		214,397,890.74
2. Ending Fund Balance (Sum lines C and D1)		196,928,281.74		214,397,890.74		159,759,240.74
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	3,978,585.72		3,978,585.72		3,978,585.72
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	76,700,000.00		73,700,000.00		60,700,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	116,249,696.02		136,719,305.02		95,080,655.02
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		196,928,281.74		214,397,890.74		159,759,240.74



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	116,249,696.02		136,719,305.02		95,080,655.02
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		116,249,696.02		136,719,305.02		95,080,655.02
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d Projection Certificated Adjustments includes increase per the Collective Bargaining Agreement for educational salary stipend and 4.0 FTE Nurses; One time savings in 2020/21 due to substitute and supplemental salaries and one-time cost to support of distance learning.						
B2d Projection Classified Adjustment includes one time savings in 2020/21 due to supplemental salaries and one-time support of distance learning.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	186,987,521.00	-21.30%	147,162,385.00	-22.11%	114,619,245.00
3. Other State Revenues	8300-8599	110,981,685.00	-3.91%	106,646,267.00	-3.67%	102,727,547.00
4. Other Local Revenues	8600-8799	5,308,206.00	0.00%	5,308,206.00	0.00%	5,308,206.00
5. Other Financing Sources						
a. Transfers In	8900-8929	7,356,409.00	0.00%	7,356,409.00	-54.37%	3,356,409.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	99,598,276.00	3.09%	102,677,232.00	2.30%	105,033,977.00
6. Total (Sum lines A1 thru A5c)		410,232,097.00	-10.01%	369,150,499.00	-10.32%	331,045,384.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				125,120,759.00		115,358,883.00
b. Step & Column Adjustment				216,801.00		403,155.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(9,978,677.00)		(22,255,429.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	125,120,759.00	-7.80%	115,358,883.00	-18.94%	93,506,609.00
2. Classified Salaries						
a. Base Salaries				57,926,271.00		56,610,768.00
b. Step & Column Adjustment				301,577.00		301,577.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,617,080.00)		(4,187,452.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	57,926,271.00	-2.27%	56,610,768.00	-6.86%	52,724,893.00
3. Employee Benefits	3000-3999	124,695,741.00	-3.40%	120,457,231.00	-5.66%	113,644,397.00
4. Books and Supplies	4000-4999	38,091,786.00	20.79%	46,010,082.00	-32.15%	31,219,613.00
5. Services and Other Operating Expenditures	5000-5999	30,931,484.00	-17.60%	25,487,743.00	-13.89%	21,948,521.00
6. Capital Outlay	6000-6999	2,504,608.00	0.00%	2,504,608.00	0.00%	2,504,608.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,504,358.00	0.00%	1,504,358.00	0.00%	1,504,358.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	9,635,976.00	10.38%	10,635,976.00	0.00%	10,635,976.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	7,356,409.00	0.00%	7,356,409.00	-54.37%	3,356,409.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		397,767,392.00	-2.98%	385,926,058.00	-14.22%	331,045,384.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		12,464,705.00		(16,775,559.00)		0.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		4,310,854.56		16,775,559.56		0.56
2. Ending Fund Balance (Sum lines C and D1)		16,775,559.56		0.56		0.56
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	16,775,559.59		0.56		0.56
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(0.03)		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		16,775,559.56		0.56		0.56

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d and B2d Projected Certificated and Classified Adjustments includes one time federal CARES supporting one-time support distance learning offset with increased contribution to support Phase III of Special Education implementation grade span adjustments.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	778,833,413.00	-0.53%	774,738,888.00	-0.69%	769,363,588.00
2. Federal Revenues	8100-8299	187,779,149.00	-21.63%	147,162,385.00	-22.11%	114,619,245.00
3. Other State Revenues	8300-8599	125,622,211.00	-3.45%	121,286,793.00	-3.23%	117,368,073.00
4. Other Local Revenues	8600-8799	15,155,160.00	4.62%	15,855,160.00	0.00%	15,855,160.00
5. Other Financing Sources						
a. Transfers In	8900-8929	7,385,329.00	0.00%	7,385,329.00	-54.16%	3,385,329.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		1,114,775,262.00	-4.34%	1,066,428,555.00	-4.30%	1,020,591,395.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				425,269,030.00		431,447,791.00
b. Step & Column Adjustment				3,072,314.00		3,258,668.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				3,106,447.00		(3,235,806.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	425,269,030.00	1.45%	431,447,791.00	0.01%	431,470,653.00
2. Classified Salaries						
a. Base Salaries				140,650,455.00		142,414,957.00
b. Step & Column Adjustment				1,835,585.00		1,835,585.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(71,083.00)		(927,561.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	140,650,455.00	1.25%	142,414,957.00	0.64%	143,322,981.00
3. Employee Benefits	3000-3999	297,966,607.00	0.91%	300,682,964.00	3.77%	312,024,967.00
4. Books and Supplies	4000-4999	66,568,051.00	1.92%	67,844,977.00	4.71%	71,041,078.00
5. Services and Other Operating Expenditures	5000-5999	92,192,822.00	16.97%	107,841,395.00	0.95%	108,867,945.00
6. Capital Outlay	6000-6999	6,101,536.00	-8.28%	5,596,536.00	-53.60%	2,596,536.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,341,857.00	0.00%	3,341,857.00	0.00%	3,341,857.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,692,381.00)	-14.86%	(2,292,381.00)	0.00%	(2,292,381.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	8,856,409.00	0.00%	8,856,409.00	-45.17%	4,856,409.00
b. Other Uses	7630-7699	15,000,000.00	-100.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		1,053,254,386.00	1.18%	1,065,734,505.00	0.89%	1,075,230,045.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		61,520,876.00		694,050.00		(54,638,650.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		152,182,965.30		213,703,841.30		214,397,891.30
2. Ending Fund Balance (Sum lines C and D1)		213,703,841.30		214,397,891.30		159,759,241.30
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	3,978,585.72		3,978,585.72		3,978,585.72
b. Restricted	9740	16,775,559.59		0.56		0.56
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	76,700,000.00		73,700,000.00		60,700,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	116,249,696.02		136,719,305.02		95,080,655.02
2. Unassigned/Unappropriated	9790	(0.03)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		213,703,841.30		214,397,891.30		159,759,241.30

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	116,249,696.02		136,719,305.02		95,080,655.02
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.03)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		116,249,695.99		136,719,305.02		95,080,655.02
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.04%		12.83%		8.84%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		66,903.50		66,439.00		66,339.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		1,053,254,386.00		1,065,734,505.00		1,075,230,045.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		1,053,254,386.00		1,065,734,505.00		1,075,230,045.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		21,065,087.72		21,314,690.10		21,504,600.90
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		21,065,087.72		21,314,690.10		21,504,600.90
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

First Interim  
2020-21 Projected Year Totals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
011 GENERAL FUND								
Expenditure Detail	0.00	(1,679,861.00)	0.00	(2,692,381.00)				
Other Sources/Uses Detail					7,385,329.00	8,856,409.00		
Fund Reconciliation								
081 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	4,358.00	0.00	191,048.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	655,491.00	0.00	724,955.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(150,184.00)	1,776,378.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	317,058.00	0.00			7,356,409.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00			0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	69,887.00	0.00						
Other Sources/Uses Detail					0.00	35,782,642.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	45,196.00	0.00				28,920.00		
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
351 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	631,347.00	0.00			28,426,233.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation								
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	18,339.00	0.00			0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation								
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
511 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
531 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
561 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
571 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

First Interim  
2020-21 Projected Year Totals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
611 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	88,369.00	0.00						
Other Sources/Uses Detail					0.00	2,000,000.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					3,500,000.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,830,045.00	(1,830,045.00)	2,692,381.00	(2,692,381.00)	46,667,971.00	46,667,971.00		



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: **-2.0% to +2.0%**

#### 1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

##### Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2020-21)				
District Regular	66,564.00	66,903.50		
Charter School		0.00		
<b>Total ADA</b>	<b>66,564.00</b>	<b>66,903.50</b>	<b>0.5%</b>	<b>Met</b>
1st Subsequent Year (2021-22)				
District Regular	66,439.00	66,439.00		
Charter School				
<b>Total ADA</b>	<b>66,439.00</b>	<b>66,439.00</b>	<b>0.0%</b>	<b>Met</b>
2nd Subsequent Year (2022-23)				
District Regular	66,339.00	66,339.00		
Charter School				
<b>Total ADA</b>	<b>66,339.00</b>	<b>66,339.00</b>	<b>0.0%</b>	<b>Met</b>

#### 1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

## 2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's Enrollment Standard Percentage Range: **-2.0% to +2.0%**

### 2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected		
Current Year (2020-21)				
District Regular	70,603	69,887		
Charter School				
<b>Total Enrollment</b>	<b>70,603</b>	<b>69,887</b>	<b>-1.0%</b>	<b>Met</b>
1st Subsequent Year (2021-22)				
District Regular	70,503	70,403		
Charter School				
<b>Total Enrollment</b>	<b>70,503</b>	<b>70,403</b>	<b>-0.1%</b>	<b>Met</b>
2nd Subsequent Year (2022-23)				
District Regular	70,503	70,303		
Charter School				
<b>Total Enrollment</b>	<b>70,503</b>	<b>70,303</b>	<b>-0.3%</b>	<b>Met</b>

### 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

### 3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

#### 3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2017-18)			
District Regular	66,674	71,030	
Charter School			
<b>Total ADA/Enrollment</b>	<b>66,674</b>	<b>71,030</b>	<b>93.9%</b>
Second Prior Year (2018-19)			
District Regular	67,037	70,749	
Charter School			
<b>Total ADA/Enrollment</b>	<b>67,037</b>	<b>70,749</b>	<b>94.8%</b>
First Prior Year (2019-20)			
District Regular	66,904	70,943	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>66,904</b>	<b>70,943</b>	<b>94.3%</b>
Historical Average Ratio:			94.3%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			<b>94.8%</b>

#### 3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2020-21)				
District Regular	66,904			
Charter School	0	69,887		
<b>Total ADA/Enrollment</b>	<b>66,904</b>	<b>69,887</b>	<b>95.7%</b>	<b>Not Met</b>
1st Subsequent Year (2021-22)				
District Regular	66,439	70,403		
Charter School				
<b>Total ADA/Enrollment</b>	<b>66,439</b>	<b>70,403</b>	<b>94.4%</b>	<b>Met</b>
2nd Subsequent Year (2022-23)				
District Regular	66,339	70,303		
Charter School				
<b>Total ADA/Enrollment</b>	<b>66,339</b>	<b>70,303</b>	<b>94.4%</b>	<b>Met</b>

#### 3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

**Explanation:**  
(required if NOT met)

The 2020/21 fiscal year funded ADA is based on 2019/20 as the state has held district's harmless due to the pandemic.

#### 4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

##### 4A. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

LCFF Revenue				
(Fund 01, Objects 8011, 8012, 8020-8089)				
Budget Adoption		First Interim		
Fiscal Year	(Form 01CS, Item 4B)	Projected Year Totals	Percent Change	Status
Current Year (2020-21)	716,830,258.00	782,429,589.00	9.2%	Not Met
1st Subsequent Year (2021-22)	710,887,671.00	774,738,888.00	9.0%	Not Met
2nd Subsequent Year (2022-23)	708,240,649.00	769,363,588.00	8.6%	Not Met

##### 4B. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected LCFF revenue has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

**Explanation:**  
(required if NOT met)

The final state budget increased the Local Control Funding Formula from negative 7.92% cost-of-living (COLA) to 0.00% COLA .

## 5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

### 5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2017-18)	554,425,004.85	663,442,333.21	83.6%
Second Prior Year (2018-19)	587,317,848.94	693,084,303.42	84.7%
First Prior Year (2019-20)	613,077,160.81	704,824,680.65	87.0%
	Historical Average Ratio:		85.1%

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	2.0%	2.0%	2.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	82.1% to 88.1%	82.1% to 88.1%	82.1% to 88.1%

### 5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2020-21)	556,143,321.00	638,986,994.00	87.0%	Met
1st Subsequent Year (2021-22)	582,118,830.00	678,308,447.00	85.8%	Met
2nd Subsequent Year (2022-23)	626,942,702.00	742,684,661.00	84.4%	Met

### 5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

## 6. CRITERION: Other Revenues and Expenditures

**STANDARD:** Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

### 6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for the Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)</b>				
Current Year (2020-21)	170,849,479.00	187,779,149.00	9.9%	Yes
1st Subsequent Year (2021-22)	150,849,479.00	147,162,385.00	-2.4%	No
2nd Subsequent Year (2022-23)	95,849,479.00	114,619,245.00	19.6%	Yes

**Explanation:**  
(required if Yes)

The District projects to utilize one-time Federal CARES relief funding of \$76 million in 2020/21 and \$44 million in 2021/22.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2020-21)	120,868,929.00	125,622,211.00	3.9%	No
1st Subsequent Year (2021-22)	129,568,929.00	121,286,793.00	-6.4%	Yes
2nd Subsequent Year (2022-23)	144,168,929.00	117,368,073.00	-18.6%	Yes

**Explanation:**  
(required if Yes)

First Interim adjusts for grants ending and utilization of carryover in 2020-21.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2020-21)	15,867,379.00	15,155,160.00	-4.5%	No
1st Subsequent Year (2021-22)	15,867,379.00	15,855,160.00	-0.1%	No
2nd Subsequent Year (2022-23)	15,867,379.00	15,855,160.00	-0.1%	No

**Explanation:**  
(required if Yes)

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2020-21)	60,264,876.00	66,568,051.00	10.5%	Yes
1st Subsequent Year (2021-22)	57,385,142.00	67,844,977.00	18.2%	Yes
2nd Subsequent Year (2022-23)	51,385,143.00	71,041,078.00	38.3%	Yes

**Explanation:**  
(required if Yes)

COVID requires the district to maintain a one to one device for students. In addition, the district plans to utilize one time expenses to support learning as school sites return in 2021/22 and 2022/23.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2020-21)	103,204,797.00	92,192,822.00	-10.7%	Yes
1st Subsequent Year (2021-22)	81,418,301.00	107,841,395.00	32.5%	Yes
2nd Subsequent Year (2022-23)	59,466,131.00	108,867,945.00	83.1%	Yes

**Explanation:**  
(required if Yes)

The First Interim allocates the utilization of CARES funding from services to supplies and salaries and benefits. The First interim restores 2021/22 and 2022/23 reductions planned.

## 6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2020-21)	307,585,787.00	328,556,520.00	6.8%	Not Met
1st Subsequent Year (2021-22)	296,285,787.00	284,304,338.00	-4.0%	Met
2nd Subsequent Year (2022-23)	255,885,787.00	247,842,478.00	-3.1%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2020-21)	163,469,673.00	158,760,873.00	-2.9%	Met
1st Subsequent Year (2021-22)	138,803,443.00	175,686,372.00	26.6%	Not Met
2nd Subsequent Year (2022-23)	110,851,274.00	179,909,023.00	62.3%	Not Met

## 6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**

Federal Revenue  
(linked from 6A  
if NOT met)

The District projects to utilize one-time Federal CARES relief funding of \$76 million in 2020/21 and \$44 million in 2021/22.

**Explanation:**

Other State Revenue  
(linked from 6A  
if NOT met)

First Interim adjusts for grants ending and utilization of carryover in 2020-21.

**Explanation:**

Other Local Revenue  
(linked from 6A  
if NOT met)

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**

Books and Supplies  
(linked from 6A  
if NOT met)

COVID requires the district to maintain a one to one device for students. In addition, the district plans to utilize one time expenses to support learning as school sites return in 2021/22 and 2022/23.

**Explanation:**

Services and Other Exps  
(linked from 6A  
if NOT met)

The First Interim allocates the utilization of CARES funding from services to supplies and salaries and benefits. The First interim restores 2021/22 and 2022/23 reductions planned.

## 7. CRITERION: Facilities Maintenance

**STANDARD:** Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

### Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

**DATA ENTRY:** Enter the Required Minimum Contribution if Budget data does not exist. Budget data that exist will be extracted; otherwise, enter budget data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	28,378,109.00	35,140,147.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7)		34,863,147.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)



## 8. CRITERION: Deficit Spending

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

### 8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Available Reserve Percentages (Criterion 10C, Line 9)	11.0%	12.8%	8.8%
<b>District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):</b>	<b>3.7%</b>	<b>4.3%</b>	<b>2.9%</b>

### 8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2020-21)	49,056,171.00	655,486,994.00	N/A	Met
1st Subsequent Year (2021-22)	17,469,609.00	679,808,447.00	N/A	Met
2nd Subsequent Year (2022-23)	(54,638,650.00)	744,184,661.00	7.3%	Not Met

### 8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

**Explanation:**  
(required if NOT met)

The District has planned utilization of the reserve.

## 9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

### 9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Ending Fund Balance General Fund Projected Year Totals		
Fiscal Year	(Form 011, Line F2 ) (Form MYPI, Line D2)	Status
Current Year (2020-21)	213,703,841.30	Met
1st Subsequent Year (2021-22)	214,397,891.30	Met
2nd Subsequent Year (2022-23)	159,759,241.30	Met

### 9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

### 9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Ending Cash Balance General Fund		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2020-21)	31,716,685.30	Met

### 9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

**Explanation:**  
(required if NOT met)

## 10. CRITERION: Reserves

**STANDARD:** Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

**DATA ENTRY:** Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	66,904	66,439	66,339
<b>District's Reserve Standard Percentage Level:</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>

### 10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

**DATA ENTRY:** For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
  - Enter the name(s) of the SELPA(s):

Yes

- Special Education Pass-through Funds  
(Fund 10, resources 3300-3499 and 6500-6540,  
objects 7211-7213 and 7221-7223)

Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
0.00	0.00	0.00

### 10B. Calculating the District's Reserve Standard

**DATA ENTRY:** If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Form 01I, objects 1000-7999) (Form MYPI, Line B11)	1,053,254,386.00	1,065,734,505.00	1,075,230,045.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	1,053,254,386.00	1,065,734,505.00	1,075,230,045.00
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	21,065,087.72	21,314,690.10	21,504,600.90
6. Reserve Standard - by Amount (\$71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>21,065,087.72</b>	<b>21,314,690.10</b>	<b>21,504,600.90</b>

### 10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	116,249,696.02	136,719,305.02	95,080,655.02
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(0.03)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	116,249,695.99	136,719,305.02	95,080,655.02
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	11.04%	12.83%	8.84%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>21,065,087.72</b>	<b>21,314,690.10</b>	<b>21,504,600.90</b>
Status:	Met	Met	Met

### 10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

---

## SUPPLEMENTAL INFORMATION

---

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

### S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

### S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

### S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

### S4. Contingent Revenues

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

## S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the general fund budget.

District's Contributions and Transfers Standard:

-5.0% to +5.0%  
or -\$20,000 to +\$20,000

### S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the First Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the First Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2020-21)	(100,771,548.00)	(99,598,276.00)	-1.2%	(1,173,272.00)	Met
1st Subsequent Year (2021-22)	(102,117,711.00)	(102,677,232.00)	0.5%	559,521.00	Met
2nd Subsequent Year (2022-23)	(104,474,457.00)	(105,033,977.00)	0.5%	559,520.00	Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2020-21)	9,485,329.00	7,385,329.00	-22.1%	(2,100,000.00)	Not Met
1st Subsequent Year (2021-22)	3,385,329.00	7,385,329.00	118.2%	4,000,000.00	Not Met
2nd Subsequent Year (2022-23)	3,385,329.00	3,385,329.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2020-21)	8,856,409.00	8,856,409.00	0.0%	0.00	Met
1st Subsequent Year (2021-22)	4,856,409.00	8,856,409.00	82.4%	4,000,000.00	Not Met
2nd Subsequent Year (2022-23)	4,856,409.00	4,856,409.00	0.0%	0.00	Met

#### 1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since budget adoption that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

### S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. MET - Projected contributions have not changed since budget adoption by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

1b. NOT MET - The projected transfers in to the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:  
(required if NOT met)

Adjust deferred maintenance projects supports.

- 1c. NOT MET - The projected transfers out of the general fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

Adjust deferred maintenance projects.

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the general fund operational budget.

**Project Information:**  
(required if YES)


<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.



---

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

---

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

**Explanation:**  
(Required if Yes  
to increase in total  
annual payments)

Payments are supported by property tax payments.

---

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

---

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

**Explanation:**  
(Required if Yes)

## S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

### S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

Yes

- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

No

2. OPEB Liabilities

- a. Total OPEB liability  
b. OPEB plan(s) fiduciary net position (if applicable)  
c. Total/Net OPEB liability (Line 2a minus Line 2b)  
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?  
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

Budget Adoption (Form 01CS, Item S7A)	First Interim
1,030,159,855.00	1,074,044,710.00
52,176,908.80	54,854,091.00
977,982,946.20	1,019,190,619.00
Actuarial	Actuarial
Apr 08, 2020	Oct 20, 2020

3. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

Current Year (2020-21)  
1st Subsequent Year (2021-22)  
2nd Subsequent Year (2022-23)

Budget Adoption (Form 01CS, Item S7A)	First Interim
68,316,295.00	70,365,784.00
68,316,295.00	70,365,784.00
68,316,295.00	70,365,784.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)  
(Funds 01-70, objects 3701-3752)

Current Year (2020-21)  
1st Subsequent Year (2021-22)  
2nd Subsequent Year (2022-23)

47,166,709.00	46,481,253.00
47,378,633.00	46,481,253.00
47,378,633.00	46,481,253.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2020-21)  
1st Subsequent Year (2021-22)  
2nd Subsequent Year (2022-23)

53,368,806.00	56,209,769.00
56,209,769.00	58,645,609.00
58,645,609.00	61,351,201.00

- d. Number of retirees receiving OPEB benefits

Current Year (2020-21)  
1st Subsequent Year (2021-22)  
2nd Subsequent Year (2022-23)

5,270	5,270
5,320	5,320
5,370	5,370

4. Comments:

Retirees after 2007 have monthly payments to the retirement reserve, co-pays and deductibles to meet. Retirees under the age of 65 have an additional monthly contribution similar to active employees.

## S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

Yes

- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

No

- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?

No

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs	59,133,834.00	60,295,097.00
b. Unfunded liability for self-insurance programs	8,955,397.00	9,164,397.00

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
Current Year (2020-21)  
1st Subsequent Year (2021-22)  
2nd Subsequent Year (2022-23)

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs	171,198,381.00	168,335,885.00
Current Year (2020-21)	171,198,381.00	168,335,885.00
1st Subsequent Year (2021-22)	171,198,381.00	168,335,885.00
2nd Subsequent Year (2022-23)	171,198,381.00	168,335,885.00

- b. Amount contributed (funded) for self-insurance programs  
Current Year (2020-21)  
1st Subsequent Year (2021-22)  
2nd Subsequent Year (2022-23)

b. Amount contributed (funded) for self-insurance programs	171,198,381.00	168,335,885.00
Current Year (2020-21)	171,198,381.00	168,335,885.00
1st Subsequent Year (2021-22)	171,198,381.00	168,335,885.00
2nd Subsequent Year (2022-23)	171,198,381.00	168,335,885.00

4. Comments:

## S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

### If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

## S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

### Status of Certificated Labor Agreements as of the Previous Reporting Period

Were all certificated labor negotiations settled as of budget adoption?

Yes

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

### Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	4,025.0	4,042.5	4,042.5	4,042.5

1a. Have any salary and benefit negotiations been settled since budget adoption?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

### Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

### One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year  
or

### Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

7. Amount included for any tentative salary schedule increases

--	--	--

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year


**Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:


--

**Certificated (Non-management) Step and Column Adjustments**

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year


**Certificated (Non-management) Attrition (layoffs and retirements)**

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

- Are savings from attrition included in the interim and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?


**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


## S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

### Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of budget adoption?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

Yes

### Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	2,728.0	2,717.0	2,717.0	2,717.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

### Negotiations Settled Since Budget Adoption

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

### One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year  
or

### Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

### Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Current Year  
(2020-21)

1st Subsequent Year  
(2021-22)

2nd Subsequent Year  
(2022-23)

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the interim and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

**Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:


--

**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):


### S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

#### Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of budget adoption?

Yes

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

#### Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	847.0	854.5	854.5	854.5

1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

No

#### Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

#### Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

#### Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

#### Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

#### Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)



## S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

---

### S9A. Identification of Other Funds with Negative Ending Fund Balances

---

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

---

---

---

---

---

---

---

---

## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

**A1.** Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

**A2.** Is the system of personnel position control independent from the payroll system?

No

**A3.** Is enrollment decreasing in both the prior and current fiscal years?

No

**A4.** Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

**A5.** Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

**A6.** Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

**A7.** Is the district's financial system independent of the county office system?

Yes

**A8.** Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

No

**A9.** Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

The Deputy Superintendent/Chief Financial Officer last day was September 30, 2020.

## End of School District First Interim Criteria and Standards Review

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM B-20**

**AGENDA SECTION: B**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Discuss and Approve**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT:** Discuss and Approve Call for Appointments to the California School Boards Associations' Delegate Assembly

**ITEM DESCRIPTION:** Included in the Board binders is information pertaining to appointment to the California School Boards Association's (CSBA) Delegate Assembly. Each year member boards elect and/or appoint representatives to CSBA's Delegate Assembly. According to CSBA's Bylaws and Standing Rules, district with an ADA of 30,000 or above, qualify to appoint or reappoint representative(s) from their board to the CSBA's Delegate Assembly for a two-year term beginning April 1, 2021 through March 31, 2023.

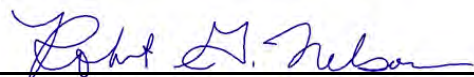
**FINANCIAL SUMMARY:** There is no fiscal impact to the district at this time.

**PREPARED BY:** David Chavez,  
Chief of Staff

**DIVISION:** Superintendent's Office  
**PHONE NUMBER:** (559) 457-3566

**CABINET APPROVAL:** David Chavez,  
Chief of Staff

**SUPERINTENDENT APPROVAL:**





October 29, 2020

TIME SENSITIVE - REQUIRES BOARD ACTION DEADLINE: Thursday, January 7, 2021
---

**MEMORANDUM**

To: CSBA Member Districts who appoint Delegates to the Delegate Assembly  
From: Jamille Peters, Director, Executive Office Administration & Leadership Support  
Re: Call for Appointments to Delegate Assembly

---

Each year, member boards elect and/or appoint representatives to CSBA's Delegate Assembly. According to CSBA's Bylaws and Standing Rules, districts with an ADA of 30,000 or above qualify to appoint or reappoint representative(s) from their board to CSBA's Delegate Assembly for a two-year term beginning April 1, 2021 through March 31, 2023.

Your district is eligible to make an appointment for the term dates listed above. Your board must vote to either reappoint your current Delegate(s) or appoint another member(s) from your board. Boards eligible to appoint may also participate in nomination and election of other Delegates in the same region or subregion. An appointment form and biographical sketch form must be submitted by Tuesday, January 7, 2020. A resume may be included with the biographical sketch.

All these documents and other information about appointments to the Delegate Assembly may be found at [www.csba.org/ElectiontoDA](http://www.csba.org/ElectiontoDA). Once completed, the forms may be submitted via email to [nominations@csba.org](mailto:nominations@csba.org).

The Delegate Assembly is a vital link in the Association's governance and sets the general policy direction. Working with member boards, the Board of Directors, Executive Committee, and Delegates ensure the Association promotes the interests of California's school districts and county offices of education.

Thank you.

# Delegate Assembly District Appointment Form for 2021



**Deadline: Thursday, January 7, 2021**

Please submit this completed form, along with a Biographical Sketch Form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) by January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691.

**CSBA Region/subregion #** \_\_\_\_\_

*See "CSBA REGION INDEX FOR DISTRICTS & COE"*

**The Board of Education of the** \_\_\_\_\_  
(Appointing District)

**wishes to appoint** \_\_\_\_\_ **to the Delegate Assembly for a**  
(Appointee Name)

**two-year term, ending March 31, 2023.**

☐ **The appointee has consented to this appointment.**

\_\_\_\_\_  
*Board Clerk or Board Secretary (signature)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Board Clerk or Board Secretary (print name)*

# Delegate Assembly Appointed Biosketch Form for 2021



**Deadline: Thursday, January 7, 2021**

Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) no later than January 7, 2021. Forms may also be submitted via mail to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691.

**Your signature indicates your consent to serve as a Delegate.**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

CSBA Region & subregion #: \_\_\_\_\_

District or COE: \_\_\_\_\_

Years on board: \_\_\_\_\_

Profession: \_\_\_\_\_ Contact Number (☐ Cell ☐ Home ☐ Bus.): \_\_\_\_\_

Primary E-mail: \_\_\_\_\_

Are you an incumbent Delegate? ☐ Yes ☐ No If yes, year you became Delegate: \_\_\_\_\_

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

# Delegate Assembly Important Dates



## 2021 Delegate Assembly Election

---

<b>Thursday, January 7:</b>	Deadline for Nomination Forms and Biographical Sketch Forms
<b>Monday, February 1:</b>	Ballots sent to member boards
<b>Monday, March 15:</b>	Deadline for ballots to be sent back to CSBA
<b>By Wednesday, March 31:</b>	Ballots will be counted
<b>Thursday, April 1:</b>	First day of new 2-year term for Delegates elected in 2021

## 2021 Delegate Assembly Meeting Dates

---

**Saturday – Sunday, May 15 - 16**  
(scheduled to occur in Sacramento)

**Tuesday – Wednesday, November 30 - December 1**  
(scheduled to occur in San Diego)

## 2022 Delegate Assembly Meeting Dates

---

**Saturday – Sunday, May 21-22**  
(scheduled to occur in Sacramento)

**Tuesday – Wednesday, November 29 - 30**  
(scheduled to occur in San Diego)



## DELEGATE ASSEMBLY ROSTER with terms (Updated 10/28/2020)

◇ = District or COE appointment

### **REGION 1 – 4 Delegates (4 elected)**

Director: Frank Magarino (Del Norte County USD)

#### **Subregion 1-A (Del Norte, Humboldt)**

Donald McArthur (Del Norte County USD), 2021

Lisa Ollivier (Eureka City Schools), 2022

#### **Subregion 1-B (Lake, Mendocino)**

Tyler Nelson (Ukiah USD), 2022

#### **Region 1 County**

David Browning (Lake COE), 2021

### **REGION 2 – 4 Delegates (4 elected)**

Director: Sherry Crawford (Siskiyou COE)

#### **Subregion 2-A (Modoc, Siskiyou, Trinity)**

Gregg Gunkel (Siskiyou Union HSD), 2021

#### **Subregion 2-B (Shasta)**

Vacant, 2021

#### **Subregion 2-C (Lassen, Plumas)**

Vacant, 2022

#### **Region 2 County**

Brenda Duchi (Siskiyou COE), 2022

### **REGION 3 – 8 Delegates (8 elected)**

Director: A.C. (Tony) Ubalde (Vallejo City USD)

#### **Subregion 3-A (Sonoma)**

Jeremy Brott (Bennett Valley Union SD), 2022

Laurie Fong (Santa Rosa City Schools), 2021

#### **Subregion 3-B (Napa)**

Indira Lopez (Calistoga Joint USD), 2021

#### **Subregion 3-C (Solano)**

Diane Ferrucci (Benicia USD), 2021

David Isom (Fairfield-Suisun USD), 2021

Michael Silva (Vacaville USD), 2022

#### **Subregion 3-D (Marin)**

Greg Knell (San Rafael City Schools), 2022

#### **Region 3 County**

Gina Cuclis (Sonoma COE), 2021

#### **Delegate-at-Large**

Dana Dean (Solano COE)

### **REGION 4 – 8 Delegates (8 elected)**

Director: Paige Stauss (Roseville Joint Union HSD)

#### **Subregion 4-A (Glenn, Tehama)**

Vacant, 2022

#### **Subregion 4-B (Butte)**

Sandra Barnes (Oroville City ESD), 2021

#### **Subregion 4-C (Colusa, Sutter, Yuba)**

Talwinder Chetra (Live Oaks USD), 2022

Silvia Vaca (Williams USD), 2021

#### **Subregion 4-D (Nevada, Placer, Sierra)**

Julann Brown (Auburn Union ESD), 2021

Alisa Fong (Roseville City SD), 2021

Renee Nash (Eureka Union SD), 2022

### **Region 4 County**

David Patterson (Placer COE), 2022

#### **Delegate-at-Large**

Mike Walsh (Butte COE)

### **REGION 5 – 10 Delegates (7 elected/3 appointed ◇)**

Director: Alisa MacAvoy (Redwood City ESD)

#### **Subregion 5-A (San Francisco)**

Jenny Lam (San Francisco County USD)◇, 2021

Rachel Norton (San Francisco County USD)◇, 2021

Vacant (San Francisco County USD)◇, 2022

#### **Subregion 5-B (San Mateo)**

Davina Drabkin (Burlingame ESD), 2021

Carrie Du Bois (Sequoia Union HSD), 2021

Eddie Flores (South San Francisco USD), 2022

Amy Koo (Belmont-Redwood Shores SD), 2022

Clayton Koo (Jefferson ESD), 2022

Gregory Land (San Mateo Union HSD), 2021

#### **Region 5 County**

Beverly Gerard (San Mateo COE), 2021

### **REGION 6 – 18 Delegates (11 elected/7 appointed ◇)**

Director: Darrel Woo (Sacramento City USD)

#### **Subregion 6-A (Yolo)**

Jackie Wong (Washington USD), 2022

#### **Subregion 6-B (Sacramento)**

Beth Albiani (Elk Grove USD)◇, 2021

Michael Baker (Twin Rivers USD)◇, 2021

Pam Costa (San Juan USD)◇, 2021

Craig DeLuz (Robla ESD), 2022

Basim Elkarra (Twin Rivers USD), 2021

John Gordon (Galt Joint Union ESD), 2021

Lisa Kaplan (Natomas USD), 2021

Mike McKibbin (San Juan USD)◇, 2022

JoAnne Reinking (Folsom-Cordova USD), 2022

Edward Short (Folsom-Cordova USD), 2021

Bobbie Singh-Allen (Elk Grove USD)◇, 2022

Vacant, 2021

Vacant (Sacramento City USD)◇, 2022

Vacant (Sacramento City USD)◇, 2021

#### **Subregion 6-C (Alpine, El Dorado, Mono)**

Misty diVittorio (Placerville Union ESD), 2022

Suzanna George (Rescue Union ESD), 2021

#### **Region 6 County**

Shelton Yip (Yolo COE), 2022

### **REGION 7 – 19 Delegates (14 elected/5 appointed ◇)**

Director: Yolanda Peña Mendrek (Liberty Union HSD)

#### **Subregion 7-A (Contra Costa)**

Elizabeth Bettis (Walnut Creek ESD), 2021

Rachel Hurd (San Ramon Valley USD)◇, 2022

Linda Mayo (Mt. Diablo USD)◇, 2021

Meredith Meade (Lafayette SD), 2021

Marina Ramos (John Swett USD), 2022



Mary Rocha (Antioch USD), 2022  
Pauline Rivera Allred (Liberty Union HSD), 2022  
Richard Severy (Moraga ESD), 2021

**Subregion 7-B (Alameda)**

James Aguilar (San Leandro USD), 2022  
Linda Canlas (New Haven USD), 2021  
Ann Crosbie (Fremont USD)◇, 2021  
Jody London (Oakland USD)◇, 2021  
Diana Prola (San Leandro USD), 2021  
Monique Tate (San Leandro USD), 2022  
Jeff Wang (New Haven USD), 2021  
Anne White (Livermore Valley Joint USD), 2022  
Jamie Yee (Pleasanton USD), 2021  
Gary Yee (Oakland USD)◇, 2022

**Region 7 County**

Amber Childress (Alameda COE), 2021

**REGION 8 – 14 Delegates (12 elected/2 appointed)◇**

Director: Matthew Balzarini (Lammersville Joint USD)

**Subregion 8-A (San Joaquin)**

Kathleen Garcia (Stockton USD)◇, 2021  
Kathy Howe (Manteca USD), 2022  
Cecilia Mendez (Stockton USD)◇, 2022  
George Neely (Lodi USD), 2021  
Christopher Oase (Ripon USD), 2021  
Stephen Schluer (Manteca USD), 2022  
Jenny Van De Pol (Lincoln USD), 2022

**Subregion 8-B (Amador, Calaveras, Tuolumne)**

Sherri Reusche (Calaveras USD), 2021

**Subregion 8-C (Stanislaus)**

Faye Lane (Ceres USD), 2022  
Cynthia Lindsey (Sylvan Union ESD), 2021  
Paul Wallace (Neman-Crows Landing USD), 2021

**Subregion 8-D (Merced)**

Adam Cox (Merced City ESD), 2021  
Vacant, 2022

**Region 8 County**

Juliana Feriani (Tuolumne COE), 2022

**Delegate-at-Large**

Cindy Marks (Modesto City Schools)

**REGION 9 – 8 Delegates (8 elected)**

Director: Tami Gunther (Atascadero USD)

**Subregion 9-A (San Benito, Santa Cruz)**

Phil Rodriguez (Soquel Union ESD), 2021  
Roger Snyder (Scotts Valley USD), 2022  
Deborah Tracy-Proulx (Santa Cruz City Schools), 2022

**Subregion 9-B (Monterey)**

Sonia Jaramillo (Gonzales USD), 2022  
David Kong (Greenfield Union SD), 2021

**Subregion 9-C (San Luis Obispo)**

Mark Buchman (San Luis Coastal USD), 2022  
Vicki Meagher (Lucia Mar USD), 2021

**Region 9 County**

Rose Filicetti (Santa Cruz COE), 2021

**Delegate-at-Large**

Chris Ungar (San Luis Coastal USD)

**REGION 10 – 14 Delegates (10 elected/4 appointed)◇**

Director: Susan Markarian (Pacific Union ESD)

**Subregion10-A (Madera, Mariposa)**

Barbara Bigelow (Chawanakee USD), 2021

**Subregion10-B (Fresno)**

Daniel Babshoff (Kerman USD), 2021  
Darrell Carter (Washington USD), 2022  
Phillip Cervantes (Central USD), 2022  
Gilbert Coelho (Firebaugh-Las Deltas USD), 2022  
Valerie Davis (Fresno USD)◇, 2021  
Susan Hatmaker (Clovis USD)◇, 2021  
William Johnson (Clay Jt. ESD), 2021  
Elizabeth Sandoval (Clovis USD)◇, 2022  
Kathy Spate (Caruthers USD), 2021  
Keshia Thomas (Fresno USD)◇, 2022  
G. Brandon Vang (Sanger USD), 2021

**Subregion10-C (Kings)**

Mark Pescatore (Leemore Union ESD), 2022

**Region 10 County**

Marcy Masumoto (Fresno COE), 2022

**REGION 11 – 9 Delegates (9 elected)**

Director: Jackie Moran (Ventura USD)

**Subregion 11-A (Santa Barbara)**

Wendy Sims-Moten (Santa Barbara USD), 2022  
Luz Reyes-Martin (Goleta Union SD), 2021

**Subregion 11-B (Ventura)**

Darlene Bruno (Hueneme SD), 2022  
Efrain Cazares (Oceanview SD), 2022  
Debra Cordes (Oxnard SD), 2022  
Jenny Fitzgerald (Conejo Valley USD), 2022  
Sabrena Rodriguez (Ventura USD), 2021  
Christina Urias (Santa Paula USD), 2021

**Region 11 County**

Rachel Ulrich (Ventura COE), 2021

**REGION 12 – 13 Delegates (11 elected/2 appointed)◇**

Director: Bill Farris (Sierra Sands USD)

**Subregion 12-A (Tulare)**

Peter Lara (Porterville USD), 2022  
Cathy Mederos (Tulare Joint Union HSD), 2021  
Dean Sutton (Exeter USD), 2021  
Lucia Vazquez (Visalia USD), 2022

**Subregion 12-B (Kern)**

Pamela Baugher (Bakersfield City SD), 2021  
Vacant (Kern HSD)◇, 2022  
Jeff Flores (Kern HSD)◇, 2021  
Pamela Jacobsen (Standard SD), 2022  
Tim Johnson (Sierra Sands USD), 2021  
Geri Rivera (Arvin Union SD), 2021  
Lillian Tafoya (Bakersfield City SD), 2022  
Keith Wolaridge (Panama-Buena Vista Union SD), 2021

**Region 12 County**

Donald Cowan (Kern COE), 2022

---

**REGION 15 – 24 Delegates (17 elected/7 appointed) ◇**

Director: Meg Cutuli (Los Alamitos USD)

---

**County: Orange**

Alfonso Alvarez (Santa Ana USD) ◇, 2022  
David Boyer (Los Alamitos USD), 2021  
Lauren Brooks (Irvine USD), 2022  
Carrie Buck (Placentia-Yorba Linda USD), 2022  
Bonnie Castrey (Huntington Beach Union HSD), 2021  
Ian Collins (Fountain Valley ESD), 2021  
Lynn Davis (Tustin USD), 2022  
Jackie Filbeck (Anaheim ESD), 2021  
Carrie Flanders (Brea Olinda USD), 2021  
Karin Freeman (Placentia-Yorba Linda USD), 2021  
Ira Glasky (Irvine USD) ◇, 2022  
Judy Bullockus (Capistrano USD) ◇, 2021  
Al Jabbar (Anaheim Un. HSD), 2021  
Candice Kern (Cypress ESD), 2022  
Martha McNicholas (Capistrano USD) ◇, 2022  
Charlene Metoyer (Newport-Mesa USD), 2021  
Walter Muneton (Garden Grove USD) ◇, 2021  
Lan Nguyen (Garden Grove USD) ◇, 2022  
Annemarie Randle-Trejo (Anaheim Union HSD), 2022  
Rigo Rodriguez (Santa Ana USD) ◇, 2021  
Michael Simons (Huntington Beach Union HSD), 2022  
Suzie Swartz (Saddleback Valley USD), 2021  
Sharon Wallin (Irvine USD), 2022

**Region 15 County**

Beckie Gomez (Orange COE), 2021

**Delegate-at-Large**

Marilyn Buchi (Fullerton Joint Union HSD)  
Martha Fluor (Newport-Mesa USD)  
Susan Henry (Huntington Beach Union HSD)

---

**REGION 16 – 19 Delegates (14 elected/5 appointed) ◇**

Director: Karen Gray (Silver Valley USD)

---

**Subregion 16-A (Inyo)**

Susan Patton (Lone Pine USD), 2021

**Subregion 16-B (San Bernardino)**

Christina Cameron-Otero (Needles USD), 2022  
Tom Courtney (Lucerne Valley USD), 2021  
Andrew Cruz (Chino Valley USD) ◇, 2021  
Barbara Dew (Victor Valley Union HSD), 2022  
Gwen Dowdy-Rodgers (San Bernardino City USD) ◇, 2021  
Barbara Flores (San Bernardino City USD), 2022  
Peter Garcia (Fontana USD) ◇, 2022  
Cindy Gardner (Rim of the World USD), 2022  
Shari Megaw (Chaffey Joint Union HSD), 2021  
James O'Neill, (Redlands USD), 2022  
Adam Perez (Fontana USD) ◇, 2021  
Wilson So (Apple Valley USD), 2022  
Gabriel Stine (Victor ESD), 2021  
Eric Swanson (Hesperia USD), 2021  
Mondi Taylor (Etiwanda SD), 2021  
Kathy Thompson (Central ESD), 2021  
Scott Wyatt (San Bernardino City USD) ◇, 2022

**Region 16 County**

Laura Mancha (San Bernardino COE), 2022

---

**REGION 17 – 23 Delegates (17 elected/6 appointed) ◇**

Director: Debra Schade (Solana Beach ESD)

---

**County: San Diego**

Barbara Avalos (National SD), 2022  
Richard Barrera (San Diego USD) ◇, 2021  
Leslie Bunker (Chula Vista ESD), 2021  
Brian Clapper (National SD), 2022  
Eleanor Evans (Oceanside USD), 2022  
Humberto Gurmilan (San Ysidro SD), 2022  
Andrew Hayes (Lakeside Union SD), 2021  
Beth Hergesheimer (San Dieguito Union HSD), 2021  
Claudine Jones (Carlsbad USD), 2022  
Christi Knight (Escondido Union HSD), 2021  
Michael McQuary (San Diego USD) ◇, 2022  
Tamara Otero (Cajon Valley Union SD), 2022  
Darshana Patel (Poway USD) ◇, 2021  
Dawn Perfect (Ramona USD), 2021  
Barbara Ryan (Santee SD), 2021  
Elva Salinas (Grossmont Union HSD), 2022  
Nicholas Segura (Sweetwater Union HSD) ◇, 2022  
Arturo Solis (Sweetwater Union HSD) ◇, 2021  
Marla Strich (Encinitas Union ESD), 2022  
Cipriano Vargas, (Vista USD), 2022  
Sharon Whitehurst-Payne (San Diego USD) ◇, 2021  
Vacant, 2021

**Region 17 County**

Guadalupe Gonzalez (San Diego COE), 2021

---

**REGION 18 – 21 Delegates (16 elected/5 appointed) ◇**

Director: Wendy Jonathan (Desert Sands USD)

---

**Subregion 18-A (Riverside)**

Angelov Farooq (Riverside USD) ◇, 2022  
Robert Garcia (Jurupa USD), 2021  
Madonna Gerrell (Palm Springs USD), 2021  
Virniecia Green-Jordan (Perris ESD), 2022  
Tom Hunt (Riverside USD) ◇, 2021  
Cleveland Johnson (Moreno Valley USD) ◇, 2021  
Marla Kirkland (Val Verde USD), 2022  
Elizabeth Marroquin (Corona-Norco USD) ◇, 2022  
David Nelissen (Perris Union HSD), 2022  
Gerard Reller (Romoland ESD), 2021  
Kristi Rutz-Robbins (Temecula Valley USD), 2021  
Victor Scavarda (Hemet USD), 2022  
Susan Scott (Lake Elsinore USD), 2022  
Kris Thomasian (Murrieta Valley USD), 2021  
Lizeth Vega (Alvord USD), 2022  
Mary Ybarra (Corona-Norco USD) ◇, 2021  
Vacant, 2021

**Subregion 18-B (Imperial)**

Michael Castillo (Calexico USD), 2021  
Diahna Garcia-Ruiz (Central Union HSD), 2022  
Gil Rebollar (Brawley ESD), 2021

**Region 18 County**

Victor Jaime (Imperial COE), 2022

**Director-at-Large, County**

Bruce Dennis (Riverside COE)

**Delegate-at-Large**

Jesus Holguin (Moreno Valley USD)

---

**REGION 20 – 12 Delegates (11 elected/1 appointed) ◇**

Director: Albert Gonzalez (Santa Clara USD)

---

**County: Santa Clara**

Melissa Baten Caswell (Palo Alto USD), 2022  
Teresa Castellanos (San Jose USD) ◇, 2021  
Lorena Chavez (East Side Union HSD), 2022  
Danielle Cohen (Campbell Union SD), 2021  
Bonnie Mace (Evergreen ESD), 2021  
Jodi Muirhead (Santa Clara USD), 2022  
Reid Myers (Sunnyvale SD), 2021  
Mary Patterson (Morgan Hill USD), 2022  
Andres Quintero (Alum Rock Union ESD), 2021  
George Sanchez (Franklin-McKinley ESD), 2021  
Fiona Walter (Mountain View Los Altos HSD), 2021

**Region 20 County**

Rosemary Kamei (Santa Clara COE), 2022

---

**REGION 21 – 7 Delegates (7 appointed) ◇**

Director: Scott Schmerelson (Los Angeles USD)

---

**County: Los Angeles**

Mónica Garcia (Los Angeles USD) ◇, 2021  
Jackie Goldberg (Los Angeles USD) ◇, 2022  
Kelly Gonez (Los Angeles USD) ◇, 2022  
George McKenna (Los Angeles USD) ◇, 2022  
Nick Melvoin (Los Angeles USD) ◇, 2022  
Richard Vladovic (Los Angeles USD) ◇, 2022

**Region 21 County**

Monte Perez (Los Angeles COE), ◇2022

---

**REGION 22 – 6 Delegates (6 elected)**

Director: Nancy Smith (Palmdale SD)

---

**Los Angeles County: North Los Angeles**

Steven DeMarzio (Westside Union ESD), 2022  
Keith Giles (Lancaster ESD), 2022  
Cherise Moore (William S. Hart Union HSD), 2021  
Steven Sturgeon (William S. Hart Union HSD), 2021  
Sharon Vega (Palmdale ESD), 2021  
Vacant, 2022

---

**REGION 23 – 12 Delegates (11 elected/1 Appointed) ◇**

Director: Helen Hall (Walnut Valley USD)

---

**Los Angeles County: San Gabriel Valley & East Los Angeles****Subregion 23-A**

Suzie Abajian (South Pasadena USD), 2021  
Jennifer Freemon (Glendale USD), 2021  
Gregory Krikorian (Glendale USD), 2022  
Gary Scott (San Gabriel USD), 2022

**Subregion 23-B**

Adam Carranza (Mountain View ESD), 2021  
David Diaz (El Monte Union HSD), 2021  
Elizabeth Rivas (El Monte City SD), 2022

**Subregion 23-C**

Cory Ellenson (Glendora USD), 2022  
Steven Llanusa (Claremont USD), 2022  
Christina Lucero (Baldwin Park USD), 2021  
Eileen Miranda Jimenez (West Covina USD), 2021  
Roberta Perlman (Pomona USD) ◇, 2021

---

**REGION 24 – 14 Delegates (12 elected/2 Appointed) ◇**

Director: Donald E. LaPlante (Downey USD)

---

**Los Angeles County: Southwest Crescent**

Darryl Adams (Norwalk-La Mirada USD), 2021  
Micah Ali (Compton USD), 2021  
Leighton Anderson (Whittier Union HSD), 2022  
Jan Baird (South Whittier ESD), 2021  
Maggie Bove-LaMonica (Hermosa Beach City ESD), 2022  
Diana Craighead (Long Beach) ◇, 2022  
Jeremy Gerson (Torrance USD), 2022  
Megan Kerr (Long Beach USD) ◇, 2021  
Karen Morrison (Norwalk-La Mirada USD), 2022  
Harunobu Nishii (ABC USD), 2021  
Ann Phillips (Lawndale ESD), 2022  
Dora Sandoval (Little Lake City ESD), 2021  
Jesse Urquidi (Norwalk-LaMirada USD), 2022  
Satra Zurita (Compton USD), 2021

## CSBA Region Index for Districts and COEs

ABC USD . . . . .	24		Arvin Union SD . . . . .	12	B	Big Springs Union ESD . . . . .	02	A
Acalanes Union HSD . . . . .	07	A	Atascadero USD . . . . .	09	C	Big Sur USD . . . . .	09	B
Ackerman Charter SD . . . . .	04	D	Atwater ESD . . . . .	08	D	Big Valley Joint USD . . . . .	02	C
Acton-Agua Dulce USD . . . . .	22		Auburn Union ESD . . . . .	04	D	Biggs USD . . . . .	04	B
Adelanto ESD . . . . .	16	B	Azusa USD . . . . .	23	C	Bishop USD . . . . .	16	A
Alameda COE . . . . .	07	B	Baker Valley USD . . . . .	16	B	Bitterwater-Tully Union ESD . . . . .	09	A
Alameda USD . . . . .	07	B	Bakersfield City ESD . . . . .	12	B	Black Butte Union ESD . . . . .	02	B
Albany USD . . . . .	07	B	Baldwin Park USD . . . . .	23	C	Black Oak Mine USD . . . . .	06	C
Alexander Valley Union ESD . . . . .	03	A	Baldy View ROP . . . . .	16	B	Blake ESD . . . . .	12	B
Alhambra USD . . . . .	23	A	Ballard SD . . . . .	11	A	Blochman Union ESD . . . . .	11	A
Alisal Union SD . . . . .	09	B	Ballico-Cressey ESD . . . . .	08	D	Blue Lake Union ESD . . . . .	01	A
Allensworth ESD . . . . .	12	A	Bangor Union ESD . . . . .	04	B	Bogus ESD . . . . .	02	A
Alpaugh USD . . . . .	12	A	Banning USD . . . . .	18	A	Bolinas-Stinson Union SD . . . . .	03	D
Alpine County & USD . . . . .	06	C	Banta ESD . . . . .	08	A	Bonita USD . . . . .	23	C
Alpine Union SD . . . . .	17		Barstow USD . . . . .	16	B	Bonny Doon Union ESD . . . . .	09	A
Alta Loma ESD . . . . .	16	B	Bass Lake Joint Union ESD . . . . .	10	A	Bonsall USD . . . . .	17	
Alta Vista ESD . . . . .	12	A	Bassett USD . . . . .	23	C	Borrego Springs USD . . . . .	17	
Alta-Dutch Flat Union ESD . . . . .	04	D	Bayshore ESD . . . . .	05	B	Bradley Union ESD . . . . .	09	B
Alum Rock Union ESD . . . . .	20		Bear Valley USD . . . . .	16	B	Brawley ESD . . . . .	18	B
Alview-Dairyland Union ESD . . . . .	10	A	Beardsley ESD . . . . .	12	B	Brawley Union HSD . . . . .	18	B
Alvina Elementary Charter SD . . . . .	10	B	Beaumont USD . . . . .	18	A	Brea-Olinda USD . . . . .	15	
Alvord USD . . . . .	18	A	Bella Vista ESD . . . . .	02	B	Brentwood Union SD . . . . .	07	A
Amador County & USD . . . . .	08	B	Bellevue ESD . . . . .	08	B	Bret Harte Union HSD . . . . .	08	B
Anaheim ESD . . . . .	15		Bellevue Union SD . . . . .	03	A	Bridgeville ESD . . . . .	01	A
Anaheim Union HSD . . . . .	15		Bellflower USD . . . . .	24		Briggs ESD . . . . .	11	B
Anderson Union HSD . . . . .	02	B	Belmont-Redwood Shores ESD . . . . .	05	B	Brisbane ESD . . . . .	05	B
Anderson Valley USD . . . . .	01	B	Belridge ESD . . . . .	12	B	Brittan ESD . . . . .	04	C
Antelope SD . . . . .	04	A	Benicia USD . . . . .	03	C	Browns ESD . . . . .	04	C
Antelope Valley Union HSD . . . . .	22		Bennett Valley Union SD . . . . .	03	A	Buckeye Union ESD . . . . .	06	C
Antioch USD . . . . .	07	A	Berkeley USD . . . . .	07	B	Buellton Union ESD . . . . .	11	A
Apple Valley USD . . . . .	16	B	Berryessa Union SD . . . . .	20		Buena Park ESD . . . . .	15	
Arcadia USD . . . . .	23	A	Beverly Hills USD . . . . .	24		Buena Vista ESD . . . . .	12	A
Arcata ESD . . . . .	01	A	Big Creek ESD . . . . .	10	B	Burbank USD . . . . .	23	A
Arcohe Union ESD . . . . .	06	B	Big Lagoon Union ESD . . . . .	01	A	Burlingame ESD . . . . .	05	B
Armona Union ESD . . . . .	10	C	Big Oak Flat-Groveland USD . . . . .	08	B	Burnt Ranch ESD . . . . .	02	A
Aromas-San Juan USD . . . . .	09	A	Big Pine USD . . . . .	16	A	Burrel Union ESD . . . . .	10	B

Burton ESD . . . . .	12	A	Central Union HSD . . . . .	18	B	Colusa USD . . . . .	04	C
Butte COE . . . . .	04	B	Central USD . . . . .	10	B	Compton USD . . . . .	24	
Butte Valley USD . . . . .	02	A	Centralia ESD . . . . .	15		Conejo Valley USD . . . . .	11	B
Butteville Union ESD . . . . .	02	A	Ceres USD . . . . .	08	C	Contra Costa COE . . . . .	07	A
Buttonwillow Union ESD . . . . .	12	B	Chaffey Joint Union HSD . . . . .	16	B	Corcoran Joint USD . . . . .	10	C
Byron Union ESD . . . . .	07	A	Charter Oak USD . . . . .	23	C	Corning Union ESD . . . . .	04	A
Cabrillo USD . . . . .	05	B	Chatom Union SD . . . . .	08	C	Corning Union HSD . . . . .	04	A
Cajon Valley Union SD . . . . .	17		Chawanakee USD . . . . .	10	A	Coronado USD . . . . .	17	
Calaveras COE . . . . .	08	B	Chicago Park ESD . . . . .	04	D	Corona-Norco USD . . . . .	18	A
Calaveras USD . . . . .	08	B	Chico USD . . . . .	04	B	Cotati-Rohnert Park USD . . . . .	03	A
Calexico USD . . . . .	18	B	Chino Valley USD . . . . .	16	B	Cottonwood Union SD . . . . .	02	B
Caliente Union ESD . . . . .	12	B	Chowchilla ESD . . . . .	10	A	Covina-Valley USD . . . . .	23	C
Calipatria USD . . . . .	18	B	Chowchilla Union HSD . . . . .	10	A	Cucamonga SD . . . . .	16	B
Calistoga Joint USD . . . . .	03	B	Chualar Union SD . . . . .	09	B	Cuddeback Union ESD . . . . .	01	A
Cambrian SD . . . . .	20		Chula Vista ESD . . . . .	17		Culver City USD . . . . .	24	
Camino Union ESD . . . . .	06	C	Cienega Union ESD . . . . .	09	A	Cupertino Union SD . . . . .	20	
Campbell Union HSD . . . . .	20		Cinnabar ESD . . . . .	03	A	Curtis Creek ESD . . . . .	08	B
Campbell Union SD . . . . .	20		Claremont USD . . . . .	23	C	Cutler-Orosi Joint USD . . . . .	12	A
Camptonville Union ESD . . . . .	04	C	Clay Joint ESD . . . . .	10	B	Cutten ESD . . . . .	01	A
Canyon ESD . . . . .	07	A	Clear Creek ESD . . . . .	04	D	Cuyama Joint USD . . . . .	11	A
Capay Joint Union ESD . . . . .	04	A	Cloverdale USD . . . . .	03	A	Cypress ESD . . . . .	15	
Capistrano USD . . . . .	15		Clovis USD . . . . .	10	B	Davis Joint USD . . . . .	06	A
Cardiff ESD . . . . .	17		Coachella Valley USD . . . . .	18	A	Death Valley USD . . . . .	16	A
Carlsbad USD . . . . .	17		Coalinga-Huron USD . . . . .	10	B	Dehesa SD . . . . .	17	
Carmel USD . . . . .	09	B	Coast USD . . . . .	09	C	Del Mar Union SD . . . . .	17	
Carpinteria USD . . . . .	11	A	Coastline ROP . . . . .	15		Del Norte County & USD . . . . .	01	A
Caruthers USD . . . . .	10	B	Coffee Creek ESD . . . . .	02	A	Delano Joint Union HSD . . . . .	12	B
Cascade Union ESD . . . . .	02	B	Cold Spring ESD . . . . .	11	A	Delano Union ESD . . . . .	12	B
Castaic Union SD . . . . .	22		Colfax ESD . . . . .	04	D	Delhi USD . . . . .	08	D
Castle Rock Union ESD . . . . .	02	B	College ESD . . . . .	11	A	Delphic ESD . . . . .	02	A
Castro Valley USD . . . . .	07	B	Colton Joint USD . . . . .	16	B	Denair USD . . . . .	08	C
Cayucos ESD . . . . .	09	C	Colton-Redlands-Yucaipa ROP . . . . .	16	B	Desert Center USD . . . . .	18	A
Center USD . . . . .	06	B	Columbia ESD . . . . .	02	B	Desert Sands USD . . . . .	18	A
Centinela Valley Union HSD . . . . .	24		Columbia Union SD . . . . .	08	B	Di Giorgio ESD . . . . .	12	B
Central ESD . . . . .	16	B	Columbine ESD . . . . .	12	A	Dinuba USD . . . . .	12	A
Central Union ESD . . . . .	10	C	Colusa COE . . . . .	04	C	Dixie ESD . . . . .	03	D

## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Dixon USD . . . . .	03	C	Encinitas Union ESD . . . . .	17	Franklin ESD . . . . .	04	C	
Dos Palos Oro Loma Joint USD . . . . .	08	D	Enterprise ESD . . . . .	02	B	Franklin-McKinley ESD . . . . .	20	
Douglas City ESD . . . . .	02	A	Escalon USD . . . . .	08	A	Fremont Union HSD . . . . .	20	
Downey USD . . . . .	24		Escondido Union HSD . . . . .	17		Fremont USD . . . . .	07	B
Dry Creek Joint ESD . . . . .	04	D	Escondido Union SD . . . . .	17		French Gulch-Whiskeytown ESD . . . . .	02	B
Duarte USD . . . . .	23	A	Esparto USD . . . . .	06	A	Freshwater ESD . . . . .	01	A
Dublin USD . . . . .	07	B	Etiwanda ESD . . . . .	16	B	Fresno COE . . . . .	10	B
Ducor Union ESD . . . . .	12	A	Eureka City Schools . . . . .	01	A	Fresno USD . . . . .	10	B
Dunham ESD . . . . .	03	A	Eureka Union SD . . . . .	04	D	Fruitvale ESD . . . . .	12	B
Dunsmuir ESD . . . . .	02	A	Evergreen ESD . . . . .	20		Fullerton Joint Union HSD . . . . .	15	
Dunsmuir Joint Union HSD . . . . .	02	A	Evergreen Union ESD . . . . .	04	A	Fullerton SD . . . . .	15	
Durham USD . . . . .	04	B	Exeter USD . . . . .	12	A	Galt Joint Union ESD . . . . .	06	B
Earlimart ESD . . . . .	12	A	Fairfax ESD . . . . .	12	B	Galt Joint Union HSD . . . . .	06	B
East Nicolaus Joint Union HSD . . . . .	04	C	Fairfield-Suisun USD . . . . .	03	C	Garden Grove USD . . . . .	15	
East San Gabriel Valley ROP . . . . .	21		Fall River Joint USD . . . . .	02	B	Garfield ESD . . . . .	01	A
East Side Union HSD . . . . .	20		Fallbrook Union ESD . . . . .	17		Garvey ESD . . . . .	23	A
East Whittier City ESD . . . . .	24		Fallbrook Union HSD . . . . .	17		Gateway USD . . . . .	02	B
Eastern Sierra USD . . . . .	06	C	Farmersville USD . . . . .	12	A	Gazelle Union ESD . . . . .	02	A
Eastside Union SD . . . . .	22		Feather Falls Union ESD . . . . .	04	B	General Shafter ESD . . . . .	12	B
Eden Area ROP . . . . .	07	B	Ferndale USD . . . . .	01	A	Gerber Union ESD . . . . .	04	A
Edison ESD . . . . .	12	B	Fieldbrook ESD . . . . .	01	A	Geyserville USD . . . . .	03	A
El Centro ESD . . . . .	18	B	Fillmore USD . . . . .	11	B	Gilroy USD . . . . .	20	
El Dorado COE . . . . .	06	C	Firebaugh-Las Deltas USD . . . . .	10	B	Glendale USD . . . . .	23	A
El Dorado Union HSD . . . . .	06	C	Flournoy Union ESD . . . . .	04	A	Glendora USD . . . . .	23	C
El Monte City SD . . . . .	23	B	Folsom-Cordova USD . . . . .	06	B	Glenn COE . . . . .	04	A
El Monte Union HSD . . . . .	23	B	Fontana USD . . . . .	16	B	Gold Oak Union SD . . . . .	06	C
El Nido ESD . . . . .	08	D	Foresthill Union ESD . . . . .	04	D	Gold Trail Union SD . . . . .	06	C
El Rancho USD . . . . .	24		Forestville Union ESD . . . . .	03	A	Golden Feather Union SD . . . . .	04	B
El Segundo USD . . . . .	24		Forks of Salmon ESD . . . . .	02	A	Golden Plains USD . . . . .	10	B
El Tejon USD . . . . .	12	B	Fort Bragg USD . . . . .	01	B	Golden Valley USD . . . . .	10	A
Elk Grove USD . . . . .	06	B	Fort Ross ESD . . . . .	03	A	Goleta Union ESD . . . . .	11	A
Elk Hills ESD . . . . .	12	B	Fort Sage USD . . . . .	02	C	Gonzales USD . . . . .	09	B
Elkins ESD . . . . .	04	A	Fortuna ESD . . . . .	01	A	Gorman Joint SD . . . . .	22	
Elverta Joint ESD . . . . .	06	B	Fortuna Union HSD . . . . .	01	A	Grant ESD . . . . .	02	B
Emery USD . . . . .	07	B	Fountain Valley ESD . . . . .	15		Grass Valley ESD . . . . .	04	D
Empire Union SD . . . . .	08	C	Fowler USD . . . . .	10	B	Gratton ESD . . . . .	08	C

## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Gravenstein Union ESD . . . . .	03	A	Hornbrook ESD . . . . .	02	A	Kashia ESD . . . . .	03	A
Graves ESD . . . . .	09	B	Hot Springs ESD . . . . .	12	A	Kelseyville USD . . . . .	01	B
Green Point ESD . . . . .	01	A	Howell Mountain ESD . . . . .	03	B	Kentfield ESD . . . . .	03	D
Greenfield Union ESD . . . . .	12	B	Hueneme ESD . . . . .	11	B	Kenwood SD . . . . .	03	A
Greenfield Union SD . . . . .	09	B	Hughes-Elizabeth Lakes Union SD . . . .	22		Keppel Union ESD . . . . .	22	
Grenada ESD . . . . .	02	A	Hughson USD . . . . .	08	C	Kerman USD . . . . .	10	B
Gridley USD . . . . .	04	B	Humboldt COE . . . . .	01	A	Kern COE . . . . .	12	B
Grossmont Union HSD . . . . .	17		Huntington Beach City ESD . . . . .	15		Kern HSD . . . . .	12	B
Guadalupe Union ESD . . . . .	11	A	Huntington Beach Union HSD . . . . .	15		Kernville Union ESD . . . . .	12	B
Guerneville ESD . . . . .	03	A	Hydesville ESD . . . . .	01	A	Keyes Union ESD . . . . .	08	C
Gustine USD . . . . .	08	D	Igo-Ono-Platina Union ESD . . . . .	02	B	King City Union SD . . . . .	09	B
Hacienda La Puente USD . . . . .	23	B	Imperial COE . . . . .	18	B	Kings Canyon Joint USD . . . . .	10	B
Hamilton USD . . . . .	04	A	Imperial USD . . . . .	18	B	Kings COE . . . . .	10	C
Hanford ESD . . . . .	10	C	Imperial Valley ROP . . . . .	18	B	Kings River Union ESD . . . . .	12	A
Hanford Joint Union HSD . . . . .	10	C	Indian Diggings ESD . . . . .	06	C	Kings River-Hardwick Union ESD . . . . .	10	C
Happy Camp Union ESD . . . . .	02	A	Indian Springs ESD . . . . .	02	B	Kingsburg Elementary Charter SD . . . . .	10	B
Happy Valley ESD . . . . .	09	A	Inglewood USD . . . . .	24		Kingsburg Joint Union HSD . . . . .	10	B
Happy Valley Union ESD . . . . .	02	B	Inyo COE . . . . .	16	A	Kirkwood ESD . . . . .	04	A
Harmony Union ESD . . . . .	03	A	Irvine USD . . . . .	15		Kit Carson Union ESD . . . . .	10	C
Hart-Ransom Union ESD . . . . .	08	C	Island Union ESD . . . . .	10	C	Klamath River Union ESD . . . . .	02	A
Hawthorne SD . . . . .	24		Jacoby Creek ESD . . . . .	01	A	Klamath-Trinity Joint USD . . . . .	01	A
Hayward USD . . . . .	07	B	Jamestown ESD . . . . .	08	B	Kneeland ESD . . . . .	01	A
Healdsburg USD . . . . .	03	A	Jamul-Dulzura Union ESD . . . . .	17		Knights Ferry ESD . . . . .	08	C
Heber ESD . . . . .	18	B	Janesville Union ESD . . . . .	02	C	Knightesen ESD . . . . .	07	A
Helendale SD . . . . .	16	B	Jefferson ESD . . . . .	05	B	Konocti USD . . . . .	01	B
Hemet USD . . . . .	18	A	Jefferson ESD . . . . .	09	A	La Canada USD . . . . .	23	A
Hermosa Beach City ESD . . . . .	24		Jefferson ESD . . . . .	08	A	La Habra City ESD . . . . .	15	
Hesperia USD . . . . .	16	B	Jefferson Union HSD . . . . .	05	B	La Honda-Pescadero USD . . . . .	05	B
Hickman Charter SD . . . . .	08	C	John Swett USD . . . . .	07	A	La Mesa-Spring Valley SD . . . . .	17	
Hillsborough City SD . . . . .	05	B	Johnstonville ESD . . . . .	02	C	La Puente Valley ROP . . . . .	21	
Hilmar USD . . . . .	08	D	Julian Union ESD . . . . .	17		Lafayette ESD . . . . .	07	A
Hollister ESD . . . . .	09	A	Julian Union HSD . . . . .	17		Laguna Beach USD . . . . .	15	
Holtville USD . . . . .	18	B	Junction City ESD . . . . .	02	A	Laguna Joint ESD . . . . .	03	D
Hope ESD . . . . .	12	A	Junction ESD . . . . .	02	A	Lagunita ESD . . . . .	09	B
Hope ESD . . . . .	11	A	Junction ESD . . . . .	02	B	Lagunitas ESD . . . . .	03	D
Horicon ESD . . . . .	03	A	Jurupa USD . . . . .	18	A	Lake COE . . . . .	01	B

## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Lake Elsinore USD . . . . .	18	A	Linns Valley-Poso Flat Union ESD . . . . .	12	B	Manchester Union ESD . . . . .	01	B
Lake ESD . . . . .	04	A	Little Lake City ESD . . . . .	24		Manhattan Beach USD . . . . .	24	
Lake Tahoe USD . . . . .	06	C	Little Shasta ESD . . . . .	02	A	Manteca USD . . . . .	08	A
Lakeport USD . . . . .	01	B	Live Oak ESD . . . . .	09	A	Manzanita ESD . . . . .	04	B
Lakeside Joint SD . . . . .	20		Live Oak USD . . . . .	04	C	Maple Creek ESD . . . . .	01	A
Lakeside Union ESD . . . . .	10	C	Livermore Valley Joint USD . . . . .	07	B	Maple ESD . . . . .	12	B
Lakeside Union ESD . . . . .	12	B	Livingston Union SD . . . . .	08	D	Marcum-Illinois Union ESD . . . . .	04	C
Lakeside Union SD . . . . .	17		Lodi USD . . . . .	08	A	Maricopa USD . . . . .	12	B
Lammersville Joint USD . . . . .	08	A	Loleta Union ESD . . . . .	01	A	Marin COE . . . . .	03	D
Lamont ESD . . . . .	12	B	Loma Prieta Joint Union ESD . . . . .	20		Mariposa County & USD . . . . .	10	A
Lancaster ESD . . . . .	22		Lompoc USD . . . . .	11	A	Mark Twain Union ESD . . . . .	08	B
Larkspur-Corte Madera SD . . . . .	03	D	Lone Pine USD . . . . .	16	A	Mark West Union SD . . . . .	03	A
Las Lomitas ESD . . . . .	05	B	Long Beach USD . . . . .	24		Martinez USD . . . . .	07	A
Las Virgenes USD . . . . .	11	B	Loomis Union ESD . . . . .	04	D	Marysville Joint USD . . . . .	04	C
Lassen COE . . . . .	02	C	Los Alamitos USD . . . . .	15		Mattole USD . . . . .	01	A
Lassen Union HSD . . . . .	02	C	Los Altos ESD . . . . .	20		Maxwell USD . . . . .	04	C
Lassen View Union ESD . . . . .	04	A	Los Angeles COE . . . . .	21		McCabe Union ESD . . . . .	18	B
Laton USD . . . . .	10	B	Los Angeles USD . . . . .	21		McCloud Union ESD . . . . .	02	A
Latrobe SD . . . . .	06	C	Los Banos USD . . . . .	08	D	McFarland USD . . . . .	12	B
Lawndale ESD . . . . .	24		Los Gatos Union ESD . . . . .	20		McKinleyville Union ESD . . . . .	01	A
Laytonville USD . . . . .	01	B	Los Gatos-Saratoga Jt. Un. HSD . . . . .	20		McKittrick ESD . . . . .	12	B
Le Grand Union ESD . . . . .	08	D	Los Molinos USD . . . . .	04	A	McSwain Union ESD . . . . .	08	D
Le Grand Union HSD . . . . .	08	D	Los Nietos SD . . . . .	24		Meadows Union ESD . . . . .	18	B
Leggett Valley USD . . . . .	01	B	Los Olivos ESD . . . . .	11	A	Mendocino COE . . . . .	01	B
Lemon Grove SD . . . . .	17		Lost Hills Union ESD . . . . .	12	B	Mendocino USD . . . . .	01	B
Lemoore Union ESD . . . . .	10	C	Lowell Joint ESD . . . . .	15		Mendota USD . . . . .	10	B
Lemoore Union HSD . . . . .	10	C	Lucerne ESD . . . . .	01	B	Menifee Union ESD . . . . .	18	A
Lennox SD . . . . .	24		Lucerne Valley USD . . . . .	16	B	Menlo Park City ESD . . . . .	05	B
Lewiston ESD . . . . .	02	A	Lucia Mar USD . . . . .	09	C	Merced City ESD . . . . .	08	D
Liberty ESD . . . . .	03	A	Luther Burbank SD . . . . .	20		Merced COE . . . . .	08	D
Liberty ESD . . . . .	12	A	Lynwood USD . . . . .	24		Merced River Union ESD . . . . .	08	D
Liberty Union HSD . . . . .	07	A	Madera COE . . . . .	10	A	Merced Union HSD . . . . .	08	D
Lincoln ESD . . . . .	03	D	Madera USD . . . . .	10	A	Meridian ESD . . . . .	04	C
Lincoln USD . . . . .	08	A	Magnolia ESD . . . . .	15		Mesa Union ESD . . . . .	11	B
Linden USD . . . . .	08	A	Magnolia Union ESD . . . . .	18	B	Metropolitan Education District . . . . .	20	
Lindsay USD . . . . .	12	A	Mammoth USD . . . . .	06	C	Middletown USD . . . . .	01	B



## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Midway ESD . . . . .	12	B	Mountain View Whisman SD . . . . .	20	Nuvview Union SD . . . . .	18	A	
Mill Valley ESD . . . . .	03	D	Mountain View-Los Altos Union HSD . . .	20	Oak Grove ESD . . . . .	20		
Millbrae ESD . . . . .	05	B	Mt. Baldy Joint ESD . . . . .	16	B	Oak Grove Union SD . . . . .	03	A
Millville ESD . . . . .	02	B	Mt. Diablo USD . . . . .	07	A	Oak Park USD . . . . .	11	B
Milpitas USD . . . . .	20		Mt. Pleasant SD . . . . .	20		Oak Run ESD . . . . .	02	B
Mission Union ESD . . . . .	09	B	Mt. Shasta Union SD . . . . .	02	A	Oak Valley Union ESD . . . . .	12	A
Mission Valley ROP . . . . .	07	B	Mulberry ESD . . . . .	18	B	Oak View Union ESD . . . . .	08	A
Modesto City Schools . . . . .	08	C	Mupu ESD . . . . .	11	B	Oakdale Joint USD . . . . .	08	C
Modoc COE . . . . .	02	A	Muroc Joint USD . . . . .	12	B	Oakland USD . . . . .	07	B
Modoc Joint USD . . . . .	02	A	Murrieta Valley USD . . . . .	18	A	Oakley Union ESD . . . . .	07	A
Mojave USD . . . . .	12	B	Napa COE . . . . .	03	B	Ocean View SD . . . . .	15	
Mono COE . . . . .	06	C	Napa Valley USD . . . . .	03	B	Ocean View SD . . . . .	11	B
Monroe ESD . . . . .	10	B	National SD . . . . .	17		Oceanside USD . . . . .	17	
Monrovia USD . . . . .	23	A	Natomas USD . . . . .	06	B	Ojai USD . . . . .	11	B
Monson-Sultana Joint Union ESD . . . . .	12	A	Needles USD . . . . .	16	B	Old Adobe Union SD . . . . .	03	A
Montague ESD . . . . .	02	A	Nevada City SD . . . . .	04	D	Ontario-Montclair SD . . . . .	16	B
Monte Rio Union ESD . . . . .	03	A	Nevada COE . . . . .	04	D	Orange Center SD . . . . .	10	B
Montebello USD . . . . .	23	B	Nevada Joint Union HSD . . . . .	04	D	Orange COE . . . . .	15	
Montecito Union ESD . . . . .	11	A	New Haven USD . . . . .	07	B	Orange USD . . . . .	15	
Monterey COE . . . . .	09	B	New Hope ESD . . . . .	08	A	Orchard ESD . . . . .	20	
Monterey Peninsula USD . . . . .	09	B	New Jerusalem ESD . . . . .	08	A	Orcutt Union ESD . . . . .	11	A
Montgomery ESD . . . . .	03	A	Newark USD . . . . .	07	B	Orick ESD . . . . .	01	A
Moorpark USD . . . . .	11	B	Newcastle ESD . . . . .	04	D	Orinda Union ESD . . . . .	07	A
Moraga ESD . . . . .	07	A	Newhall SD . . . . .	22		Orland USD . . . . .	04	A
Moreland SD . . . . .	20		Newman-Crows Landing USD . . . . .	08	C	Oro Grande ESD . . . . .	16	B
Moreno Valley USD . . . . .	18	A	Newport-Mesa USD . . . . .	15		Oroville City ESD . . . . .	04	B
Morgan Hill USD . . . . .	20		Nicasio SD . . . . .	03	D	Oroville Union HSD . . . . .	04	B
Morongo USD . . . . .	16	B	Norris SD . . . . .	12	B	Outside Creek ESD . . . . .	12	A
Mother Lode Union ESD . . . . .	06	C	North County Joint Union ESD . . . . .	09	A	Owens Valley USD . . . . .	16	A
Mountain Empire USD . . . . .	17		North Cow Creek ESD . . . . .	02	B	Oxnard SD . . . . .	11	B
Mountain ESD . . . . .	09	A	North Monterey County USD . . . . .	09	B	Oxnard Union HSD . . . . .	11	B
Mountain House ESD . . . . .	07	B	North Orange County ROP . . . . .	15		Pacheco Union ESD . . . . .	02	B
Mountain Union ESD . . . . .	02	B	Northern Humboldt Union HSD . . . . .	01	A	Pacific ESD . . . . .	09	A
Mountain Valley USD . . . . .	02	A	Norwalk-La Mirada USD . . . . .	24		Pacific Grove USD . . . . .	09	B
Mountain View ESD . . . . .	16	B	Novato USD . . . . .	03	D	Pacific Union ESD . . . . .	01	A
Mountain View ESD . . . . .	23	B	Nuestro ESD . . . . .	04	C	Pacific Union ESD . . . . .	10	B

## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Pacifica SD . . . . .	05	B	Placerville Union ESD . . . . .	06	C	Reef-Sunset USD . . . . .	10	C
Pajaro Valley USD . . . . .	09	A	Plainsburg Union ESD . . . . .	08	D	Rescue Union ESD . . . . .	06	C
Palermo Union ESD . . . . .	04	B	Planada ESD . . . . .	08	D	Rialto USD . . . . .	16	B
Palm Springs USD . . . . .	18	A	Plaza ESD . . . . .	04	A	Richfield ESD . . . . .	04	A
Palmdale ESD . . . . .	22		Pleasant Grove Joint Union ESD . . . . .	04	C	Richgrove ESD . . . . .	12	A
Palo Alto USD . . . . .	20		Pleasant Ridge Union ESD . . . . .	04	D	Richland SD . . . . .	12	B
Palo Verde Union ESD . . . . .	12	A	Pleasant Valley Joint Union ESD . . . . .	09	C	Richmond ESD . . . . .	02	C
Palo Verde USD . . . . .	18	A	Pleasant Valley SD . . . . .	11	B	Rim of the World USD . . . . .	16	B
Palos Verdes Peninsula USD . . . . .	24		Pleasant View ESD . . . . .	12	A	Rincon Valley Union ESD . . . . .	03	A
Panama-Buena Vista Union SD . . . . .	12	B	Pleasanton USD . . . . .	07	B	Rio Bravo-Greeley Union ESD . . . . .	12	B
Panoche ESD . . . . .	09	A	Plumas County & USD . . . . .	02	C	Rio Dell ESD . . . . .	01	A
Paradise ESD . . . . .	08	C	Plumas Lake ESD . . . . .	04	C	Rio ESD . . . . .	11	B
Paradise USD . . . . .	04	B	Point Arena Schools . . . . .	01	B	Ripon USD . . . . .	08	A
Paramount USD . . . . .	24		Pollock Pines ESD . . . . .	06	C	River Delta USD . . . . .	06	B
Parlier USD . . . . .	10	B	Pomona USD . . . . .	23	C	Riverbank USD . . . . .	08	C
Pasadena USD . . . . .	23	A	Pond Union ESD . . . . .	12	B	Riverdale Joint USD . . . . .	10	B
Paso Robles Joint USD . . . . .	09	C	Pope Valley Union SD . . . . .	03	B	Riverside COE . . . . .	18	A
Patterson Joint USD . . . . .	08	C	Porterville USD . . . . .	12	A	Riverside USD . . . . .	18	A
Peninsula Union ESD . . . . .	01	A	Portola Valley ESD . . . . .	05	B	Roberts Ferry Union ESD . . . . .	08	C
Penn Valley Union ESD . . . . .	04	D	Potter Valley Community USD . . . . .	01	B	Robla ESD . . . . .	06	B
Perris ESD . . . . .	18	A	Poway USD . . . . .	17		Rockford ESD . . . . .	12	A
Perris Union HSD . . . . .	18	A	Princeton Joint USD . . . . .	04	A	Rocklin USD . . . . .	04	D
Petaluma City ESD & Joint Union HSD . . . . .	03	A	Raisin City ESD . . . . .	10	B	Romoland ESD . . . . .	18	A
Piedmont City USD . . . . .	07	B	Ramona USD . . . . .	17		Rosedale Union ESD . . . . .	12	B
Pierce Joint USD . . . . .	04	C	Rancho Santa Fe ESD . . . . .	17		Roseland SD . . . . .	03	A
Pine Ridge ESD . . . . .	10	B	Ravendale-Termo ESD . . . . .	02	C	Rosemead ESD . . . . .	23	B
Piner-Olivet Union ESD . . . . .	03	A	Ravenswood City ESD . . . . .	05	B	Roseville City SD . . . . .	04	D
Pioneer Union ESD . . . . .	04	B	Raymond-Knowles Union ESD . . . . .	10	A	Roseville Joint Union HSD . . . . .	04	D
Pioneer Union ESD . . . . .	06	C	Red Bluff Joint Union HSD . . . . .	04	A	Ross ESD . . . . .	03	D
Pioneer Union ESD . . . . .	10	C	Red Bluff Union ESD . . . . .	04	A	Ross Valley SD . . . . .	03	D
Pittsburg USD . . . . .	07	A	Redding ESD . . . . .	02	B	Round Valley Joint ESD . . . . .	16	A
Pixley Union ESD . . . . .	12	A	Redlands USD . . . . .	16	B	Round Valley USD . . . . .	01	B
Placentia-Yorba Linda USD . . . . .	15		Redondo Beach USD . . . . .	24		Rowland USD . . . . .	23	B
Placer COE . . . . .	04	D	Redwood City ESD . . . . .	05	B	Sacramento City USD . . . . .	06	B
Placer Hills Union ESD . . . . .	04	D	Reed Union ESD . . . . .	03	D	Sacramento COE . . . . .	06	B
Placer Union HSD . . . . .	04	D	Reeds Creek ESD . . . . .	04	A	Saddleback Valley USD . . . . .	15	

## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Salida Union SD . . . . .	08	C	San Ysidro ESD . . . . .	17	Shasta Union ESD . . . . .	02	B
Salinas City ESD . . . . .	09	B	Sanger USD . . . . .	10	Shasta Union HSD . . . . .	02	B
Salinas Union HSD . . . . .	09	B	Santa Ana USD . . . . .	15	Shiloh ESD . . . . .	08	C
San Antonio Union ESD . . . . .	09	B	Santa Barbara COE . . . . .	11	Shoreline USD . . . . .	03	D
San Ardo Union ESD . . . . .	09	B	Santa Barbara USD . . . . .	11	Sierra County/Sierra-Plumas Jt. USD . .	04	D
San Benito COE . . . . .	09	A	Santa Clara COE . . . . .	20	Sierra Sands USD . . . . .	12	B
San Benito HSD . . . . .	09	A	Santa Clara ESD . . . . .	11	Sierra USD . . . . .	10	B
San Bernardino City USD . . . . .	16	B	Santa Clara USD . . . . .	20	Silver Fork ESD . . . . .	06	C
San Bernardino COE . . . . .	16	B	Santa Cruz City Schools . . . . .	09	Silver Valley USD . . . . .	16	B
San Bruno Park ESD . . . . .	05	B	Santa Cruz COE . . . . .	09	Simi Valley USD . . . . .	11	B
San Carlos ESD . . . . .	05	B	Santa Maria Joint Union HSD . . . . .	11	Siskiyou COE . . . . .	02	A
San Diego COE . . . . .	17		Santa Maria-Bonita SD . . . . .	11	Siskiyou Union HSD . . . . .	02	A
San Diego USD . . . . .	17		Santa Monica-Malibu USD . . . . .	24	Snelling-Merced Falls Union ESD . . . .	08	D
San Dieguito Union HSD . . . . .	17		Santa Paula USD . . . . .	11	Snowline Joint USD . . . . .	16	B
San Francisco County & USD . . . . .	05	A	Santa Rita Union ESD . . . . .	09	Solana Beach ESD . . . . .	17	
San Gabriel USD . . . . .	23	A	Santa Rosa City Schools . . . . .	03	Solano COE . . . . .	03	C
San Jacinto USD . . . . .	18	A	Santa Ynez Valley Union HSD . . . . .	11	Soledad USD . . . . .	09	B
San Joaquin COE . . . . .	08	A	Santee SD . . . . .	17	Solvang ESD . . . . .	11	A
San Jose USD . . . . .	20		Saratoga Union ESD . . . . .	20	Somis Union ESD . . . . .	11	B
San Juan USD . . . . .	06	B	Saucelito ESD . . . . .	12	Sonoma COE . . . . .	03	A
San Leandro USD . . . . .	07	B	Saugus Union SD . . . . .	22	Sonoma Valley USD . . . . .	03	A
San Lorenzo USD . . . . .	07	B	Sausalito Marin City SD . . . . .	03	Sonora SD . . . . .	08	B
San Lorenzo Valley USD . . . . .	09	A	Savanna ESD . . . . .	15	Sonora Union HSD . . . . .	08	B
San Lucas Union ESD . . . . .	09	B	Scotia Union ESD . . . . .	01	Soquel Union ESD . . . . .	09	A
San Luis Coastal USD . . . . .	09	C	Scott Valley USD . . . . .	02	Soulsbyville ESD . . . . .	08	B
San Luis Obispo COE . . . . .	09	C	Scotts Valley USD . . . . .	09	South Bay Union ESD . . . . .	01	A
San Marcos USD . . . . .	17		Sebastopol Union ESD . . . . .	03	South Bay Union SD . . . . .	17	
San Marino USD . . . . .	23	A	Seeley Union ESD . . . . .	18	South Fork Union SD . . . . .	12	B
San Mateo COE . . . . .	05	B	Seiad ESD . . . . .	02	South Monterey County Joint Union	09	B
San Mateo Union HSD . . . . .	05	B	Selma USD . . . . .	10	USD		
San Mateo-Foster City SD . . . . .	05	B	Semitropic ESD . . . . .	12	South Pasadena USD . . . . .	23	A
San Miguel Joint Union ESD . . . . .	09	C	Sequoia Union ESD . . . . .	12	South San Francisco USD . . . . .	05	B
San Pasqual Union SD . . . . .	17		Sequoia Union HSD . . . . .	05	South Whittier ESD . . . . .	24	
San Pasqual Valley USD . . . . .	18	B	Shaffer Union SD . . . . .	02	Southeast ROP . . . . .	21	
San Rafael City Schools . . . . .	03	D	Shandon Joint USD . . . . .	09	Southern California ROC . . . . .	21	
San Ramon Valley USD . . . . .	07	A	Shasta COE . . . . .	02	Southern Humboldt Joint USD . . . . .	01	A
					Southern Kern USD . . . . .	12	B

## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Southern Trinity Joint USD . . . . .	02	A	Thermalito Union SD . . . . .	04	B	Vallecito Union ESD . . . . .	08	B
Southside ESD . . . . .	09	A	Three Rivers Union ESD . . . . .	12	A	Vallecitos SD . . . . .	17	
Spencer Valley ESD . . . . .	17		Tipton ESD . . . . .	12	A	Vallejo City USD . . . . .	03	C
Spreckels Union SD . . . . .	09	B	Torrance USD . . . . .	24		Valley Center-Pauma USD . . . . .	17	
Springville Union ESD . . . . .	12	A	Tracy Joint USD . . . . .	08	A	Valley Home Joint ESD . . . . .	08	C
St. Helena USD . . . . .	03	B	Traver Joint ESD . . . . .	12	A	Valley ROP . . . . .	10	B
Standard ESD . . . . .	12	B	Travis USD . . . . .	03	C	Ventura COE . . . . .	11	B
Stanislaus COE . . . . .	08	C	Tres Pinos Union ESD . . . . .	09	A	Ventura USD . . . . .	11	B
Stanislaus Union ESD . . . . .	08	C	Tri-Cities ROP . . . . .	21		Victor ESD . . . . .	16	B
Stockton USD . . . . .	08	A	Trinidad Union ESD . . . . .	01	A	Victor Valley Union HSD . . . . .	16	B
Stone Corral ESD . . . . .	12	A	Trinity Alps USD . . . . .	02	A	Vineland ESD . . . . .	12	B
Stony Creek Joint USD . . . . .	04	A	Trinity Center ESD . . . . .	02	A	Visalia USD . . . . .	12	A
Strathmore Union ESD . . . . .	12	A	Trinity COE . . . . .	02	A	Vista Del Mar Union SD . . . . .	11	A
Sulphur Springs Union SD . . . . .	22		Tri-Valley ROP . . . . .	07	B	Vista USD . . . . .	17	
Summerville ESD . . . . .	08	B	Trona Joint USD . . . . .	16	B	Walnut Creek ESD . . . . .	07	A
Summerville Union HSD . . . . .	08	B	Tulare City SD . . . . .	12	A	Walnut Valley USD . . . . .	23	B
Sundale Union ESD . . . . .	12	A	Tulare COE . . . . .	12	A	Warner USD . . . . .	17	
Sunnyside Union ESD . . . . .	12	A	Tulare Joint Union HSD . . . . .	12	A	Wasco Union ESD . . . . .	12	B
Sunnyvale SD . . . . .	20		Tulelake Basin Joint USD . . . . .	02	A	Wasco Union HSD . . . . .	12	B
Sunol Glen USD . . . . .	07	B	Tuolumne COE . . . . .	08	B	Washington Colony ESD . . . . .	10	B
Surprise Valley Joint USD . . . . .	02	A	Turlock USD . . . . .	08	C	Washington Union ESD . . . . .	09	B
Susanville SD . . . . .	02	C	Tustin USD . . . . .	15		Washington USD . . . . .	10	B
Sutter COE . . . . .	04	C	Twain Harte SD . . . . .	08	B	Washington USD . . . . .	06	A
Sutter Union HSD . . . . .	04	C	Twin Hills Union ESD . . . . .	03	A	Waterford USD . . . . .	08	C
Sweetwater Union HSD . . . . .	17		Twin Ridges ESD . . . . .	04	D	Waugh ESD . . . . .	03	A
Sylvan Union ESD . . . . .	08	C	Twin Rivers USD . . . . .	06	B	Waukena Joint Union ESD . . . . .	12	A
Taft City SD . . . . .	12	B	Two Rock Union SD . . . . .	03	A	Weaver Union SD . . . . .	08	D
Taft Union HSD . . . . .	12	B	Ukiah USD . . . . .	01	B	Weed Union ESD . . . . .	02	A
Tahoe-Truckee USD . . . . .	04	D	Union ESD . . . . .	20		West Contra Costa USD . . . . .	07	A
Tamalpais Union HSD . . . . .	03	D	Union Hill ESD . . . . .	04	D	West Covina USD . . . . .	23	C
Tehachapi USD . . . . .	12	B	Union Joint ESD . . . . .	03	D	West Park ESD . . . . .	10	B
Tehama COE . . . . .	04	A	Upland USD . . . . .	16	B	West Side Union ESD . . . . .	03	A
Temecula Valley USD . . . . .	18	A	Upper Lake USD . . . . .	01	B	West Sonoma County Union HSD . . . . .	03	A
Temple City USD . . . . .	23	A	Vacaville USD . . . . .	03	C	Western Placer USD . . . . .	04	D
Templeton USD . . . . .	09	C	Val Verde USD . . . . .	18	A	Westminster SD . . . . .	15	
Terra Bella Union ESD . . . . .	12	A	Valle Lindo ESD . . . . .	23	B	Westmorland Union ESD . . . . .	18	B

## Alphabetical Index of School Districts and Corresponding CSBA Region Number

Westside ESD . . . . .	10	B
Westside Union ESD . . . . .	22	
Westwood USD . . . . .	02	C
Wheatland ESD . . . . .	04	C
Wheatland Union HSD . . . . .	04	C
Whitmore Union ESD . . . . .	02	B
Whittier City ESD . . . . .	24	
Whittier Union HSD . . . . .	24	
William S. Hart Union HSD . . . . .	22	
Williams USD . . . . .	04	C
Willits USD . . . . .	01	B
Willow Creek ESD . . . . .	02	A
Willow Grove Union ESD . . . . .	09	A
Willows USD . . . . .	04	A
Wilmar Union ESD . . . . .	03	A
Wilsona SD . . . . .	22	
Windsor USD . . . . .	03	A
Winship-Robbins ESD . . . . .	04	C
Winters Joint USD . . . . .	06	A
Winton SD . . . . .	08	D
Wiseburn USD . . . . .	24	
Woodlake USD . . . . .	12	A
Woodland Joint USD . . . . .	06	A
Woodside ESD . . . . .	05	B
Woodville ESD . . . . .	12	A
Wright ESD . . . . .	03	A
Yolo COE . . . . .	06	A
Yosemite USD . . . . .	10	A
Yreka Union ESD . . . . .	02	A
Yreka Union HSD . . . . .	02	A
Yuba City USD . . . . .	04	C
Yuba COE . . . . .	04	C
Yucaipa-Calimesa Joint USD . . . . .	16	B

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09, 2020

**AGENDA ITEM C-21**

**AGENDA SECTION: C**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Receive**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT: Receive 2019/20 School Facility Fee Public Information Report**

**ITEM DESCRIPTION:** Included in the Board binders is the 2019/20 School Facility Fee (Developer Fee) Public Information Report. School districts are authorized to levy fees on residential and commercial/industrial development for the purpose of mitigating impacts on school facilities as a result of the development. Fresno Unified utilizes school facility fee revenue to support projects including providing student housing through modular classrooms. The district's current school facility fees, approved by the Board on June 17, 2020 and effective August 17, 2020, are:

- \$4.08 per square foot for residential construction
- \$0.66 per square foot for commercial/industrial construction

Government Code requires that certain public information regarding the fees collected be presented annually. The 2019/20 School Facility Fee Public Information Report provides the required information.

**FINANCIAL SUMMARY:** There is no fiscal impact to the district.

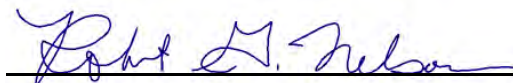
**PREPARED BY:** Alex Belanger, Assistant  
Superintendent, Facilities Mgmt. & Planning

**DIVISION:** Operational Services  
**PHONE NUMBER:** (559) 457-3134

**CABINET APPROVAL:** Karin Temple,  
Chief Operating Officer

**SUPERINTENDENT APPROVAL:**

  
\_\_\_\_\_

  
\_\_\_\_\_

# **FRESNO UNIFIED SCHOOL DISTRICT**

## **2019/20 SCHOOL FACILITY FEE PUBLIC INFORMATION REPORT**

### **Introduction**

Government Code Sections 66001 and 66006 require school districts to provide public information regarding the fees collected for school facilities as a condition of development approved in accordance with Government Code Section 53090. This report provides the public information.

### **Summary of the School Facility Fee Program**

In accordance with Education Code 17620 and Government Code Section 65995, school districts are authorized to levy fees on new residential and commercial/industrial construction for the purpose of providing school facilities necessitated by the new development. These fees are commonly referred to as “school fees” or “developer fees.” The fee revenue cannot be used for regular maintenance or routine repair of school buildings.

Government Code Section 65995 provides for adjustment of the fees every two years, based upon the change in the Class B construction cost index as determined by the State Allocation Board. The rates approved by the Board of Education on June 17, 2020, became effective August 17, 2020, for the two-year period:

- \$4.08 per square foot for residential construction
- \$0.66 per square foot for commercial/industrial construction

### **Purpose of the School Facility Fee**

Fresno Unified utilizes school facility fee revenue to support construction and reconstruction projects, including providing student housing through relocatable classrooms, and to pay administrative, legal, and planning costs.

### **Required Relationship between the Fees and the Purpose**

Fresno Unified is responsible to show the nexus between development within the district and the need to collect school fees to mitigate the impact of the development. New residential and commercial/industrial development generates additional students who require additional school facilities. Specifically, the square footage of the new developments has a direct relationship to the number of students generated and therefore to the facilities that must be added to accommodate these students.

As reported in the Development Fee Justification Study dated May 2020, and provided to the Board of Education, the district’s current enrollment exceeds the capacity of existing school facilities. The Study indicates that over the next five years new residential and commercial/industrial development will generate over 520 students for whom additional facilities must be provided.

Furthermore, the cost to provide these additional facilities exceeds the amount of the fees, which are collected on the construction that generates the students. Thus, there is a direct relationship between the school facility fee and the purpose of levying the fee.

# FRESNO UNIFIED SCHOOL DISTRICT

## Statutory Requirements to Provide the Public with Specific Findings Annually

Pursuant to Government Code Section 66006, Fresno Unified is required to make available to the public the following information:

- Brief description of the type of fee
- Amount of the fee
- Beginning and ending balance of the fees
- Total amount of the fees collected and any interest earned
- Identification of each public improvement on which fees were expended
- Identification of an approximate date by which construction of the public improvement will commence if the local agency determines sufficient funds have been collected to complete financing on an incomplete public improvement
- Description of each inter-fund transfer or loan made from the account or fund
- Amount of any refund made

## Five-Year Fund Activity and Fund Balance

Fiscal Year	Beginning Balance	Fees Collected	Interest Income	Expenses	Ending Balance
2015/16	4,288,796	923,335	40,284	3,639,214	1,613,201
2016/17	1,613,201	982,089	23,364	1,314,079	1,304,575
2017/18	1,304,575	1,315,512	18,930	2,088,074	550,943
2018/19	550,943	2,041,521	35,856	166,093	2,462,227
2019/20	2,462,227	1,779,536	67,186	1,739,520	2,569,429

## Improvements Funded with School Facility Fees in 2019/20

Improvement	Cost	% Funded by Fees	Substantial Completion
Facility modifications to accommodate changes in student enrollment	1,676,542	100%	Summer 2020
Professional Services	9,592	100%	N/A
Administration costs (3%)	53,386	100%	N/A



## **FRESNO UNIFIED SCHOOL DISTRICT**

### **Incomplete and Planned Projects to be funded with School Facility Fees**

<b>Improvement</b>	<b>Project Commencement</b>	<b>Project Amount</b>	<b>Amount to be Funded by Fees</b>	<b>Targeted Completion</b>
Facility modifications to accommodate changes in student enrollment	As needed	Unknown	Unknown	As needed

### **Inter-fund Transfers or Loans Made from Fund in 2019/20**

**None**

### **Refunds Made or Revenues Allocated in 2019/20**

**\$5,629.77**

# **FRESNO UNIFIED SCHOOL DISTRICT**

Fresno Unified School District  
Board Agenda Item

Board Meeting Date: December 09,2020

**AGENDA ITEM C-22**

**AGENDA SECTION: C**

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

**ACTION REQUESTED: Receive**

(Adopt, Approve, Discuss, Receive, etc.)

**TITLE AND SUBJECT:** Receive Notice Regarding Appointment of Board Member Voting Representative and Alternate Voting Representative to the Fresno County Committee on School District Organization Elections

**ITEM DESCRIPTION:** California Education Code section 35023 states, *The governing board of each school district of every kind or class shall annually at its initial meeting select one of its members as its representative who shall have one vote for each member to be elected to the county committee provided by Article 1 (commencing with Section 4000) of Chapter 1 of Part 3. The secretary or clerk of the district shall furnish the county superintendent of schools with a certificate naming the representative selected by the board.*

The role of your voting representative is to attend the Fresno County School Trustees' Association dinner meeting in October and vote, on behalf of the district, for persons seeking election to the Fresno County Committee on School District Organization. The failure of your designated voting representative or the designated alternate to attend the meeting will prevent the district from participating in the election.

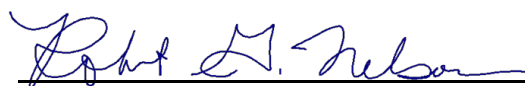
**FINANCIAL SUMMARY:** There is no fiscal impact to the district at this time.

**PREPARED BY:** David Chavez,  
Chief of Staff

**DIVISION:** Department Name  
**PHONE NUMBER:** (559) 457-3566

**CABINET APPROVAL:** David Chavez,  
Chief of Staff

**SUPERINTENDENT APPROVAL:**



**2020**  
**VOTING REPRESENTATIVE CERTIFICATE**

Representative \_\_\_\_\_

District Name \_\_\_\_\_

*(The above board member will vote on Fresno County Committee on School District Organization candidates at the next election that will be held in the Fall of 2021 - Ed. Code §§ 35023, 72403)*

Signature \_\_\_\_\_  
(Clerk)

**2020**  
**ALTERNATE VOTING REPRESENTATIVE CERTIFICATE**

Alternate  
Representative \_\_\_\_\_

District Name \_\_\_\_\_

*(Should the District's Voting Representative not be available, the board member named above will vote on Fresno County Committee on School District Organization candidates at the next election that will be held in the Fall of 2021 - Ed. Code §§ 35023, 72403)*

Signature \_\_\_\_\_  
(Clerk)

**State of California**

**EDUCATION CODE**

**Section 35023**

---

35023. The governing board of each school district of every kind or class shall annually at its initial meeting select one of its members as its representative who shall have one vote for each member to be elected to the county committee provided by Article 1 (commencing with Section 4000) of Chapter 1 of Part 3. The secretary or clerk of the district shall furnish the county superintendent of schools with a certificate naming the representative selected by the board.

(Amended by Stats. 1987, Ch. 1452, Sec. 183.)

**State of California**

**EDUCATION CODE**

**Section 72403**

---

72403. The governing board of each community college district shall annually at its initial meeting select one of its members to serve as its representative for purposes of Article 1 (commencing with Section 4000) of Chapter 1 of Part 3. The representative selected pursuant to this section shall have one vote for each member to be elected to the county committee pursuant to Article 1 (commencing with Section 4000) of Chapter 1 of Part 3.

(Added by Stats. 1983, Ch. 1095, Sec. 5. Effective September 27, 1983.)