Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL

BOARD OF EDUCATION
REGULAR MEETING
4480 N. BRAWLEY AVENUE
NUTRITION SERVICES
FRESNO, CA 93722
board.fresnounified.org

AGENDA
WEDNESDAY, NOVEMBER 06, 2024
*4:30 P.M. (CLOSED SESSION) *6:00 P.M. (OPEN SESSION)

*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES.

Special note: Please enter Nutrition Services from Brawley Avenue, proceed through the gate to park under the covered parking spaces.

For the safety of all who attend Fresno Unified Board Meetings, everyone entering the Nutrition Services building is subject to metal detector scanning. Board Policy 5145.12 allows for the use of metal detectors. Items prohibited in the Board of Education Room are as follows: alcohol, illegal drugs, knives, or firearms.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents for discussion at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Office at 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, auxiliary aids, or services.

Any member of the public who wishes to address the Board shall submit a speaker card specifying the item(s) they wish to address. The card must be submitted before or during the Board's consideration of the item.

In accordance with Board Bylaw 9322, students and parents/guardians may request that directory information or personal information (as defined in Education Code 49061 and/or 49073.2) be excluded from the minutes by making a request in writing to the Superintendent or Board Clerk.

Public materials are available for public inspection at our website at: board.fresnounified.org

TRANSLATION SERVICES**:** Available in Spanish and Hmong in the meeting room upon request.

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

PLEDGE OF ALLEGIANCE

Tami Lundberg will lead the flag salute.

OPPORTUNITY for Public Comment on Closed Session Agenda Items.

A. RECEIVE INFORMATION & REPORTS

A-1, RECEIVE the Fresno Unified School District First Quarter Investment Report for Fiscal Year 2024/25 – G2

Included in the Board binders is the first quarter investment report for the period ending September 30, 2024. Board Policy 3430(a) requires the Superintendent, or designee, to supply the Board of Education with quarterly and annual reports on district investments. As of September 30, 2024, Fresno Unified School District is in compliance with Board Policy 3430(a) for investments. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Patrick Jensen, telephone 457-6226.

RECESS 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); Fresno Unified School District Negotiator(s): David Chavez and 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 (Government Code Section 54957).
4. Public Employment/Appointment (Government Code Section 54957).
    a. Superintendent Search
5. Conference with Legal Counsel – Existing Litigation (Government Code Section 54956.9 (d)(1)).
    a. Risk Management Litigation Report
6. Conference with Legal Counsel – Anticipated, Pending, Threatened Litigation (Government Code Section 54956.9(d)(2)).
    a. Potential Case (one)

***6:00 P.M., RECONVENE** and report action taken during Closed Session, if any.

B. CONFERENCE/DISCUSSION AGENDA

***6:05 P.M.**

B-2, DISCUSS and APPROVE the Arts, Music, & Instructional Materials Discretionary Block Grant - G1

Included in the Board binders is the Fresno Unified School District Arts, Music, & Instructional Discretionary Block Grant plan for 2024/25 and 2025/26. The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $37.7 million are available in the Arts, Music, & Instructional Discretionary Block Grant budget. Contact person: Patrick Jensen, telephone 457-6226.

***6:20 P.M.**

B-3, HOLD a Public Hearing and APPROVE in the Matter of the University High School Charter Renewal Petition – G2

Included in the Board binders is a copy of the University High School (UHS) renewal petition. UHS has been a district authorized charter school since August 2007 and is applying for the renewal of their charter. The University High School charter petition was submitted to Fresno Unified School District on September 03, 2024, and a Public Hearing was held at the October 09, 2024, board meeting. The Interim Superintendent recommends approval. Fiscal impact: The estimated fiscal impact for the renewal to Fresno Unified School District for 2025/26 is $2M, following an estimated fiscal impact of $2.1M in 2026/27, $2.2M in 2027/28 and $2.3M in 2028/29. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

***6:35 P.M.**

B-4, PRESENT, DISCUSS, and HOLD a Public Hearing in the Matter of the Aspen Meadow Public School Charter Renewal Petition – G2

Included in the Board binders is a copy of the Aspen Meadow Public School (AMPS) renewal petition. AMPS has been a district authorized charter school since August 2016 and is applying for the renewal of their charter. The AMPS charter petition was submitted to Fresno Unified School District on October 01, 2024, and will be presented to the Board for a decision at the December 11, 2024, Board meeting. Fiscal impact: The estimated fiscal impact for the renewal to Fresno Unified School District for 2025/26 is $2.4M, following an estimated fiscal impact of $2.5M in 2026/27, following an estimated fiscal impact of $2.6M in 2027/28 and $2.8M in 2028/29. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

OPPORTUNITY for Public Comment on Consent Agenda Items

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

C. CONSENT AGENDA

C-5, APPROVE Personnel List – G2

Included in the Board binders is the Personnel List, Appendix A, as submitted. The Interim Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3713.

C-6, ADOPT Findings of Fact and Recommendations of District Administrative Board - S

The Board of Education received and considered the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the regular meeting of the Board held October 23, 2024. The Interim Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Carlos Castillo, Ed.D., telephone 457-3471.

C-7, APPROVE Meeting Minutes – G2

Included in the Board binders are draft minutes for the October 23, 2024, regular meeting of the Board of Education. The Interim Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Interim Superintendent, Mao Misty Her, telephone 457-3884.

C-8, ADOPT Provisional Internship Permits – G1

Included in the Board binders are Provisional Internship Permit (PIP) recommendations to rehire or hire teachers for the 2024/25 school year due to hard-to-fill credential positions. The Interim Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3713.

C-9, ADOPT Variable Term Waiver for Bilingual Cross-Cultural, Language and Development Authorization – G1

Included in the Board Binders are Variable Term Waiver requests for Bilingual Cross-Cultural, Language and Development (BCLAD) Authorization for the 2024/25 school year. The Interim Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3713.

C-10, ADOPT Variable Term Waiver for Career Technical Education Credential Holders – G1

Included in the Board binders are Variable Term Waivers for Career Technical Education Teachers, who need the English Learner Authorization until their credential are cleared. The Interim Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3713.

C-11, ADOPT Resolution 25-25, Ordering the Date of the Annual Organizational Meeting of the Board of Education – G2

Included in the Board binders is a Resolution Ordering the Date of the Annual Organizational Meeting of the Governing Board as December 18, 2024. Pursuant to California Education Code § 35143, the governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the second Friday in December following the regular election. Therefore, the 2024 annual organizational meeting date must fall between December 13, 2024, and no later than December 27, 2024. The Interim Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Ambra O'Connor, telephone 457-3838.

C-12, APPROVE Proposed Graduation Schedule for the Class of 2025- G1

Included in the Board binders is the proposed schedule for the Class of 2025 graduation ceremonies. Following Board approval, the Student Engagement Department will confirm services with the vendors. All necessary vendor documents will be prepared and submitted. These documents will be presented for review and approval at a future Board meeting. The Interim Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

C-13, APPROVE Addition to Legal Services Agreements for 2024/25 – G2

Included in the Board binders is a document listing an additional legal firm recommended for approval to provide legal services to Fresno Unified School District during the 2024/25 fiscal year. The firm's name, location, and 2024/25 attorney hourly rates are also listed. The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds are available in the 2024/25 budget in the Unrestricted General Fund, Workers' Compensation Fund, and Liability Fund. Contact person: Patrick Jensen, telephone 457-6226.

C-14, APPROVE Agreement with JRG Consulting a Professional Corporation – G1

Included in the Board binders is a contract with JRG Consulting a Professional Corporation (JRG). JRG will offer a series of 11 professional learning sessions for our speech therapists, school psychologists, and regional instructional managers.

This comprehensive training aims to enhance the ability of our staff to conduct thorough, accurate, and compliant assessments, ultimately ensuring appropriate support for students in the least restrictive environment. The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $43,000 are available in the Legal Services Fund. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

C-15, APPROVE Budget Revision No. 1 for Fiscal Year 2024/25 – G1

Included in the Board binders is Budget Revision No. 1 for fiscal year 2024/25. Periodic updates to the district's budget are presented to the Board of Education for approval. Budget Revision No. 1 includes adjustments for updated information regarding carryover, actual beginning balances, and necessary adjustments to support the acceptance of various grant awards. The Interim Superintendent recommends approval. Fiscal impact: As a result, the Unrestricted General Fund Reserve for Economic Uncertainties is estimated at approximately $120.5 million at June 30, 2025. Contact person: Patrick Jensen, telephone 457-6226.

C-16, APPROVE Agreement with Corwin Press and John Muir Elementary School - G1

Included in the Board binders is an agreement between Fresno Unified School District and Corwin Press to provide five Coaching Cycles. The scope of work will include PLC+, Site Coaching from third to sixth grade teachers, and Instructional Leadership. The Coach will assess and give feedback on PLC+ progress, observe PLC+ team meetings, co-activate a PLC+ team meeting, and debrief with instructional leadership team on progress towards goals. Training will be conducted at Muir Elementary School once a month beginning in January 2025 - May 2025. The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $37,500 are available in the John Muir Elementary School budget. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

C-17, APPROVE Agreement with Corwin Press and Turner Elementary School – G1

Included in the Board binders is an agreement between Turner Elementary School and Corwin Press to provide five in-person and four virtual Professional Learning Communities + (PLC+) training sessions to all classroom teachers. Training will be held on various dates, determined by the school site, starting in December 2024 through April 2025. The PLC+ training will allow grade level/department teams to explore and implement the PLC+ process in service of improving student outcomes. The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $44,000 are available in Turner Elementary School budget. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

C-18, APPROVE Agreement with Instructure – G1

Included in the Board binders is an agreement with Instructure. Instructure will serve as the district's electronic transcript submission platform to ensure timely submissions to post-secondary institutions for requested transcripts as well as platform training and support for district registrars and counselors.

The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $110,746 are available in the College and Career Readiness budget. Contac person: Natasha Baker, Ed.D., telephone 457-3731.

C-19, APPROVE Agreement for the School Counselor Residency Capacity Grant – G1
Included in the Board binders is an agreement between Fresno Unified School District and California State University, Fresno to implement the School Counselor Residency Capacity Grant. This grant will allow fifteen to twenty California State University, Fresno, school counseling interns to earn a stipend while interning at Fresno Unified School District. The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $115,000 are available in the School Counselor Residency Capacity Grant budget. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

C-20, APPROVE Award of Bid 25-08, Starr Elementary School Heating, Ventilation, Air Conditioning and Energy Management System Replacement – G2
Included in the Board binders is information on Bid 25-08, Starr Elementary School Heating, Ventilation, Air Conditioning and Energy Management System Replacement. This project will improve classroom ventilation and air conditioning by replacing air handlers, heat pumps, energy management systems, and central plant equipment. Staff recommends award to the lowest responsive, responsible bidder: Strategic Mechanical, Inc. (Fresno, California) $2,171,000. The Interim Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of $2,171,000 are available in the Measure M Funds. Contact person: Paul Idsvoog, telephone 457-3134.

C-21, APPROVE Proposed Revisions for Board Policies – G2
Included in the Board binders are proposed revisions for eight Board Policies (BP) as follows:

- BP 3110 - Transfer of Funds
- BP 3270 - Sale and Disposal of Books, Equipment and Supplies
- BP 3400 - Management of District Assets/Accounts
- BP 3400.1 - Audit Committee
- BP 3452 - Student Activity Funds
- BP 3460 - Financial Reports and Accountability
- BP 5145.7 - Sexual Harassment
- BP 5146 - Married/Pregnant/Parenting Students

These revisions meet the California School Boards Association recommendations and best practices. The Board President recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Ambra O'Connor, telephone 457-3838.

C-22, RATIFY Agreement with Fresno County Probation Office for School Year 2024/25 – G1

Included in the Board binders is an agreement with the Fresno County Probation Office. The Fresno County Probation Office provides Fresno Unified with probation officers at nine high schools to supervise students on probation, monitor school attendance and serve as a liaison between school and the courts. Probation officers further support campus safety and work alongside site administration and the student resources officer in providing a safe learning environment. This agreement is retroactively effective on July 01, 2024, and terminates on June 30, 2025, with the ability to extend for no more than two, one-year periods. The Interim Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of $351,000 are available in the Safety and Security Budget. Contact person: Ambra O'Connor, telephone 457-3838.

C-23, RATIFY Agreement with Write Tools LLC – G1

Included in the Board binders is an agreement between Write Tools LLC and Greenberg Elementary School. Write Tools will provide a series of professional learning sessions in writing pedagogy for Greenberg teachers serving students in transitional kindergarten through grade six. Write Tools will provide eight days of training, demonstration lessons and coaching in the areas of informative and explanatory writing. The Interim Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of $16,533 are available in the Greenberg Elementary School budget. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

C-24, RATIFY Change Orders – G2

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

Bid 22-21, Francine and Murray Farber Educational Campus
Change Order 12 presented for ratification: $335,932

Bid 23-09, Sunnyside High School New Career Technical Education Health Science Building
Change Order 4 presented for ratification: $34,974

Bid 23-16, Manchester, Pyle, and Vinland Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacement
Change Order 2 (Manchester and Pyle) presented for ratification: $18,959
Change Order 2 (Vinland) presented for ratification: $-13,948

Bid 23-54, Muir and Winchell Elementary Schools and Sequoia Middle School Heating, Ventilation, Air Conditioning Energy Management System Replacement
Change Order 1 (Muir) presented for ratification: $286,408
Change Order 2 (Winchell) presented for ratification: $131,036
Change Order 3 (Sequoia) presented for ratification: $9,144

Bid 24-14, Birney and Centennial Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacements
Change Order 1 presented for ratification: $-11,709

Bid 24-24, Wawona Middle School HVAC/EMS Replacement
Change Order 1 presented for ratification: $44,540

Bid 24-26, Wolters Elementary School Heating, Ventilation, Air Conditioning Energy Management System Replacement
Change Order 1 presented for ratification: $20,194

Bid 24-41, Sunset and Viking Elementary Schools Heating, Ventilation, Air Conditioning, Energy Management System, and Boiler Replacements
Change Order 1 presented for ratification: $-17,419

Bid 24-55, Manchester Elementary School Portable Confidential Space Installation
Change Order 1 presented for ratification: $9,166

The Interim Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of $370,906 are available in the Measure M Fund for Bids 22-21 and 23-09. Sufficient funds in the amount of $476,369 are available in the Elementary and Secondary School Emergency Relief III Federal Fund for Bids 23-16, 23-54, 24-14, 24-24, 24-26, 24-41, and 24-55. Contact person: Paul Idsvoog, telephone 457-3134.

C-25, RATIFY the Filing of Notices of Completion – G2

Included in the Board binders are Notices of Completion for the projects which have been completed according to plans and specifications as follows:

Bid 23-16, Manchester, Pyle, and Vinland Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacement

Bid 23-65, Robinson Elementary School Portable Relocation

Bid 24-14, Birney and Centennial Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacements

Bid 24-24, Wawona Middle School Heating, Ventilation, Air Conditioning Energy Management System Replacement

Bid 24-26, Wolters Elementary School Heating, Ventilation, Air Conditioning Energy Management System Replacement

Bid 24-28, Lowell Elementary School Heating, Ventilation, Air Conditioning and Energy Management System Replacement

Bid 24-41, Sunset and Viking Elementary Schools Heating, Ventilation, Air Conditioning, Energy Management System, and Boiler Replacements

Bid 24-55, Manchester Elementary School Portable Confidential Space Installation

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

C-26, RATIFY Purchase Orders from August 01, 2024, through August 31, 2024 – Primary Report – G2

Included in the Board binders is information on purchase orders issued from August 01, 2024, through August 31, 2024, Primary Report. 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 Interim Superintendent recommends ratification. Fiscal impact: Funding is noted in the support material. Contact person: Paul Idsvoog, telephone 457-3134.

C-27, RATIFY Purchase Orders from August 01, 2024, through August 31, 2024– Supplemental Report – G2

Included in the Board binders is information on purchase orders issued from August 01, 2024, through August 31, 2024, Supplemental Report. 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 Interim Superintendent recommends ratification. Fiscal impact: Funding is noted in the support material. Contact person: Paul Idsvoog, telephone 457-3134.

END OF CONSENT AGENDA
(ROLL CALL VOTE)

UNSCHEDULED ORAL COMMUNICATIONS

Individuals who wish to address the Board on topics within the Board's subject matter jurisdiction, but **not** listed on this agenda may do so at this time. If you wish to address the Board on a specific item listed on the agenda, you should do so when that specific item is called. Individuals shall submit a speaker card specifying the topic they wish to address. The card must be submitted before the Board President announces unscheduled oral communications.

While time limitations are at the discretion of the Board President, generally members of the public will be limited to a maximum of three (3) minutes per speaker for a total of thirty (30) minutes of public comment as designated on this agenda.

The Board recognizes that individuals may ask the Board to answer questions or respond to statements made during unscheduled oral communications and in accordance with Board Bylaw 9323, the Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.

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 brought before them at this time. The appropriate staff member will furnish answers to questions.

D. ADJOURNMENT

NEXT SCHEDULED REGULAR MEETING
WEDNESDAY, NOVEMBER 20, 2024

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM A-1**

ACTION REQUESTED: RECEIVE

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Receive the Fresno Unified School District First Quarter Investment Report for Fiscal Year 2024/25

ITEM DESCRIPTION: Included in the Board binders is the first quarter investment report for the period ending September 30, 2024.

Board Policy 3430(a) requires the Superintendent, or designee, to supply the Board of Education with quarterly and annual reports on district investments.

As of September 30, 2024, Fresno Unified School District is in compliance with Board Policy 3430(a) for investments. District funds are invested in a manner that meets the primary objective of safeguarding the principal of the funds and serving the district's liquidity needs. District funds are invested as follows:

County Treasury Investment Pool	$1,046,596,616
Investment with Trustees	$69,914,320

*This amount represents escrow funds held by trustees at U.S. Bank. These funds are invested in U.S. Treasury Bills and Notes, which are backed by the U.S. Federal Government.

In accordance with law and administrative regulations, this investment report also certifies that the Fresno Unified School District has sufficient cash on hand to meet the district's cash requirements for the next six months.

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

PREPARED BY: Kim Kelstrom

DIVISION: Business and Financial Services

CABINET APPROVAL PHONE: (559) 457-6226

CABINET APPROVAL: Chief Financial Officer, Patrick Jensen

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM B-2**

ACTION REQUESTED: DISCUSS AND APPROVE

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Discuss and Approve the Arts, Music, & Instructional Materials Discretionary Block Grant

ITEM DESCRIPTION: Included in the Board binders for adoption and approval is the Fresno Unified School District plan for Arts, Music, & Instructional Materials Discretionary Block Grant.

The district received $37.7 million of one-time funds for the Arts, Music, & Instructional Materials Discretionary Block Grant. Requirements for the grant are discussion and approval of the budget; and all funds are to be utilized through 2025/26.

Included in the Fresno Teachers Association negotiation was a commitment of $30 million for student services and supports that shall be used during the 2023/24, 2024/25, and 2025/26 school years in which the district has allocated the block grant.

The grant allows use as follows:

- Obtaining standard-aligned professional development and instructional materials for specific subject areas
- Obtaining professional development and instructional materials for improving school climate
- Developing diverse, culturally relevant and multilingual school library book collections
- Operational costs
- COVID-19 related costs

The district plans to utilize $30 million to support operational costs to support student services and supports and $7.7 million for K-6 History adoption.

FINANCIAL SUMMARY: Sufficient funds in the amount of $37.7 million are available in the Arts, Music, & Instructional Discretionary Block Grant budget.

PREPARED BY: Kim Kelstrom

DIVISION: Business and Financial Services

CABINET APPROVAL PHONE: (559) 457-6226

CABINET APPROVAL: Chief Financial Officer, Patrick Jensen

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District

Agenda Item B-2



Arts, Music, & Instructional Materials Discretionary Block Grant

Board of Education

November 06, 2024

Arts, Music, & Instructional Block Grant Requirements

- Requires a discussion and approval of plan
- Uses of funds
  - Obtaining standard-aligned professional development and instructional materials for specific subject areas
  - Obtaining professional development and instructional materials for improving school climate
  - Developing diverse, culturally relevant and multilingual school library book collections
  - Operational costs
  - COVID-19 related costs
- Ends 2025/26

Arts, Music, & Instructional Block Grant Recommendation

Description	FTE	Amount
Reading Specialist at each Elementary Site; Masters in Literacy Class for 20 teachers	8.0	$2,300,000
Alternative to Suspension Program		$2,000,000
HBCU College Tour		$450,000
Annual Clothing Drives		$450,000
Clothing Closet in each Region		$500,000
Senior Class event support		$150,000
Expansion of Tutoring		$1,500,000
24-Hour Mental Health Support		$6,000,000
Busses for Special Education (3)		$900,000
1.0 FTE support with College Scholarships and Applications	8.0	$2,100,000

Arts, Music, & Instructional Block Grant Recommendation

Description	FTE	Amount
Attendance Support 3.0 FTE	3.0	$900,000
Social Workers support Foster & Homeless	3.0	$900,000
Washers & Dryers installed at all school sites		$600,000
Wellness Program		$900,000
Creation of Freshman Success Teams		$315,000
Student Services and Supports to be determined		$10,035,000
K-6 History Textbooks		$7,738,575
Total Allocation	22.0	37,738,575

Summary

Staff recommends the Board approve:

- Operational Costs – $30,000,000
- Standards-aligned instructional materials specified subject areas – $7,738,575

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM B-3**

ACTION REQUESTED: DISCUSS AND APPROVE

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Hold a Public Hearing and Approve University High School Charter Renewal Petition

ITEM DESCRIPTION: Included in the Board binders is a copy of the University High School charter renewal petition. University High School (UHS) is a ninth through twelfth grade, free public charter high school located on the campus of California State University, Fresno, at 2611 E. Matoian Way, MS/UH134 in Fresno, California. UHS began as an authorized Fresno Unified School District charter school on August 22, 2007, and provides an accelerated college preparatory education to approximately 480 students. The mission of UHS is to create a rigorous and challenging experience on the Fresno State campus that maintains a small school environment while promoting liberal arts and music education. Included in the Report of Factual Findings is Fresno Unified School District staff's recommendation regarding the charter petition renewal.

The University High School charter petition was submitted to Fresno Unified School District on September 03, 2024, and a Public Hearing was held at the October 09, 2024, board meeting.

Charter school petition renewals are governed by the California Education Code (EC) Section 47607.

FINANCIAL SUMMARY: The estimated fiscal impact for the renewal to Fresno Unified School District for 2025/26 is $2M, following an estimated fiscal impact of $2.1M in 2026/27, $2.2M in 2027/28 and $2.3M in 2028/29.

PREPARED BY: Marie Williams, Ed.D.

DIVISION: Instructional Division

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker, Ed.D.

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District

Achieving our Greatest Potential!

Charter Office
2309 Tulare St.
Fresno, CA 93721
(559) 457-3923

To: Fresno Unified Board of Education

From: District Charter Review Team

Date: October 18, 2024

Subject: Report of Factual Findings regarding Renewal of the University High School Charter School Charter Petition

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The Fresno Unified School District Charter Review Team (Review Team) has reviewed the request by University High School, a California nonprofit public benefit corporation, for renewal of the University High School (UHS) Charter School Charter Petition. The purpose of this Report of Factual Findings is to provide a detailed discussion of the Review Team's review, analysis, and factual findings related to the renewal request.

This Report of Factual Findings is intended to provide the factual basis for a resulting decision by the Fresno Unified Board of Education. All ensuing details are specific to UHS.

I. BACKGROUND

UHS is a public charter school currently serving between 475 and 500 students in grades 9-12. The intent in starting UHS was "to create a school that articulated a vision for education in the 21st century based upon the latest educational research, implement best practices in instruction, and serve as a model of educational innovation." UHS seeks to offer something different than what students would find in their neighborhood schools and to offer a college preparatory school with engaged students who want to receive a classical education with a musical component. UHS was originally chartered with Sierra Unified in 2000 and has been authorized by Fresno Unified since 2007.

The target population for UHS includes any students within Fresno or the surrounding area who are interested in attending a rigorous, college preparatory high school that includes music education.

Students at UHS learn via classroom-based instruction and work collegially with Fresno State University to provide a process for dual enrollment. UHS offers all students a four-year college preparatory liberal-arts curriculum, including four years of music, that leaves students prepared to enter and be successful at a university without the need for remedial instruction.

While the number of students attending UHS has remained steady, the demographics have changed and are gradually moving to a more balanced breakdown between ethnic groups. For the 2024/2025 school year, UHS has 497 students, and the demographics are 40.4% Asian including Filipino (201 students), 28% Hispanic (139 students), 26% Caucasian (129 students), 4.8% Black/African American (24 students), and 0.8% Native American (4 students). In comparison, when UHS was last renewed, the demographics for the 2016/2017 school year were 38.5% Asian, 33% Caucasian, 23.9% Hispanic, 2.3% Black/African

American, and 1.9% Native American. However, there are only two English Learners (EL) students enrolled at UHS.

II. CHARTER PETITION RENEWAL PROCEDURE

The procedure for receiving and considering renewal of a charter petition is set forth in Education Code section 47605(b), which states the following:

> *No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The governing board of the school district shall publish all staff recommendations, including the recommended findings and, if applicable, the certification from the county superintendent of schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.*

III. CRITERIA FOR RENEWAL OF CHARTER PETITION

A charter is initially granted for a period not to exceed five years as set forth in Education Code section 47607(a). Thereafter, a chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) of Education Code section 47607 and Education Code section 47607.2. Notwithstanding these sections, a chartering authority may also deny renewal pursuant to subdivision (e) of Education Code section 47607.

Pursuant to Education Code section 47607(b), renewal of a charter school is governed by the standards and criteria described in Education Code section 47605. A petition for renewal shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

As an additional criterion for determining whether to grant a charter renewal, Education Code section 47607(c) states that the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Education Code section 52064.5. A three-tier system based on the indicators on the California School Dashboard is used to consider the performance of the charter school for renewal as set forth in Education Code sections 47607 and 47607.2.

A. Petition Review Criteria

Education Code section 47605(c) establishes the criteria for reviewing a charter petition. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be

guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is located considering the academic needs of the pupils the school proposes to serve.

Specifically, Education Code section 47607(c) states the following:

> *The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*
>
> *(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
>
> *(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
>
> *(3) The petition does not contain the number of signatures required by subdivision (a).*
>
> *(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).*
>
> *(5) The petition does not contain reasonably comprehensive descriptions of all of the following elements (A)-(0).*
>
> *(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*
>
> *(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:*
>
> > *(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.*
> >
> > *(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.*
>
> *(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim*

certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

Pursuant to Education Code section 47607(a)(4), "[t]he findings of paragraphs (7) and (8) of subdivision (c) of Section 47605 shall not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision." For a material revision, analysis under paragraphs (7) and (8) of subdivision (c) of Section 47605 shall be limited to consideration only of the impact of the proposed material revision.

B. Performance Criteria

1. *High Performing Charter School*

Pursuant to Education Code section 47607(c)(2)(A), "[t]he chartering authority shall not deny renewal for a charter school if either of the following apply for two consecutive years immediately preceding the renewal decision: (i) the charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or (ii) for all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average."

As set forth in Education Code section 47607(e), a charter school that meets the above criteria may be renewed by the chartering authority that granted the charter for a period of between five and seven years. Further, pursuant to Education Code section 47607(f), the charter school shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

2. *Low Performing Charter School*

Pursuant to Education Code section 47607.2(a), "[t]he chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision: (A) the charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or (B) for all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average."

As set forth in Education Code section 47607.2(a)(4), a charter school that meets the above criteria may be renewed by the chartering authority only upon making both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings: (A) the charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school; and (B) there is clear and convincing evidence showing either of the following: (i) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or (ii) strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. This shall be demonstrated by verified data, which is defined as data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally

produced, including measures of postsecondary outcomes, in Education Code section 47607.2(c). For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years pursuant to Education Code section 47607.2(a)(6).

3. *Middle Performing Charter School*

Pursuant to Education Code section 47607.2(b)(1), "[f]or all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5."

As set forth in Education Code section 47607.2(b)(6), the chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable, that its decision provided greater weight to performance on measurements of academic performance. Otherwise, the chartering authority shall grant a renewal for a period of five years pursuant to Education Code section 47607.2(b)(7).

4. *Dashboard Alternative School Status (DASS) Charter School*

An exception to this three-tier system exists for DASS charter schools as set forth in Education Code section 47607(c)(7). In determining whether to grant a charter renewal for such a charter school, "the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served."

The chartering authority may deny a charter renewal for a DASS charter school upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

C. Criteria for Denial Based on Fiscal, Governance, or Not Serving All Pupils

Pursuant to Education Code section 47607(e) and notwithstanding subdivision (c) of Education Code section 47607 and subdivisions (a) and (b) of Education Code section 47607.2, "the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d)."

The chartering authority may deny renewal of a charter school only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may then deny renewal only by making either of the following findings: (1) the corrective action proposed by the charter school has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

IV. CHARTER REVIEW TEAM'S ANALYSIS FOR RENEWAL

UHS fits into the middle performing charter school category as determined by law and the California Department of Education (CDE) and, therefore, shall be renewed for a period of five years unless written factual findings support denial.

A summary of the Review Team's factual findings related to the criteria set forth in Education Code section 47605 is set forth in the following table:

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
1.	The charter school presents a sound educational program for the pupils to be enrolled in the charter school.	As supported by evidence from: • The Petition, the Petition contains a complete description of a sound educational program. • The Renewal visit 09-12-2024 • The Petition Matrix Evaluative Tool • The District Review Team (DRT) feedback meetings 09-19-24 and 09-26-24.	✓	
2.	The petitioners are demonstrably likely to successfully implement the program set forth in the petition.	As supported by evidence from: • The Petition, the Petitioners are demonstrably likely to successfully implement the program set forth in the Petition. • The Renewal visit 09-12-2024 • The Petition Matrix Evaluative Tool • The District Review Team (DRT) feedback meetings 09-19-24 and 09-26-24.	✓	
3.	The petition contains the number of signatures required by subdivision (a).	• This is not required for renewal pursuant to 5 CCR § 11966.4(a)(2)(A), which states "[t]he signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal."	N/A	
4.	The petition contains an affirmation of each of the conditions described in subdivision (e)	• The Petition contains the required affirmations in the Affirmations and Declaration section on pages 4-7.	✓	
5.	The petition contains reasonably comprehensive descriptions of all of the following elements (A)-(O):			
	A. (i) 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,	• Based on a thorough review, the Educational Program on pages 21-45 meets the requirements of Education Code 47605(c)(5)(A). Recommendations:	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
	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. (ii) 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 priorities, and the specific annual actions to achieve those goals. (iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.	• Offer more than one year of Ethnic Studies and that it is offered before senior year. • Continue to ensure all students have opportunities to travel for musical performances and other school trips regardless of their ability to cover the expenses of the trips. • Revisit the review process of the 48-book list to be more inclusive of diverse authors of People of Color (POC). • Consider providing a laptop for all students. • Include the action steps and educational strategies used to address the 2024 California Assessment of Student Performance and Progress (CAASPP) data that showed 21% of the Grade 11 student population did not meet or nearly met the Standard for Math . <u>English Learners (EL)</u> UHS has: • Systems in place to identify and initially assess EL students. • Reclassification criteria that meets state guidelines and a system in place to document all required aspects of reclassification in addition to a progress monitoring process for Reclassified Fluently English Proficient (RFEP) students who are required to be monitored. • EL students performing as well as their English Only (EO) peers and meet or exceed standards on standardized assessments and graduate at the same rate as their peers. • Provided a list of Sheltered Instruction Observation Protocol (SIOP) strategies to teachers at the start of the year. • Staff who can describe the EL program.		

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
		• Not been able to offer a stand-alone English Learner Development (ELD) stand-alone elective course due to EL low numbers. UHS currently has two EL students. EL Recommendation: • Provide professional development opportunities dedicated to building staffs understanding of CA ELD Standards and how to implement throughout the day. <u>Special Education</u> UHS has: • Four students who receive Individualized Education Program (IEP) services, and twenty-four students who receive 504 accommodations. • Addressed wheelchair access questions at the Renewal visit, 09-12-2024 based upon students in the past who required wheelchair access accommodation. Special Education Recommendation: • Continue to monitor all students who receive IEP services and 504 accommodations.		
	B. 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	• Based on a thorough review, the Measurable Pupil Outcomes on pages 46-50 meet the requirements of Education Code 47605(c)(5)(B). • The 2024/2025 Local Control and Accountability Plan (LCAP) will be reviewed in June 2025 and evaluation will occur after it is submitted. UHS has: • Consistently and compliantly submitted the LCAP annually throughout the current petition cycle. Recommendation:	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
	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.	• Continue to monitor measurable student outcomes that address academic achievement schoolwide and for all student groups.		
	C. 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.	• Based on a thorough review, the Methods of Measurement on pages 46-50 meet the requirements of Education Code 47605(c)(5)(C). UHS has: • Consistently and compliantly submitted the School Accountability Report Card (SARC) annually throughout the current petition cycle. Recommendations: None	✓	
	D. 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.	• Based on a thorough review, the Governance Structure on pages 51-53 meets the requirements of Education Code 47605(c)(5)(D). Recommendations: None	✓	
	E. The qualifications to be met by individuals to be employed by the charter school.	• Based on a thorough review, the Employee Qualifications on pages 54-55 meet the requirements of Education Code 47605(c)(5)(E). UHS has: • Provided a general reference for staff recruitment. P. 55 Recommendations: • Include a developed staff recruitment strategy plan. • Correct the petition to state that sexual harassment training for nonmanagement staff is provided for one-hour annually. • Focus recruitment efforts to hire staff that represent the diversity of its student body. The Black/African American	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
		student group currently does not have staff representation.		
	F. 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) For all schools, development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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.	• Based on a thorough review, the Health and Safety Procedures on pages 56-63 meet the requirements of Education Code 47605(c)(5)(F). UHS has: • Provided a Safety Plan. Recommendations: None	✓	
	G. 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 school 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	• Based on a thorough review, the Student Population Balance on pages 64-67 meets the requirements of Education Code 47605(c)(5)(G). UHS has: • Addressed the practices and policies used to achieve racial and ethnic balance of the school showing change since the previous renewal petition cycle. Recommendations: • Continue to seek additional strategies that will focus on achieving racial and ethnic balance	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
	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.	• Broaden marketing and public relations outreach on marginalized and underserved student groups. • Revisit the Public Random Drawing procedures, preferences and weighting of student enrollment categories to increase student groups eligible to receive Free or Reduced Price Meals and District residents. Currently the following enrollment preferences: (1) siblings of pupils currently attending or admitted to UHS in grades 9, 10, or 11 who are applying as 8th graders for admission to 9th grade; (2) children of UHS employees up to 10% of total enrollment; (3) students whose musical experience complements UHS' needs, not to exceed 20% of the total 9th grade openings; (4) students eligible to receive Free or Reduced Price Meals; (5) District residents; and (6) all other applicants. • Review recruitment efforts to increase EL student group.		
	H. Admission policies and procedures, consistent with subdivision (e).	• Based on a thorough review, the Admissions Policies and Procedures on pages 68-70 meet the requirements of Education Code 47605(c)(5)(H). UHS has: • Revised the Admission policy by eliminating the "children of school board member" preference, redefining the sibling preference. Per p. 69 in the petition, • "Admission preferences in the case of a public random drawing shall be given to the following students in the following order: • 1) Siblings* of pupils currently attending or admitted to UHS.*The sibling preference only applies to 8th graders applying for admission to 9th grade, who have a sibling who is	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
		currently enrolled in grade 9, 10, or 11 at UHS. • 2) Children of UHS employees, up to 10% of total enrollment • 3) Students whose musical experience complements UHS's instrument and choral needs, not to exceed 20% of the total 9th grade openings • 4) Students who are eligible to receive Free or Reduced Price Meals • 5) District residents • 6) All other applicants" Recommendations • Revisit enrollment policies to ensure that all students have an opportunity to attend UHS. The musical background criteria, while a foundational tenant to UHS's petition, could potentially limit the outreach efforts to address increasing the diversity of student groups.		
	I. 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.	• Based on a thorough review, the Annual Financial Audit on page 71 meets the requirements of Education Code 47605(c)(5)(I). Recommendations: • Continue to monitor the climate of the state's financial health and forecasts. • Maintain ongoing communication with the District.	✓	
	J. 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	• Based on a thorough review, the Suspension and Expulsion Procedures on pages 72-92 meet the requirements of Education Code 47605(c)(5)(J). Recommendations: None	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
	substantive due process requirements that are 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 schooldays 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the			

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
	foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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). (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.			
	K. The manner by which staff members of the charter schools will be covered	• Based on a thorough review, the Staff Retirement Systems on page 93 meet	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
	by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.	the requirements of Education Code 47605(c)(5)(K). Recommendation: • Expand language for respective retirement systems to include when UHS will not offer coverage and the option to offer coverage at a future date.		
	L. The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.	• Based on a thorough review, the Public School Attendance Alternatives on page 94 meet the requirements of Education Code 47605(c)(5)(L). Recommendations: None	✓	
	M. The rights of an 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.	• Based on a thorough review, the Employee Return Rights on page 95 meet the requirements of Education Code 47605(c)(5)(M). Recommendations: None	✓	
	N. The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.	• Based on a thorough review, the Dispute Resolution Procedures on page 96 meet the requirements of Education Code 47605(c)(5)(N). Recommendations: None	✓	
	O. 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.	• Based on a thorough review, the Closure Procedures on page 97 meet the requirements of Education Code 47605(c)(5)(O). Recommendations: None	✓	
6.	The petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing	• The Petition contains this declaration on page 4. Recommendations: None	✓	

Section	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
	with Section 3540) of Division 4 of Title 1 of the Government Code.			
7.	The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school.	This is not required for renewal that does not involve expanding operations to one or more additional sites or grade levels pursuant to Education Code section 47607(a)(3).	N/A	
8.	The school district is positioned to absorb the fiscal impact of the proposed charter school.	This is not required for renewal that does not involve expanding operations to one or more additional sites or grade levels pursuant to Education Code section 47607(a)(3).	N/A	
Facilities	Pursuant to Education Code section 47605(h), the governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used 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.	UHS has: • Included information regarding the facilities used by UHS. • Addressed the need for the Asbestos Hazard Emergency Response Act (AHERA) binder at the site per feedback provided at renewal visit. Recommendation: • Install a lockable bike rack on campus as students currently utilize bike racks at Fresno State.	✓	

V. FINANCIAL ANALYSIS

The Review Team has completed its fiscal impact for UHS. The estimated total fiscal impact to the District for the renewal of the charter petition for 2025/2026 is $2,052,333.00. Thereafter, there is an estimated total fiscal impact of $2,135,194.00 in 2026/2027, $2,233,911.00 in 2027/2028 and $2,335,570.00 in 2028/2029.

The following is the fiscal impact of the renewal by fiscal years:

University High School 2025/2026	
Renewal	
Total Enrollment	500
# of District Resident Students (Projected)	167
ADA Rate	97.35%
Total Estimated ADA	162.93
Avg Estimated LCFF Revenue (per ADA)*	$ 17,863

Total Revenue	$	2,910,333
Grade Level/Class Size (9-12: 28)		6
District Avg Teacher Salary	$	143,000
Less District Avg Teacher Salary	$	858,000
Total Fiscal Impact	**$**	**2,052,333.00**

University High School 2026/2027		
Renewal		
Total Enrollment		500
# of District Resident Students (Projected)		167
ADA Rate		97.35%
Total Estimated ADA		162.93
Avg Estimated LCFF Revenue (per ADA)*	$	18,371
Total Revenue	$	2,993,194
Grade Level/Class Size (9-12: 28)		6
District Avg Teacher Salary	$	143,000
Less District Avg Teacher Salary	$	858,000
Total Fiscal Impact	**$**	**2,135,194.00**

University High School 2027/2028		
Renewal		
Total Enrollment		500
# of District Resident Students (Projected)		167
ADA Rate		97.35%
Total Estimated ADA		162.93
Avg Estimated LCFF Revenue (per ADA)*	$	18,977
Total Revenue	$	3,091,911
Grade Level/Class Size (9-12: 28)		6
District Avg Teacher Salary	$	143,000
Less District Avg Teacher Salary	$	858,000
Total Fiscal Impact	**$**	**2,233,911.00**

University High School 2028/2029		
Renewal		
Total Enrollment		500
# of District Resident Students (Projected)		167
ADA Rate		97.35%
Total Estimated ADA		162.93
Avg Estimated LCFF Revenue (per ADA)*	$	19,601
Total Revenue	$	3,193,570

Grade Level/Class Size (9-12: 28)		6
District Avg Teacher Salary	$	143,000
Less District Avg Teacher Salary	$	858,000
Total Fiscal Impact	**$**	**2,335,570.00**

In the Petition, UHS addresses its future projections regarding revenue and expenditures as well as its cash flow for the upcoming five fiscal years. However, given the climate of the state's financial health, items will change, the District keeps an ongoing communication channel with UHS throughout the year. The District also gains a better understanding of UHS' fiscal standing during financial reporting periods. When reports are submitted, the District can verify revenue and expenditure sources as well as UHS' LCAP alignment, which is only currently provided for the 2024/2025 fiscal year. Start-up costs are not a factor for UHS as it is already established and, therefore, the District looks at sustainability. Based on the multi-year projection submitted by UHS and the last financial report submitted, UHS is in a healthy financial state.

Enrollment projection for the Petition will not need to change as the projected enrollment can be higher than UHS' funded ADA as not all students will attend classes daily, thereby removing the anticipation of earning 100% ADA funding.

UHS provided revised LCFF five-year budget and cash flow information on October 1, 2024.

VI. REVIEW TEAM FINDINGS AND RECOMMENDATION

The Review Team has determined that request by UHS for renewal of the charter petition **meets** the Education Code and California Code of Regulations requirements and recommends that the Fresno Unified Board of Education **approve** renewal for a term of five (5) years from July 1, 2025, to June 30, 2030.

BOARD OF EDUCATION
Susan Wittrup, President
Valerie Davis, Clerk
Claudia Cazares
Genoveva Islas
Elizabeth Jonasson Rosas
Andy Levine
Keshia Thomas

INTERIM SUPERINTENDENT
Mao Misty Her

BEFORE THE BOARD OF EDUCATION
OF THE FRESNO UNIFIED SCHOOL DISTRICT
FRESNO COUNTY, STATE OF CALIFORNIA

RESOLUTION 25-26

Hold a Public Hearing and Approve University High School Charter Renewal Petition

WHEREAS, the California Legislature has charged local school boards with reviewing and acting on petitions for establishment of charter schools;

WHEREAS, the founders, University High School, operate as a California nonprofit public benefit corporation and seek renewal of the charter school petition for University High School, for the renewal term of July 1, 2025, through June 30, 2030;

WHEREAS, on September 19, 2024, the Fresno Unified School District Board of Education (the Board) received the Renewal Petition;

WHEREAS, a public hearing for the charter school was held on October 9, 2024;

WHEREAS, the Renewal Petition and materials presented in support of the Renewal Petition have been thoroughly reviewed by the District's Staff; and

WHEREAS, the District Staff requests the Governing Board grant the Renewal Petition.

NOW, THEREFORE, BE IT RESOLVED: the Board hereby approves the Renewal Petition for a new five-year term renewal of July 1, 2025, through June 30, 2030, and as revised by the revisions recommended by the District Staff relating to the Employee Qualification section for University High School.

ADOPTED this November 06, 2024, by the Board of Education of Fresno Unified School District, by the following vote:

AYES:	4
NOES:	0
ABSTENTIONS:	1
ABSENT:	2

Susan Wittrup, Board President

Mao Misty Her, Interim Superintendent

University High School

July 1, 2025 to June 30, 2030

Submission Approved by University High School's Board of Directors
on August 15, 2024

Renewal Petition Submitted to:
Fresno Unified School District
on September 3, 2024

Original Start Date/Charter Term with Fresno USD: 08/22/2007
Start Date/Charter Term with Sierra USD: Fall, 2000

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- Notice of Intent
- Performance Framework

LETTER OF INTENT

Via Hand Delivery

Fresno Unified School District
Board of Education
2309 Tulare Street
Fresno, CA 93721

RE: Formal Application for Charter Renewal for University High School

Dear Members of the Fresno Unified School District Board of Education:

As the Lead Petitioner for University High School ("UHS"), I hereby submit the formal charter renewal petition to the Fresno Unified School District (the "District") for renewal of University High School for a term of five years from July 1, 2025, through June 30, 2030.

University High School is honored by the opportunity to apply for the renewal of a charter school that will continue to serve families in Fresno and is eager to work with the District to provide the best possible educational opportunities for all students.

UHS looks forward to working with the District Board and District staff during the charter renewal process. To this end, the Petitioners pledge to work cooperatively with the District to answer any questions regarding this charter petition and to present the District with the strongest possible proposal requesting a five year term from July 1, 2025, through June 30, 2030.

Please do not hesitate to contact UHS at any time, should you have any questions or concerns.

Sincerely,



Jeffie Esparza Hickman
Superintendent/Principal,
University High School
2611 E. Matoian Way
M/S UH134
Fresno, CA 93740
(559) 278-8263
jhickman@csufresno.edu

AFFIRMATIONS AND DECLARATION

University High School ("UHS" or "the Charter School") hereby certifies that the information submitted in this Petition for the renewal of UHS, located at 2611 East Matoian Way, Fresno, CA 93740 within the boundaries of the Fresno Unified School District ("FUSD" or the "District"), is true to the best knowledge and belief of UHS. The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School 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)]

- University High School declares that it shall be deemed the exclusive public school employer of all employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School 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 the Charter School 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 the Charter School 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)]

- 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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School 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)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School 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 Section 47605(l)(1) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- 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).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School 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 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)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before

enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- 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 educational programs. [Ref. Education Code Section 47605(d)]

- The Charter School 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 comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School 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").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act")

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960]



September 3rd, 2024

Jeffie Esparza Hickman
Superintendent/Principal
University High School

Date

EXECUTIVE SUMMARY

University High School was born as an idea and a school in the late 1990's when the Dean of the College of Arts and Humanities at California State University, Fresno ("Fresno State" or "CSUF"), conceived of the concept of starting a charter high school on the college campus. The intent was "to create a school that articulated a vision for education in the 21st century based upon the latest educational research, implement best practices in instruction, and serve as a model of educational innovation." This vision is to offer something different than what students would find in their neighborhood schools; to offer a college preparatory school with engaged students who wanted to receive a classical education with a musical component. Almost 25 years later, University High School is still embodying the ideals of its founders and annually serving nearly 500 students at its home on the Fresno State campus.

UHS opened in the fall of 2000 as an independent, direct funded charter school, unaffiliated with any larger organization or management group and governed by its own board. The Charter School began using classrooms leased from CSUF and, as it expanded, additional portable facilities were added. In August 2009 construction of the new UHS campus began. The permanent facility is located three hundred yards from the previous campus site and was completed in the fall of 2010, when the entire population of the Charter School moved into the new building.

The Charter School maintains ties with many partners: Fresno Unified School District , Sierra Unified School District (the original chartering authority), Fresno County Superintendent of Schools ("FCSS"), and CSUF. FUSD is the current chartering authority, and provides oversight for the Charter School.

After struggling with enrollment in the beginning years, which is typical for a new school and especially so for those in temporary facilities, UHS has kept a steady enrollment of 475-500 students for the past several years. Based on current facility capacity and academic programming, UHS intends to maintain this enrollment going forward. The Charter School has relied on a lottery process for admissions for approximately the past ten years due to the number of applicants for 9th grade. UHS accepts 135 freshmen each year, and usually receives about 150-225 applications each year, demonstrating the popularity of the program.

While the number of students attending UHS has remained steady, the Charter School's demographics have changed and show a gradually more balanced breakdown between ethnic groups which is moving UHS demographics closer to those of the District. Some of the most notable demographic shifts since the Charter School opened include an approximate doubling of the Hispanic/Latino and socioeconomically disadvantaged subgroups, as well as a more than doubling of the combined proportion of students qualifying as either an English Learner or who have been reclassified as fluent English proficient. This has been paralleled by a drop in the White population from approximately two thirds of the student body in the Charter School's first year of operation, 2000-01, to most recently in 2023-24 just over a quarter of enrolled students identifying as White. Element G of this Petition outlines some of the major demographic changes

experienced by UHS over the last decade beyond those included here. Many of these changes were made possible when, during the previous charter renewal, the District agreed to an admission preference for UHS for socioeconomically disadvantaged students. Going forward, UHS will continue to focus on enrolling a student body that more closely reflects the population of the District.

While a majority of the academic success experienced by the Charter School is shared in the next section, “Renewal Criteria,” a few highlights are included below.

In terms of academic program, UHS boasts a few unique elements that distinguish it from traditional comprehensive high schools and assist in ensuring all students graduate prepared to earn a four-year college degree. These are fully outlined in Element A of this Petition and a select few are also found below.

- UHS offers a longer school year and a longer school day than is required, allowing students more instructional time to ensure students leave high school prepared for their next step
- All students take four years of music
- Almost all students graduate having completed the A-G requirements, making them eligible to apply and be accepted to a campus within both the California State University (“CSU”) system and the University of California (“UC”) system
- All students compete two years of Latin
- All students complete four years of math
- All students are enrolled in a performing group music class, either instrumental or choral

UHS went through a full self-study for WASC Accreditation in the fall of 2022, and received a full six year accreditation, giving UHS full accreditation status through June of 2029.

The last six graduating classes have seen all seniors graduate and have averaged a graduate A-G eligibility rate above 95%. The state’s cohort 4-year graduation rate shows slightly different percentages (99.1% instead of 100%) due to a small number of students taking part in foreign exchange programs, early graduation, and other programs.

According to the latest data from the California School Dashboard, UHS is succeeding in the Charter School’s mission to improve learning outcomes, use innovative teaching methods, and offer a different choice for parents and students when it comes to education. For state testing, students from UHS outscore all other high schools in the Fresno and Clovis area, as well as in the entire Central Valley. The graduation rate, A-G completion rate, and college and career indicator (“CCI”) of UHS students are also very high. Chronic absenteeism is very low (under 5%) and the dropout rate is 0 percent.

In addition to the results tracked via the Dashboard, the Charter School also achieved a very favorable stability rate for 2022-23 which saw a schoolwide rate of 96.8% compared to the District’s rate of 85.9%, Fresno County at 88.8% and the state at 91.2%. A similar

overperformance was seen when looking at the stability rate achieved by the subgroups enrolled at UHS.

UHS is a proud supporter of students' co-curricular activities as well. The Academic Decathlon team has been the small school online national champion 16 times in the school's 24 year history. UHS also has a large group of students involved in its Speech and Debate program, Mock Trial team, and Drama program. Almost every student on campus is involved in at least one club or activity. Clubs include Yearbook, Black Student Union ("BSU"), Gay-Straight Alliance ("GSA"), Peer Mentors, Sikh Honors and Service Society, Red Cross, Interact, and many more. UHS is an original member of the Specialty Sports League in which UHS fields athletic teams to play other small charter or private high schools in Fresno and Clovis. UHS also has a community service requirement, which teaches students to give back to the community in various ways.

UHS has received many awards since the last charter renewal. Some are listed below:

- A+ grade, 2nd Best Charter & 7th Best High School in CA, & 10th Best Charter High School in the U.S., & #1 High School in the Fresno area *(Niche.com, 2024)*
- 5th Best Teaching Staff out of 1727 schools in CA *(Niche.com, 2024)*
- 7th Best High School in CA & 79th in the U.S. (*US News & World Report, 2023)*
- 16th Best Charter School in the U.S. (*US News & World Report, 2023)*
- California Pivotal Practice Award, 2022
- National Blue Ribbon School, 2021
- California Distinguished School, 2021
- California Gold Medal School, 2017

UHS has strong educational partner support with 97% of parents giving UHS an A or B grade on the most recent annual parent survey. In the most recent climate survey, which is given to students annually, 82% of students answered "agree" or "strongly agree" to the question, "UHS has a unique and positive school environment that I like." For the question, "Various cultures and social groups blend, interrelate, and feel like valid members of the school community", 84.5% answered "agree" or "strongly agree." UHS students often report that they are finally able to be themselves without fear of reprisal, teasing, or put-downs.

Beyond academic successes, UHS is and has been operationally strong and fiscally responsible for all of its years in existence. Currently, there is a budget reserve of approximately 100% of the annual budget, indicating effective long-term planning by the Charter School's leadership and Board of Directors ("Board").

Before jumping into the petition elements for UHS, it is worth looking backwards, even before the Charter School opened, and examine the state law that made UHS, and all charter schools in California, possible. The California Charter Schools Act ("CSA") of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to

accomplish all of the following:

A. Improve pupil learning.
B. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
C. Encourage the use of different and innovative teaching methods.
D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
E. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
F. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By approving this Petition for renewal, the Fresno Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

The Charter School shall continue to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be, and for what high school students can achieve. To this end, UHS pledges to work cooperatively with the District to answer any concerns over this charter renewal petition and to present the District with the strongest possible proposal requesting a charter renewal term starting July 1, 2025.

CHARTER RENEWAL CRITERIA

University High School maintains high expectations for all students and members of the school community. Ambitious goals are set for academic achievement, as noted in this Petition and in the Charter School's LCAP, and all members of the UHS community are held accountable for meeting these goals. UHS, in partnership with the District, aims to provide all students with the quality of education and schooling available at the highest performing schools in the state and nation. All students and families deserve access to excellent schools and UHS is one option providing this choice to the children of Fresno. The Charter School's history to date shows its students are achieving and UHS is one of the top performing schools in the state.

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill ("AB") 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be "verified data."

Alongside the shift toward the use of Dashboard data for purposes of evaluating charter schools at renewal, AB 1505 also created a three-tiered system of evaluating charter schools' renewal eligibility, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Presumptive renewal unless a chartering authority makes written findings, supported by specific facts, that the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, giving greater weight to measurements of academic performance – Education Code Section 47607.2(b).

At this time, the Charter School fits into the middle performing category, as determined by law and the California Department of Education ("CDE"). This means UHS meets the criterion for charter renewal for a term of five years, as demonstrated below.

The state indicators presented on the 2023 Dashboard and applicable to a 9-12 grade school include the following:

- Suspension Rate: kindergarten through grade twelve
- English Learner Progress Indicator ("ELPI"): grades one through twelve
- Graduation Rate: high school only
- The College/Career Indicator*: high school only
- Academic: grades three through eight and grade eleven in ELA and Mathematics, based on performance on California Assessment of Student Performance and Progress ("CAASPP")

*For CCI the 2023 Dashboard only displays the most current year of performance data (also known as "Status") as this indicator was not included on the 2022 Dashboard. The 2023 Dashboard displays one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). Colors will return for the CCI indicator with the 2024 Dashboard when there are two consecutive years of data available.

The renewal standard for the middle tier, Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

Dashboard Results

The results below, in particular at the subgroup-level, clearly demonstrate the significant benefit UHS provides to students. For example, whereas statewide, Hispanic and Socioeconomically Disadvantaged students consistently perform below the state average, the data shows that these same students, in attendance at UHS, achieve at significantly higher levels than they would be expected to perform on average elsewhere.

The following tables display the Charter School's schoolwide Dashboard results and, for comparison purposes, the District, and the state's, for the 2022-23 school year.

UHS Schoolwide Dashboard State Indicators, 2023

UHS Student Performance on the Dashboard (Status and Performance Level)

Indicator	UHS Status	UHS Performance Level
ELA CAASPP DFS (Academic)	174.3 points above standard	Blue
Math CAASPP DFS (Academic)	91 points above standard	Blue
College/Career Indicator (Academic)	97.4% prepared	Very High
Graduation Rate (Academic Engagement)	99.1%	Blue
Suspension (Conditions and Climate)	1%	Yellow

It should be noted that in 2023 UHS achieved one of the two highest performance levels on every Dashboard indicator awarded to the Charter School except for one. On all the academic indicators the Charter School earned the highest performance level of either Blue or Very High.

Schoolwide Dashboard, Comparison of 2023 Status & Performance Levels

Indicator	UHS	FUSD	California
ELA CAASPP DFS (Academic)	174.3, Blue	-49.8 Orange	-13.6 Orange
Math CAASPP DFS (Academic)	91, Blue	-80.6 Yellow	-49.1 Orange
College/Career Indicator (Academic)	97.4% Very High	40.2% Medium	48.7% Medium
Graduation Rate (Academic Engagement)	99.1%, Blue	85.8% Orange	43.9% Orange
Suspension (Conditions and Climate)	1%, Yellow	7.3% Orange	3.5% Orange

UHS 2023 Dashboard Local Indicators

Local Indicator	2023
Basics: Teachers, Instructional Materials, Facilities	**Standard Met**
Implementation of Academic Standards	**Standard Met**
Parent and Family Engagement	**Standard Met**
Local Climate Survey	**Standard Met**
Access to a Broad Course of Study	**Standard Met**

As demonstrated above, the Charter School met standards for all local indicators in 2023.

California Assessment of Student Performance and Progress Data

The State Board of Education has adopted standards to establish what all California children are expected to know and be able to do for particular subjects at particular grade levels, which are assessed on CAASPP. Based on their scores on CAASPP, students are rated as having "Exceeded", "Met", "Nearly Met", or "Not Met" the standard for ELA and math.

Below is a snapshot of UHS' 2023 CAASPP results. The data demonstrates that UHS students achieved measurable increases in academic achievement based on their performance relative to their similarly situated peers. Specifically, insofar as state and District data (and subgroup data) indicate average performance within a school year, where UHS outperforms those averages, the Charter School clearly demonstrates the measurable increases in academic achievement its students have attained.

The CAASPP data shown below uses the Distance From Standard ("DFS") metric to show performance. This metric is different from the more traditional method of viewing CAASPP results, which is the percentage of students scoring at or above grade level (on CAASPP level 3 is considered "Met Standards" or at grade level and CAASPP level 4 is considered "Exceeded Standards" or above grade level).

DFS measures how far a student is from the grade level standard. A DFS of zero means the student is scoring at the minimum level to be considered on grade level. A negative DFS means the student has not met the standard while a positive DFS puts the student above the minimum score needed to be at grade level.

The Charter School is using the DFS metric for multiple reasons. First, the Dashboard uses DFS when looking at CAASPP. The Dashboard drives accountability for charter schools under AB 1505, as explained above, and so using DFS here aligns with how the state is viewing

charter school performance. Last, DFS measures the performance of all tested students and each individual score is weighted equally. This provides schools an incentive to maximize the academic growth and achievement of every student. When looking at the more traditional metric of percent of students at or above grade level, it only takes into account students who performed at or above a certain threshold.

DFS is not calculated on a county wide basis for the purposes of the dashboard. As such, only the District and state are included in the below comparisons.

UHS Schoolwide and Subgroup CAASPP Performance: Status, Performance Level

Subgroup	ELA CAASPP DFS	Math CAASPP DFS
Schoolwide	**174.3, Blue**	**90.1, Blue**
Asian*	**176.8, N/A**	**130.7, N/A**
Hispanic	**158.5, Blue**	**18.6, Green**
White	**184.3, Blue**	**131.3, Blue**
Two or more Races	**191.4, N/A**	**77.8, N/A**
Socioeconomically Disadvantaged*	**183.8, N/A**	**80.1, N/A**

*N/A due to having more than ten but fewer than 30 students tested in 2022-23.

The data tables below show results for ELA and Math. For both subjects, comparisons are provided against the District and state results for all students.

ELA Data

UHS & FUSD, State Schoolwide and Student Subgroup Comparison of 2023 Distance From Standard: ELA CAASPP

Indicator	Subgroup	UHS	FUSD	State	UHS	Difference
ELA CAASPP	**Schoolwide**	**174.3**	**-49.8**	**-13.6**	**Above**	**187.9**
	Asian	**176.8**	**-26.5**	**61.8**	**Above**	**115**
	Hispanic	**158.5**	**-55.1**	**-40.2**	**Above**	**198.7**
	White	**184.3**	**-8.3**	**20.8**	**Above**	**163.5**
	Two or more Races	**191.4**	**-39**	**24.3**	**Above**	**167.1**
	Socioeconomically Disadvantaged	**183.8**	**-57.8**	**-42.6**	**Above**	**226.4**

As demonstrated above, based on the 2023 Dashboard results for the ELA CAASPP, the Charter School significantly outperformed the District and the state in the DFS achieved for every subgroup with more than ten test takers in addition to the results for all students.

Math data, all students

UHS & FUSD, State Schoolwide and Student Subgroup Comparison of 2023 Distance From Standard: Math CAASPP

Indicator	Subgroup	UHS	FUSD	State	UHS	Difference w/State
Math CAASPP	Schoolwide	90.1	-80.6	-49.1	Above	139.2
	Asian	130.7	-55.8	50.8	Above	79.9
	Hispanic	18.6	-86.1	-80.8	Above	99.4
	White	131.3	-40.8	-11.1	Above	142.4
	Two or more Races	77.8	-63.6	-7.4	Above	85.2
	Socioeconomically Disadvantaged	80.1	-87.8	-80.8	Above	160.9

Similar to ELA, as demonstrated above, based on the 2023 Dashboard results for the Math CAASPP, the Charter School significantly outperformed the District and the state in the DFS achieved for every subgroup with more than ten test takers and with the DFS for all students.

MEASURABLE INCREASES IN ACADEMIC PERFORMANCE

For charter schools in the middle track, authorizers also have the following requirement:

> (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
> (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
> (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
> (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section

47607.2(c)(1).)

In order to show measurable increases in academic performance, in addition to the CAASPP results shown above, UHS has provided results below on postsecondary outcomes as displayed on the state's Dataquest website. In November of 2020 the California State Board of Education ("SBE") approved multiple "Postsecondary Indicator Data Sources" and Dataquest's College-Going Rate was one of the sources approved. While UHS has included the data source that fits with the verified data requirements, which is Dataquest's College-Going Rate, two additional metrics are also included: Graduation and A-G eligibility, both of which are also displayed on Dataquest.

The threshold set by the state, as cited above, is that the Charter School needs to show "strong postsecondary outcomes," as defined by college enrollment, persistence, and completion rates equal to similar peers. Based on the available data, UHS has far exceeded this standard and thus meets this criteria for charter renewal, as well.

Postsecondary Outcomes

Graduation Rate & Students Meeting UC/CSU Admission Requirements

In order to be considered for acceptance to the University of California or California State University institutions of higher learning, students are required to successfully complete a set of college preparatory courses, termed "A-G requirements." Students must earn a grade of "C" or higher and each high school course is certified by California's public university systems.

Because all UHS students are required to take a specific course sequence when they attend UHS, all students will meet the A-G requirements as long as they receive at least a grade of "C" or higher in their classes. UHS has a very high A-G completion rate. See the chart below for the graduation rate and the number of students meeting the UC/CSU admission requirements for the past several years:

Graduating Class	**4 Year Cohort Graduation Rate Percent**	**Graduates Meeting UC/CSU Admission Requirements**
Class of 2024	100%*	106/110 (96.4%)*
Class of 2023	99.1%	110/113 (97.4%)
Class of 2022	99.1%	113/113 (100%)
Class of 2021	100%	104/106 (98.1%)
Class of 2020	99.1%	111/116 (95.7%)
Class of 2019	100%	117/119 (98.3%)

*Predicted based on UHS' internal calculations

UHS' mission includes students attending and succeeding in college. The state recently released results showing college attendance for high school graduates in the high school graduating classes of 2015 through 2021. Similar to the CAASPP data shared above, the college attendance data shows the value UHS has delivered to its students as they attend college at far higher rates than their peers across the District, county and state.

Post Secondary Outcomes Data Charts

UHS Post-secondary Outcomes Comparison, Class of 2021

The below charts show student enrollment in colleges and universities following high school graduation. Both the UC and CSU are included. These two systems are part of the data set provided by the state and they are widely considered two of the finest systems of public universities across the county.

All students, Class of 2021

All students	Meeting UC/CSU requirements	Attended college	Attended a 4-yr. college	% to UC + CSU	Attended a 2-yr. college
UHS	97.4%	93.4%	80.2%	67.9%	13.2%
FUSD	51.5%	60.3%	29.6%	25.9%	30.7%
Fresno County	47.6%	63.1%	23.9%	21.6%	36%
State	52.1%	63.8%	30.3%	19.7%	33.5%

Hispanic students, Class of 2021

Hispanic students	Meeting UC/CSU requirements	Attended college	Attended a 4-yr. college	% to UC + CSU	Attended a 2-yr. college
UHS	97.2%	94.6%	83.8%	73%	10.8%
FUSD	48.3%	58.3%	27.3%	24.3%	31%
Fresno County	41.2%	56.5%	22.1%	18.3%	34.4%
State	44.7%	54.9%	21.9%	16.6%	32.9%

The college attendance results for socioeconomically disadvantaged ("SED") students were not available at the school level for the Class of 2021. However, this subgroup's data was included with the Class of 2020 at UHS. Given this, the comparison below is of Class of 2020 data for all four entities included.

Socioeconomically Disadvantaged students, Class of 2020

SD students	Meeting UC/CSU requirements	Attended college	Attended a 4-yr. college	% to UC + CSU	Attended a 2-yr. college
UHS	89.3%	95.8%	83.3%	66.6%	12.5%
FUSD	52.4%	62.1%	27%	24.2%	35.1%
Fresno County	42.8%	59.8%	22.4%	19%	37.4%
State	34.7%	55%	21.8%	17.3%	33.3%

As demonstrated above by both CAASPP results and postsecondary outcomes, the Charter School's students are achieving both academically and in their postsecondary lives, and UHS is one of the top performing schools in the state. These results far exceed the renewal requirements under the academic framework established by the state.

ELEMENT A: 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 priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

University High School is a 9-12th grade charter school located on the Fresno State campus. Students take dual enrollment courses and earn college credits beginning in 10th grade. Students graduate with approximately 21-28 credits from Fresno State, depending on the college courses that they complete. The original mission of the founders of the Charter School intended for UHS to be a small high school of about 500 students, and that enrollment size remains true today, 25 years after inception.

University High School successfully completed its most recent full self-study WASC visit during the fall of 2022, and updated its vision and mission statements to the following:

Vision Statement:

University High School is a 9-12th grade Liberal Arts high school on the campus of California State University, Fresno, where ALL students experience an accelerated college preparatory program through dual enrollment with the university, two years of Latin, and four years of music theory and music performance in all grade levels.

University High School seeks to foster a culture of care, support, and understanding for ALL students where they can grow academically, socially, and personally while establishing a foundation for success in college, career, and beyond.

Mission Statement:

University High School will maintain high expectations for ALL students and be open to students that have an appreciation of music, a willingness to work hard, and a desire to be challenged academically in an accelerated and rigorous college preparatory environment.

University High School educators will use and continually develop exemplary instructional practices to provide a rigorous and challenging college preparatory curriculum. The goal of all instruction will be student learning which will be met through the study of classical languages, literature, advanced mathematics, hands-on science, social sciences, music education, and music performance. Curriculum components will be incorporated into the graduation requirements that will prepare students for a successful college experience and integration into the workforce.

University High School will promote positive partnerships between teachers, parents, students, and the community to create a supportive climate for its students and the Charter School. Students will learn the importance of community through service and activities that connect them to the broader world. Through service and outreach, the Charter School will stand as a positive model and example for other schools and districts in both the public and charter school communities.

University High School will work collegially with Fresno State, by establishing and maintaining a successful process for dual enrollment. The Charter School will maintain the benefits of a small school environment while providing students the opportunities available on a large public university campus.

Targeted Student Population

UHS offers a rigorous college preparatory liberal arts curriculum for all students, including four years of music. The required curriculum, longer school day, and focus on music and rigorous academics, benefits everyone who attends UHS, but the program does take commitment from students. At a typical high school, students can pick and choose what accelerated classes they want to take. At UHS, that is not an option, as students are required to take a full slate of rigorous classes in all subject areas. It is the desire of the Charter School to serve a student population representative of the geographic area served by the District. The ideal student population includes any students within Fresno or the surrounding area who are interested in attending a rigorous, college preparatory high school that includes music education.

The overall enrollment of UHS is not projected to change in the upcoming charter term and the Charter School anticipates total enrollment will remain between 475 and 500 students, evenly distributed across four grade levels (see chart in Appendix). Please see Element G of the Petition for a breakdown of current UHS demographics. In addition, Element G of this Petition provides additional details regarding how the student population of UHS has shifted over the past decade.

Annual Calendar, Bell Schedule

The UHS annual school calendar closely follows the Fresno State academic calendar, and also adds additional days with its Elective Intersession so as to meet the required minimum days for charter public high schools, which currently requires 175 days per school year. Below is the 2024-25 school calendar, which is also in the appendix.

UNIVERSITY HIGH SCHOOL

2024-2025 SCHOOL CALENDAR ~ Final

(Thanksgiving week off, start earlier in August)

First day of school:	Aug. 14, 2024	**Please note: dates are subject to change, please refer to UHS Bulletin for changes — *updated: 3/26/24*
Fall semester ends:	Dec. 19, 2024	
First day of school 2025:	Jan. 6, 2025	
School ends:	May 30, 2025	
Staff Development		
Holiday/No School		
Late Start		
Early Release		
Progress Report		
PSAT, special schedule	Oct. 25, 2024	
Winter Session	Jan. 6-14, 2025	
Spring Session	May 19-31, 2025	
Finals Schedule, Fall	Dec. 17-19, 2024	
Finals Schedule, Spring	May 13-15, 2025	
10-12th Registration:	Aug. 9, 2024	
Freshmen Orientation:	Aug 9&12, 2024	
Back to School Night:	Aug. 12, 2024	
Phoenix Bowl:	TBA	
Magic of the Arts:	Oct. 18, 2024	
State Testing:	April, 2024	
Achievement Awards:	April, 2024	
Field Day:	May 16, 2025	
Graduation:	May 17, 2025	
Fresno State begins:	Aug. 21, 2024	
Fresno State ends:	Dec. 19, 2024	
Fresno State begins:	Jan. 16, 2025	
Fresno State ends:	May 16, 2025	

July, 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August, 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
A	19	20	21	22	23	24
B	26	27	28	29	30	31

13 school days

September, 2024						
S	M	T	W	T	F	S
A	2	3	4	5	6	7
B	9	10	11	12	13	14
A	16	17	18	19	20	21
B	23	24	25	26	27	28
A	30					

20 school days

October, 2024						
S	M	T	W	T	F	S
A		1	2	3	4	5
B	7	8	9	10	11	12
A	14	15	16	17	18	19
B	21	22	23	24	25	26
A	28	29	30	31		

23 school days

November, 2024						
S	M	T	W	T	F	S
					1	2
B	4	5	6	7	8	9
A	11	12	13	14	15	16
A	18	19	20	21	22	23
B	25	26	27	28	29	30

15 school days

December, 2024						
S	M	T	W	T	F	S
A	2	3	4	5	6	7
B	9	10	11	12	13	14
A	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

14 school days

January, 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
A	13	14	15	16	17	18
A	20	21	22	23	24	25
B	27	28	29	30	31	

18 school days (7/11)

February, 2025						
S	M	T	W	T	F	S
B						1
A	3	4	5	6	7	8
B	10	11	12	13	14	15
A	17	18	19	20	21	22
B	24	25	26	27	28	

19 school days

March, 2025						
S	M	T	W	T	F	S
B						1
A	3	4	5	6	7	8
B	10	11	12	13	14	15
A	17	18	19	20	21	22
B	24	25	26	27	28	29
A	31					

20 school days

April, 2025						
S	M	T	W	T	F	S
A		1	2	3	4	5
A	7	8	9	10	11	12
13	14	15	16	17	18	19
B	21	22	23	24	25	26
A	28	29	30			

17 school days

May, 2025						
S	M	T	W	T	F	S
A				1	2	3
B	5	6	7	8	9	10
A	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 school days (12/9)

June, 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

180 school days, 7 faculty work days — *Fall= 85 days, Winter Elec=7 days, Spring Sem=79 days, Spring Elec=9 days*

For the 2024-25 school year, there are 180 instructional days, which is more than the required minimum for a charter school. UHS exceeds the required minimum instructional minutes set for high schools in Education Code Section 47612.5(a) due to the Charter School's extended school day.

UHS has a varied start of the school day with Zero (0) period currently beginning at 8:00 a.m. each morning and the school day ends at 5:00 p.m. Due to their college courses and performing group classes, UHS students start and end the school day at different times. The academic classes are taught through the main part of the day until 3:00 p.m. Performing Group classes begin at 2:00 p.m. for freshmen and run Monday through Friday. For the other three grade levels, Performing Groups begin at 3:00 p.m. or 4:00 p.m. and run on a Monday/Wednesday or Tuesday/Thursday schedule. Performance classes also run on Fridays, but take turns on an "A/B"

schedule: “A Week” is for the Mon/Wed class, and “B Week” is for the Tue/Thur class. This schedule allows for students to take up to four Performing Groups classes, including Drama. Students also take seven academic classes. A student taking the maximum number of performing group classes (four) will have 11 classes per semester.

While the UHS schedule starts before 8:30 a.m. the instructional minutes that occur prior to 8:30 a.m. are not counted towards the annual required instructional minutes for the Charter School, in accordance with Education Code Section 46148. UHS exceeds the minimum requirement for annual instructional minutes without counting the 30 minutes per day that occur prior to 8:30 a.m.

UHS has a very high average daily attendance (“ADA”) rate; usually averaging 98%. The daily bell schedule is shown below.

UHS - Regular Bell Schedule 2024-25		
Period	**Time**	**Total Minutes**
0	8:00 - 8:55	55
1	9:00 - 9:55	55
2	10:00 - 10:55	55
3	11:00 - 11:55	55
Lunch	11:55 - 12:55	60
5	1:00 - 1:55	55
6	2:00 - 2:55	55
7	3:00 - 3:55	55
8	4:00 - 4:55	55

What It Means to Be an Educated Person in the 21st Century

In the 21st Century, even more than in the past one, an educated person will be one who:

- Graduates from high school prepared to earn a four-year college degree
- Possesses intellectual curiosity and skills to pursue life-long learning
- Has acquired sufficient grounding in academic disciplines
- Has engaged with the arts
- Is a responsible citizen

College completion will be increasingly important in the complex society of the 21st century. In college, students hone their ability and intellectual curiosity to continue learning throughout life. University High School is, therefore, a college preparatory high school. An important goal of the Charter School is to prepare students for admission to, success in, and graduation from the college of their choice.

High school is the appropriate stage in the K-16 educational process to learn thoroughly the basic ideas, theories, vocabulary, and facts of the disciplines that comprise the arts and humanities, social sciences, and natural sciences. Those who have grounding in the academic disciplines will be in a better position to understand and lead change. An important goal of UHS is to develop literacy and intellectual curiosity in students, enabling them to become self-motivated, competent, and life-long learners. Students will also learn to use appropriate technology to both enhance their learning and provide additional opportunities by which to interact with the world.

Striving for excellence in the arts, specifically in musical performance, teaches students discipline and commitment. Performing music in groups teaches students to work cooperatively for a common goal. Performing for an audience is a culminating experience that draws on all of a student's personal resources. Listening actively to music trains the memory, sharpens the intellect, and enhances life. For these reasons, the study of music has been part of education since the ancient Greeks, and will remain so at UHS.

Students will be part of University High School for four short but extremely crucial years in a lifetime of learning. During the high school years, it is imperative students practice habits that characterize educated people in any century: to think logically, read critically, write and speak clearly, solve problems creatively, organize time effectively, and make choices wisely. An important goal of the Charter School is to help students develop habits that will enable them to learn throughout their life and to face unforeseen challenges.

Over the course of this century, students will have at their fingertips more technology, more information, and more choices about almost everything than ever before. Their education must provide a context for that information, a way to separate the important from the non-important.

How Learning Best Occurs/Instructional Design, including subgroup program

Academic Program

UHS offers all students a four-year college preparatory liberal-arts curriculum. "College preparatory" means students leave UHS prepared to enter and be successful at a university without the need for remedial instruction. "Liberal-Arts" means many things; it means UHS provides a general education that includes not only math and science, but also the arts and humanities such as Latin, English, and Music. It also means teaching students to be critical thinkers with a general understanding of the world, rather than providing them with a single, specific curriculum focus.

The UHS four-year curriculum was initially developed in 1999 when educators in the community came together to outline what they thought would be the best curriculum for a high school student. The curriculum has changed in minor ways over the years, but otherwise has remained as the founders intended. For students to receive the Liberal-Arts college prep curriculum, ALL students are required to take four years of English, four science classes, two years of physical education (spread evenly over four years through an every other day program), and four years of performing arts during their four years at UHS. Students also take three years of history/social science, two years of Latin and at least one year of a college level modern foreign language. Four years of mathematics is also required. The core curriculum that is taught such as the English, Science, Math, PE, and Social Science all incorporate the California State Standards. The standards are the baseline learning objectives.

The chart below indicates the sequencing for UHS students and the courses they take. Students may take extra Fresno State college courses during their senior year. A recent addition is the new requirement of Ethnic Studies as a high school graduation requirement.

The UHS 4-year course sequence is as follows:

Graduation and College Requirements	9th Grade	10th Grade	11th Grade	12th Grade
(A) Social Science: 3 years (CSU = 2 years) (UC = 2 years)	(none)	**History 20** and **History 21** (World History)	Honors US History or AP US History	AP Economics or AP Government
(B) English: 4 years (CSU = 4 years) (UC = 4 years)	Honors English 9	Honors English 10	AP English Composition	AP English Literature
(C) Math: 3 years (CSU = 3 years) (UC = 3 years req., 4 years rec.)	Integrated Math 1 or Integrated Math 2	Integrated Math 2 or Advanced Math	*Math Options:* Int Math 3 Honors Adv Math AP Statistics AP Calc AB or BC	*Math Options:* AP Statistics AP Calc AB or BC **Math 45** **Math 77/81**

(D)Science: 3 ½ years (CSU = 2 yrs lab sci) (UC = 2 years lab sci, 3 years rec.)	Honors Physics	Honors Chemistry	**Biology 10** and **Biology 12**	
(E)Language: 3 years (CSU = 2 years in same language)	Latin I	Honors Latin II	**Language other than English** (2 semesters of the same language during 11th & 12th grades, taken at CSUF)	
(F) Visual & Performing Arts: 4 years (CSU & UC = 1 year)	Musicianship I and Performing Group	Musicianship II and Performing Group	Musicianship III or AP Music Theory and Performing Group	Musicianship IV and Performing Group **Music 9**
(G) College Prep Elective: ½ year (CSU & UC = 1 year)				**Ethnic Studies** (one semester at CSUF)
Physical Education: 2 years total over 4 years (Not a college req.)	PE 9	PE 10	PE 11	PE 12

***Fresno State courses are denoted in bold.**

Instructional Materials, including Technology

UHS allocates its instructional materials, including technology, to all departments annually and as needed. Because the Charter School is small, the staff is able to communicate with the administration about their needs quickly and efficiently.

UHS teaches its English curriculum through a system unique to UHS called the 48 Book Program. Over the course of four years, students are given one book every month that they are held responsible for reading and understanding. The students are assessed through various methods (tests, essays, Socratic seminars, etc.). This reading requirement is in addition to other books or supplements (e.g., anthology text, supplemental articles, etc.) that teachers may provide as part of the English curriculum. UHS gives these books to students for free, enabling students to build personal libraries of college level reading material. This program has its own line item in the UHS budget.

UHS has a 28 station computer lab for student use throughout the school day, as well as four 30-station laptop carts available for checkout amongst the teachers. Teachers reserve the carts through an online calendar. There are a total of 148 computers available to UHS students on a daily basis for teachers to use with their lessons. This is an approximate ratio of one computer per every three students. UHS employs a full-time technology technician to keep the devices updated and running proficiently.

Since UHS is on the Fresno State campus, UHS benefits from the infrastructure and technological assistance provided by Fresno State, including free wifi and email addresses. All UHS students receive a Fresno State email address as their UHS email address, which gives them access to the UHS Google Suite, which all UHS teachers use, in addition to other platforms they may use.

Special Education students who need additional technology or support receive the assistance that will help them be successful at UHS as defined in their Individualized Education Program ("IEP"). UHS students, including those with IEPs, are able to request additional assistance with technology resources as needed. For example, a hard of hearing student may need assistive hearing technology and so UHS would purchase additional speakers for the student and microphones that teachers wear in order to enhance the sound of the teacher's voice for the student.

Students who qualify for free or reduced lunch are loaned a laptop for the school year if so requested.

Annual Goals

Please see Elements B & C, as well as the UHS' 2024-25 LCAP included in the appendices, for the Charter School's annual goals.

Description Requirements for Charter Schools serving High School Students

Parents are notified of college eligibility requirements at annual meetings with their student's counselor. This includes the eligibility of courses to meet college entrance requirements. UHS is able to provide one-on-one meetings between the counselor, student, and parents/guardians for seniors, juniors, and sophomores annually. A specific plan is created for each student regarding their high school curricular path, college to-do list, requirements, and anything else related to high school and college. The UHS counselors also put on various workshops for the students during the school day and some during the evenings for the parents (i.e., College Workshop, etc.). UHS utilizes Fresno State for assistance with Free Application for Federal Student Aid ("FAFSA") workshops and other college readiness seminars.

The counselors send out numerous emails and flyers regarding the FAFSA. Fresno State offers free counseling and workshops to help students fill out the FAFSA, and the UHS counselors go over this in their individual counseling sessions with seniors and their parents.

Course Transferability and Eligibility

In the 2022-23 school year, UHS earned a six-year accreditation from WASC through the 2028-29 school year). WASC accreditation, among other benefits, certifies the transferability of UHS' coursework to other public and private high schools. UHS clearly communicates this information with students and families during the recruitment and orientation process.

All of UHS' courses are transferable to other public high schools should a student transfer from the Charter School prior to graduation. The Charter School informs parents about the transferability of its courses to other public high schools in annual meetings with counselors.

Students Achieving Below Grade Level

If a student is having academic difficulties, UHS employs multiple strategies to support them in getting back on track and succeeding, both academically and, where needed, in their social-emotional development. Support comes from counselors, administration, and teachers.

When a student is struggling academically, the first step is for a counselor to meet with the parent via phone call or in person, and review the student's grades. A Student Study Team ("SST") meeting may be called by the counselor which includes the student, parents/guardians, and all teachers of the student. A plan is formulated to help the student be successful. The plan is reviewed by the counselor and if there is no improvement by a specified date, further action takes place (i.e., individual counseling and/or tutoring, academic testing if warranted, etc.).

UHS provides robust counseling services for all students. There are currently two full time counselors for a population of 500 or fewer students which provides a much lower student to counselor ratio compared to statewide averages. This lower caseload for counselors ensures the progress of each individual student is closely monitored and issues are identified in real time. UHS also has an open door policy for students and counselors allowing students to seek out counselors as needed.

Beginning in the student's sophomore year, counselors have annual individual conferences with each student and their parent(s)/guardian(s). During these individualized meetings, high school academic planning and college planning takes place. These meetings are where information about the FAFSA and the California Dream Act (if applicable) is given to students and parents. During the freshmen year, students meet in small groups with the superintendent/principal, vice principal, and counselor at the beginning of the school year to discuss acclimation to high school and to UHS, as well as sharing information about academics, behavior, and co-curricular activities.

Throughout the year, staff discuss students they teach who may be struggling academically or mentally in their classes. These discussions take place in department groups and in grade level teams. Identified students are referred to counselors and administrators as needed. Counselors then follow up with the students on their caseload to see what type of assistance may be needed.

The vice principal creates an academic watch list ("watch list") after the first six weeks of the semester which is updated every two weeks. The watch list consists of any student with a grade of "F" in any course and those who have below a 2.0 grade point average for the current semester. This list is monitored by the counselors and counseling intern(s), as well as by the teachers. If a student remains on the watch list for several weeks, the counselor meets with the student and determines next steps. A counseling intern also checks on students and helps them create a plan for success.

Teachers help students with their academics during the lunch period (which is an hour long daily), during the teacher's prep, provided it matches with a flexible time in the student's schedule, or before or after school. Teachers also communicate with students via zoom, Remind messaging, and email. Due to teaching during the pandemic, many teachers have video lessons saved, which students can access and use to help bridge gaps or review material taught. Additionally, teachers can assign students to attend the Tutor Center, described below, where extra help can be given.

UHS has a Tutor Center that is open Monday through Thursday, 2:15-5:15 p.m. and employs UHS students and a certificated staff member to help students in need of academic support. Any student can attend the Tutor Center. Students work with a tutor in small groups specific to that subject. If a student has been identified by their counselor or teacher as needing one-on-one help, the Charter School assigns a specific tutor to help that student as needed.

Every freshman student is assigned 3-4 upperclassmen peer mentors. The peer mentors help the freshmen to acclimate to high school, give any information they need, and can also help with academics.

Students Achieving Above Grade Level

UHS students are high achieving academically as demonstrated by state and national rankings. UHS is ranked 7th in the state and 16th nationally per the *US News and World Report*'s most recent rankings. In addition to excelling in the classroom, students at UHS complete a minimum of 80 hours of community service prior to graduation.

UHS offers a rigorous, college preparatory academic program to all students and supports them all to be successful. Music is a required cornerstone of the program and students' core requirements include a number of college courses taught by CSUF professors.

UHS students are integrated into CSUF courses with other college students. Beginning their sophomore year, students are enrolled in a CSUF history course for two semesters. The number of university level courses students take increases their junior year. In 11th grade, students take

one semester of biology, one semester of zoology, and, unless completing foreign language in 12th grade, two semesters of the same foreign language through dual enrollment at CSUF. These university level courses are coupled with Advanced Placement English Language and Composition for all students and Advanced Placement Music Theory, Advanced Placement U.S. History, and/or Advanced Placement Calculus for many students.

If a student is achieving above grade level, they are given additional opportunities. Students who are accelerated in their mathematics course sequence can complete Advanced Placement Calculus BC at UHS and then are given the opportunity to enroll in university math courses to further their skills in mathematics. Students who have excelled in the music program are given the opportunity for dual enrollment at the university their senior year. Students who have a passion for science have an opportunity to enroll in university science courses their senior year.

Additional university courses are not the only way a UHS student can challenge themselves further. UHS provides a variety of clubs and athletics for every student to have the opportunity to get involved and extend their academic and intrapersonal skills. UHS offers academic clubs such as Academic Decathlon, Science Olympiad, Science Fair, Math Team, History Day, Speech and Debate, and Mock Trial. Students can join service and cultural clubs such as Interact, Peer Mentors, Associated Student Body, Black Student Union, Mis Raices, and Sikh Honors and Service Society. UHS students who are more athletically driven can participate on basketball, volleyball, soccer, and rock climbing teams throughout the year. UHS athletic teams play against other small schools in the area. UHS's rock climbing team are members of the Fresno Unified Rock Climbing League. Overall there are myriad opportunities for students at UHS who are excelling academically.

ENGLISH LEARNERS

UHS has developed a comprehensive School-Wide Plan for English Learners that aligns with the Charter School's vision, mission, and core beliefs and is reviewed annually. UHS shall meet all applicable legal requirements for English Learners ("ELs"), 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. UHS shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Upon student reclassification, UHS has also developed protocols for the required monitoring of students. The goal of the EL program and the RFEP monitoring process is to ensure students are acquiring language skills while acquiring academic content knowledge and that the Charter School takes the appropriate steps to assist students who are not adequately progressing toward grade level goals and expectations. In addition to the information provided in the Petition, please see the Appendix for the School-wide Plan for English Language Learners.

Home Language Survey

UHS shall administer the home language survey ("HLS") upon a student's initial enrollment in a California public school (this survey is included on enrollment forms).

Home Language Survey questions:

1. Which language/dialect did your child learn when he/she first began to talk?
2. Which language/dialect does your child most frequently use at home?
3. Which language/dialect do you most frequently speak to your child?
4. Which language/dialect is most often spoken by adults parents, guardians, grandparents, etc.) in the home?

UHS staff review the results of the HLS to determine a student's status as either:

1. English Only ("EO"). If the answers to the first four questions on the HLS are "English" the student will be categorized as English Only; or

2. To Be Determined ("TBD") If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. From this data the student will be assessed to measure his/her level of English proficiency.

Parents may amend their response to the HLS at any time. If the student has already been administered the English Language Proficiency Assessments for California ("ELPAC") Initial Assessment ("IA"), changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to the IA administration, UHS will honor the changes made.

If a student transfers to UHS from another school, staff will contact the previous school for student records and check the student language status on the California Longitudinal Pupil Achievement Data System ("CALPADS"). In reviewing both sources, UHS will follow state protocol in notifying parents and coordinating for students to take the appropriate state assessments.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

  The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the HLS. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

  ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL, based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC IA and SA are assessments administered in seven grade spans – K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and 1st grade, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1 – June 30). Any student whose primary language is other than English, as determined by the HLS, and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English Language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1 – May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the 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 in basic skills based upon the performance of English proficient 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.

Strategies for English Learner Instruction and Intervention

Based on the enrollment at UHS and demographics of the target community in which UHS is located, the English Learner population includes students who predominantly come from Spanish-speaking families. The ELD program will implement both the California ELD Standards and the new English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. The Principal or designee monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians.

The instructional program for UHS is designed to promote language acquisition and proficiency, oral language development and enriched learning opportunities for all ELs in the following ways:

- Students will…
    - interact through cooperative learning activities.
    - make oral presentations in content areas.
    - collaborate for group performances and reports.
    - be provided with learning opportunities in recreation and performing arts.
    - be provided academic tutoring as needed.

In alignment with the principles of the California English Learner Roadmap, UHS will educate English Learners through both integrated ELD and designated ELD. Students will have opportunities to develop the English language while they build content knowledge. All teachers will be trained in and use the ELD standards alongside the State Standards for their content.

- Integrated ELD: Teachers integrate ELD across their content area, using the ELD standards alongside their content standards. Teachers provide appropriate scaffolding as English Learners engage with the core curriculum's complex texts and in challenging learning tasks. Students are given the support needed to move them toward independence as they develop both the content knowledge and academic English.

- Designated ELD: English Learners also have protected time during the school day for designated ELD instruction, with the ELD standards at the center. The focus here is on students' proficiency with academic English and literacy in the content areas. Students have many opportunities to communicate using English, including listening, and speaking. The instruction is centered around identifying the language of texts and tasks that support students' understanding of meaning. This takes place during the student's open period during the school day and can also occur before or after school.

As published in the ELD Standards Publication from the CDE, the Proficiency Level Descriptors ("PLDs") below provide an overview of the stages of English language development through which ELs are expected to progress as they gain increasing proficiency in English as a new language. The descriptors provide teachers a guide in curriculum planning and instructional delivery for ELs during designated and integrated English language development instruction.

- Emerging: students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade-level.

- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in

grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding to develop both content knowledge and English.

HOW THE PROGRAM WILL MEET THE STATE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC

UHS' programs to support English Learners are based on the current California ELD Standards.

Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC/ELPI Proficiency Level Descriptor, annually as measured by the Summative ELPAC. UHS' counselor will include ELD goals on students' learning plans. Additionally, the student's English teacher will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

Monitoring and Evaluation of Program Effectiveness

UHS shall evaluate the effectiveness of its education program for ELs by:

- Adhering to UHS-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.

Special Education Local Plan Area

University High School is its own local educational agency ("LEA") and is a member of the Fresno County Charter Special Education Local Plan Area ("CHELPA") in conformity with Education Code Section 47641(a).

University High School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

University High School complies with all state and federal laws related to the provision of special education instruction and related services and all CHELPA policies and procedures; and shall utilize appropriate CHELPA forms. UHS will ensure to provide agreements with a speech therapy service, a certified school psychologist, and a certificated special education teacher, as needed. This will ensure: 1) Initial assessments and three year evaluations for special education services will be conducted on a timely basis, 2) UHS will provide the above mentioned staff for all

re-evaluations necessary in keeping with FCSS and CDE education standards, 3) provide special education supervision, and 4) provide other credentialed professionals as agreed to by UHS.

UHS assumes full responsibility for the provision of special education and related services to eligible students as an LEA member of the CHELPA. As such, state and federal funding shall be allocated directly to the Charter School per allocation plan of the CHELPA. The Charter School will assume responsibility for the general education contribution which may be necessary, the provision of special education services to identified students, and shall meet the annual Maintenance of Effort Requirement.

As required of LEA members within the CHELPA, UHS provides the following assurances:

- Free and Appropriate Public Education - The Charter School will assure that a free and appropriate public education shall be provided to enrolled students, including children with disabilities who have been suspended or expelled from school.

- Child Find - The Charter School will assure all students with disabilities are identified.

- Full Educational Opportunity - The Charter School will assure students with disabilities have access to the full range of programs available to non-disabled students.

- Least Restrictive Environment – The Charter School will assure students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed using supplementary aids, supports and services in the general education setting.

- Individualized Education Program – The Charter School will assure an Individualized Education Program is developed, reviewed, and revised for each child who is eligible.

- Assessments – The Charter School will assure an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards – The Charter School will assure the confidentiality of identifiable data shall be protected at collection, storage, disclosure, and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.

- Personnel Standards – The Charter School will assure good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible students with disabilities.

- State Assessments – The Charter School will assure students with disabilities are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate.

SERVING STUDENTS WITH DISABILITIES

UHS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by UHS shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

UHS 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 the Charter School. 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.

A 504 team will be assembled by the Superintendent/Principal or Designee 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 which are 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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 have a disability 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 a free and appropriate public education ("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 Charter 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.

Services for Students under the "IDEA"

UHS shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the CHELPA.

UHS shall provide services for special education students enrolled in the Charter School. UHS shall follow CHELPA policies and procedures and shall utilize CHELPA forms 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.

UHS agrees to promptly respond to CHELPA inquiries, to comply with reasonable CHELPA directives, and to allow the CHELPA access to UHS students, staff, facilities, equipment, and records as required or imposed by law.

<u>Special Education Services</u>

The Charter School will provide a FAPE in the least restrictive environment to each student eligible under IDEA and in accordance with Education Code requirements, and applicable

policies, practices, and forms of the CHELPA.

UHS shall comply with all regulatory special education requirements of the IDEA, state laws, and the CHELPA Local Plan, and perform all corrective actions deemed necessary by the CHELPA and/or CDE. UHS will work collaboratively with the Program Specialist who will provide coaching support to the Charter School's special education team to ensure that all requirements of IDEA are met, and each child is well served. The Superintendent/Principal, or Designee, will work collaboratively with the Charter School staff to develop an annual professional development plan that builds capacity of the team in meeting compliance with state and federal statutes and reporting requirements. At minimum, the plan will include:

- Review with teachers the "IEP at a Glance" documentation for each student with an IEP at the beginning of the school year

- Participation in the CHELPA Professional Learning Network meetings

- Participation in CHELPA professional learning opportunities in the areas of behavior; inclusive environments; mental health; positive school climate; special education fundamentals; and specific disabilities such as autism and dyslexia

Staffing

All special education services at UHS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. UHS staff shall participate in CHELPA in-service training relating to special education when appropriate.

UHS 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. UHS shall ensure that all special education staff hired or contracted by UHS are qualified pursuant to CHELPA policies, as well as meet all legal requirements. UHS 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, adaptive physical education teachers, and psychologists.

Notification and Coordination

UHS shall follow CHELPA policies as they apply to all CHELPA schools for responding to implementation of special education services. UHS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating UHS students who have or may have exceptional needs that qualify them to receive special education services. UHS will implement CHELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the general education program have been considered and, where appropriate, utilized.

UHS will follow CHELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The Charter School will participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The Charter School anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Collection of comprehensive data on enrollment forms
- Post-enrollment intake practices that identify students with exceptional needs to help ensure that the Charter School is aware of all students who have identified special needs
- Maintain relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Develop and train Charter School staff to ensure an understanding of techniques used to identify students who may have exceptional needs
- Regularly review assessment data, including but not limited to benchmark assessments and state-mandated assessments, to identify students who fall below academic expectations and may be in need of additional supports or services
- Any and all requirements of the CHELPA policies and procedures

UHS will contact the previous school or school district about students newly enrolled at the Charter School and ensure the Charter School receives an active IEP from the student's previous school in a timely manner. Similarly, UHS will notify the district of residence for a student with an IEP if they leave the Charter School. These processes will occur via mailed notices, electronic mail, and/or phone calls.

Students within the Charter School program may be referred for assessment to identify special needs.

If pre-referral strategies through UHS' SST are unsuccessful, the student is not progressing academically, and classroom teachers, or parents, guardians believe a disability may exist, the student will be referred by the assigned team, in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any certificated employee of the Charter School or parents/guardians.

Referrals will (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice will be given to the student's parents.

UHS Special Education staff will convene a meeting with the student's parent(s)/guardian(s) to discuss the option of appropriate testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. UHS will then conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parent(s)/guardian(s), appropriate Special Education staff, the Superintendent/Principal, or Designee, the student's general education teacher, the student, if appropriate, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually.

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. UHS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. UHS shall obtain parent/guardian consent to assess UHS students.

IEP Meetings

UHS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Superintendent/Principal, or Designee, and/or the UHS-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; the student, if appropriate; a parent or legal guardian; and other UHS representatives who are knowledgeable

about the general education program at UHS and/or about the student. UHS 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, nurse, adaptive physical education teacher and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

UHS 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 UHS students in accordance with the policies, procedures and requirements of the CHELPA and state and federal law.

IEP Implementation

UHS shall be responsible for all school site implementation of the IEP. As part of this responsibility, UHS 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 UHS' non special education students. UHS shall also provide all home-school coordination and information exchange. UHS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

UHS shall comply with Education Code Section 56325 with regard to students transferring into UHS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in UHS from another school district within the state, but outside of the CHELPA with a current IEP within the same academic year, UHS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time UHS 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 an individual with exceptional needs who has an IEP and transfers into UHS from a district operated program under the same special education local plan area of UHS within the same academic year, UHS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and UHS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to UHS with an IEP from outside of California during the same academic year, UHS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the

parents, until UHS 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 UHS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

UHS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to UHS and no student shall be denied admission nor counseled out of UHS due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

UHS has adopted policies for responding to parental concerns or complaints related to special education services. UHS shall receive any concerns raised by parents/guardians regarding related services and rights.

UHS' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

UHS may initiate a due process hearing or request for mediation with respect to a student enrolled in UHS if the Charter School determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, UHS shall defend the case.

Fresno County CHELPA Representation

UHS shall represent itself at all CHELPA meetings.

Funding

UHS shall be subject to the allocation plan of the CHELPA.

Professional Development

UHS believes the teacher evaluation process should be ongoing and reflective. The Charter School recognizes the value of professional development and provides funding to facilitate and

support teachers' participation in professional development opportunities each year. The teachers' current contract of 190 days includes several days set aside for professional/staff development purposes.

The professional development expected of teachers may be based on individual needs. For example, teachers may attend conferences, do directed readings, and/or visit other teachers or school sites. These activities may also be driven by the Charter School and include a uniform plan for all teachers. This kind of professional development may include meetings with the Superintendent/Principal or other staff, weekly department meetings and beginning of year preparations.

ELEMENTS B AND C: MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT

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).

And

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).

Local Control and Accountability Plan and Alignment of Outcomes to the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities, as described in Education Code Section 52060(d), that apply for the grade levels served, can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of students attending the Charter School, including UHS' numerically significant student subgroups.

On the 2023 Dashboard, the Charter School, which only assesses one grade level of students on the CAASPP (11th grade) and only sees one class graduate per year, only had two subgroups, Hispanic and White students, for the ELA, Math, and Graduation Rate Dashboard indicators. However, when looking at a schoolwide metric for high schools, such as suspensions, UHS has several additional significant subgroups. In total, the significant subgroups at the Charter School, when looking schoolwide, are: Asian, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White students.

The metrics associated with the goals in the LCAP help the Charter School ensure that specific subgroups are making satisfactory progress and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on UHS' website. A copy of the 2024-25 LCAP is also included in the Appendix.

The current 2024-2027 LCAP goals are listed below. These goals are both for all students (schoolwide) and for all significant subgroups:

Goal 1: Ensure that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned in the UHS charter, in a safe and supportive school environment. UHS will strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and career ready.

Goal 2: Renewed focus and attention to promoting positive school culture and improving mental health of students.

Each goal includes metrics used to track progress towards achieving the LCAP goal. For Goal 1 the metrics align to the relevant indicators on the California Dashboard for high schools and include: ELA CAASPP, Math CAASPP, Graduation Rate, and College and Career Indicator. The one remaining indicator applicable to grades 9-12 is suspension rate and that is a metric for Goal 2.

There are additional metrics that go beyond the specific indicators on the California Dashboard and the eight state priorities. UHS believes students need a well-rounded high school experience in order to be best prepared to succeed in college, career, and as productive members of their chosen community. Given this, UHS has opted to track metrics beyond those required as ensuring more and more students accomplish these additional metrics will help ensure the success of UHS graduates.

In addition to the goals and metrics, the LCAP includes actions that align to the metrics and thus contribute to achieving the stated goals. UHS monitors both the input (action) listed in the LCAP and the effectiveness of this action. For students not making sufficient progress, a variety of supports are provided as outlined in Element A of the Petition.

In order to best serve UHS students and the Charter School's community, University High School will continue to examine and refine the list of student outcomes over time to reflect the Charter School's mission and any changes to state standards that may support this mission.

A new statewide three year cycle for the LCAP begins with the 2024-25 school year and continues through 2026-27. UHS implemented its annual engagement cycle in the 2023-24 school year to finalize the 2024-27 LCAP, and included necessary adjustments to the LCAP goals. All LCAP goals continue to align to the Eight State Priorities as applicable to a school serving 9-12th grade students.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the Petition

through the annual LCAP update. The Charter School shall submit the LCAP to the District and Fresno County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the Petition and shall be maintained by the Charter School.

Methods of Assessment

A. *Mandated Assessments*

As required by law, students at UHS participate in the CAASPP, California Science Test ("CAST"), ELPAC, the Physical Fitness Test ("PFT"), and all other mandated assessments. UHS complies with all State Standards and conducts the pupil assessments required pursuant to Education Code Section 60605 as well as other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

B. *School Accountability Report Card*

The annual School Accountability Report Card ("SARC") report is developed and made available to parents and the community. This report is approved by the UHS governing board on an annual basis and posted on the Charter School's website.

Summary of Methods of Measurement

The table below summarizes the methods for measuring pupil outcomes for state priorities, consistent with the way information is reported on the SARC.

Assessment	**Purpose**	**Grade**	**Timeline/ Frequency**	**Expectation**
ELPAC Initial Assessment (IA)	The ELPAC IA is used to identify students as either an EL, or as fluent in English.	9-12 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.

ELPAC Summative Assessment (SA)	The ELPAC SA is to measure how well Els are progressing with English development in each of the four domains.	9-12 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
CAASPP	State criterion-based assessment in ELA	11	Spring/Once a year	>95% met or exceeded per Annual Measurable Objectives ("AMO") listed in the current LCAP
CAASPP	State criterion-based assessment in Math	11	Spring/Once a year	>80% met or exceeded per AMO listed in the current LCAP
CAST	State criterion-based assessment in Science	once in high school	Spring/Once a year	>85% met or exceeded per AMO listed in the current LCAP
PFT	State criterion-based assessment in Physical Fitness	9	Spring/Once a year	Students demonstrate levels of health-related fitness
AP Exams	Provide students the opportunity to take a college level course while still in high school and receive credit from college	11-12	As prescribed in May	>60% passage rate per AMO listed in the current LCAP

Data Collection and Analysis

Progress towards meeting the pupil outcomes is monitored in multiple ways. To monitor student progress in academic achievement, UHS looks at many pieces of data. During department meetings, UHS faculty members analyze both formative and summative assessments to ensure UHS is using appropriate instructional strategies to meet the needs of all students.

Some examples of formative data used by UHS faculty include performance-based assessments, anecdotal records, individual student learning plans, and standards-aligned exams. Based on these formative assessments, teachers work together to present information to students in different modalities and/or formats than what was done initially as a way of differentiating instruction with the intent to increase the percentage of students who have mastered the material. Teachers also take advantage of peer tutoring, small group instruction, and alternative materials to re-teach information to students who need additional assistance.

Other formative data is collected from benchmark scores, school-wide writing, PE fitness levels, parent surveys, student exit interviews, and ad hoc student surveys on issues like technology usage, homework, school climate, and school communication.

University High School also uses summative assessments, such as CAASPP, CAST, ELPAC, AP exams, SAT/PSAT and ACT scores, to help shape how teachers organize their courses. Based on the results of the prior year's CAST results, for example, science teachers work over the summer to align their curricula to increase student mastery and articulation of science and Next Generation Science Standards.

Teachers also use scientifically based educational research acquired from professional development, conferences, and liaisons from the Education Department at California State University, Fresno, to modify their instructional approach when necessary.

ELEMENT D: GOVERNANCE STRUCTURE

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).

University High School is a California Nonprofit Public Benefit Corporation pursuant to California law (see California Education Code Section 47604; California Corporations Code Section 5110 et seq.). Corporate affairs are governed by a Board of Directors and pursuant to the current Board bylaws ("Bylaws") adopted by the incorporators.

UHS operates 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 UHS. 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, as long as the District has complied with all oversight responsibilities required by law.

The Board of Directors

The Board's role, as stated in the Articles of Incorporation, is to operate University High School as provided in the Charter Schools Act of 1992. In practice, the Board hires a Superintendent to manage UHS while the Board monitors the Charter School's performance. The Board provides oversight and vision, but does not micromanage the Superintendent or the educational team operating UHS. In providing oversight, the Board ensures the Charter School is being run efficiently and effectively and that it is adhering to any applicable laws and the UHS vision, as outlined in this Petition.

Board responsibilities include, but are not limited to the following:

- Oversight of UHS and its operations.
- Hiring and evaluating the Superintendent/Principal.
- Hiring, discipline and dismissal of all employees of the Charter School after consideration of a recommendation by the Superintendent/Principal.
- Approving and monitoring the School's annual budget.
- Acting as fiscal agent. This includes the receipt of funds for the operation of the Charter School in accordance with charter school laws and the receipt of grants and donations consistent with the mission of UHS.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting principles.
- Regularly monitoring data reports indicating progress of both student and staff performance.
- Approval of the annual UHS calendar and schedule of Board meetings.

- Development or approval of Board policies and procedures as deemed necessary, including fiscal policies, and ensuring approved policies are implemented with fidelity.
- Participation in the dispute resolution procedure and complaint procedures when necessary.
- Acceptance of annual fiscal and performance audits.
- Appointment of an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Creation of external or sub-committees as needed, including but not limited to, a compensation committee and an audit committee.
- Review and, when necessary, update the Bylaws.

The Board operates according to its adopted Bylaws, which are included in the appendix. The Board may update the Bylaws as needed from time to time. Currently, per the Bylaws, the Board consists of no more than 7 members ("Directors") who serve staggered 3-year terms. The Bylaws describe the selection, tenure, and composition of the Board.

The current Board, as provided in the current Bylaws, following an application and interview process, appoints new members of the Board. The UHS Board of Directors is composed of parents, community members, and employees from Fresno State.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which charter schools are established. All meetings of the Board of Directors shall comply with the Brown Act and Education Code Section 47604.1(c).

UHS has adopted governance policies that are aligned with the Brown Act, Government Code section 1090 *et seq.,* as set forth in Education Code Section 47604.1, and the Political Reform Act. UHS has adopted a Conflict of Interest Code that was submitted to and approved by the Fresno County Board of Supervisors. A Board member shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Board may execute any powers delegated to it by law and shall discharge any duty imposed by law upon it, and may delegate to an employee of the Charter School any of those duties with the

exception of budget approval and revision, approval of the fiscal audit, and adoption of Board policies.

The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The governing board complies with the Brown Act, conducts meetings according to Robert's Rules of Order, and elects officers from among themselves. The Board receives annual training each year, either through online systems or in person. Training topics shall include, at a minimum, ethics, conflicts of interest and the Brown Act.

Superintendent/Principal

The Superintendent/Principal ("S/P") is responsible for overseeing all school operations and providing leadership and vision for the school. The Board monitors the S/P, but generally the S/P is hired by the Board and is then expected to run the school as effectively and efficiently as possible and to develop or carry out programs that support the UHS vision. The S/P may be given authority by the Board to act as its designee in certain select functions. A list of daily responsibilities includes, but is not limited to, the following:

- Supervise, motivate, and reward faculty and staff performance.
- Coordinate student recruitment and retention efforts.
- Ensure student progress and respond to parent inquiries.
- Monitor academic progress, standardized testing, and student advising.
- Oversee curriculum and compose annual reports.
- Plan and coordinate elective sessions and summer school, as needed.
- Report to and work with the Governing Board.
- Manage fiscal and human resources, grounds, and facilities.
- Serve as liaison with Fresno State and the public.
- Approve fiscal expenditures in accordance with applicable policy.
- Recommend the retention or release of staff members.

Parent Involvement

Phoenix Alliance is the primary parent group at UHS. All parents are encouraged to join the Phoenix Alliance and volunteer time or resources to the school.

All parents are encouraged but not required to stay informed and engaged in their student's education. Although not a requirement for student acceptance to, or student continuation at UHS, UHS parents and members of the community can serve as governing board members, advisory council members, transportation or office volunteers, planners and chaperones of special events and field trips, guest speakers, fundraisers, tutors, and mentors in addition to participating in Phoenix Alliance.

ELEMENT E: 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).

University High School seeks to select, hire, and support individuals who will maximize achievement for all students. All employees at the Charter School will be employees of UHS. The Charter School is a school of choice, and no employee will be required to work at UHS.

In accordance with Education Code 47605(e)(1), UHS is and shall continue to be nonsectarian in its employment practices and all other operations. UHS shall not discriminate against any individual (employee or pupil) 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). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the UHS employee processing policies and procedures (to include, but not be limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and tuberculosis screening).

Administration

UHS employs a Superintendent/Principal and Vice Principal who each currently hold an appropriate administrative credential, issued by the Commission on Teacher Credentialing. These documents/materials shall be maintained on file at UHS and shall be subject to periodic inspection by the District.

Teachers

Pursuant to Education Code Section 47605(l)(1), teachers in the Charter School are required to hold the California Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The UHS Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district.

Teachers who were 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.

While the above requirements are standard for charter schools across the state, UHS is a desirable employer for teachers and consistently staffs its classrooms with highly qualified, effective instructors. This is evident in the fact that the Charter School almost always has one hundred percent of positions filled ahead of the school year - an increasingly impressive feat following the pandemic and related staffing challenges resulting from the disruptions caused by COVID-19. UHS maintains an active relationship with CSUF's teacher credentialing program and utilizes sites such as EdJoin to ensure a strong pool of candidates for any vacancies. Class sizes at the Charter School are manageable and averages in core subjects ranged from 24 to 29 students as noted on the 2022-23 SARC. UHS expects these successful practices to continue moving into the new charter term and ensuring students receive instruction from the best educators the Charter School is able to hire and retain.

Instructional Support Staff

UHS may also employ a non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity (instrumental music assistants are often hired in this role). Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments. All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the Charter School's adopted personnel policies.

Non-Instructional Support Staff

UHS employs a small number of non-instructional support staff including, but not limited to, the current positions of office manager, registrar, attendance clerks, and information technology/network specialist. These staff members are an integral part of the UHS team that provide support, assistance, and a welcoming environment to students, staff, and parents.

ELEMENT F: 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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).

University High School works closely with Fresno Unified, California State University, Fresno, and California Risk Management Authority ("CRMA") in providing a safe environment for its students, employees, and visitors. Each year, UHS provides an update of its comprehensive safety plan (details below) to the District. UHS is a member of the Fresno State Department Safety Coordinator Leads Committee and meets regularly with this group for issues of campus safety and compliance. UHS also relies on the Fresno State campus police and security in monitoring activity in and around the UHS campus. Fresno State Plant Operations assists UHS in making repairs to the facility in a timely manner to ensure safe conditions are always in place. CRMA guides UHS in providing appropriate liability coverage and recommendations for procedures and policies to maintain a safe environment.

Criminal Background Checks

Employees of UHS will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. UHS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School 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 Sections 44830.1 and 45122.1. UHS will monitor compliance with this policy. The Board President shall monitor the fingerprinting and background clearance of the Superintendent/Principal. Volunteers working independently with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance.

First Aid Training

All instructional and administrative staff may receive training in emergency response, including appropriate first aid training and CPR certification.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

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.

Vision, Hearing, and Scoliosis Screening

All students are screened for vision, hearing, and scoliosis. The Charter School adheres to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School. UHS maintains student immunization, health examination, and health screening records on file.

Facility Safety

UHS shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. UHS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facility to ensure that they are maintained in an operable condition at all times. University High School shall conduct fire drills as required under Education Code Section 32001.

Bloodborne Pathogens

UHS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures. All UHS employees complete an annual training on Bloodborne pathogens.

Administration of Medications

UHS adheres to Education Code Section 49423 regarding administration of medication in school. UHS adheres to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Per AB 1651, the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Drug, Alcohol, and Tobacco Free Environment

UHS shall function as a drug-, alcohol-, and smoke-free environment.

Mandatory Child Abuse Reporting

All UHS employees are mandated child abuse reporters and follow all applicable reporting laws - the same policies and procedures used by the District. The Charter School provides all employees, and other persons working on behalf of UHS who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

UHS is committed to providing an environment 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 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. UHS has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter 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 University High School's discrimination and harassment policies.

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 school year, 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 school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Student and Employee Trainings

All University High School students in grades 10 through 12 complete a mandatory Title IX training as required by California State University Fresno.

University High School employees are required to complete training modules on an annual basis. As recommended by California Risk Management Authority, UHS uses an online platform called Public School Works to deliver asynchronous training modules. Each year employees are assigned modules to complete. The UHS office manager keeps a record of all employees and completed trainings, and assigns the necessary modules to each employee in August.

Certificated and Classified employees are required to complete the following modules annually:

Bloodborne Pathogens
CA Online Bullying Training
CA Child Abuse Reporting
Student Medical Emergencies
Student Privacy Rights (FERPA)
CA Healthy Schools - Pest Management
UHS Employee Handbook Consent

Every two years all employees must complete the modules on Sexual Harassment in California and Suicide Prevention. Additionally, all employees are required to complete both the Epi-Pen Use and Adult Sexual Misconduct modules every three years.

Any employee in a supervisory role must also complete the Sexual Harassment for Supervisors module every two years.

All new employees must complete all of the above with the additional modules of:

Human Trafficking
Title IX – Protecting Students and School Employees from Sexual Harassment
Covid-19: How to Protect Yourself

All classified employees must also complete the USDA Civil Rights in Nutrition Program.

Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025, to incorporate best practices identified by the CDE's model policy, as revised.

Bullying Prevention

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School annually makes available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Mental Health Education

If the Charter School offers one or more courses in health education to students in grades 9-12, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School has created and posted a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of the school year.

Prevention of Human Trafficking

The Charter School identifies and implements the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Each year, at the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by CDE.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

School Safety Plan

The Charter School has adopted a School Safety Plan, to be reviewed and updated by March 1 of every year, which includes identifying 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)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- 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, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the even a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the S/P and, if there is merit to the concern, the S/P shall direct the School Safety Plan to be modified accordingly.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including, but not limited to, providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School’s emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Menstrual Products

The Charter School will stock the school’s restrooms at all times with an adequate supply of menstrual products, available and accessible free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to Education Code Section 35292.6. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Pregnant And Parenting Students

UHS shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Education Code Sections 221.5, 222.5, and 46015.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

ELEMENT G: 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 school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

In order to ensure that UHS continues to strive to achieve a racial and ethnic, special education, and EL population reflective of the general population residing within the District, the Charter School has developed a student recruitment strategy that has shown success over the most recent charter term.

University High School is proud of the strides it has taken to achieve a balance within its student body that increasingly reflects the general population of students residing in the District and County. The Charter School's diversity has changed dramatically since UHS' initial years.

UHS most recently had its petition renewed during the 2016-17 school year. Since that time, the following shifts have occurred in the Charter School's demographics:

- Increases have been seen in the following subgroups of students:
    - African American
    - Asian
    - Hispanic/Latino
    - Two or more races
    - English Learners
    - Reclassified Fluent English Proficient
    - Homeless Youth
    - Socioeconomically Disadvantaged

The increase in the racial and ethnic subgroups listed above was due primarily to a decrease in the percent of the student population identifying as White over this most recent charter term. The White population decreased from 34.2% to 26.4% in this time frame. In addition, the White population at UHS has decreased even more dramatically when looking at the change from the first year of the school, 2000-01, to the present. Over this time frame there has been a decrease from 65% White students to just over a quarter of the current student body identifying at White.

The percentage of socioeconomically disadvantaged students has more than doubled since the previous renewal (from 10.3% to 21.5%) and much, if not all, of this change can be credited to the Charter School including an admission preference in its petition targeting this subgroup. This change was approved by the District during the last renewal and has aided in increasing the diversity of the student population served by the Charter School.

Another student population that has seen a large increase over the past several years is the percentage of students qualifying as either English Learners or as Reclassified Fluent English Proficient. In 2014-15 just 6.8% of the student body met this criteria, but in 2023-24 the percentage had more than doubled to 16.1%.

In addition, when looking back over the past two charter terms some of the shifts in demographics at UHS are even more dramatic. In 2011-12 UHS enrolled a student population of 54.4% white students, which outnumbered the 15.4% of the students who identified as Hispanic/Latino. In this most recent school year the split for these two subgroups was 26.4% for White students and 29.8% for Hispanic/Latino students. This is a dramatic shift as the Hispanic/Latino population now outnumbers the White students, reflecting a trend observed in the District's enrollment.

UHS Demographics Over Time

	2000-01 (gr. 9 only)	**2011-12**	**2016-17**	**2023-24**
Asian	**16.2%**	**18.1%**	**21.1%**	**24.2%**
Hispanic/Latino	**14.3%**	**15.4%**	**24.1%**	**29.8%**
White	**55.8%**	**54.4%**	**34.2%**	**26.4%**
Black/Afr Amer	**5.7%**	**4.8%**	**1.7% (2.3%)****	**2.5% (5.8%)****
EL + RFEP*	**N/A**	**N/A**	**10.5%**	**16.1%**
SD*	**N/A**	**N/A**	**10.3%**	**21.5%**

*RFEP - Reclassified Fluent English Proficient, SD - Socioeconomically Disadvantaged
**Percentage of all Black/African American students, including 2 or more Race students

Since the last charter renewal in the 2016-17 school year, UHS has made specific and strategic movements to target advertising and communication, and to form relationships to improve the ethnic diversity of the student population. Adjustments to lottery preferences were made in order to make sure students of limited means were given an equal chance to enroll at UHS.

UHS instituted several changes since its last renewal. Combined, these changes have contributed to the demographic changes already noted. These practices, and the accompanying population shifts, will continue going forward.

- The Charter School has a financial account to provide resources for socioeconomically disadvantaged students to offset out-of-pocket costs that may inhibit student participation in UHS activities. This resource, sponsored by parents and supplemented by UHS, is designed to provide goods and services that fall outside of the Charter School's program. UHS already pays the costs for socioeconomically disadvantaged students for college units, university textbooks, co-curricular activities, bus transportation, etc. This additional resource supplement identifies students to make their high school experience more enjoyable. Items such as yearbooks for seniors, school dance tickets, concert tickets for

parents and family, some college preparation fees, graduation costs, and other items are covered for the identified students.

- The Charter School began targeting other charter schools in Fresno serving 8th graders such as Kepler Neighborhood School, Clovis Global Academy and Golden Charter Academy to recruit students in hopes that the student body at UHS will continue to shift towards the demographics of the District. These other schools enroll a large proportion of traditionally underserved populations and offer music education to their students. UHS is currently restricted from recruiting at District schools, so the opportunity to find feeder schools that are likely to provide students meeting the demographics the Charter School seeks is different from what a traditional District high school may do.

    - Should the opportunity become available to inform students at District middle schools of the opportunities provided by UHS, the Charter School will make every effort to maximize such opportunities and inform District students and staff of the opportunity to apply to UHS.

- The Charter School hired a radio consultant to identify the radio stations of targeted populations and the Charter School created an advertising budget that has run radio ads for four to eight weeks each year since 2012.

- The Charter School changed its admission procedures to give preference to low-income students.

- Since 2018, UHS regularly meets with the Fresno State African American Outreach Coordinator ("AAOC"), and has participated in all African American Outreach efforts that Fresno State offers, including the African American Summit and Black Family Day. Information, upcoming dates, and lists of concerts and events are emailed monthly to Fresno State's AAOC, who in turn, emails the list to churches and groups in the greater Fresno area.

- Also, since 2018 UHS students have been a part of the FCSS's Ujima Student Leadership Academy. African American students from UHS are chosen annually to participate in this group. UHS also has students on the FCSS Leadership Council.

- UHS started its first BSU in 2019 with the assistance of a District teacher. Students of all ethnic backgrounds are members of the UHS chapter of BSU. Charter School staff took UHS students on an UHS sponsored week-long field trip to Historically Black Colleges and Universities (HBCUs) in Atlanta, Georgia, in the spring of 2023.

While it is always difficult to determine the effect of a particular outreach effort, UHS' demographics over the last term have changed as demonstrated in the demographic statistics provided above. In addition to what the Charter School has done, the Board has adopted more changes to enhance further diversification. The plan has a three pronged approach designed to: 1) attract more students, 2) make the student application easier to access and 3) increase the

likelihood that targeted students will be successful in a lottery. To do this, the Charter School has taken the following steps:

- Made the initial application easier to apply to UHS, allowed applicants to be identified as socioeconomically disadvantaged on the initial application, and provided low income students a preference in the lottery. The Charter School simplified the student application to streamline the process so that it is easier and quicker to apply.

- The admissions preferences were also adjusted as detailed in Element H. Additionally, the Board has eliminated the “children of school board members” preference and redefined the sibling preference, reducing the number of students who qualify to attend the Charter School under this preference. The net effect of both these changes is to increase the number of open slots for students applying to UHS.

- UHS has relationships with Kepler Neighborhood School, Golden Charter Academy, and Clovis Global Academy to attract students. Both of these schools have very large populations of socioeconomically disadvantaged students. UHS and these schools work on community service projects together as well as mentoring programs.

- For many years, UHS has used targeted social media advertising in September through January to help market the Charter School during the application period and lottery. UHS has used Amplify Marketing, Niche.com, and Y101/KWYE-FM Radio as paid resources for their advertising.

- The Charter School provides Fresno Area Express bus passes for students to ease travel for any students who may find transportation issues a barrier to access.

- The Charter School opens its facility to a K-12 summer music camp in an outreach effort. This music camp, run by Youth Orchestras of Fresno and Fresno State, uses the UHS campus for its program so students not only learn about music, but become familiar with a high school program that can help students further explore a music interest when they are ready for high school.

- In the summers before the pandemic, the Fresno State Math Department held math camps at the UHS facility. Many of the students that attend these camps eventually end up applying for admittance to UHS for their freshman year.

UHS will continue with the efforts detailed above as well as adjust outreach efforts as the Charter School works to shift its student population closer to the population reflected within the geographic boundaries of the District.

ELEMENT H: 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).

Legal Assurances

University High School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

University High School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

All students are welcome at UHS. Because all students must take classes in music theory and be enrolled in musical ensembles, students should have a strong interest in vocal or instrumental music, including demonstrating at least two years of participation in a musical experience.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School 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), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School 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.

Students apply during their 8th grade year for admission to the 9th grade. University High School also admits students in the 10th, 11th, and 12th grades as capacity permits.

Students who wish to attend UHS must complete an application form.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student Enrollment Form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Proof of California state residency, as defined by California State University, Fresno, for purposes of enrolling in courses offered by California State University, Fresno
7. Release of records[1]

Public Random Drawing

University High School's open enrollment application period typically falls in January and February. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event this happens, UHS will hold a public random drawing ("lottery") to determine admission for the incoming 9th grade, or for any other grade level where the number of applicants exceeds the available openings. Students who already attend UHS are guaranteed admission in the following school year and do not participate in the lottery.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1) Siblings* of pupils currently attending or admitted to UHS.
   *The sibling preference only applies to 8th graders applying for admission to 9th grade, who have a sibling who is currently enrolled in grade 9, 10, or 11 at UHS.
2) Children of UHS employees, up to 10% of total enrollment
3) Students whose musical experience complements UHS's instrument and choral needs, not to exceed 20% of the total 9th grade openings
4) Students who are eligible to receive Free or Reduced Price Meals
5) District residents
6) All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

At the conclusion of the lottery, all students who were not granted admission due to capacity shall then have their names be put on a wait list according to their draw in the lottery. This wait list will

[1] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

allow students the option of enrollment in the case of an opening. In no circumstance will a wait list carry over to the following school year.

Fair Lottery Procedures

The UHS Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. UHS' current lottery procedures are described below. Lottery procedures are explained to all applicants ahead of the annual lottery and this information is publicly available. Families are not required to attend the lottery to be admitted.

UHS conducts a sequential lottery, with a weighted component. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent/Principal, or their designee). 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.

Students who qualify for preferences one, two or three are admitted sequentially, provided any given category does not exceed capacity (in which case, a random drawing would be conducted for that group to determine admission). No student in preference four or after will be admitted, either for enrollment or on the wait list, prior to all the applicants in preference categories one, two and three.

When a student is entered into the lottery, after completing the initial application, and the student does not qualify for preferences one, two or three, they are assigned three (3) lottery numbers. Students residing in the District are given one (1) additional lottery number. If a student qualifies for free/reduced-price meals, then the student is given two (2) additional lottery numbers. The maximum number of lottery chances for an individual student who is not eligible for preferences one, two or three, is six (6): three (3) for applying, one (1) for residing in the District, two (2) for qualifying for free/reduced price meals.

UHS will conduct the lottery in the spring semester, usually in February or March, for enrollment in fall of that year.

ELEMENT I: ANNUAL 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 University High School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of UHS will be kept in accordance with generally accepted accounting principles. As required by applicable law, the audit will employ generally accepted accounting principles. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

University High School's Board will select an independent auditor. The auditor will have, at a minimum, a CPA as well as 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.

The annual audit will be completed and forwarded to the District, the Fresno County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent/Principal, along with the Board's audit committee, if any, will review any audit exceptions or deficiencies and report to the UHS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT J: SUSPENSION AND EXPULSION 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 are 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 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 suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq*. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Head of School's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education

[2] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

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

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

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.

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.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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 section does not prohibit the use of a student's own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply only on and after July 1, 2029 and if permitted by law.

Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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.

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.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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.

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.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"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:

1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

3. Causing a reasonable student to experience substantial interference with their academic performance.
4. 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.

“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:

1. A message, text, sound, or image.
2. 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 under the definition of “bullying” 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.
3. 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.
4. 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.

A student who aids or abets, as defined in Penal Code Section 31, 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.

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 Head of School or designee's concurrence.

2. 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 student had obtained written permission to possess the item from a certificated school employee, with the Head of School, 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 as defined in Penal Code Sections 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.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

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.

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.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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 section does not prohibit the use of a student's own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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.

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.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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.

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.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e).

Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"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:

a. 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.
b. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
c. Causing a reasonable student to experience substantial interference with their academic performance.
d. 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.

"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:

1. A message, text, sound, or image.

2. 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 the definition of “bullying” 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.
    d. An act of cyber sexual bullying.
        i. 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.
        ii. 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.

A student who aids or abets, as defined in Penal Code Section 31, 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.

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 Head of School or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

1. 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 student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Principal's or designee's concurrence.
2. Brandished a knife at another person
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 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 firearm 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 "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.

- 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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent/Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the 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 their 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. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. 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 email, 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 when the student may return to school following the suspension. If Charter School 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.

3. 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 Head of School or designee, the student and the student's parent/guardian shall 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 Superintendent/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 12, inclusive, who has been suspended from school for two (2) or more school days, 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.

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 Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors 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 Charter School 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 determination.

Expulsion 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 Head of School 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:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. 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

The Charter School 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, only the Charter School or the hearing officer may present the testimony of the witness at the hearing in the form of sworn declarations that shall be examined. 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 their 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.

The Charter School 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 expulsion 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 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 circumstances 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 of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors 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 their previous educational program.

Written Notice to Expel

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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 the Charter School.

The Head of School 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; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. 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 the Charter School as the Charter School Board of Directors' decision to expel shall be final.

Expelled Students/Alternative Education

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. The Charter School 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 the Charter School 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 of Directors following a meeting with the Head of School or designee, as well as the student and the 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 Head of School or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent/Principal's or designee's determination. The Board shall then make a final decision regarding readmission 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 the Charter School'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

1. Notification of SELPA

The Charter School 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 that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. 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 alterative educational setting.

3. 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, the Charter School, the parent/guardian, 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 parent/guardian 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 the Charter School, the parent/guardian, 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 the Charter School, the parent/guardian, 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 Charter School 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, 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 the Charter School 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.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or 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, 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 the Charter School, 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 the Charter School 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.

5. Special Circumstances

Charter School 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 Head of School 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.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School 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 has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School 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 the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

ELEMENT K: STAFF RETIREMENT SYSTEMS

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).

The eligible credentialed staff at the Charter School currently participate in the State Teachers' Retirement System ("STRS"). UHS is responsible for ensuring the appropriate arrangements for STRS coverage have been made and that reports are forwarded to FCSS. Non-certificated instructional support staff who are eligible pay into the federal Social Security System and currently into the California Public Employees' Retirement System ("PERS"). University High School informs all applicants for positions within UHS of the retirement system options for employees of the Charter School.

ELEMENT L: PUBLIC SCHOOL 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 at University High School is entirely voluntary. Students who reside within the District who choose not to attend University High School may attend their district school of residence according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in UHS will be informed by the Charter School that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in UHS, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an 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).

No District employee shall be required to work at the Charter School. District teachers and any other FUSD employees do not have any automatic or special employment rights with respect to UHS, nor do UHS employees have any automatic or special employment rights in FUSD. UHS employees shall have any right upon leaving the District to work at UHS that the District may specify and that the District determines to be reasonable and not in conflict with any law.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

UHS audits credential information for the certificated employees in June for the upcoming school year and again in August. Currently the District Charter Office, through EpiCenter, provides an electronic credential spreadsheet. Upon completion this spreadsheet is uploaded into the UHS Epicenter platform by UHS. UHS provides certificated employee records/credentials, upon request, during its annual contracted audit.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

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 Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. Should a conflict or dispute arise between the District and the Charter School, the parties will endeavor to resolve the conflict or dispute through negotiations between each party's designated representative(s). The Charter School and the District agree to first frame the issue in a written format ("dispute statement") and to refer the issue to the District Superintendent and the Charter School S/P, or their respective designees. If the negotiations do not result in a resolution of the matter, then the parties may agree to resolve the dispute utilizing mediation prior to resorting to other legal remedies.

Notwithstanding anything in this Petition to the contrary, participation in any dispute resolution procedure is entirely voluntary for the District to the extent the District is carrying out its oversight responsibilities, up to and including revocation. Disputes related to revocation of the Petition or acts or omissions of the Charter School that constitute grounds for revocation shall be handled pursuant to Education Code section 47607.

The UHS Board of Directors has adopted policies and processes for airing and resolving internal disputes, including disputes arising under this Petition. The governing board of the District agrees to refer all complaints regarding the Charter School's operations not related to a possible violation of the charter or law to UHS for resolution in accordance with the Charter School's adopted policies. Parents, students, board members, volunteers, and staff at UHS will be provided with a copy of the school's "Student/Parent Handbook," detailing policies and the dispute resolution process.

Uniform Complaint Policy

The UHS Governing Board has an updated Uniform Complaint Policy and procedure. This policy contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by University High School of enumerated federal or state laws or regulations governing educational programs.

ELEMENT O: 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).

The following are closing procedures that abide by Education Code Section 47605(c)(5)(O), should UHS close for any reason. The decision to close UHS by the Charter School's Board of Directors will be documented in a closure action. In the event of such a closure action, the following steps are to be implemented:

UHS and its Board of Directors shall cooperate and assist the District in all matters pertaining to the closure of UHS, including, without limitation, working with the District in creating and implementing a University High School Closure Agreement, attending meetings with the District, FCSS, and/or the California Department of Education, preparing a schedule of closing tasks with dates, obtaining and providing additional information and documentation, and interpreting and explaining any ambiguous records or information.

Closure of University High School will be documented by official action of the UHS Board of Directors or the Fresno Unified School District Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The UHS Board of Directors will promptly issue written notification of the closure, including the effective date. This notification will be delivered by registered mail to parents/guardians and students of UHS, the District, FCSS, the SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education. 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.

University High School Board will ensure the written notification of the closure to the parents/guardians and students of UHS provides information to assist parents/guardians and students in locating suitable alternative programs. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

UHS will also develop a list of students in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

UHS shall provide written notification to FUSD of the list of returning students and their schools of residence to be made promptly upon the closure action.

UHS shall allow the District access, inspection and copying of all school records, including financial and attendance records, upon written request by FUSD.

As applicable, University High School will provide parents/guardians, students, and the District with copies of all appropriate student records, including grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements, and will otherwise assist students in transferring to their next school. The process for transferring student records to the receiving schools shall be in accordance with FUSD procedures for students moving from one school to another. UHS shall transfer student records to the receiving schools, within seven calendar days from the determination of an action to close or when parents notify UHS of the receiving school. Records of students who have not notified UHS in writing of a receiving school will be sent to the student's school of residence. All transfers of student records will be made in compliance with FERPA. UHS will ask the District to store and maintain original records of UHS students. All records of UHS shall be transferred to the District upon the Charter School's closure. If the District will not or cannot store the records, UHS shall work with FCSS to determine a suitable alternative location for storage.

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.

As soon as reasonably practicable, University High School will prepare final financial records. University High School will also have an independent audit completed within six months after University High School's closure. University High School will pay for the final audit. This final audit can also function as the annual audit. The audit will be prepared by a qualified Certified Public Accountant selected by University High School. The audit will be conducted using Generally Accepted Accounting Principles. The audit will be provided to the 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 University High School.

University High School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of University High School, University High School shall dispose of any and all net assets of University High School remaining after all liabilities of University High School have been paid or otherwise addressed in accordance with the provisions of this section. The disposition of University High School's assets shall include, but not be limited by the following dispositions:

- All assets of University High School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending University High School, remain the sole property of University High School and shall be distributed in accordance with the Articles of Incorporation or bylaws upon the dissolution of the non-profit public benefit corporation.

- Any liability or debt incurred by University High School will be the responsibility of the Charter School and not the District. University High School understands and acknowledges that University High School covers the outstanding debts or liabilities of University High School. University High School understands and acknowledges that only unrestricted funds will be used to pay creditors.

- Any assets originally acquired from the District or District property will be promptly returned upon University High School's closure to the District.

- The 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.

- The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, University High School shall remain solely responsible for all liabilities arising from the operation of University High School. The District shall not assume, in any way, responsibility or liability for any debts, obligations, or liabilities of University High School, including, without limitation, liability for any and all claims, damages, losses, causes of action and demands, including reasonable attorneys' fees and costs, liability for claims of any employees for unpaid wages or other damages, liability for personal injury or property damage, or liability to any vendors, lessors, creditors, or parents.

For six calendar months from the closure action, or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by University High School Board will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

This Element O shall survive the revocation, expiration, termination, or cancellation of this Petition or any other act or event that would end University High School's right to operate as a charter school or cause University High School to cease operation.

ADDITIONAL PROVISIONS

Budgets and Financial Reporting

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 cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Please find in the appendix a budget for the 2025-26 school year along with a three year cash flow projection. These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and Fresno County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

3. 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, California Department of Education and Fresno County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. 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.

The Charter School will 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.

The Charter School 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, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

UHS is responsible for its own financial services (accounting, billing, purchasing, budgeting, human resources and contracts) and personnel services. The Charter School employs some services from the Fresno County Superintendent of Schools, such as payroll services and fingerprinting. The Charter School also contracts with Fresno State to provide mail services, some technology services, and pays maintenance fees for custodial, landscaping, and other facility-related costs. Some personnel from Sierra Unified School District are still employed by UHS to provide fiscal services and some office support. UHS and any contracted business services provider will employ all generally accepted accounting principles.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Pursuant to Education Code Section 47604.32, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering Petition material revision and renewal requests. In exchange, the Charter School shall pay the District an oversight fee in accordance with Education Code Section 47613.

Facilities

Governing Law: The facilities to be used 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).

University High School occupies a 37,500 sq/ft building on the campus of Fresno State. There is a lease agreement (a tri-party agreement with CSUF, FUSD, and UHS) which outlines the terms and conditions by which UHS leases land on the campus of Fresno State. In addition to the lease agreement, currently, an MOU exists between CSUF, UHS, and FUSD regarding occupancy of the facility. An MOU also exists between FUSD, UHS, and the California Finance Authority regarding the construction loan used to build the facility.

Transportation

Except as required by an IEP under the IDEA, or as otherwise required by law, UHS will not be responsible for the transportation of students to and from school. As mentioned in prior sections of this Petition, UHS does provide resources to students in an attempt to ensure transportation to and from school is not a barrier for students wishing to attend the Charter School.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated as 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 authority 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student

population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Special Education Local Plan Area

University High School is its own local educational agency ("LEA") and is a member of the Fresno County Charter Special Education Local Plan Area ("CHELPA") in conformity with Education Code Section 47641(a).

University High School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

University High School complies with all state and federal laws related to the provision of special education instruction and related services and all CHELPA policies and procedures; and shall utilize appropriate CHELPA forms. UHS will ensure to provide agreements with a speech therapy service, a certified school psychologist, and a certificated special education teacher, as needed. This will ensure: 1) Initial assessments and three year evaluations for special education services will be conducted on a timely basis, 2) UHS will provide the above mentioned staff for all re-evaluations necessary in keeping with FCSS and CDE education standards, 3) provide special education supervision, and 4) provide other credentialed professionals as agreed to by UHS.

UHS assumes full responsibility for the provision of special education and related services to eligible students as an LEA member of the CHELPA. As such, state and federal funding shall be allocated directly to the Charter School per allocation plan of the CHELPA. The Charter School will assume responsibility for the general education contribution which may be necessary, the provision of special education services to identified students, and shall meet the annual Maintenance of Effort Requirement.

As required of LEA members within the CHELPA, UHS provides the following assurances:

- Free and Appropriate Public Education - The Charter School will assure that a free and appropriate public education shall be provided to enrolled students, including children with disabilities who have been suspended or expelled from school.

- Child Find - The Charter School will assure all students with disabilities are identified.

- Full Educational Opportunity - The Charter School will assure students with disabilities have access to the full range of programs available to non-disabled students.

- Least Restrictive Environment – The Charter School will assure students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed using supplementary aids, supports and services in the general education setting.

- Individualized Education Program – The Charter School will assure an Individualized Education Program is developed, reviewed, and revised for each child who is eligible.

- Assessments – The Charter School will assure an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards – The Charter School will assure the confidentiality of identifiable data shall be protected at collection, storage, disclosure, and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.

- Personnel Standards – The Charter School will assure good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible students with disabilities.

- State Assessments – The Charter School will assure students with disabilities are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate.

SERVING STUDENTS WITH DISABILITIES

UHS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by UHS shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

UHS 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 the Charter School. 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.

A 504 team will be assembled by the Superintendent/Principal or Designee 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 which are 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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 have a disability 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 a free and appropriate public education ("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 Charter 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.

Services for Students under the "IDEA"

UHS shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the CHELPA.

UHS shall provide services for special education students enrolled in the Charter School. UHS shall follow CHELPA policies and procedures and shall utilize CHELPA forms 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.

UHS agrees to promptly respond to CHELPA inquiries, to comply with reasonable CHELPA directives, and to allow the CHELPA access to UHS students, staff, facilities, equipment, and records as required or imposed by law.

Special Education Services

The Charter School will provide a FAPE in the least restrictive environment to each student eligible under IDEA and in accordance with Education Code requirements, and applicable policies, practices, and forms of the CHELPA.

UHS shall comply with all regulatory special education requirements of the IDEA, state laws, and the CHELPA Local Plan, and perform all corrective actions deemed necessary by the CHELPA and/or CDE. UHS will work collaboratively with the Program Specialist who will provide coaching support to the Charter School's special education team to ensure that all requirements of IDEA are met, and each child is well served. The Superintendent/Principal, or Designee, will work collaboratively with the Charter School staff to develop an annual professional development plan that builds capacity of the team in meeting compliance with state and federal statutes and reporting requirements. At minimum, the plan will include:

- Review with teachers the "IEP at a Glance" documentation for each student with an IEP at the beginning of the school year

- Participation in the CHELPA Professional Learning Network meetings

- Participation in CHELPA professional learning opportunities in the areas of behavior; inclusive environments; mental health; positive school climate; special education fundamentals; and specific disabilities such as autism and dyslexia

Staffing

All special education services at UHS will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. UHS staff shall participate in CHELPA in-service training relating to special education when appropriate.

UHS 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. UHS shall ensure that all

special education staff hired or contracted by UHS are qualified pursuant to CHELPA policies, as well as meet all legal requirements. UHS 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, adaptive physical education teachers, and psychologists.

Notification and Coordination

UHS shall follow CHELPA policies as they apply to all CHELPA schools for responding to implementation of special education services. UHS will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating UHS students who have or may have exceptional needs that qualify them to receive special education services. UHS will implement CHELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the general education program have been considered and, where appropriate, utilized.

UHS will follow CHELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The Charter School will participate in a comprehensive “child find” system to identify students who have or may have exceptional needs. The Charter School anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Collection of comprehensive data on enrollment forms
- Post-enrollment intake practices that identify students with exceptional needs to help ensure that the Charter School is aware of all students who have identified special needs
- Maintain relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Develop and train Charter School staff to ensure an understanding of techniques used to identify students who may have exceptional needs
- Regularly review assessment data, including but not limited to benchmark assessments

and state-mandated assessments, to identify students who fall below academic expectations and may be in need of additional supports or services

- Any and all requirements of the CHELPA policies and procedures

UHS will contact the previous school or school district about students newly enrolled at the Charter School and ensure the Charter School receives an active IEP from the student's previous school in a timely manner. Similarly, UHS will notify the district of residence for a student with an IEP if they leave the Charter School. These processes will occur via mailed notices, electronic mail, and/or phone calls.

Students within the Charter School program may be referred for assessment to identify special needs.

If pre-referral strategies through UHS' SST are unsuccessful, the student is not progressing academically, and classroom teachers, or parents, guardians believe a disability may exist, the student will be referred by the assigned team, in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any certificated employee of the Charter School or parents/guardians.

Referrals will (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice will be given to the student's parents.

UHS Special Education staff will convene a meeting with the student's parent(s)/guardian(s) to discuss the option of appropriate testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. UHS will then conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parent(s)/guardian(s), appropriate Special Education staff, the Superintendent/Principal, or Designee, the student's general education teacher, the student, if appropriate, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually.

<u>Assessments</u>

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. UHS will determine what

assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. UHS shall obtain parent/guardian consent to assess UHS students.

IEP Meetings

UHS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Superintendent/Principal, or Designee, and/or the UHS-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; the student, if appropriate; a parent or legal guardian; and other UHS representatives who are knowledgeable about the general education program at UHS and/or about the student. UHS 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, nurse, adaptive physical education teacher and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

UHS 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 UHS students in accordance with the policies, procedures and requirements of the CHELPA and state and federal law.

IEP Implementation

UHS shall be responsible for all school site implementation of the IEP. As part of this responsibility, UHS 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 UHS' non special education students. UHS shall also provide all home-school coordination and information exchange. UHS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

UHS shall comply with Education Code Section 56325 with regard to students transferring into UHS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in UHS from another school district within the state, but outside of the CHELPA with a current IEP within the same academic year, UHS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30)

days, by which time UHS 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 an individual with exceptional needs who has an IEP and transfers into UHS from a district operated program under the same special education local plan area of UHS within the same academic year, UHS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and UHS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to UHS with an IEP from outside of California during the same academic year, UHS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until UHS 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 UHS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

UHS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and nonpublic agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to UHS and no student shall be denied admission nor counseled out of UHS due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

UHS has adopted policies for responding to parental concerns or complaints related to special education services. UHS shall receive any concerns raised by parents/guardians regarding related services and rights.

UHS' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

UHS may initiate a due process hearing or request for mediation with respect to a student enrolled in UHS if the Charter School determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, UHS shall defend the case.

Fresno County CHELPA Representation

UHS shall represent itself at all CHELPA meetings.

Funding

UHS shall be subject to the allocation plan of the CHELPA.

Professional Development

UHS believes the teacher evaluation process should be ongoing and reflective. The Charter School recognizes the value of professional development and provides funding to facilitate and support teachers' participation in professional development opportunities each year. The teachers' current contract of 190 days includes several days set aside for professional/staff development purposes.

The professional development expected of teachers may be based on individual needs. For example, teachers may attend conferences, do directed readings, and/or visit other teachers or school sites. These activities may also be driven by the Charter School and include a uniform plan for all teachers. This kind of professional development may include meetings with the Superintendent/Principal or other staff, weekly department meetings and beginning of year preparations.

CONCLUSION

By approving this charter petition for renewal, the Fresno Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

The Charter School shall continue to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be, and for what elementary and middle school students can achieve. To this end, UHS pledges to work cooperatively with the District to answer any concerns over this charter renewal petition and to present the District with the strongest possible proposal requesting a charter renewal term starting July 1, 2025.

University High School Appendices

July 1, 2025 to June 30, 2030

Submission Approved by University High School's Board of Directors
on August 15, 2024

Renewal Petition Submitted to:
Fresno Unified School District
on September 3, 2024

Original Start Date/Charter Term with Fresno USD: 08/22/2007
Start Date/Charter Term with Sierra USD: Fall, 2000

Projected Enrollment for University High School

Grade Level	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
9	135	135	135	135	135	135
10	117	130	130	130	130	130
11	123	115	120	120	120	120
12	122	120	115	115	115	115
Total	497	500	500	500	500	500

Univercity High School
Budget 2025-26 through 2029-30

	480.00 ADA Budget 2025-26	480.00 ADA Budget 2026-27	480.00 ADA Budget 2027-28	480.00 ADA Budget 2028-29	480.00 ADA Budget 2029-30
Projected Beginning Balance, July 1	$ 6,083,206	$ 6,719,418	$ 7,449,113	$ 8,252,411	$ 9,129,870
Revenue					
Local Control Funding Formula	6,392,586	6,625,314	6,843,819	7,068,839	7,139,527
Title I	29,679	29,679	29,679	29,679	29,679
Title II	4,924	4,924	4,924	4,924	4,924
Title IV	5,000	5,000	5,000	5,000	5,000
Federal ESSER III funds	0	0	0	0	0
Extended Learning Opportunities Grant	0	0	0	0	0
Prop 39 Clean Energy	0	0	0	0	0
Prop 28 Arts and Music Grant	62,179	62,179	62,179	62,179	62,179
Mandated Cost Reimbursements	25,820	25,820	25,820	25,820	25,820
State Meal Reimbursement	87,400	87,400	87,400	87,400	87,400
Kitchen Infrastructure Grant	0	0	0	0	0
Art/Music/Instructional Materials BG	0	0	0	0	0
Learning Recovery Emergency BG	0	0	0	0	0
State Lottery Revenue	135,108	135,108	135,108	135,108	135,108
A-G Completion	0	0	0	0	0
Educator Effectiveness Block Grant	0	0	0	0	0
Ethnic Studies	0	0	0	0	0
Interest	150,000	150,000	150,000	150,000	150,000
Fund Development	300,000	300,000	300,000	300,000	300,000
Special Education funding	96,107	96,107	96,107	96,107	96,107
	$ 7,288,803	$ 7,521,531	$ 7,740,036	$ 7,965,056	$ 8,035,744
Expenditures					
Certificated Salaries	2,743,528	2,783,309	2,823,667	2,864,610	2,906,147
Classified Salaries	613,784	622,684	631,713	640,873	650,165
Benefits	1,623,080	1,704,234	1,789,446	1,878,918	1,972,864
Books and Supplies	357,420	357,420	357,420	357,420	357,420
Equipment	50,000	50,000	50,000	50,000	50,000
Travel and Conference	57,000	57,000	57,000	57,000	57,000
Dues and Memberships	8,400	8,400	8,400	8,400	8,400
Insurance	99,052	108,462	118,766	130,049	142,403
Facilities rental	89,000	89,000	89,000	89,000	89,000
Loan payments @ 2.00% Interest	364,086	364,086	364,086	364,086	364,086
Professional/Consulting Services	263,241	263,241	263,241	263,241	263,241
All Other Transfers Out					
Fresno State - Maintenance/Custodial	384,000	384,000	384,000	384,000	384,000
Total Expenditures	6,652,591	6,791,836	6,936,738	7,087,596	7,244,727
Excess of Revenues over Expenditures	636,212	729,695	803,298	877,460	791,018
Total Ending Fund Balance	$ 6,719,418	$ 7,449,113	$ 8,252,411	$ 9,129,870	$ 9,920,888
COMPONENTS OF ENDING FUND BALANCE					
Special Education Reserve	$ -	$ -	$ -	$ -	$ -
Projected Restricted Ending Balance	-	-	-	-	-
Projected Unrestricted Ending Balance	4,965,077	5,594,770	6,298,068	7,075,527	7,766,545
Vanguard account balance	1,754,343	1,854,343	1,954,343	2,054,343	2,154,343
Total Ending Fund Balance	$ 6,719,420	$ 7,449,113	$ 8,252,411	$ 9,129,870	$ 9,920,888

University High School
Fresno Unified School District

	Object	July	August	September	October	November	December
ACTUALS THRU MONTH OF (Enter Month Name):							
A. BEGINNING CASH	9110	5,008,062.55	4,848,098.59	4,604,323.37	4,933,598.56	4,883,785.20	4,839,735.27
B. RECEIPTS							
Local Control Funding Formula							
Property Tax	8020-8079	0.00	0.00	0.00	0.00		
State Aid - LCFF & EPA	8010-8019	203,074.00	203,074.00	824,776.00	365,534.00	365,534.00	824,776.00
Other	8080-8099	0.00	8,467.27	0.00	0.00	0.00	0.00
Federal Revenues	8100-8299	0.00	0.00	0.00	0.00	4,924.00	0.00
Other State Revenues	8300-8599	1,902.00	2,135.75	13,897.79	87,588.18	59,916.77	3,424.00
Other Local Revenues	8600-8799	807.97	1,499.21	1,968.02	55,001.20	50,484.02	42,703.61
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8931-8979	0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue							
TOTAL RECEIPTS		205,783.97	215,176.23	840,641.81	508,123.38	480,858.79	870,903.61
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	24,070.82	58,975.97	263,483.48	255,061.56	255,061.56	262,138.74
Classified Salaries	2000-2999	19,332.31	30,011.00	56,306.24	56,217.93	56,306.24	56,306.24
Employee Benefits	3000-3999	58,175.78	145,938.63	140,707.47	136,962.97	137,001.83	140,115.79
Supplies and Services	4000-5999	80,247.44	46,604.85	55,535.52	51,492.17	62,276.41	55,554.62
Capital Outlays	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	0.00	40,453.95	40,453.95	119,840.57	40,453.95	113,331.06
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
Other Disbursements/non Expenditures							
TOTAL DISBURSEMENTS		181,826.35	321,984.40	556,486.66	619,575.20	551,099.99	627,446.45
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable		40,472.07	0.00	18,928.77	35,447.19	0.00	0.00
Accounts Payable		224,393.65	136,967.05	(26,191.27)	(26,191.27)	(26,191.27)	(26,191.27)
TOTAL PRIOR YEAR TRANSACTIONS		(183,921.58)	(136,967.05)	45,120.04	61,638.46	26,191.27	26,191.27
E. NET INCREASE/DECREASE (B - C + D)		(159,963.96)	(243,775.22)	329,275.19	(49,813.36)	(44,049.93)	269,648.43
F. ENDING CASH (A + E)		4,848,098.59	4,604,323.37	4,933,598.56	4,883,785.20	4,839,735.27	5,109,383.70
G. ENDING CASH, PLUS ACCRUALS							

University High School
Fresno Unified School District

Cashflow Worksheet
2025-2026

	Object	January	February	March	April	May	June	Accruals	Total
ACTUALS THRU MONTH OF (Enter Month Name):									
A. BEGINNING CASH	9110	5,109,383.70	5,034,442.61	5,154,751.06	5,472,382.69	5,369,467.96	5,255,572.54		
B. RECEIPTS									
Local Control Funding Formula									
Property Tax	8020-8079								0.00
State Aid - LCFF & EPA	8010-8019	365,534.00	365,534.00	824,776.00	365,534.00	365,534.00	824,774.00		5,898,454.00
Other	8080-8099	0.00	323,776.48	40,472.06	40,472.06	40,472.06	0.00	40,472.07	494,132.00
Federal Revenues	8100-8299	0.00	0.00	0.00	16,679.00	0.00	0.00	18,000.00	39,603.00
Other State Revenues	8300-8599	102,284.34	1,541.00	21,917.09	1,541.00	1,541.00	10,196.72	2,621.36	310,507.00
Other Local Revenues	8600-8799	18,780.85	861.48	19,652.66	906.80	4,207.06	254,015.30	95,218.82	546,107.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8931-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue									0.00
TOTAL RECEIPTS		486,599.19	691,712.96	906,817.81	425,132.86	411,754.12	1,088,986.02	156,312.25	7,288,803.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	281,014.75	277,294.62	278,311.75	272,688.39	243,056.18	272,370.18		2,743,528.00
Classified Salaries	2000-2999	56,306.24	56,306.24	59,370.20	57,805.12	57,805.12	51,711.12		613,784.00
Employee Benefits	3000-3999	148,421.23	146,784.37	148,580.05	145,417.14	132,378.97	142,595.77		1,623,080.00
Supplies and Services	4000-5999	86,768.21	76,756.60	88,661.50	72,728.26	78,146.59	81,914.23	87,426.60	924,113.00
Capital Outlays	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Other Outgo	7000-7499	40,453.95	40,453.95	40,453.95	40,453.95	40,453.95	191,282.77		748,086.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00		0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Other Disbursements/non Expenditures									0.00
TOTAL DISBURSEMENTS		612,964.38	597,595.78	615,377.45	589,092.86	551,840.81	739,874.07	87,426.60	6,652,591.00
D. PRIOR YEAR TRANSACTIONS									
Accounts Receivable		25,232.83	0.00	0.00	34,854.00	0.00	1,377.39		156,312.25
Accounts Payable		(26,191.27)	(26,191.27)	(26,191.27)	(26,191.27)	(26,191.27)	(26,191.27)		99,448.00
TOTAL PRIOR YEAR TRANSACTIONS		51,424.10	26,191.27	26,191.27	61,045.27	26,191.27	27,568.66	0.00	56,864.25
E. NET INCREASE/DECREASE (B - C + D)		(74,941.09)	120,308.45	317,631.63	(102,914.73)	(113,895.42)	376,680.61	68,885.65	693,076.25
F. ENDING CASH (A + E)		5,034,442.61	5,154,751.06	5,472,382.69	5,369,467.96	5,255,572.54	5,632,253.15		
G. ENDING CASH, PLUS ACCRUALS									5,701,138.80

University High School
Fresno Unified School District

	Object	July	August	September	October	November	December
ACTUALS THRU MONTH OF (Enter Month Name):							
A. BEGINNING CASH	9110	5,632,253.15	5,469,621.76	5,220,102.65	5,566,606.18	5,519,805.10	5,478,766.52
B. RECEIPTS							
Local Control Funding Formula							
Property Tax	8020-8079	0.00	0.00	0.00	0.00		
State Aid - LCFF & EPA	8010-8019	210,011.00	210,011.00	851,543.00	378,019.00	378,019.00	851,543.00
Other	8080-8099	0.00	8,467.27	0.00	0.00	0.00	0.00
Federal Revenues	8100-8299	0.00	0.00	0.00	0.00	4,924.00	0.00
Other State Revenues	8300-8599	1,902.00	2,135.75	13,897.79	87,588.18	59,916.77	3,424.00
Other Local Revenues	8600-8799	807.97	1,499.21	1,968.02	55,001.20	50,484.02	42,703.61
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8931-8979	0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue							
TOTAL RECEIPTS		212,720.97	222,113.23	867,408.81	520,608.38	493,343.79	897,670.61
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	24,648.51	60,391.39	266,750.67	258,224.32	258,224.32	265,389.26
Classified Salaries	2000-2999	19,572.03	30,383.13	57,004.43	56,915.03	57,004.43	57,004.43
Employee Benefits	3000-3999	66,962.80	156,831.97	146,605.52	142,900.60	142,939.30	146,019.82
Supplies and Services	4000-5999	80,247.44	46,604.85	55,535.52	51,492.17	62,276.41	55,554.62
Capital Outlays	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	0.00	40,453.95	40,453.95	119,840.57	40,453.95	113,331.06
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
Other Disbursements/non Expenditures							
TOTAL DISBURSEMENTS		191,430.78	334,665.29	566,350.09	629,372.69	560,898.41	637,299.19
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable		40,472.07	0.00	18,928.77	35,447.19	0.00	0.00
Accounts Payable		224,393.65	136,967.05	(26,516.04)	(26,516.04)	(26,516.04)	(26,516.04)
TOTAL PRIOR YEAR TRANSACTIONS		(183,921.58)	(136,967.05)	45,444.81	61,963.23	26,516.04	26,516.04
E. NET INCREASE/DECREASE (B - C + D)		(162,631.39)	(249,519.11)	346,503.53	(46,801.08)	(41,038.58)	286,887.46
F. ENDING CASH (A + E)		5,469,621.76	5,220,102.65	5,566,606.18	5,519,805.10	5,478,766.52	5,765,653.98
G. ENDING CASH, PLUS ACCRUALS							

	Object	January	February	March	April	May	June	Accruals	Total
ACTUALS THRU MONTH OF (Enter Month Name):									
A. BEGINNING CASH	9110	5,765,653.98	5,693,523.57	5,816,671.35	6,151,393.05	6,051,341.73	5,940,537.99		
B. RECEIPTS									
Local Control Funding Formula									
Property Tax	8020-8079								0.00
State Aid - LCFF & EPA	8010-8019	378,019.00	378,019.00	851,543.00	378,019.00	378,019.00	851,545.00		6,094,310.00
Other	8080-8099	0.00	323,776.48	40,472.06	40,472.06	40,472.06	0.00	40,472.07	494,132.00
Federal Revenues	8100-8299	0.00	0.00	0.00	16,679.00	0.00	0.00	18,000.00	39,603.00
Other State Revenues	8300-8599	102,284.34	1,541.00	21,917.09	1,541.00	1,541.00	10,196.72	2,621.36	310,507.00
Other Local Revenues	8600-8799	18,780.85	861.48	19,652.66	906.80	4,207.06	254,015.30	95,218.82	546,107.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8931-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue									0.00
TOTAL RECEIPTS		499,084.19	704,197.96	933,584.81	437,617.86	424,239.12	1,115,757.02	156,312.25	7,484,659.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	284,499.33	280,733.07	281,762.81	276,069.72	246,070.07	280,545.53		2,783,309.00
Classified Salaries	2000-2999	57,004.43	57,004.43	60,106.39	58,521.90	58,521.90	53,641.47		622,684.00
Employee Benefits	3000-3999	154,237.55	152,618.17	154,394.50	151,265.39	138,366.39	151,090.99		1,704,233.00
Supplies and Services	4000-5999	86,768.21	76,756.60	88,661.50	72,728.26	78,146.59	81,914.23	96,835.60	933,522.00
Capital Outlays	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Other Outgo	7000-7499	40,453.95	40,453.95	40,453.95	40,453.95	40,453.95	191,282.77		748,086.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00		0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Other Disbursements/non Expenditures									0.00
TOTAL DISBURSEMENTS		622,963.47	607,566.22	625,379.15	599,039.22	561,558.90	758,474.99	96,835.60	6,791,834.00
D. PRIOR YEAR TRANSACTIONS									
Accounts Receivable		25,232.83	0.00	0.00	34,854.00	0.00	1,377.39		156,312.25
Accounts Payable		(26,516.04)	(26,516.04)	(26,516.04)	(26,516.04)	(26,516.04)	(26,516.04)		96,200.30
TOTAL PRIOR YEAR TRANSACTIONS		51,748.87	26,516.04	26,516.04	61,370.04	26,516.04	27,893.43	0.00	60,111.95
E. NET INCREASE/DECREASE (B - C + D)		(72,130.41)	123,147.78	334,721.70	(100,051.32)	(110,803.74)	385,175.46	59,476.65	752,936.95
F. ENDING CASH (A + E)		5,693,523.57	5,816,671.35	6,151,393.05	6,051,341.73	5,940,537.99	6,325,713.45		
G. ENDING CASH, PLUS ACCRUALS									6,385,190.10

University High School
Fresno Unified School District

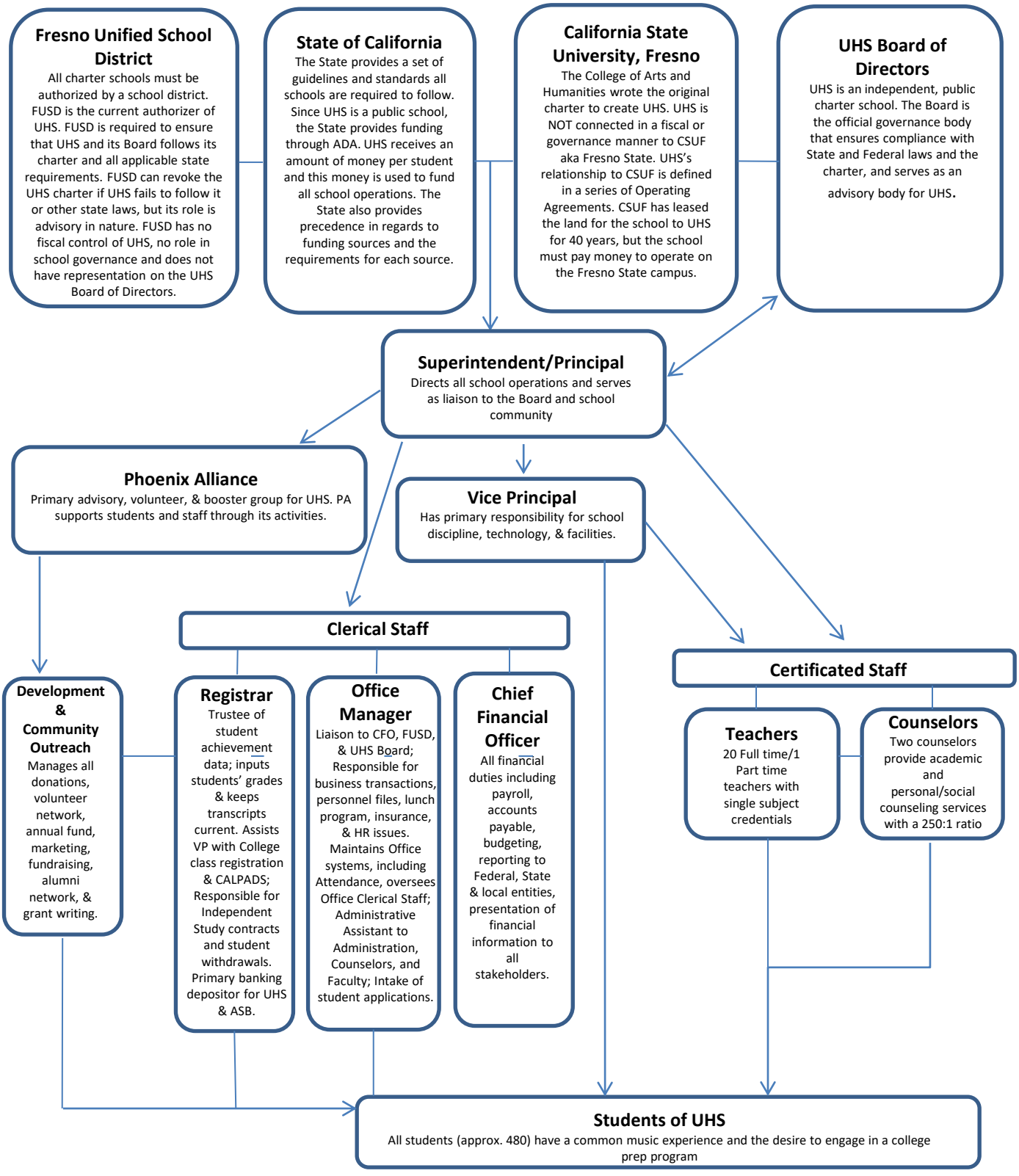
	Object	July	August	September	October	November	December
ACTUALS THRU MONTH OF (Enter Month Name):							
A. BEGINNING CASH	9110	6,325,713.45	6,161,646.47	5,925,211.02	6,291,355.57	6,249,624.92	6,212,907.77
B. RECEIPTS							
Local Control Funding Formula							
Property Tax	8020-8079	0.00	0.00	0.00	0.00		
State Aid - LCFF & EPA	8010-8019	217,467.00	217,467.00	879,975.00	391,440.00	391,440.00	879,975.00
Other	8080-8099	0.00	8,467.27	0.00	0.00	0.00	0.00
Federal Revenues	8100-8299	0.00	0.00	0.00	0.00	4,924.00	0.00
Other State Revenues	8300-8599	1,902.00	2,135.75	13,897.79	87,588.18	59,916.77	3,424.00
Other Local Revenues	8600-8799	807.97	1,499.21	1,968.02	55,001.20	50,484.02	42,703.61
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8931-8979	0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue							
TOTAL RECEIPTS		220,176.97	229,569.23	895,840.81	534,029.38	506,764.79	926,102.61
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	25,005.91	61,267.06	270,618.55	261,968.57	261,968.57	269,237.40
Classified Salaries	2000-2999	19,855.82	30,823.68	57,830.99	57,740.29	57,830.99	57,830.99
Employee Benefits	3000-3999	75,213.20	159,541.22	151,086.54	147,066.14	147,852.54	159,018.20
Supplies and Services	4000-5999	80,247.44	46,604.85	55,535.52	51,492.17	62,276.41	55,554.62
Capital Outlays	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	0.00	40,453.95	40,453.95	119,840.57	40,453.95	113,331.06
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
Other Disbursements/non Expenditures							
TOTAL DISBURSEMENTS		200,322.37	338,690.76	575,525.55	638,107.74	570,382.46	654,972.27
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable		40,472.07	0.00	18,928.77	35,447.19	0.00	0.00
Accounts Payable		224,393.65	127,313.92	(26,900.52)	(26,900.52)	(26,900.52)	(26,900.52)
TOTAL PRIOR YEAR TRANSACTIONS		(183,921.58)	(127,313.92)	45,829.29	62,347.71	26,900.52	26,900.52
E. NET INCREASE/DECREASE (B - C + D)		(164,066.98)	(236,435.45)	366,144.55	(41,730.65)	(36,717.15)	298,030.86
F. ENDING CASH (A + E)		6,161,646.47	5,925,211.02	6,291,355.57	6,249,624.92	6,212,907.77	6,510,938.63
G. ENDING CASH, PLUS ACCRUALS							

University High School
Fresno Unified School District

0
Cashflow Worksheet
2027-2028

	Object	January	February	March	April	May	June	Accruals	Total
ACTUALS THRU MONTH OF (Enter Month Name):									
A. BEGINNING CASH	9110	6,510,938.63	6,439,475.84	6,570,326.54	6,927,438.71	6,834,081.80	6,727,158.78		
B. RECEIPTS									
Local Control Funding Formula									
Property Tax	8020-8079								0.00
State Aid - LCFF & EPA	8010-8019	391,440.00	391,440.00	879,975.00	391,440.00	391,440.00	879,975.00		6,303,474.00
Other	8080-8099	0.00	323,776.48	40,472.06	40,472.06	40,472.06	0.00	40,472.07	494,132.00
Federal Revenues	8100-8299	0.00	0.00	0.00	16,679.00	0.00	0.00	18,000.00	39,603.00
Other State Revenues	8300-8599	102,284.34	1,541.00	21,917.09	1,541.00	1,541.00	10,196.72	2,621.36	310,507.00
Other Local Revenues	8600-8799	18,780.85	861.48	19,652.66	906.80	4,207.06	254,015.30	95,218.82	546,107.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8931-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue									0.00
TOTAL RECEIPTS		512,505.19	717,618.96	962,016.81	451,038.86	437,660.12	1,144,187.02	156,312.25	7,693,823.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	288,624.57	284,803.69	285,848.37	280,072.73	249,638.01	284,613.57		2,823,667.00
Classified Salaries	2000-2999	57,830.99	57,830.99	60,977.93	59,370.46	59,370.46	54,419.41		631,713.00
Employee Benefits	3000-3999	162,423.61	154,823.55	155,863.41	153,524.89	143,874.65	179,158.05		1,789,446.00
Supplies and Services	4000-5999	86,768.21	75,756.60	88,661.50	72,728.26	78,146.59	81,914.23	108,139.60	943,826.00
Capital Outlays	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Other Outgo	7000-7499	40,453.95	40,453.95	40,453.95	40,453.95	40,453.95	191,282.77		748,086.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00		0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Other Disbursements/non Expenditures									0.00
TOTAL DISBURSEMENTS		636,101.33	613,668.78	631,805.16	606,150.29	571,483.66	791,388.03	108,139.60	6,936,738.00
D. PRIOR YEAR TRANSACTIONS									
Accounts Receivable		25,232.83	0.00	0.00	34,854.00	0.00	1,377.39		156,312.25
Accounts Payable		(26,900.52)	(26,900.52)	(26,900.52)	(26,900.52)	(26,900.52)	(26,900.52)		82,702.37
TOTAL PRIOR YEAR TRANSACTIONS		52,133.35	26,900.52	26,900.52	61,754.52	26,900.52	28,277.91	0.00	73,609.88
E. NET INCREASE/DECREASE (B - C + D)		(71,462.79)	130,850.70	357,112.17	(93,356.91)	(106,923.02)	381,076.90	48,172.65	830,694.88
F. ENDING CASH (A + E)		6,439,475.84	6,570,326.54	6,927,438.71	6,834,081.80	6,727,158.78	7,108,235.68		
G. ENDING CASH, PLUS ACCRUALS									7,156,408.33

Organizational Structure of University High School



COPY 2176593

ARTICLES OF INCORPORATION

OF

UNIVERSITY HIGH SCHOOL

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

SEP - 8 1999

BILL JONES, Secretary of State

ARTICLE I

Name

The name of this corporation is:

UNIVERSITY HIGH SCHOOL.

ARTICLE II

Corporate Status

This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for Public and Charitable purposes.

ARTICLE III

Purposes

The specific purpose of this corporation is to operate one or more charter schools as variously provided for in the Charter Schools Act of 1992.

ARTICLE IV

Initial Agent for Service of Process

The name and address in the State of California of this corporation's initial agent for service of process is:

Name: Robert R. Coyle, Esq.

Street Address:	2771 E. Shaw Ave.
City:	Fresno
State:	CA
Zip Code:	93710-8205

ARTICLE V

Exempt Status and Limitations on Activities

This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501 (c) (3), Internal Revenue Code.

No substantial part of the activities of this corporation shall consist of the carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distributing of statements) on behalf of any candidate for public office.

The property of this corporation is irrevocably dedicated to the charitable purposes 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. Upon the dissolution or winding up of the 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 purposes and which has established its tax exempt status under Section 501 (c) (3), Internal Revenue Code.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit corporation under the laws of the State of California, I, the undersigned, constituting the incorporator of this corporation, have executed these Articles of Incorporation this 17 day of June, 1999.

Robert Coyle
Robert R. Coyle, Incorporator

///

BYLAWS

OF

UNIVERSITY HIGH SCHOOL

ARTICLE I

Purposes

The corporation shall have such purposes as are now or may hereafter be set forth in its Articles of Incorporation.

ARTICLE II

Powers

The corporation shall have such powers as are now or may hereafter be granted by laws governing charter schools of the State of California and by the Nonprofit Corporation Law of the State of California, except as limited by the provisions of its Articles of Incorporation or these Bylaws.

ARTICLE III

Status, Offices

The name of this corporation is University High School. The corporation operates one or more charter schools subject to the provisions of California Education Code, Section 47600 et seq., and any and all enabling provisions set forth at California Code of Regulations, Title 5.

The corporation shall have and continuously maintain in the County of Fresno, State of California, a principal office for the transaction of the corporation's business, and may have such other offices within the State of California as the Board of Directors may from time to time determine.

Board Adopted: 10/2009
Board Reviewed: 5/11/23;
Board Amended: 2/4/2010; 4/6/2017; 6/1/23

ARTICLE IV

Members

Section 1. **No Regular Members**. In accordance with Section 5310 of the California Nonprofit Public Benefit Corporation Law, the corporation shall have no members within the meaning of Section 5056 of that law. All actions which would otherwise require approval by a majority of all members or approval by members shall require only approval of the Board of Directors. All rights which would otherwise vest in members shall vest in the Directors.

Section 2. **Persons Associated With the Corporation.** By resolution, the Board of Directors may create any advisory committees, boards, councils, honorary memberships or other bodies as it deems appropriate. The Board of Directors may not, however, delegate the authority of the Board to any such entities or persons. The Board of Directors may also, by resolution, confer upon any such class or classes of such persons some or all of the rights of a member under the California Nonprofit Corporation Law other than the right to vote

(a) for the election of a Director or Directors or an Officer or Officers; or

(b) on a disposition of all or substantially all of the assets of the corporation; or

(c) on a merger; or

(d) on a dissolution; or

(e) on changes to the corporation's Articles of Incorporation or Bylaws;

all such voting rights being vested exclusively in the Board of Directors

ARTICLE V Board of Directors

Section 1. **Definition of Terms.** For the purpose of these Bylaws, "Board of Directors" or "Board" refers to the Board of Directors of the corporation, unless otherwise specifically indicated.

Section 2. **General Powers.** All the business and affairs of the corporation shall be managed and controlled by the Board of Directors.

Section 3. **Number.** The authorized number of Directors shall be not less than three (3) nor more than seven (7) until changed by an amendment of this Section 3 of Article V. The Board may appoint or discontinue additional ex-officio members at any time.

Section 4. Selection and Tenure. Directors serve three (3) year terms on the corporation's Board of Directors. Terms shall be monitored and staggered so no more than three (3) terms end in a single year. Upon mutual agreement, the Board may extend the term of members by one (1) year to achieve continuity (see Article VIII, Section 4). Directors may serve any number of terms, consecutively or non-consecutively.

Director Selection Process

Board Adopted: 10/2009
Board Amended: 2/4/2010
Board Amended: 4/6/2017

1) Prior to the February meeting, the Board Chair will contact each Director whose term is ending, or who no longer qualifies to serve in the representation designation for which the Director was elected (See Article V, Section 5), to determine whether the Director is interested in continuing for a new term. The Chair will report the outcome of this determination to the Directors prior to the February meeting.

2) At the February meeting, during a closed session of the continuing Directors, board composition, needs, goals, and representation designations will be assessed. Based upon this assessment, a Director whose term is ending may or may not be redesignated, or re-elected to a new term by the continuing Directors.

3) At the February meeting, in open session, the outcome of the assessment and/or the results of the re-election, if any, will be reported. At this meeting, the Board will determine procedures to fill any upcoming vacancies.

4) Normally, new Directors will be nominated and elected during the March or April meeting, and prior to the final meeting of the school year.

5) Normally, the meeting in May is considered the final meeting of a Director whose term is ending at the end of the school year in May (so last meeting is in May but term continues until the end of the elective session). The term of a newly elected Director will begin with the last meeting of the school year usually held in June (usually held just after the school year has ended as board meetings usually take place the first Thursday of the month).

6) Board Officers will be nominated and elected/re-elected at the meeting in May. (See Article VII, Section 2)

Section 5. Composition of Board of Directors. The Board of Directors shall be constituted as follows: one (1) member representing the California State University, Fresno, School of Arts and Humanities (nominated by the Dean of Arts and Humanities); one (1) member representing the California State University, Fresno, Kremen School of Education and Human Development (nominated by the Dean of the Kremen School of Education and Human Development); one (1) member representing the California State University, Fresno, faculty (Music, Science or Math preferred) or administration; not more than one (1) member who is an agent or representative of the chartering school district; not more than three (3) parent representative members who are each the parent of unrelated students matriculated at University High School (this does not prohibit Directors serving in other board positions from having children who attend University High School); and not more than two (2) members representing the community serviced by the charter school hereunder. All members shall be officially nominated and elected by the Board of Directors. The current board shall have broad latitude with regard to the selection of ex-officio members and to adjust the makeup of the Board.

Section 6. Voting. Each member of the Board of Directors shall have one (1) vote. There shall be no proxy voting permitted for the transaction of any of the business of this corporation.

Section 7. Resignation and Removal. Any Director may resign from the Board at any time by giving written notice to the Chair or the Secretary of the corporation and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Directors may be removed from office by majority vote of the Board of Directors. A Director shall automatically be removed from office if he or she fails to attend three (3) consecutive meetings of the Board of Directors without being excused there from.

Section 8. Vacancies. Any vacancy occurring on the Board of Directors of the corporation shall be filled by the Board of Directors for the remainder of the vacated term.

Board Adopted: 10/2009
Board Reviewed: 5/11/23;
Board Amended: 2/4/2010; 4/6/2017; 6/1/23

Section 9. Compensation of Directors. No Director shall receive any salary or other similar compensation for any services as a Director; however, the Board of Directors may authorize in advance the reimbursement of actual and necessary expenses incurred by individual Directors performing duties as Directors. Nothing in this Section shall be construed as precluding payment of salaries, wages and benefits to Directors who are also employees of the corporation.

Section 10. Inspection by Directors. Each Director shall have the right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the corporation for a purpose reasonably related to such person's interest as a Director, provided that such Director shall not have the right to inspect those books, records or documents made privileged or confidential by law. Any demand for inspection other than at a Directors' meeting shall be made in writing to the Chair, Secretary, or the Executive Director of this corporation. This inspection must be made by the Director in person,

provided that the Director may be accompanied by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. Nothing in this section shall affect the right of the Board of Directors to conduct the business of the corporation as set forth in these Bylaws.

ARTICLE VI
Indemnification of Directors, Officers, and Other Agents

Section 1. Right of Indemnity. To the fullest extent permitted by law, the corporation shall indemnify its Directors, Officers, employees, and other persons described in Section 5238 (a) of the California Corporations Code, including persons formerly occupying any such position, 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 Section 5238 (a) of the California Corporations Code.

Section 2. Approval of Indemnity. On written request to the Board by any person seeking indemnification under Section 5238 (b) or Section 5238 (c) of the California Corporations Code, the Board shall promptly determine under Section 5238 (e) of the California Corporations Code whether the applicable standard of conduct set forth in Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

Section 3. Advancement of Expenses. To the fullest extent permitted by law and except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification under these Bylaws in defending any proceeding covered by those Sections shall be advanced by the corporation before final disposition of the proceeding, on receipt by the corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

Section 4. Insurance. The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Officers, Directors, employees, and other agents, against any liability asserted against or incurred by any Officer, Director, employee, or agent in such capacity or arising out of the Officer's, Director's, employee's, or agent's status as such, provided that the corporation need not exercise such right.

ARTICLE VII
Meetings of the Board of Directors

Board Adopted: 10/2009
Board Amended: 2/4/2010
Board Amended: 4/6/2017

Section 1. **Place of Meetings.** All meetings of the Board of Directors shall be held at the principal office of the corporation or at such other place as may be designated for that purpose.

Section 2. **Annual Meeting.** An annual meeting of the Board of Directors shall be held at the end of each school year, (normally the June meeting). Such meeting shall be held at the principal office of the corporation or at such other time and place as the Board of Directors may from time to time designate. Such meeting shall be for the purpose of electing/re-electing Officers of the corporation and for the transaction of such other business as may come before the meeting.

Section 3. **Removal and Resignation.** Any Officer elected by the Board of Directors may be removed from office by the Board of Directors at any meeting at which a quorum is present whenever, in their judgment, the best interests of the corporation would be served thereby. Any elected Officer may resign from office at any time by giving written notice to the Chair or the Secretary of the corporation and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the corporation under any contract to which the Officer is a party.

Section 4. **Terms of Office and Vacancies.** Except as provided in the case of Officers appointed under this Section 4 of Article VIII, each Officer shall hold office for a term of one (1) year or until his or her successor shall have been elected, unless he or she shall sooner resign, be removed, or become ineligible to continue to serve in such capacity. Elected Officers may serve as many successive one (1) year terms as the Board of Directors deems appropriate. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. **Chair.** The Chair shall be the Chairperson of and preside at all meetings of the Board of Directors and of the Executive Committee. The Chair shall be selected in the manner set forth above and the Chair shall be an ex-officio member of all committees which may be from time to time elected or appointed and may serve as Chairperson of the Executive Committee. The Chair may sign, with the Secretary or any other proper Officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which have been authorized to be executed on behalf of the corporation, except in cases where the signing thereof shall be expressly delegated by the Board of Directors, or by these Bylaws, or by statute to some other Officer or agent of the corporation; and, in general, he or she shall perform all duties incident to the functions of the Chair of the Board of a corporation and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. **Vice-Chair.** In the absence of the Chair, the Vice-Chair shall perform all the duties of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be assigned to him or her by the Chair or by the Board of Directors.

Section 7. **Secretary.** The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board of Directors may order of all meetings of the Directors and of the Executive Committee, with the time and place of holding, whether regular or special, and if special, how authorized, the notice thereof given, and the names of those present at the Directors meetings. The Secretary shall give or cause to be given notice of all the meetings of the Board of Directors required by these Bylaws or by law to be given.

Board Adopted: 10/2009
Board Reviewed: 5/11/23;
Board Amended: 2/4/2010; 4/6/2017; 6/1/23

Section 8. **Chief Financial Officer.** The Chief Financial Officer shall keep, maintain, or supervise, or cause the keeping, maintenance, or supervision of, the deposit of all, assets, liabilities, receipts, disbursements, gains, losses, and other funds of this corporation in such bank or banks as may be designated by the Board of Directors. The Chief Financial Officer shall, upon proper request, issue an accounting of all implicated transactions, including any related report as to the financial condition of the corporation. The Chief Financial Officer shall discharge such other duties as pertain to the office or as may be prescribed from time to time by the Board of Directors or these Bylaws. If required by the Board of Directors, the Chief Financial Officer shall give a bond for the faithful discharge of his or her other duties in such sum and with such surety as the Board of Directors shall determine.

ARTICLE IX

Committees

Section 1. **Committees.** The Board may appoint one or more committees, each consisting of less than a quorum of voting Directors, and delegate to such committees any of the authority of the Board except with respect to

(a) the filling of vacancies on the Board or on any committee;

(b) the fixing of compensation of the Directors for serving on the Board or on any committee, should Article V, Section 9, be amended to allow such compensation;

(c) the amendment or repeal of Bylaws or the adoption of any new Bylaws;

(d) the amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repeal able;

(e) the appointment of other committees of the Board or the members thereof; or

(f) the approval of any self-dealing transaction, as such transactions are defined in Section 5233 (a) of the California Nonprofit Public Benefit Corporations Law.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the Directors then in office, provided a quorum is present. Any such committee may be designated an Executive Committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall

have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meetings of each committee.

Section 2. **Committee Procedures.** The Board of Directors may prescribe appropriate rules, not inconsistent with the Bylaws, by which proceedings of any committee shall be conducted.

Section 3. **Advisory Committee.** The Board of Directors shall create, appoint and empower one (1) or more advisory committee(s) variously constituted of parent(s), student(s), and charter community member(s), which committee(s) shall variously

(a)advise and make recommendations to the Board of Directors in the areas of programs, operations, management, administration, admissions, fees, personnel, grants/contracts, and finances.

ARTICLE X

Contracts, Loans. Checks, Deposits. and Gifts

Section 1. **Contracts.** The Board of Directors may authorize any Officer or agent of the corporation, in addition to the Officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. **Loans.** The Board of Directors shall not make any loan of money or property to, or guaranty the obligation of, any Director or Officer, unless approved by the California Attorney General.

Section 3. **Borrowing.** No loan shall be contracted on behalf of the corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

Section 4. **Checks, Drafts. Etc**. All checks, drafts, or other orders for the payment of money, and all notes or other evidence of indebtedness issued in the name of the corporation shall be signed by such Officer or Officers, agent or agents of the corporation and in such manner as, from time to time, shall be determined by resolution of the Board of Directors.

Section 5. **Deposits.** All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 6. **Gifts.** The Board of Directors may at their discretion accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes or for any specific purpose of the corporation.

Board Adopted: 10/2009
Board Reviewed: 5/11/23;
Board Amended: 2/4/2010; 4/6/2017; 6/1/23

ARTICLE XI

Miscellaneous

Section 1. **Fiscal Year**. The fiscal year of the corporation shall begin on the first day of July and shall end on the last day of June in each year unless otherwise determined by resolution of the Board of Directors.

Section 2. **Rules**. The Board of Directors may adopt, amend, or repeal rules not inconsistent with these Bylaws for the management of the internal affairs of the corporation and the governance of its Officers, agents, committees, and employees.

Section 3. **Books and Records.** The corporation shall keep correct and complete books and records of account and shall also keep records and minutes of the proceedings of the Board of Directors and committees. Copies of the minutes of the Board of Directors and of the committees shall be regularly distributed to each member of the Board of Directors. Notwithstanding anything else herein and to the extent allowable by law, all such books and records shall be kept either in written form or in any other form capable of being converted into written form.

Section 4. **Corporate Seal.** The Board of Directors may provide a corporate seal, which shall be in the form of a circle and shall have inscribed thereon the name of the corporation, the date of its incorporation, and the word "California."

Section 5. **Waiver of Notice.** Whenever any notices are required to be given under the provisions of the Nonprofit Public Benefit Corporation Law of the State of California, or under the provisions of the Articles of Incorporation of the corporation, or these Bylaws, a waiver thereof in writing signed by the persons entitled to such notice, whether dated before or after the time stated herein, to the extent permitted by law, shall be deemed equivalent to the giving of such notice.

ARTICLE XII

Amendment to Bylaws

Section 1. **Availability.** These Bylaws may be amended at any regular meeting of the Board of Directors by a majority vote of the total voting membership of the Board of Directors, provided that the amendment has been submitted in writing at the previous regular meeting, or has been submitted in writing to the Directors at least thirty (30) days before such regular meeting.

Board Adopted: 10/2009
Board Amended: 2/4/2010
Board Amended: 4/6/2017

UNIVERSITY HIGH SCHOOL

2024-2025 SCHOOL CALENDAR ~ Final

(Thanksgiving week off, start earlier in August)

**Please note: dates are subject to change, please refer to UHS Bulletin for changes

updated: 3/26/24

First day of school:	Aug. 14, 2024
Fall semester ends:	Dec. 19, 2024
First day of school 2025:	Jan. 6, 2025
School ends:	May 30, 2025
Staff Development	
Holiday/No School	
Late Start	
Early Release	
Progress Report	
PSAT, special schedule	Oct. 25, 2024
Winter Session	Jan. 6-14, 2025
Spring Session	May 19-31, 2025
Finals Schedule, Fall	Dec. 17-19, 2024
Finals Schedule, Spring	May 13-15, 2025
10-12th Registration:	Aug. 9, 2024
Freshmen Orientation:	Aug 9&12, 2024
Back to School Night:	Aug. 12, 2024
Phoenix Bowl:	TBA
Magic of the Arts:	Oct. 18, 2024
State Testing:	April, 2024
Achievement Awards:	April, 2024
Field Day:	May 16, 2025
Graduation:	May 17, 2025
Fresno State begins:	Aug. 26, 2024
Fresno State ends:	Dec. 19, 2024
Fresno State begins:	Jan. 16, 2025
Fresno State ends:	May 16, 2025

July, 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August, 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
A	19	20	21	22	23	24
B	26	27	28	29	30	31

13 school days

September, 2024

S	M	T	W	T	F	S
A	2	3	4	5	6	7
B	9	10	11	12	13	14
A	16	17	18	19	20	21
B	23	24	25	26	27	28
A	30					

20 school days

October, 2024

S	M	T	W	T	F	S
A		1	2	3	4	5
B	7	8	9	10	11	12
A	14	15	16	17	18	19
B	21	22	23	24	25	26
A	28	29	30	31		

23 school days

November, 2024

S	M	T	W	T	F	S
					1	2
B	4	5	6	7	8	9
A	11	12	13	14	15	16
A	18	19	20	21	22	23
B	25	26	27	28	29	30

15 school days

December, 2024

S	M	T	W	T	F	S
A	2	3	4	5	6	7
B	9	10	11	12	13	14
A	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

14 school days

January, 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
A	13	14	15	16	17	18
A	20	21	22	23	24	25
B	27	28	29	30	31	

18 school days (7/11)

February, 2025

S	M	T	W	T	F	S
B						1
A	3	4	5	6	7	8
B	10	11	12	13	14	15
A	17	18	19	20	21	22
B	24	25	26	27	28	

19 school days

March, 2025

S	M	T	W	T	F	S
B						1
A	3	4	5	6	7	8
B	10	11	12	13	14	15
A	17	18	19	20	21	22
B	24	25	26	27	28	29
A	31					

20 school days

April, 2025

S	M	T	W	T	F	S
A		1	2	3	4	5
A	7	8	9	10	11	12
13	14	15	16	17	18	19
B	21	22	23	24	25	26
A	28	29	30			

17 school days

May, 2025

S	M	T	W	T	F	S
A				1	2	3
B	5	6	7	8	9	10
A	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 school days (12/9)

June, 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

180 school days, 7 faculty work days *Fall= 85 days, Winter Elec=7 days, Spring Sem=79 days, Spring Elec=9 days*

Fresno Unified School District

FACILITIES AND FUTURE PLANS

FACILITIES/ADA	
Is the facility meeting the needs of your staff and students?	Y☒/N☐
Will the facility continue to accommodate your growth needs?	Y☒/N☐
If applicable, is your current lease still valid?	Y☒/N☐
Does your lease extend through the end of your requested charter renewal term?	Y☒/N☐

If the lease does not extend through the end of your charter term, please describe your plans for a facility solution which includes either:

- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
- A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building. Describe any foreseeable conditions, circumstance or considerations that would affect the decision and specify a date by which a decision to lease or sell is likely.

Describe the condition of your current facility. The UHS facility was built in 2010, and is considered to be in very good condition.

What procedures are in place for handling facility repairs? Staff alert the UHS Administration throughout the year for anything that needs to be fixed. At the end of each school year, the UHS Administration walk the entire school and make a list of anything that needs to be fixed. Work orders in inputted through Fresno State Plant Operations and/or with independent vendors.

FUTURE PLANS

- *As applicable:* Describe any **material revision** to your charter and rationale for the changes. **This request will be considered as part of the renewal process, but must be on the Agenda as a separate Board item.**

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond capacity, changing the school's mission, purchasing a new facility, adding on additional sites, etc.

- In order to have the material revision to your charter approved, your school needs to:
  - State the revision(s) the school's governing board wishes to make to the charter;
  - Describe the reasons for the request(s); and
  - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.

- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with parents.

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

James' COPY

UNIVERSITY HIGH SCHOOL GROUND LEASE

THIS LEASE AGREEMENT (Lease) is made and entered into as of _____, 2008 (Effective Date), by and between the Fresno Unified School District (FUSD and Lessee), University High School (UHS and Lessee), (collectively, Lessees) and the Board of Trustees of the California State University, which is the State of California acting in its higher education capacity (CSU and Lessor), acting on behalf of California State University, Fresno (Fresno State), collectively referred to as the Parties:

RECITALS

A. CSU is the owner of certain real property on the campus of Fresno State, comprised of approximately 2.0 acres as more particularly described on **Exhibit A** attached hereto (School Site) and approximately 0.33 acres as more particularly described on **Exhibit C** attached hereto (Interim School Site

B. The Lessees wish to lease the School Site for construction of a permanent classroom building for University High School (UHS), and UHS wishes to temporarily lease the Interim School Site during construction of the UHS building. UHS is nonprofit charter school pursuant to Education Code Section 47604, serving grades 9 through 12 operated by UHS. UHS' Average Daily Attendance (ADA) is limited to 425 students. The project to construct a permanent classroom building for UHS will be financed with 50% construction funding provided by the California State Allocation Board (SAB) and administered by the California Office of Public School Construction (OPSC), and 50% funding provided by a loan granted to co-obligors UHS and FUSD. The Interim School Site is provided at no additional cost to UHS.

C. Pursuant to Education Code Sections 89036 and 89046, CSU may lease any property of a state university for any purpose, which is not inconsistent with the functions of CSU.

D. Lessees and CSU will enter into a separate Operating Agreement that will define the specific terms under which the use of certain facilities and services may be provided by CSU to Lessees and the amounts to be paid by Lessees for such services and under which the use of certain facilities, improvements and grounds on the Fresno State campus will be permitted to UHS students and faculty.

NOW, THEREFORE, for good and valuable consideration, the adequacy and receipt of which is acknowledged, the Parties agree as follows:

I. REPRESENTATIONS AND WARRANTIES

A. Representations and Warranties of the Lessees. The Lessees make the following representations and warranties to the CSU as of the date of the execution of this Lease:

1. Lessees as duly established, have full legal right, power, and authority to enter into this Lease and to carry out and consummate all transactions contemplated by this Lease, and by appropriate action, have duly authorized the execution and delivery of this Lease.

2. The officers of the Lessees executing this Lease are duly and properly in office and fully authorized to execute the same.

3. This Lease has been duly authorized, executed and delivered by the Lessees, and

(i) will constitute a legal, valid and binding agreement of the Lessees, enforceable against the Lessees in accordance with its terms, and

(ii) any rights of the CSU and obligations of the Lessees not so assigned to the CSU constitute the legal, valid, and binding agreements of the Lessees, enforceable against the Lessees in accordance with their terms, except as enforcement may be limited by bankruptcy, insolvency or other laws affecting the enforcement of creditors' rights generally and by the application of equitable principles if equitable remedies are sought.

4. The execution and delivery of this Lease, the fulfillment of or compliance with the terms and conditions hereof, will not conflict with or constitute a violation or breach of or default (with due notice or the passage of time or both) under any indenture, mortgage, deed of trust, agreement, lease, contract or other agreement or instrument to which the Lessees are a party or by which it or its properties are otherwise subject or bound, or, to the knowledge of the Lessees, will not conflict with or constitute a violation of any applicable law or administrative rule or regulation, or any applicable court or administrative decree or order, or result in the creation or imposition of any prohibitive lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Lessees, which conflict, violation, breach, default, lien, charge or encumbrance might have consequences that would materially and adversely affect the consummation of the transactions contemplated by this Lease or the financial condition, assets, properties, or operations of the Lessees.

5. No consent or approval of any trustee or holder of any indebtedness of the Lessees, and no consent, permission, authorization, order or license of, or filing or registration with, any governmental authority is necessary in connection with the execution and delivery of this Lease or the consummation of any transaction herein contemplated, except as have been obtained or made and as are in full force and effect.

6. No information, exhibit or report furnished to the CSU by the Lessees in connection with the negotiation of this Lease contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or

necessary to make the statements therein, in light of the circumstances under which they were made, not misleading.

B. Representations and Warranties of the CSU. CSU makes the following representations and warranties to the Lessees as of the date of the execution of this Lease.

1. CSU has full legal right, power and authority to enter into this Lease and to carry out and consummate all transactions contemplated by this Lease, and by proper action has duly authorized the execution and delivery of this Lease.

2. The officers of CSU executing this Lease are fully and properly holding their respective offices and are fully authorized to execute this Lease.

3. The Lease has been duly authorized, executed and delivered by CSU, and will constitute a legal, valid and binding agreement of CSU, enforceable against CSU in accordance with its terms.

4. CSU is the owner in fee simple of the School Site and the Interim School Site

5. No information, exhibit or report furnished to the Lessees by the CSU in connection with the negotiation of this Lease contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or necessary to make the statements therein, in light of the circumstances under which they were made, not misleading.

II. LEASED PROPERTY.

A. Permanent School Site. CSU hereby leases to the Lessees and the Lessees hereby lease from CSU, on the terms and conditions hereinafter set forth, real property situated on the campus of Fresno State in the county of Fresno, California and more particularly described in the attached **Exhibit A.**

B. Interim School Site. CSU hereby leases to the Lessees and the Lessees hereby lease from CSU, on the terms and conditions hereinafter set forth, real property situated on the campus of Fresno State in the county of Fresno, California and more particularly described in the attached **Exhibit C,** for a temporary school site until the permanent school site is completed.

C. As-Is Condition. The School Site and Interim School Site are leased in an as-is condition. Without limiting the foregoing, CSU does not warrant the suitability of the soil on the School Site for support of any improvement to be constructed thereon including, but not limited to, the facilities and improvements referred to as University High School.

D. Possession. CSU covenants to deliver possession of the School Site to the Lessees upon commencement of the term of this Ground Lease as set forth in Sections IV and V.

III. TERM OF LEASE AND DISCRETIONARY RIGHT OF EARLY TERMINATION.

A. Term.

1. This Lease for the School Site shall be effective upon execution, with a term of forty (40) years from the date of the recorded Notice of Completion of the permanent UHS school building, unless sooner terminated hereunder. The Notice of Completion shall be attached to this Lease as **Exhibit B** to memorialize the date of Commencement after it has been recorded.

2. The Parties agree that, no later than two years prior to the expiration of the forty (40) year term of this Lease, they will engage in good faith discussions regarding a possible extension.

3. This Lease for the Interim School Site shall be effective upon execution, and shall automatically expire upon the date of the recorded Notice of Completion of the permanent UHS school building, unless sooner terminated hereunder.

B. Discretionary Right of Early Termination.

1. In recognition of the nature of the funding for this project, the Parties agree that UHS may determine, acting reasonably and in good faith after consultation with CSU, whether the funding earmarked for it from the State Allocation Board (SAB) and the Office of Public School Construction (OPSC) will be sufficient to construct the permanent UHS school building and other improvements contemplated by this Lease. Should UHS determine that such funding will not be sufficient, UHS shall provide written notice of such funding deficiency to CSU no later than sixty (60) days after UHS obtains knowledge of the funding deficiency, or such other time as the Parties may mutually agree. The determination by UHS that sufficient funds to complete the project will not be available shall not be considered by CSU as a breach or default of this Lease or of any representation or promise made herein, but shall result in the automatic early termination of this Lease, unless the Parties, after good faith negotiations, mutually agree to an extension.

2. As soon as Lessees determine that sufficient funding has been received to construct the permanent UHS school building or other improvements contemplated by this Lease, Lessees agree to provide written notice to Lessor of that fact and the amount of funding received along with the proposed date for the commencement of construction, no later than sixty (60) days after Lessees receive notice of funding from the SAB, or such other time as the Parties may mutually agree.

IV. CONSIDERATION.

A. In consideration for CSU's agreement to lease the School Site to Lessees, upon the date of the recorded Notice of Completion of the permanent UHS school building, UHS will relinquish all right and title to the semi-permanent modular facilities, and subsequent improvement, that UHS utilized for its temporary charter school, to CSU. The modular facilities and temporary trailers are identified and more particularly described in the attached **Exhibit C.** Upon removal of the modular facilities, UHS shall be responsible for irrigation and grass restoration of the area.

B. In further consideration for CSU's agreement to lease the School Site to Lessees, Lessees have planned and submitted to OPSC the UHS project with an estimated budget, which plans, project and budget CSU has reviewed and approved for the construction of (1) a permanent school building to be used for UHS' charter school during the term of this Lease. Provided adequate funding is received from the SAB, Lessees will construct the permanent school building, pay for all costs related to their parking lot improvements, telecommunications, and utilidor infrastructure upgrades to meet the building requirements and landscaping to align with the requests from the Fresno State's Facilities Planning and Management (FPM) Department.

C. The Parties hereby agree and acknowledge that the arrangement described above is good and adequate consideration, the receipt and adequacy of which is hereby acknowledged, and that neither party shall have any separate or additional rental payments hereunder, except to the extent set forth in the Operating Agreement and Memorandum of Understanding for the Construction Oversight of Design and Construction of University High School Project (collectively, "Related Agreements").

V. QUIET ENJOYMENT/CSU RIGHT OF ENTRY.

A. Subject to the provisions of this Lease and the Operating Agreement, Lessees shall have the right to quiet enjoyment with respect to the School Site and the Interim School Site, subject to the normal operation, including construction of additional facilities, of CSU on the Fresno State campus. CSU shall have the right to quiet enjoyment with respect to its property.

B. The CSU, through any of its duly authorized representatives, shall have the unlimited right to enter upon the School Site and the Interim School Site for any lawful purpose, including, without being limited to, the right to enter to inspect construction work during the course of construction for compliance with the provisions of this Lease. CSU shall exercise such rights reasonably during ordinary business hours, and in such manner as not to interfere with the business of the Lessees or its contractors. Lessees will provide CSU with keys to all locks in buildings on the School Site and Interim School Site for use by CSU in providing janitorial and other services under the Operating Agreement and in responding to emergencies.

VI. TERMINATION AND SURRENDER

A. Cease Operations.

1. Should the UHS charter school cease operations as a charter school, UHS agrees to provide CSU with not less than six (6) months written notice of termination. Upon written notice of termination from UHS, efforts to find another charter school to occupy the School Site will be conducted by Fresno State. CSU and Fresno State are vested with the power to approve, consistent with the Side Agreement, the selection of a financially sound charter school. If Fresno State finds and approves of a charter school that is financially sound and whose purpose is consistent with the purpose and objectives of CSU, subject to FUSD approval of the charter school, this Ground Lease will be terminated and the parties will enter into a new ground lease agreement consistent with the payment obligations to the State.

2. In the event a replacement charter school cannot be found, CSU and Fresno Unified School District shall provide for the disposition of the buildings and improvements in a separate side agreement.

C. Surrender

1. At the time of transfer of improvements and termination of this lease, Lessees shall quit and surrender the School Site to CSU and all right, title and interest in and to all improvements and equipment constructed or installed on the School Site shall vest in CSU.

2. Upon the expiration or earlier termination of this Lease, Lessees agree to peaceably and promptly surrender possession of the School Site and Interim School Site, free and clear of all monetary liens and encumbrances created by, through or under Lessees. Upon such surrender, all of the physical improvements then existing on the School Site and Interim School Site shall be left in a clean and safe condition, free of any and all hazardous materials, and title thereto shall revert to the CSU. Notwithstanding the foregoing, in the event that any such improvement, if left on a parcel, would diminish the physical utility of such parcel (e.g., underground storage tanks), Lessees shall remove such improvement(s) from such parcel and perform such site work as may be necessary in order to return such parcel to the CSU without such diminution in physical utility, reasonably satisfactory to CSU.

VII. USE OF THE LEASED PARCELS.

A Approved Use. The Lessees shall utilize the School Site only for construction and operation of a charter high school.

B. Right of Entry Prior to Construction. UHS and CSU shall have a right of entry to the School Site during the period between the Effective Date and the commencement of construction for job walks with potential contracting firms, consultants, employees, personnel and other parties that may be involved in the design and/or construction of the improvements to be constructed on the School Site.

C. Minimize Interference With University Operations. Any construction activity by or on behalf of the Lessees that will interfere with Fresno State operations, including without limitation interruption of utility service or interference with parking or ingress and egress to any part of the Fresno State campus, shall be performed so as to mitigate any such interference and such construction activity shall not commence without CSU's prior written approval, which approval shall not be unreasonably withheld. Lessees shall submit to Fresno State's Facilities Planning and Management Department (FPM) a written narrative and work plan describing in detail proposed mitigation of the impacts of the construction activity (Mitigation Plan). FPM shall approve or reject, with alternate recommendations, the Mitigation Plan within 30 days of receipt. If FPM requires revisions to the Mitigation Plan, Lessees shall make such revisions and resubmit a corrected Mitigation Plan for review by FPM. No work may be performed by or on behalf of Lessees on the School Site or temporary school site until written approval of the Mitigation Plan is issued by FPM, which written approval shall not be unreasonably withheld.

D. Waste or Nuisance. Lessees shall not commit, suffer or permit any waste or nuisance upon the School Site or the Interim School Site, nor use or permit it to be used for any unlawful, dangerous, noxious or offensive use.

E. Hazardous Materials. Lessees shall not cause nor permit any hazardous material to be brought on, treated, kept, used, stored, disposed of, discharged, released, produced, or generated in, on, under or about the School Site or Interim School Site, by itself, its agents, employees, contractors, subtenants, assignees, or invitees without the prior written consent of CSU which consent shall not be unreasonably withheld if such hazardous material is necessary to Lessees' business, and such hazardous material will be brought on, treated, kept, used, stored, disposed of, discharged, released, produced in a manner which complies with all laws regulating such hazardous material. Lessees shall comply with all federal, state and local laws and regulations concerning the use, release, storage and disposal of hazardous materials on the school site.

F. Signs. The Lessees shall not construct, hang or paint any signs on the School Site or Interim School Site or exterior of buildings other than safety or directional signs and signs provided for in the approved plans, without written consent of FPM. All signage shall comply with Fresno State signage standards.

G. Safe Condition. The Lessees shall ensure that the School Site and Interim School Site and improvements thereon are maintained in a safe condition and that only those involved in supervising and performing the construction work shall be permitted access to the School Site during construction of the improvements thereon. Lessees shall ensure

that life safety and other emergency alarms and systems meet the CSU requirements for responding to emergencies.

H. Utilities. Lessees shall be responsible for any utility hook-up and connection fees and costs. The CSU agrees to provide, or cause to be provided, such utility services, including water, natural gas, sewer, storm drainage, data and video telecommunication infrastructure, and telephone, as the CSU provides, or cause to be provided to buildings similar to Projects situated at Fresno State. The Lessee shall be responsible for all costs to extend above referenced utilities to the Project including restoration of any landscape or hardscape areas. As part of the project, the CSU will require the installation of separate meters for natural gas, water and sewer. The rates to be charged to Lessee will be based on Fresno State's cost per term for natural gas and for direct costs incurred by Fresno State for water and sewer. Telecommunication services (voice, data, and video) will be handled directly between Lessee and the University's Information Technology Services Department (ITS). Lessee will be billed directly for any initial installation costs associated with providing telecommunication services to the Project as well as ongoing monthly service fees. Fees will be based on standard rates charged to university departments. Project will connect to electrical service in Barstow Avenue provided by Pacific Gas & Electric. The Lessee agrees to cause to be paid the utility costs associated with Project in accordance with operating agreement. The Lessee agrees to coordinate proposed utility relocation and construction activities in accordance with CSU Contract General Conditions in order to minimize disruption to the operations of Fresno State. However, CSU Trustees recognize that the UHS can not guarantee that there will be no interruptions.

I. Maintenance.

1. Lessees shall at all times keep and maintain the School Site and Interim School Site and the improvements thereon in a clean, safe and first-class condition in accordance with the standards of maintenance for other Fresno State facilities. All of the improvements on the School Site and Interim School Site shall be kept free of graffiti and litter during the respective lease terms.

2. Without limiting the generality of the foregoing, the obligation of Lessees to repair, maintain, and keep in good condition shall include repair and maintenance of roofs and all other improvements on the School Site and Interim School Site; performing exterior and interior painting of the same when necessary; performing both ordinary and extraordinary, foreseen and unforeseen repairs and maintenance; keeping the parcel, including all landscaping thereon, in good, safe and orderly condition, free of dirt, weeds, rubbish, debris and unlawful obstructions, properly lighted; and repair, restoration and maintenance of same at such lessees' cost and expense. The obligation of repair hereunder shall be subject to reasonable wear and tear; provided, however, that the effects of continued reasonable wear and tear shall not impair such party's obligation to keep the School Site and Interim School Site in such order, condition and repair as is hereinabove provided. Should someone other than Fresno State provide these

services and Lessees fails to comply with any of the foregoing provisions, Lessees shall indemnify, defend and save harmless the CSU against any and all actions, claims and damages by reason of such failure to comply.

3. Any such janitorial, landscaping or maintenance services shall be performed by and/or paid for as set forth in the Operating Agreement.

VIII. DESIGN AND CONSTRUCTION.

A. Responsibility for Construction of Project.

1. With the exception of certain utilidor upgrades and improvements set forth in paragraph 2 below, the Lessees shall fund all design, construction and improvements on the School Site as well as pay for any and all costs related to utilidor infrastructure upgrades in accordance with building and landscaping requirements of the CSU and all applicable laws, rules and regulations.

2. Lessees shall arrange for the design and construction of the Project, including all attendance facilities, in substantial accordance with the contract documentation approved (or to be approved) by CSU and consistent with the requirements of CSU. Any substantial change in the approved plans must be submitted to CSU for review and approval.

B. Alterations and Repairs. Subject to subpart C of this Article, Lessees shall have the right to make CSU approved additions, repairs, alterations, changes or improvements, in, on or to the School Site; and provided further, that Lessees shall pay promptly for all such work done by it or upon its order. Lessees shall make, at its own expense, any and all necessary repairs to, or replacement of, any equipment, structures, or other physical improvements placed by it upon the School Site in order to comply with any and all applicable regulations, laws or ordinances of the State of California or any other applicable agency with jurisdiction.

C. CSU Review and Approval.

1. CSU acknowledges and agrees that the Division of State Architect ("DSA") is the agency that has the formal project review and approval function for UHS's construction project. CSU shall have the opportunity before any construction commences to review the design plans for UHS's project and reasonably determine if UHS's project is consistent with CSU's standards for capital projects. CSU shall communicate to UHS in writing any issues CSU has with UHS's design and give UHS the opportunity to respond. However the parties shall give deference to the requirements of DSA in working through any issues cited by CSU.

2. The CSU will need to review and approve the UHS schematic design and acknowledges the project has received Campus Planning Committee approval.

CSU shall have prior approval rights over the design of all improvements and any additions, repairs, alterations, changes, or improvements in or to the UHS school site. The Lessee shall submit complete construction documents to FPM for its approval in accordance with the CSU "submittal requirements and Procedure Guide for CSU Capital Projects" as amended from time to time, which approval shall not be unreasonably withheld. The FPM shall review the lessee's proposed work and determine the appropriate review and approval process to be followed. This initial UHS Project will require compliance with the CSU Trustee's policy on seismic safety peer review, adopted by resolution dated May 19, 1993, and the CSU mechanical systems peer review. UHS Project construction documents shall be approved by the California State Fire Marshal (SFM) and the Division of the State Architect ("DSA") for building code plan check and ADA access compliance. Lessee shall provide confirmation of these approvals to the CSU Trustees.

3. The Division of the State Architect will review and approve the design plans for the permanent UHS school building. CSU shall have prior approval rights over the design of all improvements and any additions, repairs, alterations, changes or improvements in or to the School Site. Accordingly, prior to commencement of any construction on the School Site, the Lessees shall submit complete design documents to FPM for its approval in accordance with the CSU "Submittal Requirements and Procedure Guide for CSU Capital Projects", as amended from time to time, which approval shall not be unreasonably withheld. FPM shall review the scope of Lessees' proposed work and determine the appropriate review and approval process to be followed.

4. CSU shall review and notify the Lessees in writing of CSU's approval or disapproval of such documents. Any disapproval notice shall specify, with reasonable particularity, the reason(s) for disapproval and the changes required to enable CSU to approve such documents. If CSU disapproves such revised documents, the procedures set forth above for revision and approval of the documents shall be repeated until the documents are finally approved by CSU. The final construction documents (plans and specifications) for the improvements to be constructed by the Lessees shall be consistent with the CSU-approved documents. Any substantial change in the approved plans shall be submitted to the CSU for review and approval.

5. In addition to the construction of the permanent UHS school building, which will comply with California building regulations found at Title 24 of the California Code of Regulations and must be approved by the Division of the State Architect ("DSA"), the Lessees will construct future improvements on the School Site in accordance with the CSU "Submittal Requirements and Procedure Guide for CSU Capital Projects," as amended from time to time.

6. Except for the construction of the permanent high school building, which will comply with General Conditions, the Lessees shall require all contractors and subcontractors to adhere to Article 4.06 (regarding contractor's insurance) of the CSU Contract General Conditions For Major Capital Outlay Projects, as amended from time to time, for the duration of any construction project on the School Site.

7. The Lessees shall, at its sole expense, ensure that all workers on any construction project at the School Site shall be paid prevailing wage rates as those rates are set in accordance with Labor Code Section 1770 et seq.

8. The Lessees shall pay all lawful taxes, assessments, or charges which at any time may be levied upon any interest the Lessee may have under this Ground Lease (including both the land and improvements).

D. Government Approvals. The Lessees, at its sole expense, shall obtain all licenses and permits required to perform the work related to the UHS Project and shall comply with all applicable laws affecting the work. All work and materials shall be in accordance with the latest published and approved editions of the California Code of Regulations, Title 19, Public Safety, and Title 8, Industrial Relations; California Electric Code; California Plumbing, Mechanical, Energy and Building Codes; and all other applicable codes and regulations.

IX. INDEMNIFICATION.

A. The Lessees shall indemnify, defend, and hold CSU harmless from and against all loss, expense (including, but not limited to, reasonable attorneys' and experts' fees and court costs), damage, injury, liability, cause of action or claim of any kind or character (collectively "Claims" and individually a "Claim" including but not limited to construction Claims), in any way arising out of the performance of the construction work by the Lessees, including, but not limited to, the acts or omissions of the Lessees, its partners, agencies, joint venturers, officers, directors, employees, agents, licensees, invitees, consultants. vendors, general contractors or subcontractors of any tier (Lessees Agents). The Lessees shall cause its contractor(s) to name CSU as an additional insured on any performance and payment bonds, general liability and course of construction insurance policies that each such contractor is required to carry.

B. Except as provided above, each party agrees to release, indemnify and hold harmless the other and their agents, officers, employees, representatives, attorneys, successors and assigns from and against any and all liability, damages, business interruptions, delays, losses, claims, judgments of any kind whatsoever including all reasonable costs, attorneys' fees, and expenses incidental thereto, which may be suffered by, or caused to, such party by reason of loss or damage to any property or injury to, or death of, any person arising from or by reason of actions of the other party as a result of a breach of this Lease.

C. The Lessees agrees to keep the School Site and Interim School Site and any improvements constructed thereon free and clear of liens for labor and material and shall hold indemnify, defend and hold CSU harmless from any liability with respect thereto.

D. CSU assumes no responsibility or liability for the operation of UHS High School. Lessees shall indemnify, defend and hold CSU and Fresno State harmless from and against all loss, expense (including, but not limited to, reasonable attorneys' and experts' fees and court costs), damage, injury, liability, cause of action or claim in connection with the operation of UHS, arising out of any acts or omissions of Lessees or Fresno State including, but not limited to, their partners, agencies, joint venturers, officers, directors, employees, agents, licensees, invitees, or consultants.

X. INSURANCE.

A. Lessees shall obtain Fire insurance coverage for all its leased and owned facilities on the School Site and Interim School Site. The Lessees shall maintain in force during the term of this Lease and all extensions thereof, and shall cause its contractors to maintain in force during the term of any construction on the School Site, liability insurance against claims for injuries to persons or damages to property which may arise from or in connection with the Lessees', its agents, representatives, and employees operation of UHS or construction on the School Site.

B. Minimum Scope of Insurance Coverage:

1. Insurance Services Office Commercial General Liability coverage (occurrence form CG 0001).

2. Insurance Services Office Business Auto Coverage form number CA 0001, code 1 (any auto).

3. Workers' Compensation insurance as required by the State of California and Employer's Liability Insurance.

4. "All Risk" Property Insurance with limits as set forth below for all improvements and other property on the School Site that CSU has an insurable interest in.

C. Minimum Limits of Insurance

Lessees shall maintain or shall cause its contractor(s) who are engaged in construction work on the School Site, limits no less than:

1. General Liability: $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit.

2. Automobile Liability: $1,000,000 per accident for bodily injury and property damage.

3. Employer's Liability: $1,000,000 per accident for bodily injury or disease.

4. Property Insurance: Full replacement of insured property.

D. Deductibles and Self-Insured Retentions. Any deductibles or self-insured retentions must be declared to and approved by the CSU. At the option of the CSU, either: the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects CSU, its trustees, officers, employees and volunteers; or the Lessees shall provide a financial guarantee satisfactory to the CSU guaranteeing payment of losses and related investigations, claim administration and defense expenses.

E. Other Insurance Provisions
The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:

1. CSU, its trustees, officers, agent, employees, and volunteers are to be covered as additional insureds with respect to liability arising out of automobiles owned, leased, hired or borrowed by or on behalf of the Lessees; and with respect to liability arising out of work or operations performed by or on behalf of the Lessees including materials, parts or equipment furnished in connection with Lessees' operations. General liability coverage can be provided in the form of an endorsement to the Lessees' insurance, or as a separate owner's policy.

2. For any claims related to UHS, the Lessees' insurance coverage shall be primary insurance as respects CSU, its officers, agents, employees, and volunteers. Any insurance or self-insurance maintained by CSU, its officers, agents, employees, or volunteers shall be excess of the Lessees' insurance and shall not contribute with it.

3. All insurance required under this agreement shall contain an endorsement naming the State of California, the Trustees of the California State University, California State Fresno and the officers, agents, employees and volunteers of each of them as additional insured. It shall also require thirty (30) days written notice from the insurance company to both parties before cancellation or change in coverage, scope or amount of any policy. Each policy, or a certificate of the policy, shall be deposited with CSU within thirty (30) days after execution of this agreement and, on renewal of the policy, not less than thirty (30) days before the expiration of the term of the policy.

F. Verification of Coverage. Lessees shall furnish CSU with original certificates and amendatory endorsements effecting coverage required by this clause. The endorsements should be on forms provided by CSU or on other than CSU's forms, provided those

endorsements or policies conform to the requirements. All certificates and endorsements are to be received and approved by CSU. CSU reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by these specifications at any time.

XI. DAMAGE AND REPAIR.

A. If the improvements on the School Site or Interim School Site or any part thereof are damaged or destroyed by fire or other insured's cause at anytime during the term of this Lease, Lessees, upon its receipt of such insurance proceeds, shall with all due diligence proceed to repair, restore and/or rebuild such damaged or destroyed improvements for the same or comparable use as existed immediately prior to such casualty. The Parties shall comply, and shall require all of their respective contractors and subcontractors to comply, with all federal, state and local laws in making any said repairs and restoration. In the event that insurance proceeds are unavailable for such restoration or such restoration has not commenced within eighteen (18) months of the date of such damage or destruction, this Lease shall be deemed terminated, and the Lessees shall be required to clear any and all debris, and restore the School Site or Interim School Site to a clean and safe condition, reasonably satisfactory to the CSU, pay any remaining insurance proceeds to CSU, and thereupon Lessees shall surrender the School Site or Interim School Site to CSU in accordance with Article VI (c) (2).

B. In the event Lessees causes any damage to CSU property, Lessees shall commence to repair such damaged property within five (5) business days of receipt of written notice from CSU. All repairs shall be made to the reasonable satisfaction of CSU. If Lessees fail to complete such repairs within a reasonable period of time, as determined by CSU, then CSU may make all necessary repairs and Lessees shall fully reimburse CSU for the cost incurred.

XII. ASSIGNMENT AND SUBLETTING.

Lessees shall not either directly or indirectly give, assign, encumber, transfer or grant control of this Lease, or any portion thereof, or any interest, right or privilege therein, or sublet the whole or any portion of the School Site or Interim School Site, or license the use of the same in whole or part without the prior written consent of the CSU.

XIII. RESERVATIONS.

A. Existing Easements. The School Site and Interim School Site are hereby accepted by the Lessees and shall be subject to any and all existing easements or other encumbrances of record as of the date of execution of this Lease.

B. Additional Easements. CSU reserves the right to establish, grant or utilize easements or rights of way over, under, along, and across such parcel for utilities, pipelines, drains or access as are required for the public good; provided, however, that the

CSU agrees to exercise said rights in such a manner as will not unreasonably interfere with the Lessees' use of the School Site and Interim School Site.

C. Easements for Lessees. Further, the CSU shall, at the request of the Lessees, grant such additional easements on the School Site as such Lessees may request in connection with the use of the School Site, including without limitation, such utility easements as may be necessary or desirable in connection with the construction and development of the improvements on the School Site, so long as such easements do not unreasonably encumber the School Site. The CSU shall execute any and all such documents as the Lessees may request in connection with granting such easements.

XIV. DEFAULT.

In the event Lessees shall be in default in the performance of any obligation on its part to be performed under the terms of this Ground Lease, which default continues for thirty (30) days following notice and demand for correction thereof to the Lessees, CSU may exercise any and all remedies granted by law.

XV. NOTICES.

All notices or other communications required or permitted hereunder shall be in writing, and shall be deemed received upon the earlier of (i) if personally delivered or sent by overnight courier, the date of delivery to the address of the person to receive such notice, (ii) if mailed, three (3) business days after deposit in the United States Mail and certified postage prepaid return receipt requested and addressed as follows:

To Lessees:
Dr. James Bushman, Head of School
University High School
2355 E. Keats, M/S UH 134
Fresno, CA 93740-8010

Fresno Unified School District
Attn: Ruthie Quinto
2309 Tulare Street
Fresno, CA 93721
(559) 457-3000

To: Fresno State
Vice President, Administration
5241 N. Maple
Fresno, CA 93740
Phone No.: (559) 278-2083

Copy to:
CSU Office of General Counsel
401 Golden Shore, 4th Floor
Long Beach, CA 90802-4210
Phone No.: (562) 951-4500

To: California State University
Director, Contract Services and Procurement
401 Golden Shore, 2nd Floor
Long Beach, CA 90802-4210
Phone No.: (562) 951-4595

Notice of change of address shall be given by written notice in the manner described in this Article.

XVI. MISCELLANEOUS.

A. Liens. In the event the Lessees shall at any time during the term of this Lease cause any changes, alterations, additions, improvements, or other work to be done or performed or materials to be supplied, in or upon the School Site, the Lessees shall pay, when due, all sums of money that may become due for any labor, services, materials, supplies or equipment furnished to or for the Lessees in, upon or about the School Site and which may by secured by any mechanic's, materialmen's, or other lien against the School Site or the Lessees' interest therein, and will cause each such lien to be fully discharged and released at the time the performance of any obligation secured by any such lien matures or comes due, except that, if the Lessees desires to contest any such lien, it may do so. If any such lien shall be reduced to final judgment and such judgment or such process as may be issued for the enforcement thereof is not promptly stayed, or, if so stayed, said stay thereafter expires, the Lessees shall forthwith pay and discharge said judgment.

B. Relationship of Parties. The parties agree that their agents and employees in the performance of this Lease are not officers or employees or agents of the other party.

C. Fair Employment Practices.

1. In the performance of this Lease, the Lessees will not discriminate against any employee or applicant for employment because of race, color, religion, ancestry, sex, age, national origin, or physical handicap. The Lessees will take affirmative action to ensure that applicants for employment are employed, and that its employees are treated during employment, without regard to their race, color, religion, ancestry, sex, age, national origin, or physical handicap. Such action shall include, but not be limited to, the following: employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships. The Lessees shall post, in conspicuous places available to employees and applicants for employment, notices setting forth the provisions of this section.

2. The Lessees will permit access to its records of employment, employment advertisements, application forms, and other pertinent data and records by the State Fair Employment and Housing Commission, or any other agency of the State of

California designated by the Trustees for the purpose of investigation to ascertain compliance with this Fair Employment Practices Section.

3. The CSU may determine a violation of this Fair Employment Practices provision to have occurred upon receipt of a final judgment having that effect from a court in an action to which the Lessees were a party, or upon receipt of a written notice from the Fair Employment and Housing Commission that it has investigated and determined that the Lessees has violated the Fair Employment and Housing Act and has issued an order, under Government Code Section 12970, which has become final or obtained an injunction under Government Code Section 12973. (See Government Code Sections 12900-12993 for further details.)

D. Encumbrance of Lease Hold. With the exception of this Lease, the Lessees shall not encumber the CSU's fee title. The Lessees shall not have the right to subject this Lease to any mortgage nor subject this Lease to any trust deed or other security device.

E. Non-Liability of CSU.

1. Any obligation of the CSU created by or arising out of this Ground Lease shall not impose a debt or pecuniary liability upon CSU or a charge upon the general credit or taxing powers thereof but shall be payable solely out of funds duly authorized and appropriated by the State of California.

2. The delivery of this Ground Lease shall not, directly or indirectly or contingently, obligate the CSU to levy any form of taxation therefore or to make any appropriation. Nothing herein or in the proceedings of the Trustees shall be construed to authorize the Trustees to create a debt of CSU, within the meaning of any constitutional or statutory provision of the State of California. No breach of any pledge, obligation or agreement made or incurred in connection herewith may impose any pecuniary liability upon, or any change upon the general credit of the CSU.

F. Holding Over. Should the Lessees hold over the expiration of the term hereof with the express or implied consent of the CSU, such holding over shall be deemed to be on a month-to-month basis, subject otherwise to all the terms and conditions of this Lease.

G. Entire Agreement. Except for the Related Agreements, this Lease constitutes the entire and sole agreement of the Parties hereto, contains all agreements and understandings of the Parties, and constitutes a written integration of all negotiations between the Parties relating to the subject matter hereof, incorporating each and every representation, promise or warranty, whether oral or written, among the parties with respect hereto. This Lease and the Related Agreements solely govern all the remaining rights and obligations of all parties to this Lease with respect to the School Site and Interim School Site. No party has made any representation, promise or warranty to the other with respect to the matters addressed herein except as expressly set forth in the Lease and Related Agreements. The parties hereto agree to execute and deliver any and

all additional papers, documents, and other assurances and shall do any and all acts and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent of the parties to this Lease and Related Agreements. No modification of this Lease may be made except in writing and signed by both Parties

H. Severability. The invalidity of any provision of this Lease as determined by a court of competent jurisdiction shall in no way affect the validity of any other provision hereof.

I. Waiver. No waiver by either party of any provision hereof shall be deemed a waiver of any other provision hereof or of any subsequent breach of the same or any other provision.

J. Section Headings. The section headings contained herein are for convenience only, and are not intended to define or limit the scope of any provision of this Lease.

K. Consent. A party's consent to, or approval of, any act shall not be deemed to render unnecessary the obtaining of such party's consent to or approval of any subsequent act by the other party.

L. No Merger. There shall be no merger of this Lease or of the leasehold estate created by this Lease with the fee or any other estate or interest in the School Site, Interim School Site or Adjacent Property by reason of the fact that the same person owns or holds, directly or indirectly, all such estates and interests or any combination thereof.

M. Advice of Counsel. The parties represent and warrant that they have had the advice of counsel of their own choosing in the negotiation for and the preparation of this Lease, and that they have read this Lease, or have had the same read to them by counsel, and that they have had this Lease fully explained to them by their counsel, and they are fully aware of the Lease's legal effect and are signing this Lease voluntarily of their own free will.

N. Successors and Assigns. The terms of this Lease shall extend to and be binding upon and inure to the benefit of the parties and each of their respective agents, employees, successors, and assigns.

O. Multiple Originals. The Lease may be executed in counterparts, and when each party has signed and delivered at least one such counterpart, each counterpart shall be deemed an original and taken together, shall constitute one and the same Lease, which shall be binding and effective as to all parties. A facsimile signature shall have the same force and effect as an original.

P. Governing Law. This Lease shall be construed and interpreted in the courts of and pursuant to the laws of the State of California.

Q. Terms Reasonable. The Parties hereby agree that, at the time of the execution of this Lease, the terms of the Lease are reasonable and effectuate the intent and purpose of the parties with respect to the terms thereof.

R. Incorporation of Exhibits. All attached exhibits are incorporated into this Lease.

S. Amendments. This Ground Lease may not be amended, changed, modified, or altered without the prior written consent of the parties hereto.

IN WITNESS WHEREOF, this Lease is executed by the Parties as of the date set forth in the first paragraph.

UNIVERSITY HIGH SCHOOL

Michael Caldwell, Chair, Board of Directors
University High School

FRESNO UNIFIED SCHOOL DISTRICT

Ruth F. Quinto
Associate Superintendent
Administrative Services/CFO

CALIFORNIA STATE UNIVERSITY, FRESNO

Cynthia Teniente-Matson
Vice President for Administration and
Chief Financial Officer

APPROVED BY
THE BOARD OF TRUSTEES OF CALIFORNIA STATE UNIVERSITY

Tom Roberts
Director, Contract Services and Procurement

EXHIBIT A
SCHOOL SITE

EXHIBIT "A"

University High School Lease Boundary

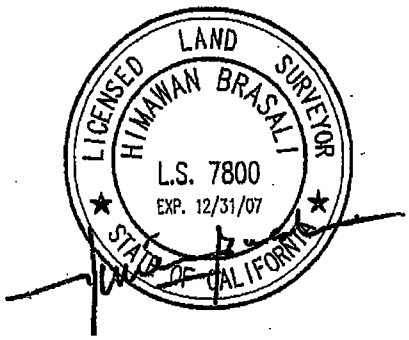
LEGAL DESCRIPTION
November 12, 2007

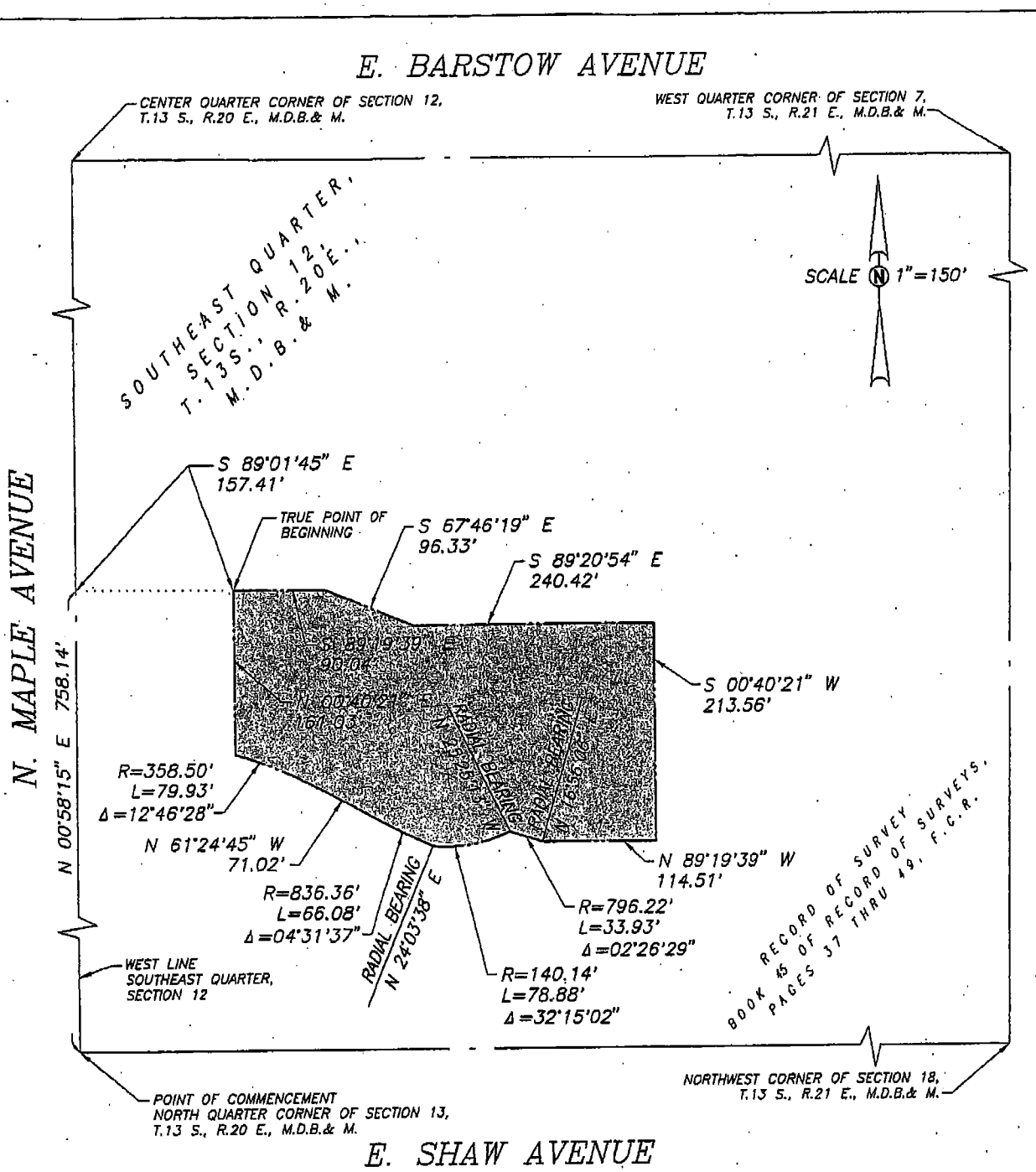
That portion of the Southeast quarter of Section 12, Township 13 South, Range 20 East, Mount Diablo Base and Meridian, as shown in Record of Survey recorded in Book 45 of Record of Surveys at Pages 37 thru 49, Fresno County Records, in the City of Fresno, County of Fresno, State of California, described as follows:

Commencing at the North quarter corner of Section 13, Township 13 South, Range 20 East, Mount Diablo Base and Meridian; thence North 0°58'15" East, along the West line of said Southeast quarter of Section 12, a distance of 758.14 feet; thence South 89°01'45" East, a distance of 157.41 feet to the TRUE POINT OF BEGINNING; thence South 89°19'39" East, a distance of 90.04 feet; thence South 67°46'19" East, a distance of 96.33 feet; thence South 89°20'54" East, a distance of 240.42 feet; thence South 0°40'21" West, a distance of 213.56 feet; thence North 89°19'39" West, a distance of 114.51 feet to the beginning of a non-tangent curve concave northeasterly, from which point the radius of said non-tangent curve bears North 16°56'06" East; thence northwesterly, along the arc of said non-tangent curve, with a radius of 796.22 feet, through a central angle of 2°26'29", an arc distance of 33.93 feet to the beginning of a non-tangent curve concave northwesterly, from which point the radius of last said non-tangent curve bears North 25°25'13" West; thence southwesterly along the arc of last said non-tangent curve, with a radius of 140.14 feet, through a central angle of 32°15'02", an arc distance of 78.88 feet to the beginning of a non-tangent curve concave northeasterly, from which point the radius of last said non-tangent curve bears North 24°03'38" East; thence northwesterly along the arc of last said non-tangent curve, with a radius of 836.36 feet, through a central angle of 4°31'37", an arc distance of 66.08 feet; thence North 61°24'45", a distance of 71.02 feet to the beginning of a tangent curve concave southwesterly; thence northwesterly along the arc of said tangent curve, with a radius of 358.50 feet, through a central angle of 12°46'28", an arc distance of 79.93 feet; thence North 0°40'21" East, a distance of 161.03 feet to the TRUE POINT OF BEGINNING.

Containing an area of 1.96 acres, more or less.

Portion of APN 420-020-21T





LICENSED LAND SURVEYOR
HIMAWAN BRASALI
L.S. 7800
EXP. 12/31/07
STATE OF CALIFORNIA

NOTE:

1. DATA WAS COMPILED FROM RECORD OF SURVEY RECORDED IN BOOK 45 OF RECORD OF SURVEYS AT PAGES 37 THRU 49 FRESNO COUNTY RECORD, AND FIELD SURVEY PERFORMED BY BLAIR, CHURCH AND FLYNN. THE BEARINGS AND DISTANCE ON THE ABOVE RECORD OF SURVEYS ARE IN CALIFORNIA ZONE 4 GRID BEARINGS AND DISTANCE.
2. "F.C.R." DENOTES "FRESNO COUNTY RECORDS."
3. THE DISTANCES SHOWN ON THIS DIAGRAM ARE GROUND DISTANCES.

LEGEND:

- CENTER OR SECTION LINE
- EXTENSION LINE
- LEASE BOUNDARY
- LEASE AREA

Blair, Church & Flynn
CONSULTING ENGINEERS

CONSULTANT
Blair, Church & Flynn Consulting Engineers
461 Clovis Avenue, Suite 200
Clovis, California 93612
Tel (559) 326-1400
Fax (559) 326-1500

UNIVERSITY HIGH SCHOOL
DIAGRAM OF LEASE BOUNDARY
EXHIBIT A

DR. BY CEW
CH. BY
DATE 11-12-07
SCALE: AS NOTED

SHEET NO. 2 OF 2 SHEETS

Drawing: P:\207-0415\dwg-legal\dwg\207415_LeaseBoundary.dwg; Layout1 - BCF.ctb Plot by: cwells Jan 08, 2008 - 7:40am

EXHIBIT B
NOTICE OF COMPLETION

[INSERT NOTICE OF COMPLETION]

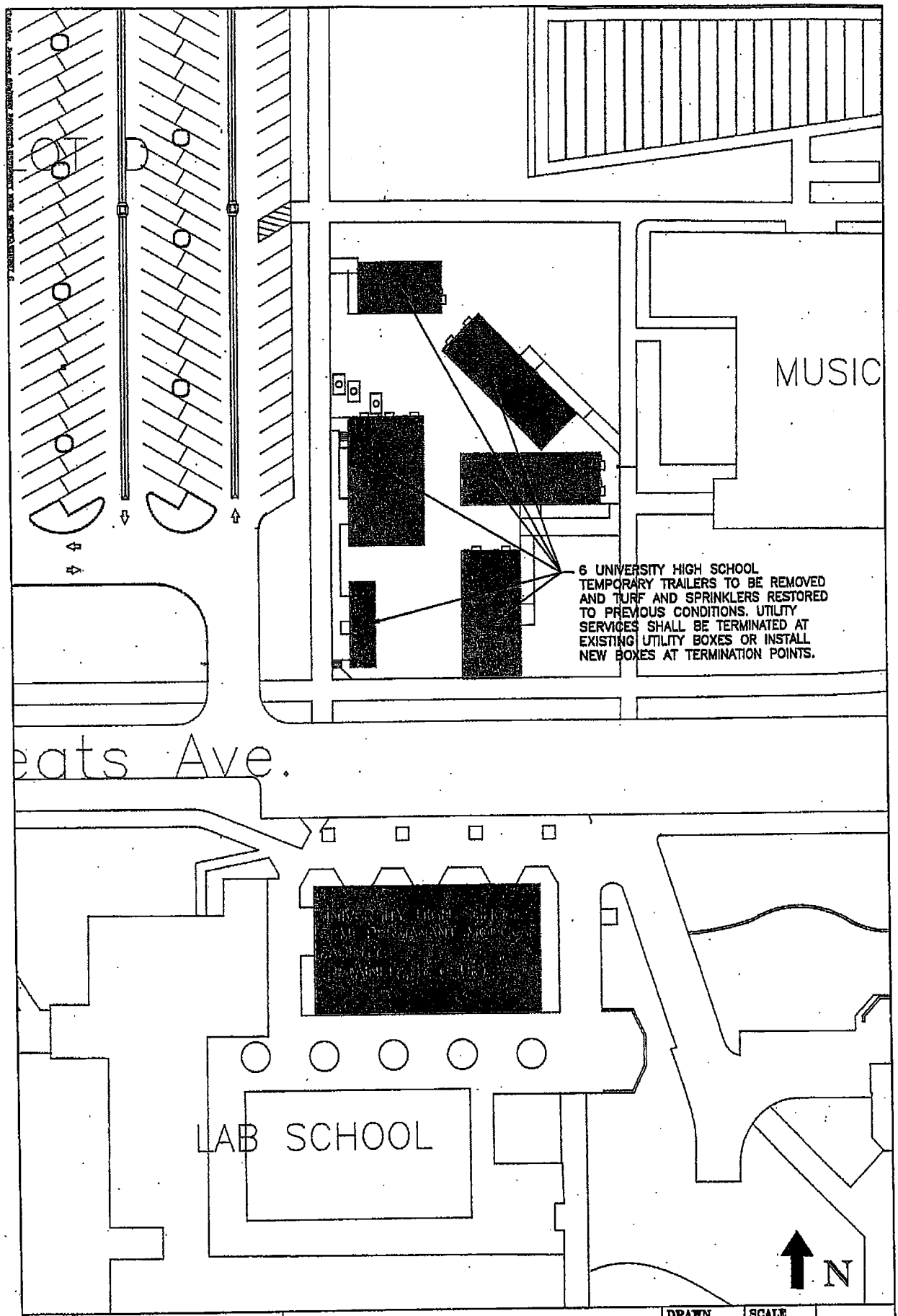
EXHIBIT C
INTERIM SCHOOL SITE

EXHIBIT C

INTERIM UNIVERSITY HIGH SCHOOL SITE

DESCRIPTION OF PROPERTY

Real Property approximately 6,480sq.ft. semi permanent modular UHS classroom building situated in the City of Fresno, County of Fresno, on that portion of the grounds of the California State University, Fresno campus which is 38 feet north of the Lab School Building and 20 feet east of the Lab School Theatre, which Lab School and Lab Theatre bear a common street address of 5048 N. Jackson Ave., Fresno, CA 93740-8023. In addition to six temporary trailers totaling 8,448 sq. ft. located on the west side lawn area of the Music building at 2380 E. Keats. Further description of the real property subject to the Lease is contained in the map attached hereto as Exhibit "C" and incorporated herein by this reference.



CSUF	PROJECT: EXHIBIT C	DRAWN: DEEPAK M	SCALE: 1"=40'	SHEET NO. 1 OF 1
		CHECKED: Rodney G	DATE: 1/3/06	
FACILITIES PLANNING	California State University, Fresno	APP. BY: —	REV. —	

Fresno Unified School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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 became aware of UHS because it was a high school on Fresno State campus where I work as a faculty and then an administrator.

2. Explain why you wish to serve on the board.

I wish to serve because UHS is a shining example how we offer a holistic education of excellence.

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 previously served on a board of a school district or similar organization.

4. Describe your understanding of the appropriate role of a public charter school board member.

My role is to ensure the school follows federal, state laws and to support the school in its effort of continually improving services to students and the community.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I have worked in higher education for over 30 years fulfilling various roles as a faculty member and as an administration. UHS sits on Fresno State campus, and my role as an administrator at Fresno State helps me in providing oversight and assistance to UHS.

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 time as a board member for the above referenced Charter School. ● Is an indication of my knowledge and understanding that the information provided herein 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: Xuanning Fu	
Name: Xuanning Fu	
Position on the Board: Chair	Date:8/17/2024

Xuanning Fu, Ph.D.

Provost and Vice President for Academic Affairs,
California State University, Fresno
5200 N. Barton Ave, M/S ML54, Fresno, CA 93740-8340
(559) 278-3626; xfu@csufresno.edu

EDUCATION:

Ph.D.
Sociology. Department of Sociology, Brigham Young University, Provo, UT, 1994.
Emphasis: Family Demography & Formal Organization.

Master of Arts
English. Department of English, Shandong University, Shandong, China. 1984.

Bachelor of Arts
English. Department of English, Anhui University, Hefei, China. 1982.

EMPLOYMENT

2022 – present	Provost and Vice President for Academic Affairs, California State University, Fresno
2021 – 2022	Interim Provost and Vice President for Academic Affairs, California State University, Fresno
2020 – 2021	Vice Provost, California State University, Fresno.
2019 – 2020	Interim Vice Provost, California State University, Fresno.
2015 – 2019	Dean of Undergraduate Studies, California State University, Fresno.
2017 – 2018	Interim Associate Vice President of Institutional Effectiveness, California State University, Fresno (concurrent appointment).
2011 – 2015	Associate Dean, College of Social Sciences, California State University, Fresno.
2012 – 2013	Interim Director, Office of Institutional Effectiveness, California State University, Fresno (concurrent appointment).
2007 – 2011	Professor of Sociology (tenured), Department of Sociology, California State University, Fresno.
2003 – 2007	Associate Professor of Sociology (tenure-track), Department of Sociology, California State University, Fresno.

2003 – 2010	Part-time Campus Coordinator (equivalent to Department Chair), Educational Leadership and Management Doctoral Program (E.D.D.), Fresno Campus, Alliant International University.
2000 – 2003	Principal Analyst, Educational Program Evaluator/Statistician, Center for Educational Partnerships, University of California, Merced.
1998 – 2000	Associate Professor of Sociology (tenured), Division of Social Sciences, Brigham Young University-Hawaii.
1994 – 1998	Assistant Professor of Sociology (tenure-track), Division of Social Sciences, Brigham Young University-Hawaii.
1994 – 2000	Director, Institutional Research Office, Brigham Young University-Hawaii (concurrent appointment).

LEADERSHIP DEVELOPMENT

2021-2022	Provost Academy, American Association of State Colleges and Universities (AASCU)
2021-2022	Millennium Leadership Initiative, American Association of State Colleges and Universities (AASCU)
2021	Breakfast with George Mentorship Program—Goldman School of Public Policy, University of California, Berkeley, CSHE, Center for Studies in Higher Education.
2019 – 2020	Executive Leadership Program, Chancellor's Office, California State University.
2016	Executive Leadership Academy, University of California, Berkeley, CSHE, Center for Studies in Higher Education.
2014	CASE (Council for Advancement and Support of Education), Conference of Development for Deans and Academic Leaders, Los Angeles, CA.

SELECTED GRANT ACTIVITIES (2020-present)

Serving as PI/Chair

1. Department of Education: AANAPISI Award: "Increasing AAPI Representation in Criminal and Civil Justice Careers" - $1,259,337. This project provides interventions from recruitment through graduation to increase substantially AAPI representation in Criminal and Civil Justice careers***. Summary of Role:*** Project Director/PI.
2. National Science Foundation: ADVANCE Award: "KIND: "Kindling Inter-university Networks for Diverse (KIND) Engineering Faculty Advancement in the California State University System." $1,249,921. The goal of this project is to bring about systemic changes to increase the representation of women, particularly URM women in the CSU engineering professoriate throughout 19 campuses. The KIND project also partners with the APLU ASPIRE Institutional Change Network to identify inequities

in faculty recruitment, retention, and advancement and to realize systemic change. ***Summary of Role:*** Chair, KIND Advisory Board.

Providing leadership/oversight

3. Department of Education: HISPANIC-SERVING INSTITUTION (TITLE VA): "STEAM: Enriched Pathways" - $2,996,910. The goal of STEAM: Enriched Pathways is to democratize access to academic success for *all* students. The project creates efficient 'guided pathways-plus' for students to obtain bachelor's degrees in STEAM. The Co-PDs (the Deans) will report monthly to the Provost on the progress of the Title V- A project.
4. Department of Education: DEVELOPING POSTBACCALAUREATE OPPORTUNITIES FOR HISPANIC AMERICANS (TITLE VB): "Finish in Five: Launching 4 + 1 Bachelor's-Master's Degrees in STEAM" - $2,008, 260. Fresno State will create "Finish in Five" programs in nine science, engineering, and agriculture disciplines. The "4 + 1" pathways reduce time-to degree and accumulated debt, enabling students to enter more swiftly into high demand and well paid careers. This project provides a strong incentive for Hispanic and/or low-income students to pursue graduate degrees.

ADEMINISTRATIVE EXPERIENCE AND SERVICES

Interim Provost and Vice President for Academic Affairs 2021-present

Major responsibilities and scope of work

Reporting to the President and serving as a member of the President's cabinet. Work collaboratively with cabinet members, the Academic Senate, deans, faculty, staff, and students (including ASI) to advance the University's strategic goals and to promote student success. Responsible for planning, development, implementation, assessment, and improvement of all academic programs, policies, and supporting infrastructure, facilities and information technology. Ensure academic excellence through the recruitment and retention of world-class faculty with diversity as a mission, and conduct rigorous review of faculty for tenure and promotion. Engage in consultation and collaboration with the campus Academic Senate under the university's shared governance model. Advocate for Fresno State's academic mission among external constituents, including business partners, funding agencies, prospective students, alumni, and donors.

Selected accomplishments and activities

- Provided leadership and stability during the presidency transition amidst the COVID challenges.
- Initiated a new Academic Affairs Level B budget model to simplify the budget process and to provide more clarity and transparency.
- Promoted diversity in academic affairs leadership successions
- Provide leadership and support to the campus's successful application for the Seal of Excelencia and Transnational Accelerator Cohort (AASCU student success program)

Selected board and committee membership

Committees

Senate Executive Committee
Student Success Executive Leadership
Strategic Planning RFP Committee
AANAPISI Leadership Council
ASI Senate
COVID Planning Task Force

Post-COVID Task Force
President's Campaign Leadership Committee
Internal Campaign Leadership Committee
Sustainability Committee
Fresno K-16 Collaboration Committees (Engineering & Accounting/Finance)
President's Commission on Teacher Education
President's Council on Equity, Diversity, and Inclusion (PCEDI)
President's Anti-Racism Task Force
Black Student Advisory Group
Jewish Leadership Council
Portuguese Leadership Council
Armenian Leadership Council
CSU Summer Arts Advisory Council
CSU VP Academic Affairs Council

Boards
Ag Foundation
Maddy Institute
University Advisory Board (President)
Foundation Board of Governors
Patent Board
President's Advisory Board on African American Student Success
Association Board of Directors
AGEP CSU Executive Board
NSF Advance "KIND" Advisory Board

Vice Provost (and interim Vice Provost) 2019-2020

Major responsibilities and scope of work

Reporting to the Provost and Vice President for Academic Affairs and serving on the President's Cabinet. Provide oversight and coordination for all financial processes and activities, and manage budgetary allocations to all units within Academic Affairs with an annual budget over 100 million. Serve as campus Academic Liaison Officer (ALO) for WASC Senior College and University Commission (WSCUC) accreditation and as campus lead for EAB (Bulldog Connect). Interact with Student Affairs, the Division of Administration (University Budget Office), and Continuing and Global Education to coordinate various projects for achieving the goals of the University Strategic Plan. Act as the Provost's designee on various aspects of Academic Affairs. Exercise the managerial oversight of these offices and programs:

1. Academic Resources Office and Instructional Related Activities (IRA) committee
2. Richter Center for Community Engagement and Service Learning
3. Office of Community and Economic Development (OCED)
4. USDA's Central Valley Office of Partnerships and Public Engagement
5. Bulldog Connect related academic advising and student success
6. WSCUC accreditation
7. University assessment
8. DISCOVERe

9. Bulldog Testing Center (Moved to Dean of Undergraduate Studies in 2020)

Selected accomplishments and activities

- Managed Academic Affairs' budget in 2019-20 with a multi-million deficit at the start of the funding cycle, and implemented plans to reduce costs and to maximize resources for colleges and schools.
- Implemented a consultative process with various stakeholder to modify Academic Affairs' funding procedure to more transparently demonstrate structural deficits and seek more funding.
- implement emergency measures to continue instruction in Spring 2020 and to prepare for Fall 2020.

Dean of Undergraduate Studies 2015-2019

Major responsibilities and scope of work

Reporting to the Provost and Vice President for Academic Affairs, and responsible for undergraduate academic course and program development, as well as for the general education program. Supervise seven full-time staff and administrators, plan, monitor and manage the work of the team. Provide guidance and support in developing knowledge and skills for staff members to effectively deliver programs and services. Exercise the managerial oversight of these offices and programs:

1. Undergraduate Studies Office
2. Academic Scheduling Office
3. Smittcamp Family Honors College
4. First Year Experience Program
5. Early Assessment Program
6. Campus Coordinator of Academic Advising
7. The Academic Calendar
8. The University Catalog
9. The allocation of academic space in the Division of Academic Affairs.

Interact with Continuing and Global Education on the Early Start Program, and oversee program management and approval of the University's dual-enrollment Uni-track program. Serve as campus Program Review Officer for all undergraduate programs and as a liaison between the Divisions of Academic Affairs and Student Affairs regarding initiatives related to enrollment management, registration, student success, retention, and graduation. Act as the Provost's designee to serve as an ex-officio on a number of Academic Senate Committees and other university committees:

1. Academic Policy and Planning Committee
2. General Education Committee
3. Undergraduate Curriculum sub-Committee
4. Academic Standards and Grading sub-Committee
5. Writing Competency sub-Committee
6. Service Learning sub-Committee
7. Student Academic Petition Committee (Provost appointed committee)
8. Undergraduate Academic Program Review Committee
9. Technology Steering Committee
10. Campus Assessment, Response, and Evaluation Team (CARE)
11. University Enrollment Management Committee
12. Enrollment Management Committee
13. The President's Enrollment Management Advisory Board

14. Executive Student Success Committee
15. Academic Affairs Leadership Team
16. Dean's Forum.

Selected accomplishments and activities

- Service on a number of Ad Hoc committees and taskforces.
- Leadership and participation in campus efforts to meet GI 2025 goals.
- Curriculum development and program review/improvement
- Executive Orders implementation and compliance (EO 1100 and EO 1071, for example)

Interim Associate Vice President of Institutional Effectiveness 2017-2018

Major responsibilities and scope of work

Reported to the Provost and Vice President for Academic Affairs and led the Office of Institutional Effectiveness (OIE) for collection, analysis, interpretation and communication of data, both internal and external, to drive institutional decision-making and promote student success. Supported the University's planning and assessment process, facilitated the continuation of regional accreditation, and responded to requests for institutional data. Exercised oversight of OIE work with faculty assessment coordinators to create a culture of continuous improvement of undergraduate and graduate student learning outcomes assessment and degree program evaluation. Provided collaborative leadership and coordination for the process of measuring, evaluating, and improving institutional effectiveness, supporting the University Strategic Plan, and developing innovative solutions to meet institutional information needs. Oversaw the collection, management, and reporting of institutional information in the form of standard government and Chancellor's Office reports, statistical summaries, analytical studies, dashboards, and research reports. Developed, implemented, and communicated data and recommendations to a wide range of stakeholders (board members, administrators, faculty, staff, and students).

Selected accomplishments and activities:

- Enhancement of OIE functions to provide research and analytics for decision making.
- Professional development and team building
- Community engagement (College Future Grant data-sharing project among Fresno State, Fresno City College and Fresno Unified School District.
- Support to faculty and student Research

Associate Dean of the College of Social Sciences 2011-2015

Major responsibilities and scope of work

Reported to the Dean of the College of Social Sciences and assisted the Dean to provide leadership for 10 departments and programs (one department later moved out of the College). Represented the Dean and served as advisor to the Dean on matters of fiscal planning, capital planning, personnel matters, and academic programs. Assisted and worked with the Dean in managing a College budget of approximately $9 million, and participated in handling personnel matters such as: faculty hiring, faculty retention, review of tenure/promotion, and sabbatical applications. Processed grievances in a collective bargaining system. Played a leading role in initiating and implementing the College's Strategic Plan and goals. Coordinated with the Dean, chairs, faculty and staff in the College's continued effort of fundraising and development, as well as managing a wide variety of the College's daily operations.

Selected accomplishments and activities:

- Led the process of initiating and proposing a new B.S. degree in City and Regional Planning.
- Designed and created a funding model for departmental annual budget based on FTES. The model adjusts for small units' low FTES to maximize efficiency while keeping fairness for all academic units in the college regardless of department size.
- Worked with chairs/coordinators to develop student outcomes assessments plans for undergraduate and graduate programs.

Interim Director of Institutional Effectiveness 2012-2013

Major responsibilities and scope of work

Reported to the Provost and Vice President for Academic Affairs and led the Office of Institutional Effectiveness in collection, analysis, interpretation and communication of data, both internally and externally, to promote student success by data-driven decisions. The major responsibilities were largely the same as those for Associate Vice President of OIE.

Selected accomplishments and activities

- Emphasized team building by initiating regular staff meetings where analysts shared work project developments and processes. Staff meetings always began with a piece of literature in higher-Ed institutional research that was relevant to student success and data analysis.
- Managed annual learning-outcome assessment grant projects to promote faculty assessment activities. Led the university assessment committee and reviewed department SOAPs.
- Oversaw the processing of student evaluation of teaching.
- Supervised and supported the development of a dashboard for data dissemination and decision making.

PEER-REVIEWED ACADEMIC PUBLICATIONS

Books

1. **Xuanning Fu**, 2011
   Guide to Statistics for Social Sciences. Kendall Hunt Publishing Company, Dubuque, IA. www.kendallhunt.com. 4050 Westmark Drive, Dubuque, IA 52004-1840. ISBN: 978-7575-8629-3.

2. **Xuanning Fu** and Tim B. Heaton, 1997
   Interracial Marriage in Hawaii: 1983-1994. The Edwin Mellen Press, Lewiston, NY, 1997.

3. **Xuanning Fu** and Tian-ling Tong, 1986.
   Lorna Doone (by Blackmore), Shandong Publisher of Literature & Arts, Shandong, China, October 1986. [Translation from English to Chinese]

4. **Xuanning Fu** and Tian-ling Tong, 1983.
   Far from Madding Crowd (by Thomas Hardy), Shandong Publisher of Literature & Arts, Shandong, China, July 1983. [Translation from English to Chinese]

Book chapters

1. **Xuanning Fu** and Tim B. Heaton, 2010.
   Inter-racial Marriage, Family Type and Consequential Family Socio-economic Well-being in Hawaii, in Hamilton I. McCubbin (Ed), Multiethnic Families in the United States. University of

Hawaii Press, Honolulu, HI.

2. Itzhak Harpaz and **Xuanning Fu**, 2004
The structure of the meaning of work: A relative stability amidst change. In Samuel, I. and Harpaz, I. (Eds.) Work and Organizations in Israel: Studies of Israeli Society. London: July 2004.

Peer-reviewed Journal Articles

1. Hongtao Yue and **Xuanning Fu**, 2016. "Rethinking Graduation and Time to Degree: A Fresh Perspective." Research in Higher Education. 58 (2), 184-213, doi:10.1007/s11162-016-9420-4. May 2016. http://link.springer.com/article/10.1007%2Fs11162-016-9420-4.

2. Mitchell Colter, **Xuanning Fu,** Tim Heaton and F Jacobson. 2010. "Education and Racial Intermarriage in Brazil." International Journal of Contemporary Sociology, Vo. 47, No. 2, pp 73-94, Oct. 2010.

3. Margaret Gonsoulin and **Xuanning Fu**, 2010. "Inter-generational Assimilation by Intermarriage: Hispanic and Asian Immigrants," Marriage and Family Review, Vol. 46 (4), 257-277.

4. **Xuanning Fu,** 2009. "Immigration and Its Impact on Hawaii's Racial Composition: 1971 to 2000,"Open Demography Journal, Vol. 2; pp. 18-35, 2009.
http://www.bentham.org/open/todemoj/openaccess2.htm. Online-only journal.

5. **Xuanning Fu**, 2009. "Marital Assimilation and Family Financial Resources of U.S. Born Hispanics,"Open Sociology Journal, Vol. 2, pp. 10-22, 2009.
http://www.bentham.org/open/tosocij/openaccess2.htm. Online-only journal.

6. **Xuanning Fu** and Tim B. Heaton, 2008. "Racial and Educational Homogamy: 1980 to 2000," Sociological Perspectives, Vol. 51, Issue 4, pp. 735-758, Winter 2008.

7. **Xuanning Fu** and Melanie Hatfield, 2008. "Intermarriage and Segmented Assimilation: U.S. Born Asians in 2000," Journal of Asian American Studies, Volume 11, Number 3, Pp 249-277, October 2008.

8. **Xuanning Fu**, 2008. "Interracial Marriage and Family Socio-economic Well-being: Equal Status Exchange or Caste Status Exchange?" Social Science Journal, Volume 45, Issue 1, March 2008, Pages 132-155.

9. **Xuanning Fu**, 2007. "Inter-racial Marriage and Family Socio-economic Status: A Study Among Whites, Filipinos, Japanese and Hawaiians in Hawaii." Journal of Comparative Family Studies, Vol. 38, 2007.

10. **Xuanning Fu**, 2006. "Impact of Socioeconomic Status on Inter-racial Mate Selection and Divorce."Social Science Journal, Vol. 43, No. 3, pp 239-258, 2006.

11. Shoshanna Grossbard-Shechtman and **Xuanning Fu**, 2002. "Women's Labor Force Participation and Status Exchange in Intermarriage: A Model and Evidence for Hawaii." Journal of Bioeconomics, Vol. 4, Issue 3, pp241-268, 2002.

12. Itzhak Harpaz and **Xuanning Fu**, 2002. “The structure of the meaning of work: A relative stability amidst change.” Human Relations, p55, 639-668, 2002.

13. **Xuanning Fu**, Jessika Tora and Heather Kendall, 2001. “Marital Happiness and Interracial Marriage- A Study in a Multiethnic Community in Hawaii.” Journal of Comparative Family Studies, Vol. 32, p47-60, 2001.

14. **Xuanning Fu**, 2000. “An Inter-racial Study of Marital Disruption in Hawaii: 1983-1994.” Journal of Divorce & Remarriage. Vol. 32, No. 4, p73-92, 2000.

15. **Xuanning Fu** and Tim B. Heaton, 2000. "Status Exchange in Intermarriage among Hawaiians, Japanese, Filipinos and Caucasians in Hawaii: 1983-1994." Journal of Comparative Family Studies, Vol.31, No.1, p45-61, 2000.

16. **Xuanning Fu**, 2000. “Inter-racial Marriage and Status Exchange: A Study of Pacific Islanders in Hawaii from 1983 to 1994.” Pacific Studies. Vol. 22, No.1, pp.51-75, 2000.

17. **Xuanning Fu** and Tim B. Heaton, 1999. "Implications of Status Exchange in Intermarriage for Hawaiians and Their Sovereignty Movement." Sociological Perspectives. Vol. 42, No.1, pp. 97-116, 1999.

18. **Xuanning Fu**, 1998. "Longitudinal and Cross-cultural Analysis of Fertility Decline.” International Review of Sociology, Vol. 8, No. 2, 1998.

19. Sharlene Furuto, **Xuanning Fu** and Mata'afa, 1998. “A Preliminary Analysis of Perceptions of Social Problems in the Samoas." Social Development Issues, Vol. 20 (1), p103-115. 1998.

20. Itzhak Harpaz and **Xuanning Fu**, 1997. "Work centrality in Germany, Israel, Japan and the U.S." Cross-Cultural Research, Volume 31, Number 3, p171-220. August 1997.

21. Sharlene Furuto, **Xuanning Fu**, 1996. "Perceptions of Social Problems in Tonga." New Global Development: Journal of International and Comparative Social Welfare, Volume XII, p49-64, 1996.

22. **Xuanning Fu,** 1996. "A Macro-level Longitudinal Analysis of Marriage and Divorce Rates: the Effects of Modernization and Religious Affiliation." Family Perspective, Vol. 30. No. 2, p103-30, 1996.

23. **Xuanning Fu** and Tim B. Heaton, 1995. "A Cross-national Analysis of Family and Household Structure." International Journal of Sociology of the Family, Vol. 25, No. 2, p1-32, Autumn (Dec.) 1995.

24. **Xuanning Fu**, 1995. "Impact of the 1993 Chinese Student Protection Act on American and Chinese Societies." Journal of Northeast Asian Studies, Vol. XIV, Number 2, p3-22, Summer 1995.

25. **Xuanning Fu**, 1994. "Hawaiian Family Structure and Customs." Family Perspective, Volume 28, Number 2, p87-105, October 1994.

26. Itzhak Harpaz and **Xuanning Fu**, 1993. "The Meaning of Work at Various Organizational Levels." International Journal of Commerce & Management, 3/4, p31-52, 1993.

27. **Xuanning Fu**, 1992. "A Cross-cultural Analysis of the Divorce Rate." Encyclia, p125-144 1992; Utah Academy of Science, Arts and Letters.

28. Tim B. Heaton, Cardell K. Jacobson and **Xuanning Fu,** 1992. "Religiosity of Married Couples and Childlessness." Review of Religious Research, p244-255, March 1992.

29. **Xuanning Fu**, 1987. "Note on the Abstract Meaning of Relative Pronouns Indicating Antecedents." Journal of Foreign Languages, Shanghai, China, May 1987.

30. **Xuanning Fu**, 1984. "On Non-restrictive Clause Introduced by Relative Pronoun THAT." Journal of Foreign Languages, Shanghai, China, June 1984.

PROFESSIONAL PRESENTATIONS

- **Xuanning Fu** and Hongtao Yue, "Examining Students' Dropout Behaviors from a Longitudinal Perspective," presented to 2018 CAIR Conference at Anaheim, CA. November 2018.

- **Xuanning Fu** and Hongtao Yue, "Time to Degree: A Myth Demystified," presented at WASC 2015 Academic Resource Conference (ARC). April 2015.

- Hongtao Yue and **Xuanning Fu,** "Academic progress and time to degree: Evidence from event history analysis." Presented to the 2013 AIR Annual Conference, Long Beach, CA. May 2013.

- **Xuanning Fu,** "Marital Outcome and Marital Satisfaction by Race," paper presented to California Sociologist Association Annual Meeting, Riverside, CA. November 12, 2010,

- **Xuanning Fu,** Berkeley, CA "Teaching with data: How to teaching undergraduate students with data based critical thinking," paper presented to California Sociologist Association Annual Meeting, Berkeley, CA. November 10, 2009.

- **Xuanning Fu, "**Intermarriage and Inter-generational Mobility for Immigrant Asians and Hispanics in LA," paper presented to California Sociologist Association Annual Meeting, Riverside, CA. November 8, 2008.

- **Xuanning Fu, "**Moving into and away from the California Central Valley during the Housing Boom of early 2000s," paper presented to California Sociologist Association Annual Meeting, Riverside, CA. November 7, 2008.

- **Xuanning Fu, "**Intermarriage and Segmented Assimilation: U.S. Born Asians," paper presented to the 79th Pacific Sociological Association, Portland, OR. April 13, 2008.

- **Xuanning Fu, "**Quality of Life in the Central Valley," paper presented to California Sociologist Association Annual Meeting, Berkeley, CA. November 16, 2007.

- **Xuanning Fu, "**Latino Intermarriage & Assimilation," paper presented to the 78th Pacific Sociological Association, Oakland, CA. March 31, 2007.

- **Xuanning Fu, "**Mexican immigrants in California: Mate Selection and Segmented Assimilation," paper presented to California Sociologist Association Annual Meeting, Riverside, CA. November 10, 2006.

- **Xuanning Fu, "**Immigration and Its Potential Impact on Hawaii's Racial Composition: 1971 to 2000," paper presented to the 77th Pacific Sociological Association, , Hollywood/Universal City, CA. April 23, 2006.

- **Xuanning Fu, "**Inter-racial Marriage, Family Type and Consequential Family Socio-economic Well-being in Hawaii," paper presented to the Multi-ethnic Families Conference in University of Hawaii, Hawaii. February 2006.

- **Xuanning Fu, "**Using Playing Cards to Illustrate Sampling Distribution," paper presented to California Sociologist Association Annual Meeting, Sacramento. November 11, 2005.

- **Xuanning Fu, "**Impact of Socioeconomic Status on Inter-racial Mate Selection and Divorce," paper presented to 76th Pacific Sociological Association, Portland, OR. April 7-10, 2005.

- **Xuanning Fu** and Tim Heaton, **"**Inter-ethnic and Inter-racial Marriage in Canada," paper presented to 3rd Annual Hawaii International Conference on Social Sciences, Honolulu Hawaii. June 16, 2004.

- **Xuanning Fu,** "AP Online: A Distance Learning Model in California High Schools," paper presented to 75th Pacific Sociological Association, San Francisco, CA. April 15-18, 2004.

- **Xuanning Fu,** "Analysis of State Exam Data in Low Performance Schools in Central California," paper presented to 75th Pacific Sociological Association, San Francisco, CA. April 15-18, 2004.

- Shoshana Grossbard-Shechtman and **Xuanning Fu,** "Women's Labor Force Participation and Status Exchange in Intermarriage: An Empirical Study in Hawaii," paper accepted for presentation at the annual meeting of Population Association of America in Los Angeles. March 22-25, 2001.

- **Xuanning Fu,** "Trends and Characteristics of Divorce in Hawaii: 1983-1996," paper presented to the annual meeting of Population Association of America in Los Angeles. March 22-25, 2000.

- **Xuanning Fu,** "Ethnic Identity of Hawaiians beyond 2000," paper presented to the annual meeting of Pacific Sociologist Association in San Diego. March 17-20, 2000.

- **Xuanning Fu,** "Family Economy, Status Exchange and Stability of Marriage: An Interracial Study in Hawaii between 1983 and 1996," paper to be presented at the annual meeting of SABE, San Diego, CA. June 10-11, 1999.

- **Xuanning Fu,** "Status Exchange in Intermarriage among Hawaiians, Japanese, Filipinos and Caucasians in Hawaii, 1983-1994," paper presented at the annual meeting of Population Association of America, Chicago. April 2-4, 1998.

- **Xuanning Fu,** "Implications of Status Exchange in Intermarriage for Native Hawaiians and Their Sovereign Movement," paper presented at the annual meeting of Pacific Sociologist Association, San Diego, CA. April 17-20, 1997.

- Itzhak Harpaz and **Xuanning Fu,** "Meaning of Work Variables Affecting Work Centrality in Various Countries," paper presented at XXVI International Congress of Psychology, Montreal, Canada. 16-21 August 1996.

- **Xuanning Fu** and Tim B. Heaton, "Interracial Marriage in Hawaii: 1983-1994," paper presented at the 67th Annual PSA conference, Seattle. March 21-24, 1996.

- **Xuanning Fu**, "Chinese Education and Overseas Chinese," paper presented at the Pacific Basin International Popular Culture Conference, Honolulu, Hawaii. January 8-11, 1996.

- **Xuanning Fu**, "Fertility decline, modernization and culture,' paper presented at Beijing Population a Sustainable Environment Symposium, Beijing, China. September 1995.

- **Xuanning Fu**, "Longitudinal and Cross-cultural Analysis of Marriage and Divorce," paper presented for refereed roundtable presentation at the ASA conference in Washington DC. August 1995.

- **Xuanning** Fu, "Multi-ethnicity in Hawaii and its measurement," paper presented at the multi-ethnicity conference in BYU-Hawaii. May 1995.

- **Xuanning Fu**, "Change of fertility in a cross-cultural setting," paper presented at PSA conference in San Francisco, April 1995.

- **Xuanning Fu**, "The Impact of Chinese Student Protection Act of 1993," paper presented at the 1994 conference of Chinese American Experience, Honolulu, August 1994.

- **Xuanning Fu**, "Father-child Interaction in Dual-earner, single-earner and Jobless-father families," paper presented at Utah Council on Family Relations Annual Meeting, Logan, Utah. May 1992.

- **Xuanning Fu**, "A Cross-cultural Analysis of the Divorce Rate," paper presented at the Annual Meeting of Utah Academy of Sciences Arts & Letters, Salt Lake City; May 1992.

Fresno Unified
School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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 became aware of University High School in the early 2010s when my oldest child was approaching high school and my wife and I were gathering information about the options in Fresno. I became aware of the opportunity to serve on the UHS board in the spring of 2023; the Head of School asked me if I would consider submitting my name for a vacancy.

2. Explain why you wish to serve on the board.

My son John attended UHS 2014-2018, and my daughter Emma attended 2018-2022. Through their time at the school, I gained an appreciation for the special role that UHS fills in the community providing a combination of advance college preparatory academics and music education. I wish to support the continued stability and success of the school.

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 previously served on a board of a school district.

I currently serve on the boards of two non-profit organizations: Saint Agnes Medical Center Foundation, and Fresno County Bar Association (current President).

I have previously served on the board of one other non-profit organization: Edison High School Baseball Boosters (2017-2020).

4. Describe your understanding of the appropriate role of a public charter school board member.

My role as a board member is to ensure school compliance with State and Federal laws and the school Charter, and to provide meaningful guidance and oversight for the school Administration.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I am a parent of both UHS and FUSD students. I am an attorney and volunteer in the Fresno community. My experience as a parent, attorney, and volunteer, helps me provide thorough oversight and helpful guidance.

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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: Brent C. Woodward	
Position on the Board: Vice Chair	Date: Aug 27, 2024

BRENT C. WOODWARD

516 W. Shaw Avenue, Suite 200, Fresno CA 93704
(559) 260-8350 • brentcwoodward@gmail.com

EDUCATION

- Juris Doctor, '04. . . . . .San Joaquin College of Law
- BA Psychology, '98. . . . . University of California, Berkeley

LAW PRACTICE

- ***Sagaser, Watkins & Wieland PC, Fresno***. . . . . .***October 2023 to present***
  Civil litigation practice focused on advising Central Valley employers on labor law compliance and litigation prevention measures, and representing Central Valley employers in pending litigation.

- ***Public Defender Services – Board of Parole Hearings***. . . . . ***April 2022 to Sept 2023***
  Provided public defender services to inmates with hearings before the Board of Parole; gained improved understanding of the mechanics of the "structured decision making" process used by BPH to make decisions regarding inmate parole, and for the importance of inmate engagement in the rehabilitation process.

- ***Public Defender Services – Kings County***. . . . . ***July 2021 to Sept 2023***
  Provided public defender services in Kings County in serious felony matters; completed five jury trials, three of which resulted in defense verdicts; gained improved understanding of the mechanics of felony sentencing.

- ***Kings County DA's Office***. . . . . .***March 2020 to July 2021***
  Prosecuted felony, misdemeanor, and juvenile court matters; represented the Kings County DA's Office in hearings before the Board of Parole.

- ***Public Defender Services – Kings and Kern Counties***. . . . . .***Sept 2018 to March 2020***
  Provided public defender services in Kings County and Kern County juvenile courts; gained improved appreciation for the similarities and differences in juvenile court practice among different Central Valley counties.

- ***Fresno County Counsel's Office***. . . . . ***Sept 2013 to Sept 2018***
  Represented and advised the Department of Social Services in juvenile dependency appeals in the Fifth District Court of Appeal, and in long-cause and complex matters at the juvenile court level; gained an appreciation for the hard work of social workers.

- ***Public Defender Services – Fresno and Madera Counties***. . . . . ***Nov 2005 to Sept 2013***
  Provided public defender services in Frenso County and Madera County juvenile courts; gained an appreciation for the seriousness and importance of child welfare issues in the Central Valley.

BAR ADMISSIONS/COMMUNITY SERVICE

- Member of Board of Directors, Saint Agnes Medical Center Foundation. . . . . Jan 2024 to pres.
- Member of Board of Trustees, University High School. . . . . June 2023 to pres.
- Member of Board of Directors, Fresno County Bar Assoc. (current President). . . .Jan 2019 to pres.
- Admitted, Eastern District of California. . . . . .April 8, 2008
- Admitted, Ninth Circuit Court of Appeal. . . . . .Aug 26, 2005
- Admitted, State Bar of California. . . . . .Dec 4, 2004

Fresno Unified School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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 time as a board member for the above referenced Charter School. • Is an indication of my knowledge and understanding that the information provided herein 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:	Date:

Prepared: May 8, 2024

University of California, San Francisco

CURRICULUM VITAE

Name: Dominic T Dizon, MD

Position: Clinical Professor--Volunteer
Medicine
School of Medicine

Address: 7276 N. Fancher Rd
Clovis, CA 93619
Voice: 559-824-9578
Email: ddizon@communitymedical.org

EDUCATION

Sept 1988 – June 1991	UC Davis	BS, Cum Laude	Zoology
Sept 1991 - June1995	UC Davis School of Medicine	MD	
July 1995 – June 1998	Kaiser Permanente Medical Center - Oakland Program	Residency	Internal Medicine
Sept 2005 – May 2007	Craig School of Business, California State University	MBA, With Distinction	

LICENSES, CERTIFICATION

Dec 1997	Medical Licensure: California #A62295
Dec 1998	Board Certification: American Board of Internal Medicine

PRINCIPAL POSITIONS HELD

Nov 2000 – June 2002	Texas A & M University college of Medicine, Texas	Assistant Professor of Medicine	
Aug 2002 – May 2008	UCSF	Assistant Clinical Professor, Volunteer	IM
June 2007 – May 2008	UCSF	Associate Clinical Professor, Volunteer	IM
June 2008 – May 2014	UCSF	HS Associate Clinical Professor	IM

June 2014 - present	UCSF	HS Clinical Professor	IM

OTHER POSITIONS HELD CONCURRENTLY

Aug 1998 – Sept 1999	The Permanente Medical Group, Pleasanton, CA	Staff Physician	Internal Medicine
Nov 1999 – June 2002	Central Texas Veteran Health Care System, Temple, TX	Staff Physician/Gold Team Member	
Aug 2002 – Nov 2019	Central California Faculty Medical Group/ UCSF Fresno	Division Director	General Internal Medicine
Aug 2003 – Nov 2019	Community Regional Medical Center	Medical Director of Ambulatory Care	
Aug 2009 – Nov 2019	Community Medical Centers	Medical Director of Quality Improvement and Informatics	Ambulatory
Aug 2016 – Nov 2019	UCSF Fresno/Community Medical Centers Institutional Review Board	Institutional Review Board Scientist Member and Reviewer	Internal Medicine
Aug 2002 – July 2022	Veterans Administration Central California Health Care System, Fresno, CA	Staff Physician	Internal Medicine
Feb 2003 – July 2022	Veterans Administration Central California Health Care System, Fresno, CA	Emergency Room Physician	
May 2018 - present	John C. Fremont Health Care District	Emergency Room Physician	
Nov 2019 - present	Dizon Medicine	President and Medical Director	Internal Medicine and Urgent Care

HONORS AND AWARDS

Dec 1988	Dean's Honor List.	UC Davis
Jan 1990	Outstanding Research Scholarship Award	UC Davis
Feb 1990	Outstanding Researcher Award. Minority Undergraduate Research	UC Davis

Dec 1998	Highest Medical Performance Survey among New Physicians	The Permanente Medical Group
Feb 1999	Peer Assessment Recognition	The Permanente Medical Group
Jan 2002	Certificate for Distinguished Community Service	Texas A&M College of Medicine Faculty
Feb 2002	Director's Service Award for Excellence	Central Texas VA,
Sept 2003	Governor's Award for Outstanding Volunteer Community Service Project.	ACCP
Jan 2004	Faculty Award (Teacher of the Year) in Internal Medicine	UCSF - Fresno
Jan 2004	Outstanding UCSF Faculty Award (Teacher of the Year) in Internal Medicine. UCSF Fresno. July 2004 to July 2005.	
Sept 2005	Graduate Fellow	California Health Care Foundation Health Care Leadership Fellowship
July 2006	Top Ten Ranking for Physicians in the Central Valley	Sante Community Physicians
Jan 2007	Lifetime Member	Beta Gamma Sigma
Sept 2008	Award for Volunteerism and Community Service	American College of Physicians
Sept 2008	The Best and Brightest in Central California	Business Street's - 40 Under 40 Distinguished List
Sept 2009	Healthcare Hero	Medwatch
Sept 2013	Community Heath Champion Award	The West Fresno Family Resource Center
May 2013	Highest Performing PACT (Patient Aligned Care Team) in all VA centers in nation (Top 1% of Physicians nationwide)	Department of Veterans Affairs
May 2014	LIFE Teaching Award in Medicine	UCSF School of Medicine LIFE program
May 2014	Best Faculty Award in Medicine	UC Merced San Joaquin Valley PRIME program
Aug 2018	Top Ten Ranking for Physicians in the Central Valley (Both Commercial Insurance and Medicare HMO)	Sante Community Physicians

Aug 2019	Top Ten Ranking for Physicians in the Central Valley (Commercial Insurance)	Sante Community Physicians

KEYWORDS/AREAS OF INTEREST

Tuberculosis, infectious diseases, tuberculosis in HIV patients.
Diabetes in vulnerable populations, Chronic Care Management.
Diagnosis of Coccidioidomycosis.
Quality Improvement and Health Information Technology.

CLINICAL ACTIVITIES

CLINICAL ACTIVITIES SUMMARY

Currently I have the unique and satisfying mix of performing scholarly research, administrative leadership, direct patient care and teaching.The meaningful doctor-patient relationship and active involvement aspect of primary care is very rewarding.On a daily basis, I actively participate in designing, overseeing and evaluating scientific research projects, quality improvement endeavors, collaborative efforts and team building. I am also involved in medical student and resident teaching on a full time basis.

CLINICAL SERVICES

Jan 2002 – Dec 2018	Deran Koligian Ambulatory Care Center - Resident Clinic Supervising Attending and Medical Director	3 half day clinics a week
Jan 2006 – Nov 2019	University Medicine Associates - Primary Care Physician	2 half day clinics a week
Jan 2018 – Nov 2019	Family Health Care Network Fresno ACC site - Resident Clinic Supervising Attending	3 half day clinics a week
Sept 2002 – July 2022	VA Central California Primary Care Clinics - Staff Physician	2 half day clinics a week
Feb 2003 – July 2022	VA Central California Emergency Room - Attending Physician	12 hour shifts every 2 weeks

PROFESSIONAL ACTIVITIES

MEMBERSHIPS

Jan 1997 - present	American College of Physicians
Jan 2002 - present	Fresno-Madera Medical Society
Jan 2004 - present	American Thoracic Society

INVITED PRESENTATIONS - NATIONAL

Nov 2012	Addressing Health Care Disparities in the Central San Joaquin Valley:?A Physician's Journey of Vision and Service - November 8, 2012	Presenter

INVITED PRESENTATIONS - REGIONAL AND OTHER INVITED PRESENTATIONS

Jan 1998	Tuberculosis from Vietnam and the Philippines. Medicine Grand Rounds Kaiser Oakland.	Presenter
Jan 1999	Update on Tuberculosis. Medicine Grand Rounds. Kaiser Pleasanton.	Presenter
Feb 2000	Global Burden of Tuberculosis. Primary Care Grand Rounds. Temple TX VA.	Presenter
Feb 2001	Acid Base Disorders I & II - Monthly Clinical lectures for Third year Core Clerkship in Internal Medicine. Texas A&M School of Medicine.	Presenter
March 2002	Hypercalcemia - Monthly Student Clerkship Lectures. Texas A&M Med.	Presenter
Aug 2002	Tuberculosis Today. Nurse Practitioner Noon Lecture Series. Fresno VA, UCSF Fresno	Presenter
Sept 2002	Update on Tuberculosis. Medicine Residency Noon Lectures. Fresno VA, UCSF Fresno	Presenter
Oct 2002	Update on Tuberculosis. Medicine Residency Noon Lectures. UMC, UCSF Fresno	Presenter
Nov 2002	Acid Base Disorders I & II. Nurse Practitioner Noon Lecture Series. Fresno VA., UCSF Fresno	Presenter
Jan 2003	Recent Trends and Advances in Re-emergent Tuberculosis. Medicine Grand Rounds. Community Medical Center - Fresno.	Presenter
Feb 2003	Recent Trends and Advances in Re-emergent Tuberculosis. UCSF-Fresno Medicine Grand Rounds. UMC,	Presenter
March 2003	Temporal Arteritis. ER/IM Monthly Conference Series. UMC, UCSF Fresno	Presenter
April 2004	Extrapulmonary Tuberculosis. FP/IM Conference. UMC, UCSF Fresno	Presenter
May 2004	Update on Infectious Disease. Internal Medicine Grand Rounds. UMC, UCSF Fresno	Presenter
May 2004	Cultural Competence for Southeast Asian Patients. Internal Medicine Grand Rounds. UMC, UCSF Fresno	Presenter

June 2004	Tuberculosis 101: An Update. Medicine Core Lectures. UMC, UCSF Fresno	Presenter
July 2004	Update in Ambulatory Medicine. Internal Medicine Grand Rounds. UMC, UCSF Fresno	Presenter
Aug 2005	Atypical Mycobacteria. Medicine Grand Rounds. Community Regional Medical Center. 2007	Presenter
Sept 2005	Von Hippel Lindau Syndrome. Internal Medicine Grand Rounds. UMC, UCSF Fresno	Presenter
Sept 2005	Update on Tuberculosis. UMC Core lectures. UMC, UCSF Fresno	Presenter
Nov 2005	Searching Medical Literature. UMC Journal Club. UCSF Fresno Center, UCSF Fresno	Presenter
Dec 2006	Non-Tuberculous Mycobacteria. Internal Medicine Grand Rounds. UMC, UCSF Fresno	Presenter
Dec 2006	Update on Tuberculosis. UMC Core lectures. UMC, UCSF Fresno	Presenter
Jan 2007	Future of Medicine in the Central Valley. Downtown Fresno Rotary Club	Presenter
Feb 2007	Future of Medicine in the Central Valley. Leadership Fresno. Fresno Heart and Surgical Hospital	Presenter
March 2007	The Art of the Business of Medicine. Internal Medicine Grand Rounds. UCSF Fresno, UCSF Fresno	Presenter
April 2007	Update on Tuberculosis. UMC Core lectures. CRMC, UCSF Fresno	Presenter
Jan 2008	UCSF Fresno's Role in the Future of Medicine for the Central Valley. Central California Hispanic Chamber of Commerce	Presenter
Feb 2008	UCSF Fresno's Role in the Future of Medicine for the Central Valley. Children's Hospital of Central California	Presenter
Feb 2008	UCSF Fresno's Role in the Future of Medicine for the Central Valley. East Fresno Rotary Club	Presenter
March 2008	UCSF Fresno's Role in the Future of Medicine for the Central Valley. Fig Garden Rotary Club	Presenter
March 2008	UCSF Fresno's Role in the Future of Medicine for the Central Valley. Airport Rotary Club	Presenter
April 2008	The Use of Quantiferon TB Gold in Diagnosing Tuberculosis. University Centers of Excellence Lecture Series	Presenter

May 2008	TB or Not TB: A New Paradigm in the Diagnosis of Tuberculosis. Internal Medicine Grand Rounds. UCSF Fresno	Presenter
June 2008	Update on Tuberculosis. UCSF Fresno Core lectures. CRMC	Presenter
July 2009	Infectious Disease Update. UCSF Fresno Grand Rounds.	Presenter
Aug 2010	University of California - San Francisco - Fresno Center for Medical Education & Research - Ground Rounds	Prseneter
Jan 2011	University of California - San Francisco - Fresno Center for Medical Education & Research - Ground Rounds	Presenter
Feb 2012	University of California - San Francisco - Fresno Center for Medical Education & Research - Ground Rounds	Presenter
March 2014	University of California - San Francisco - Fresno Center of Medical Education & Research Grand Rounds	Presenter
April 2015	University of California - San Francisco - Fresno Center of Medical Education & Research Grand Rounds	Presenter
May 2015	Medical Update in the Valley - UCSF Fresno Center for Medical Education and Research	Guest Presenter
June 2016	ACUElogy (Ambulatory Care Urgencies and Emergencies): Cardiovascular and Pulmonary Pearls. UCSF Fresno Grand Rounds	Presenter
May 2018	ACUElogy (Ambulatory Care Urgencies and Emergencies): Orthopedic and Gynecology Pearls. UCSF Fresno Grand Rounds	Presenter
June 2018	Diabetes in the Central Valley: Community Medical Centers Health Quest Lecture Series	Invited Presenter

UNIVERSITY AND PUBLIC SERVICE

SERVICE ACTIVITIES SUMMARY

For the past 3 years, my passion has been to engage the faculty, fellows, and residents of UCSF Fresno in quality improvement endeavors that promote collaboration with the different departments of the 3 CMC hospitals (CRMC downtown, Clovis Community, and Fresno Heart). Hence, in 2016, I initiated the 1st Annual Quality Improvement and Innovation Symposium wherein we asked the 8 departments of UCSF Fresno for their 2 best QI or Innovation projects and held a competition in May. The projects which had the best collaborative efforts with the allied health teams of the hospitals and greatest potential for further funding and development gained the highest scores. At our 3rd annual event last year, we included all other ancillary departments and had a total of 37 projects involving the 3 hospitals and the teaching program. It was the first time that we had QI projects submitted and led by non-physicians such as pharmacists, ICU nurses, respiratory therapists, physical therapists, and clinical managers. It has become a positive force for promoting collaboration in research, innovation, and quality

improvement. This is all ultimately good for patient care and for graduate health education in the valley.

SCHOOL OF MEDICINE

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DEPARTMENTAL SERVICE

Aug 2002 – Nov 2019	Ambulatory Therapeutics Committee	Leader
Aug 2002 – Nov 2019	Ambulatory Physicians' Workgroup - Amb. Care Clinics	Medical Director / Leader
Aug 2002 – Nov 2019	UCSF-Fresno Dept of Medicine Faculty Advisor (4 residents) - UCSF-Fresno.	
Jan 2003 – June 2015	Diabetic Strategic Planning Committee - Ambulatory Care Center, and Sierra Clinic.	Member
Jan 2003 – Dec 2019	Community Regional Medical Center, Fresno, CA	Medical Director Ambulatory Care
Dec 2003 – June 2006	UMC Strategic Planning Committee	
June 2003 – May 2015	Healthy Communities Access Partners Medical Advisory Committee (HCAP)- Community Medical Centers.	
June 2006 – Dec 2019	Department of Medicine Leadership Committee	Division Director
Jan 2007 – Dec 2019	UCSF Fresno Deans Development Council (Valley Visions)	Member and Sponsorship Chairman
Jan 2010 – Dec 2019	Community Medical Centers, CA (3 hospitals)	Medical Director of Quality and Informatics Ambulatory
June 2016 – Dec 2019	Internal Medicine QI Steering Commiittee	Member
June 2016 – Dec 2019	CCFMG Corporate Compliance Committee	
June 2016 – Dec 2019	CCFMG IT Committee	
June 2016 – Dec 2019	Sante QI Committee	

June 2016 – May 2018	Primary Care Inter-Professional Redesign (PCIR) at UCSF Fresno (Project for Professionals Accelerating Clinical Education Redesign)	Co-Leader

COMMUNITY AND PUBLIC SERVICE

Sept 1990 – June 1992	Medical Volunteer and Advocate - Western Farm Workers Association, Yuba City and Marysville	
Sept 1992 – Dec 1992	Clinical Volunteer - Clinica Tepati, Sacramento.	
Sept 1992 – May 1993	Logistics and Scheduling Officer - Asian Clinic, Sacramento	
Sept 1993 – May 1994	Organizer/Participant - UC Davis Vietnamese Student Association Bike-a-thon for Refugee Children in Southeast Asian Camps.	
Nov 2000 – June 2002	Martha's Clinic Physician Volunteer - Temple, TX.	
Dec 2001 – July 2002	Knights of Columbus, Copperas Cove, and Clovis Chapter	Member and Community Volunteer
June 2002 – Nov 2019	Directly Observed Therapy (DOT) Faculty Volunteer - Fresno County Dept of Public Health.	Volunteer Physician
June 2002 – Jan 2020	Holy Cross Clinic at Poverello House Volunteer - Free Clinic for Fresno indigent, homeless, and residents of Fresno Rescue Mission..	Volunteer Physician and Recruiter
Sept 2004 – Nov 2019	Tzu Chi Free Medical and Dental Clinics	Volunteer Physician
June 2005	California Canter Center Free Skin Cancer and Prostate Cancer Screening Clinics	Organizer
June 2009 – Nov 2019	American Medical Outreach and Relief (AMOR) Board of Directors	Director
2013 – Jan 2020	KNXT Board of Directors (Local Catholic Television Network)	Director
Oct 2015	October 31st, 2015 (College Health Sciences University 1st Annual Free Dental/Medical health Screening)	Volunteer Physician
June 2016 – Nov 2019	Monthly Free Tzu Chi Medical and Dental Clinics	Volunteer Physician and Recruiter

Nov 2016 - present	Bimonthly Father-Son community service projects including Martha's Pantry, Community Food Bank, Our Lady of Perpetual Help Church, and Troop 4 Boy Scouts of America Sequioa Council (Eagle Scouts)	Volunteer and Organizer
Feb 2016	Helping Hands Medical Mission to Tanuan, Batangas, Philippines	Volunteer Physician
July 2022	Christian Medical Dental Association Medical and Dental Mission to Santiago, Dominican Republic	Volunteer Physician
June 2018 – present	University High School Board of Directors	Board Member
Sept 2018 – present	Fresno Diocese Bishop’s Committee on Health and Awareness	Medical Committee Member
Feb 2023	Helping Hands Medical Mission to Talisay, Batangas, Philippines	Volunteer Physician
Aug 2023 – present	Our Lady of Perpetual Help School Board	Board Member

CONTRIBUTIONS TO DIVERSITY

CONTRIBUTIONS TO DIVERSITY

I have dedicated my last 20 years towards serving the ethnically diverse population of the Central California. This is especially true as the hospital based clinics merged with a local federally qualified health center, bringing in more patients from different backgrounds throughout the Central Valley. I have spent many clinical hours providing care for low income patients with many ethnic and socioeconomic challenges.

I am also dedicated towards serving veterans at the VA. I hope to gain further experience working with individuals to tailor their care to something that fits both their personal values and my standard of medical care. I hope to share this experience with the next generation of physicians.

TEACHING AND MENTORING

TEACHING SUMMARY

Direct teaching and supervision of medical students and residents during their continuity clinics as well as their month-long ambulatory rotations. This includes residents from the Emergency Medicine and OB/Gyn programs. Teaching includes didactic teaching with clinical vignettes and noon-time lectures and week teaching session with medicine residents on evidence-based medicine.

MENTORING SUMMARY

My mentoring activities during the upcoming academic year will include attending on the medical services, informal mentoring with junior faculty, postdoctoral fellows, and medical students at Community Regional Medical Center.

RESEARCH AND CREATIVE ACTIVITIES

RESEARCH AND CREATIVE ACTIVITIES SUMMARY

I have been deeply involved with the UCSF Fresno/CMC Institutional Review Board over the past 3 years. This IRB meets monthly and services the 3 hospitals of Community Medical Centers (CMC) as well as all the outpatient clinics affiliated with UCSF Fresno. We reviewed a total of 103 new studies in 2017 and 101 new studies in 2018.

As a principal investigator, I have also published 2 original articles in international peer-reviewed journals over the past 3 years, both dealing with the use of Real time PCR on a BD MAX machine for the early detection of Coccidioidomycosis in the clinical setting in the Central Valley.

RESEARCH AWARDS - CURRENT

1. P30DK092924	Principal Investigator for UCSF Fresno	10 % effort	Schmittdiel (PI)
NIH/NIDDK Centers for Diabetes Translational Research		07/01/2016	06/30/2021
Health Delivery Systems Center for Diabetes Translational Research		$ 250,000 direct/yr 1	$ 1,250,000 total

This is a grant supporting a national joint effort between UCSF, UCSF Fresno, Kaiser Northern California, Health Partners in Minnesota, and Harvard Pilgrim Care to form an NIH/NIDDK Center for Diabetes Translational Research based in Northern California but supporting all 5 institutions in their efforts to promote diabetes community and translational research.

As PI for UCSF Fresno, my task is to promote diabetes translational research awareness among the local faculty at the UCSF Fresno teaching program and to seek scholarly research activities in the community at large and within their respective fields of practice. In 2 years, I was able to encourage 2 research projects, namely, Use of Physical Activity in the Diabetes Prevention Program at CRMC (by Dr Stutee Khandelwal) and Intensive Treatment of Type 2 DM in the Setting of a New FQHC (by Dr Teresa Sigala).

RESEARCH AWARDS - PAST

1. Study # H44174-24339-01 Principal Investigator Dizon (PI)

Central California Faculty Medical Group	03/01/2004	03/01/2005
The Role of Cultural Competency in the Implementation of Directly Observed Therapy for Patients with Active Tuberculosis in the San Joaquin Valley - Awarded Internal Medicine Seed/Pilot Grant	$ 5,000 direct/yr 1	$ 5,000 total

Intramural Competitive Seed Grant for UCSF Fresno Junior Faculty for study entitled Directly Observed Therapy for Patients with Active Tuberculosis in the San Joaquin Valley

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2. Study # H44174-24178-01 Principal Investigator Dizon (PI)

Fresno County Department of Public Health and California Microbial Diseases Laboratory in Conjunction with the CDC Division of Tuberculosis Elimination	07/01/2004	6/30/2006
Molecular Typing of Myobacterium Tuiberculosis Strains from Southeast-Asian Patients in Fresno County using IS6110 RFLP and Spoligotyping	$ 5,750 direct/yr 1	$ 12,500 total

Collaboration between UCSF Fresno, Fresno County Dept of Public health and California Microbial Diseases Lab for project entitled, Molecular Typing of Myobacterium Tuiberculosis Strains from Southeast-Asian Patients in Fresno County using IS6110 RFLP and Spoligotyping

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3. Study # H44174-27551-01A Principal Investigator Dizon (PI)

Cellestis International and Community Regional Medical Center Microbiology Laboratory	08/01/2008	07/31/2009
The Utility of the Quantiferon-TB Gold Assay in Detecting Tuberculosis Infections among HIV patients and its Implications for Public Health in Fresno County		$ 27,600 total

Collaborative Project between UCSF Fresno, Cellestis International and Community Regional Medical Center Microbiology Laboratory entitled, The Utility of the Quantiferon-TB Gold Assay in Detecting Tuberculosis Infections among HIV patients and its Implications for Public Health in Fresno County

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4. Study #2012107 Principal Investigator Dizon (PI)

Central California Faculty Medical Group	10/1/2013	10/1/2015
Detection of Coccidioides immitis Antigen Directly in Clinical Specimens using Real-Time PCR in the Central California San JoaquinValley	$ 18,240 direct direct/yr 1	$ 21,860 total total

Intramural competitive grant for UCSF Fresno faculty entitled, Detection of Coccidioides immitis Antigen Directly in Clinical Specimens using Real-Time PCR in the Central California San JoaquinValley

PEER REVIEWED PUBLICATIONS

1. Boehringer, P., Peterson, M., **Dizon, D.,** Rylander, J. "Improving the Quality of the Order-Writing Process for Inpatient Orders in a Teaching Hospital" Quality Management in Health Care. July/September 2007, Volume 16, Issue 3.
2. Mitchell, M, **Dizon,D**, Libke,R, Peterson,M Slater, D,and Akashdeep Dhillon."Development of a Coccidioides immitis Real Time PCR Assay using the BD MAX System" **Journal of Clinical Microbiology.** March 2015.Volume 53, Issue 3.
3. **Dizon, D,** Mitchell, M, Dizon, B, Libke, R, and Michael W. Peterson."The utility of real-time polymerase chain reaction in detecting Coccidioides immitis among clinical specimens in the Central California San Joaquin Valley" **Medical Mycology**. Published online on November 21, 2018 using Advance Access Publication.https://doi.org/10.1093/mmy/myy111. **In Press for 2019.**

NON-PEER REVIEWED PUBLICATIONS

1. Dizon DT. A Comparative Study of Tuberculosis Coming from Vietnam, the Philippines and Cambodia (Abstract). Proceedings of the 24th Annual Central California Research Symposium. April 17, 2003.
2. Dizon DT. Tuberculosis Control in the United States Necessitates Collaboration in Eradication Measures with Countries in the Pacific Rim (Abstract). Journal of Investigative Medicine. Volume 52 (01-S1) January 2004, p S079.
3. Dizon, D, Garza, A. Moreno, E., Xiong, J. and Chaw Chaw. Cultural Competency and Directly Observed Therapy for Active Tuberculosis: Ethnic and Linguistic Matching of Outreach Workers with Patients to Enhance Patients' Compliance and TB Completion Rate in Fresno County (Abstract). Proceedings of the American Thoracic Society. Volume 2. Abstracts Issue. May 2005, p. A447
4. Boehringer, P., Peterson, M., Dizon, D., Rylander, J. "Improving the Quality of the Order-Writing Process for Inpatient Orders in a Teaching Hospital" Quality Management in Health Care. July/September 2007, Volume 16, Issue 3.
5. Dizon, D, Paul, S., Lugue, M., and Joclyn Fong.The Utility of the Quantiferon-TB Gold Assay in Detecting Tuberculosis Infections among HIV patients and its Implications for Public Health in Fresno County(Abstract). Proceedings of the American Thoracic Society. Volume 6. Abstracts Issue. May 2009, p. A119.

CONFERENCE ABSTRACTS

1. **Dizon, D.** Effects of Inhaled Anesthetics on Permeability of Cell Membranes. Minority Undergraduate Research in Letters and Sciences. Presented at the First Annual Undergraduate Research Conference April 1990, UC Davis.
2. **Dizon, DT.** Tuberculosis in our Community. Presented at the 24th Annual Central California Research Symposium, April 2003, Cal State Fresno University.
3. **Dizon, DT.** Tuberculosis Eradication in the US Necessitates Control of TB in Southeast Asia and the Pacific Rim - Presented at the 2004 Western Regional Meetings of the American Federation of Medical Research , January 31, Carmel CA.
4. **Dizon, D,** Paul, S., Lugue, M., and Joclyn Fong.The Utility of the Quantiferon-TB Gold Assay in Detecting Tuberculosis Infections among HIV patients and its Implications for Public Health in Fresno County. Discussed

at the 2009 105th International Scientific Conference of the American Thoracic Society, May 19,2009, San Diego, CA.

OTHER CREATIVE ACTIVITIES

1. Compliance of resident physicians in adhering to current guidelines relating to mammograms and pap smears at the ACC – Dizon, Bhasin & Patel
2. Self-management educational materials for patients with chronic conditions in the ACC clinic: Before and After The goals of this project are to increase patient self awareness on ways to prevent complications of, and promote self management skills in diabetes through the use of after visit summaries in clinic visits containing educational information and simple question surveys on clinic visits – Dizon, Alexander Pi, Elizabeth Parra, Apinunt Khemthong
3. Strict adherence to guidelines for HTN/ DM/HL via utilization epic smartset and it's effects on hospitalization rates for cardiovascular related complication. - Dizon, Marta Nalbandyan and Brittany Doremus
4. Using Peak flow base management to educate patient on their asthma and to decrease asthma hospitalizations – Dizon, Jain, Mai Lee, Nick Youseffi, Kris Richter, Chris Pease, Emerson DeJesus

ADDITIONAL RELEVANT INFORMATION

Poster Presentations:

1. Dizon, D., Deamer,D., Use of Vibrating Probe in Membrane Potentials. Honors Research Symposium. May 1991. UC Davis.

2. Dizon, D, Garza, A., Moreno, E., Xiong, J. and Chaw Chaw. Ethnic and Linguistic Matching of Outreach Workers with Patients to Enhance Patients' Compliance and TB Completion Rate in Fresno County. Presented at the 2005 101st International Scientific Conference of the American Thoracic Society, May 2005, San Diego, CA.

3. Dizon, D, Dever, J,. Moreno, E., and Dan Robertson. Molecular Typing of Mycobacterium tuberculosis Strains from Southeast Asian Patients in Fresno County using Spoligotyping, Mycobacterial Interspersed Repetitive Unit-Variable Number Tandem Repeat (MIRU-VNTR) and Insertion Sequence (IS) 6110 Restriction Fragment Length Polymorphism (RFLP). Presented at the 2007 103rd International Scientific Conference of the American Thoracic Society, May 21, 2007, San Francisco, CA.

4. Dizon, D, Paul, S., Lugue, M., and Joclyn Fong.The Utility of the Quantiferon-TB Gold Assay in Detecting Tuberculosis Infections among HIV patients and its Implications for Public Health in Fresno County. Presented at the 2009 105th International Scientific Conference of the American Thoracic Society, May 19,2009, San Diego, CA.

5. Dizon, D, Marilyn M, Robert L, Michael P and David Slater. **Development of a Coccidioides immitis Real Time PCR Assay using the BD MAXTMSystem in the Central California San Joaquin Valley.** Presented at the 58th Annual Cocci Study Group Meeting in Phoenix, AZ on April 5, 2014.

6. **Dizon, D**, Mitchell, M, Peterson, M, Libke, R, Chin, C, Mills, P, and Deanna Oliver.**The Utility of using Real-Time PCR in the Detection of COCCIDIOIDES IMMITIS in the Clinical Setting at the Central California San Joaquin Valley.** Presented at the 60th Annual Cocci Study Group Meeting in Fresno, CA on April 9, 2016.

7. **Dizon, D,** Mitchell, M, Peterson, M, Libke, R, Dizon, B, Mills, P, and Agustin Morales. SPECIMEN SOURCE AS A DETERMINANT OF UTILITY FOR REAL-TIME PCR IN THE DETECTION OF COCCIDIOIDES IMMITIS IN THE CLINICAL SETTING AT THE CENTRAL

CALIFORNIA SAN JOAQUIN VALLEY. Presented at the 7th International Coccidioides Symposium, Stanford, CA. August 10, 2017.

Dr. Rajee Amarasinghe, Board Treasurer
Professor and Chair, Dept. of Mathematics, CSUF

Fresno Unified School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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 am the parent of three children who have all graduated from UHS. As a professor at Fresno State University, I have been involved in various activities with UHS, such as placing student teachers in UHS classrooms for their single-subject credential programs and utilizing UHS facilities for summer enrichment activities for students and professional development for mathematics teachers in the Central Valley. In my role as the chair of the mathematics department, I have had several discussions with the UHS administration regarding placing advanced UHS students in Mathematics classes at Fresno State.

Ms. Jeffie Hickman, the principal of UHS, asked me to join the board when a position became available due to someone leaving the board.

2. Explain why you wish to serve on the board.

I am well-acquainted with the UHS curriculum, its facilities, faculty, and staff, as well as its mission. As an educator, I recognize the value that UHS brings, not only to its students, but also to Fresno State and the Central Valley. As a board member, I believe I could make a meaningful contribution to UHS in fulfilling its mission.

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.

No. I have not.

4. Describe your understanding of the appropriate role of a public charter school board member.

As a board member, my role is to help the board make decisions that can assist UHS in carrying out its mission. This involves ensuring the appropriate education of all UHS students and overseeing the legal and prudent use of public funds allocated to UHS.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I am a mathematician and mathematics educator who has worked at Fresno State for 24 years. I have collaborated with nearly all school districts in the Central Valley, such as Fresno USD, Clovis USD, Central USD, Sanger USD, and Madera USD, providing professional development for teachers under various grant programs. I am well-versed in school curriculums and changes to support student learning. Additionally, I have served as the department chair for the Mathematics Department for 8 years, managing its finances, and as Principal Investigator for numerous grants managing large amounts of funds. I believe that my experiences can be valuable 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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: Rajee Amarasinghe	
Position on the Board: Treasurer	Date: 08/27/2024

Vitae

RAJEE AMARASINGHE
5245 North Backer Ave., M/S PB108, Fresno, CA 93740
(559) 278-3090 (W) ramarasi@csufresno.edu

EDUCATION

Ph.D.	Mathematics Education	2000	Indiana University, Bloomington, Indiana
M.S.	Computer Science	1993	Purdue University, Indianapolis, Indiana
M.S.	Applied Mathematics	1991	Purdue University, Indianapolis, Indiana
B.S.	Mathematics	1984	Colombo University, Colombo, Sri Lanka

WORK EXPERIENCE

01/2024 to Present — Principal Investigator PI – Mathematics Mater Teacher Leadership (M^2TL)
a 6-year NSF-funded 1.45 million teacher professional development project to enhance the quality of teachers in the Central Valley

01/2023 Present — Board Member, College Readiness Advisory Board, Fresno, CA

08/2021to Present — Board Member, University High School, Fresno, CA

07/2020 to Present — Principal Investigator (PI) – On-Ramp to STEM
3-year 1 million Learning Lab grant from California Department of Education Collaboration grant within Clovis Community College, Fresno Community College, and University High School

04/2019 to Present — PI - Growing Outstanding Teachers in Mathematics (GOTMath)
a 5-year 1.45 million NSF-funded student scholarship program to support Junior and Senior Mathematics Majors in the Integrated Mathematics Credential option in collaboration with State Center Community College Districts.

06/2014 to 08/2022 — Chair - Department of Mathematics
California State University, Fresno.

01/2012 to Present — Founder and Director *Summer Academy in STEM* Program
Self-funded student (grades 3-12) STEM enrichment and a teacher professional development program.

08/2011 to Present — Professor - Department of Mathematics
California State University, Fresno.

06/2001 to Present — Co-PI/Faculty Advisor - San Joaquin Valley Mathematics Project (SJVMP)
A site of the California Mathematics Project (CMP) designed to provide teacher leadership development, funded by the University of California Office of President.

08/2017 to 08/2018 — PI - Fresno State Integrated Teacher Education Project Mathematics (FS-ITEP-M)
Curriculum development and outreach project to develop 4-year integrated program for single subject credential and BS Degree in Mathematics. Funded ($250K) by California Commission on Teacher Credentialing.

08/2015 to 2017 — PI - Clovis Accelerated Mathematics Project (CAMP)
Mathematics teacher (K-6) professional development project for Clovis Unified School District, funded (1.8 Million) by the California Science and Mathematics Partnership grant (CAMSP).

08/2015 to 2018 — Mathematics Consultant – CAPACITY^2 Project
Mathematics teacher (6-12) professional development project for Sanger Unified School District, funded by the Bechtel Foundation

08/2013 to 2015 — Associate Director
Science and Mathematics Education Center

08/2006 to 2013 — Foreign Consultant – Teacher Self-Motivation Project
Sabaragamuwa Provincial Department of Education, Sri Lanka. Mathematics teacher professional development through lesson studies for teachers in the entire province.

06/2009 to 06/2012 — Co-Principal Investigator – Fresno Mathematics Academy (FMA)
Mathematics teacher professional development project for Fresno Unified School District, funded (2.7 million) by the California Science and Mathematics Partnership grant (CAMSP).

03/2007 to 03/2011 — Co-Principal Investigator - Mathematics Understanding, Learning and Teaching project (MULT). Mathematics teacher professional development project funded (1.16 million by the California Post Secondary Education Commission (CPEC).

02/2008 to 08/2011 — Co-Principle Investigator - Central Valley Mathematics Research project
Mathematics teacher professional development Project of the Sanger Unified and Kings Canyon Unified School District funded (1.8 million) by the California Science and Mathematics Partnership grant (CAMSP).

03/2007 to 08/2011 — Co-Principal Investigator - Supporting Teachers to Increase Retention (STIR)
Project funded ($496K) by CPEC through California Mathematics Project (CMP)

02/2005 to 06/2008 — Co-Principal Investigator - Central Valley Mathematics Project
Mathematics teacher professional development Project of the Sanger Unified and Kings Canyon Unified School District funded (1.93 million) by the California Science and Mathematics Partnership grant (CAMSP).

02/2002 to 08/2008 — Co-Director - CSU Mathematics Education Resource Center
This web-based resource center served the mathematics educators on the CSU campuses by sharing issues, resources, ideas, and teaching techniques through the internet.

01/2003 to 03/2008 — Mathematics Consultant - Renaissance Partnership for Improving Teacher Quality Project Five-year initiative by ten institutions in nine states to advance the quality of their graduates and the teachers in their respective partner schools by focusing attention on K-12 student learning.

04/2002 to 04/2003 — Principal Investigator - Mathematics Professional Development Institutes
A site of the California Professional Development Institutes (MPDI), designed to provide mathematics content enhancement for teachers. Funded ($216K) by the University of California Office of the President.

HONORS

Received the Wang Family Excellence Award for Outstanding Faculty Innovator in Student Success (2019-20). California State University's most prestigious award given to one of its faculty nominated from all 23 campuses.

Received the California State University Chancellor's Award for Faculty Leadership and Innovation (FILA) (2018-19).

Received the Provost's Faculty Innovation Award, California State University, Fresno(2017-18).

Jan & Bud Richter Award of Excellence in Education for Liberal Studies Faculty at California State University, Fresno (2003-2004).

Outstanding Dissertation Award for 1999-2000. Curriculum and Instruction - Indiana University, Doctoral Dissertation (11/04/2000).

SELECTED PUBLICATIONS

Samaranayake, G., Premadasa, K., Amarasinghe, R. and Paneru, K. (2018), "Teacher change through Lesson Study collaboration", *International Journal for Lesson and Learning Studies*, Vol. 7 No. 4, pp. 263-276.

Amarasinghe, R., Tuska A., Jones D., Sester T. (2016). Implementing the Mathematical Practices in the San Joaquin Valley. *California Mathematics Council ComMuniCator*, 41(2), 22-24, 2016.

Tuska, A., Amarasinghe, R., Preparing Teachers for Common Core State Standards-Based Instruction of Mathematics in California. Proceedings of the 12th International Conference of The Mathematics Education into the 21st Century Project. Herceg Novi, Montenegro, September 21–26, 2014

Amarasinghe, R., Burger, L., Tuska, A., Nogin, M. & Vega, O. (2013). Exploring Mathematics Investigations for Elementary School Teachers. Cognella Academic Publishing. ISBN: 978-160-927-063 6.

Premadasa, K., Amarasinghe, R., Vega, O. (2012). Advanced Algebra for Teachers. University Readers, Inc. ISBN: 978-1-60927-144-2.

Amarasinghe, R., Premadasa K. (2007). *To Improve Teaching and Learning Mathematics*. Sabaragamuwa, Sri Lanka: Sabaragamuwa provincial council publications. ISBN 978-955-1644-00-0

Dr. Nichole Walsh, Board Member
Associate Professor for the Dept of Educational Leadership, CSUF

Fresno Unified School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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.

As a member of the educational community in the Central Valley for over 20 years, I was aware of UHS for many years. I have encouraged community members and colleagues to consider sending their children to UHS when desiring a smaller, more academically focused high school community. Each of those individuals sent their children to UHS, and were extremely happy with the experience for their respective child.

I was invited to inquire more about serving on the Board from my colleague Dr. Nancy Akhavan, as she was retiring from KSOEHD and could not serve in the same role as the college representative. I had an opportunity to learn more after a discussion with the principal which led to an interview opportunity by the current board. Dr. Akhavan removed herself from the inverview process since she brought me forward to be considered for the position.

2. Explain why you wish to serve on the board.

I am passionate about serving the educational community, particularly to remain close to the site level setting as I have been working at the university level for 8 years after a career in p12 as a teacher and school administrator. I feel it is important to have someone on the committee with P12 education experience, specifically with High School administration experience, so that I can bring educational code and requirement perspectives to the group and our collective decisions.

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.

While I have not previously served on a school board prior to my current position, I also currently serve on a foundation board for a charter high school in Madera County. I have also served on several advisory boards for the university, including the President's Enrollment Management Advisory Group, Fresno State Mediator Mentors Program Advisory Board, and the California Reading and Literature Advisory Board to name a few.

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 ensure the success and governance of the school. Board members oversee governance and policy, create and implement strategic plans, and ensure compliance with laws, regulations, and charter agreements. Board members have financial responsibilities (i.e., approve the annual budget, monitor financial statements, support fundraising efforts) and educational responsibilities (i.e., set and monitor academic goals, ensure alignment of the curriculum with the school's mission and state standards, review student performance data to inform decisions). Board members must maintain transparent communication with all stakeholders, advocate for the school within the community and to policymakers, and build partnerships with community organizations, businesses, and other schools. Ethical and legal integrity is also crucial, requiring adherence to conflict of interest policies, maintaining high ethical standards, and ensuring legal compliance per AB1234.

5. Indicate the specific knowledge and expertise that you would bring to the board.

Along with 8-years at Fresno State as an Assistant and Associate professor in the Department of Educational Leadership, and now the Coordinator of the P12 Admin Program aspiring school leaders, I have past experience working as a principal and vice-principal in the Central Valley at the secondary school level. I come with a deep knowledge of policy, educational code, and high school requirements.

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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: Nichole Walsh	
Name: Nichole Walsh	
Position on the Board: KSOEHD Representative	Date: 8/6/2024

NICHOLE R. WALSH

Phone: (559) 285-8258
nwalsh@mail.fresnostate.edu

11964 N. Julie Ave.
Fresno, CA 93730

EDUCATION

EdD **Fresno State**, Educational Leadership, *May 2015*
Dissertation: "Developing High-Quality Teachers Through Professional Pre-service Teaching Opportunities"
Committee: Nancy Akhavan (chair), Jim Marshall, Steve Price

MA **Fresno State**, Education, opt. Admin. & Supervision, *May 2010*
Project: "Keeping Pre-Teens Engaged in School: To What Extent Do Middle School Teachers Use Motivation Research"
Advisor: Ron Unruh

University of San Diego, Prof. CLEAR Teaching Credential, *May 2004*

Fresno State, Mult. Subjects CLAD Teaching Credential, *May 2001*
Supplemental Authorizations: English Language Arts; Vocal Music

BA **Fresno State**, Liberal Arts, Music Education Emphasis, *Date*
Graduated Summa Cum Laude
Minored in Music

HONORS & AWARDS

Award, President's 2023-2024 Faculty and Staff Service Award, Fresno State Office of the President and the Jan and Bud Richter Center for Community Engagement and Service-Learning, *April 2024*

Honor, Selected Member of University High School School Board, Kremen School of Education and Human Development representative, 3-year term, *November 2023*

Award, Outstanding Reviewer in the 2023 Emerald Literati Awards, selected by the editorial team of International Journal of Mentoring and Coaching in Education, *August 2023*

Award, John Shefelbine Leadership in Literacy Award Recipient, California Reading & Literature Project, Region 7, *May 2023*

Appointment, President's Enrollment Management Advisory Group, *May 2023*

Finalist, Outstanding Advising Award, *May 2023*

Honor, AAQEP National and CTC State Full Accreditation, PASC Program, *Summer 2022*

Honor, CalAPA Standard Setting Invited Panelist, California Commission on Teacher Credentialing (CTC), *Summer 2022*

Honor, Solution Tree Press Book Endorsements, Selected, *April 2022 and*

June 2022

Chair of Student Nomination, Ed.D. Program's 2022 Outstanding Dissertation award, *May 2022*

Selected Exemplar, CSU Quality Assurance Resource Repository (QuARRY), Online Course Services, *February 2022*

Honor, Routledge Pre-print Selected Book Reviewer, *February 2022*

Nomination, Outstanding Advising Award, *June 2021*

Nomination, Provost Award for Promising New Faculty, *June 2021*

Honor, Fresno State Outstanding Faculty Publication, *May 2021*

Honor, Invited Keynote Speaker for Mediator Mentors' Appreciation Day, *June 2021*

Honor, Invited to Mediator Mentors' Advisory Board, *June 2021*

Honor, Recipient of President's Cultural Competency Certificate, *2020/21*

Honor, Editorial Selection as Honorary Rosalind Member of London Journals Press, *Fall 2020*

Honor, CalAPA Standard Setting Invited Panelist, California Commission on Teacher Credentialing (CTC), *Summer 2020*

Honor, CalAPA Standard Setting Invited Panelist, California Commission on Teacher Credentialing (CTC), *Summer 2019*

Awarded, Faculty Research Grant Award Recipient*,* KSOEHD, Summer 2018

Awarded, California Gold Ribbon School, Pioneer Middle School, PUESD, *Spring 2015*

Awarded, Fresno State DPELFS and Department of Graduate Studies Travel Grant, *Fall 2014*

Awarded, Packard Doctoral Fellowship Grant, Spring 2014

GRANTS & CONTRACT AWARDS

CRLP - Foundational Skills '20
Project Investigator
Partnership Contract for K-12 Teacher Literacy Support
Funded, General funds ($54,148)
Funding Agency, Parlier Unified School District

California Reading & Literature Project - ESSA 19
Project Investigator
Application for Continued Funding
Funded, Federal Funds ($39,141)
Funding Agency, University of California Office of the President (UCOP)

California Reading & Literature Project - CSMP 19
Project Investigator
Application for Continued Funding
Funded, State Funds ($31,768)
Funding Agency, University of California Office of the President (UCOP)

California Reading & Literature Project - ESSA 18
Project Director, Co-PI
Application for Continued Funding
Funded, Federal Funds ($39,141)
Funding Agency, University of California Office of the President (UCOP)

California Reading & Literature Project - CSMP 18
Project Director, Co-PI
Application for Continued Funding
Funded, State Funds ($31,768)
Funding Agency, University of California Office of the President (UCOP)

California Reading & Literature Project - NCLB 14
Project Director, Co-PI
Funded, Federal Funds ($39,141)
Funding Agency, University of California Office of the President (UCOP)

California Reading & Literature Project - NCLB 14
Project Director, Co-PI
Funded, State Funds Funds ($31,768)
Funding Agency, University of California Office of the President (UCOP)

Research Experience

Faculty Research, Fresno State, CA, *2022 – Present*
CSU Student Quality Assurance Impact Research (SQuAIR) project Fresno STate Faculty Representative; Multiple CSU campuses participate monthly in SQuAIR meetings regarding campus specific research towards determining the impact of OCS professional development and course certification on teaching performance and student success in courses. Project facilitated by Ashley Skylar,

- Year 1 Bounded Case Study, CSU System-wide Policy Review
    - Document Analyses of Faculty Seneate Minutes over 2-years
- Year 2 Two-Phased Qualitative Systematic Document Review of 23-24 AY Academic Senate Minutes and Associated Policies
    - Policy review using Virtual Learning Program (VLP) Rubric, Policy Domain

Faculty Research, Fresno State, CA, *2021 – 2023*
Partnership with California Reading and Literature Project at Fresno State
Patty M. Lopez, Director

- Case Study, Action Research
- Data Collection Tool in Reading Instruction

- Learning Walks for in Class Observations
- Continuous Improvement Framework
- Shefelbine Literacy Framework for Assessment and Instruction
- Role of Leadership in Advancing Implementation
- Impact of Professional Development on Classroom Instruction and Student Reading Achievement

Faculty Research, Fresno State and California Lutheran, CA, *2020 – 2022*
Partnership with California Reading and Literature Project at Cal Lu
Alison McCormick, Director

- Case Study, Action Research, Mixed Methods
- Teacher Efficacy in Foundational Reading Instruction
- Growth over Time in Transformational Coaching
- Gibb's Cycle of Reflection for Open-Ended Journals
- Continuous Improvement Framework
- Impact of Coaching Model on Teacher Efficacy and Student Reading Growth

Faculty Research, Fresno State, CA, *2019 – 2023*
Co-PI: Nancy Akhavan, Fresno State

- Case study research
- Teacher Efficacy
- Impact of long-term professional development on literacy model implementation

Faculty Research, Fresno State, CA, *2018 – 2020*
Co-PI: Lisa Harrington, Fresno Unified

- Survey research
- Document analysis
- Non-credentialed teacher policies in CA CTC context
- Interventions for increased retention of non-credentialed teachers

Dissertation Research Chair, Fresno State, CA, *2020 – Present*
Edie Brown, "Persistence and Retention of First Generation College Students Through COVID-19," *August 2024*
Venissia Garcia, "Promoting Inclusive Education Through Professional Development: A Document Analysis of California School District Plans for General Fiscal Resources," *May 2024*
Gretchen Ruch, "From Camp to the Classroom: Residential Summer Camp Counseling and Teacher Self-Efficacy," *May 2024*
Michael Williamson, "Life After Aging Out:The Efficacy of Former Foster Youth Who are Educators in California," *May 2024*
Tasneem Mandobe Mohamed, "Understanding the Impact of Student Parent Support in Higher Educational Settings [working title]," *In Progress*
Amie Hammond, "Understanding Values Congruence Between Student Affairs Educators and Expectations of the Workplace in a Neoliberal

Context," *May 2022*

Danyelle Gonzalez, "Preparing Teacher Leaders: A Qualitative Content Analysis of Special Education Teacher Preparation," *May 2022*

Sonia Torossian, "The Impact of Induction Mentoring on Teacher Retention," *May 2021.*

Dissertation Research Committee Member Fresno State, CA, *2018–Present*

Jose Bedolla, "Elevating High School At-Promise Students: Community Cultural Wealth Model Through Platicas," *May 2024*

Roy Orosco, "The Needs of Novice Secondary Teachers in California: A Case Study on Teacher Preparation and Support," *May 2024*

Jolene Sagan, "Time Poverty: Experiences of Women Caregivers in Higher Education," *May 2024*

Larissa Goosev-Fonseca, "Perspectives of Underprepared Novice Teachers in Their First Years of Teaching in Rural Central Valley Schools," *May 2024*

Cyndee Mai Nguyen, "A Phenomenological Inquiry Into Social Justice School Leadership," *May 2024, Outstanding Dissertation Award*

Kathleen Cifuentes, "Secondary LTELs: Equity and Access for Long Term English Learners at Continuation High Schools," *May 2023*

Eleanor Esqueda, "A Narrative Inquiry into the Assets of Latina Kindergarten Teachers: Leveraging Cultural Capital to Support Whole Child Learning," *May 2023*

Shameka Andre, "A Conceptual Framework for Incorporating a Systems-Based Approach to Literacy in PK-12," *May 2022*

Andrea Mendes, "Exploring the Social Capital of Former Foster Youth in Higher Education," *May 2022*

Lidia Alaniz-Gonzalez, "Factors that Influence Latinx Urban High School Graduates in Obtaining a College Degree: A Narrative Inquiry of Latina Voices," *May 2022*

Andriana Scherer, "A Narrative Inquiry of The Perspectives of Teachers New to Their Practice and Their Instructional Coaches Regarding Sustained Cultural Proficiency," *May 2021*

Tirsa Tovar, "An Investigation of the Preparedness of High School Principals to Create Conditions for Developing and Sustaining Linked Learning Pathways," *August 2020*

Frank Salvatore Puccio, "Social Justice and Equity in P3 Projects at Public Colleges and Universities," *May 2020*

Alexandria Joy Aiello, "Powering up: Discourses of power used by aspiring female administrators seeking leadership," *May 2019, Outstanding Dissertation Award*

Masters Student Research Project Advising, Fresno State, CA, 2017 – *Present*

John Delapp, "Evaluating Intervention Systems' Impact on 9th Grade GPA in Charter Schools," *May 2024*

Andrea Burton, "Social Emotional Behaviors Returning to School from Distance Learning and the Effects on Academic Performance," *December 2023*

Alyx Casillas, "The Relationship Between Student Feelings and Academic Achievement," *December 2023*

Fabian Casillas, "A Case for the Implementation of Intentional Relationship-Building Practices to Reduce Chronic Absenteeism," *December 2023*

Noemi Costillas Vergel, "Benefits of STEM Education in the Elementary School Classroom," *December 2023*

Matt Cowart, "Benefits of Culturally Responsive Teaching for English Learners," *December 2023*

Faith Green, "Can Administratos Improve the Outcome of Burnout in their Special Education Teachers?," *December 2023*

Marissa Marquez, "The Effects of Chronic Absenteeism on Students in Public Schools," *December 2023*

David Weber, "Decreasing Absenteeism with Incentives," *December 2023*

Ruperto Garcia Pimentel, "Instruction for English Learners," *May 2023*

Leslie Daniel, "Organizing Singleton Teachers in PLCs," *May 2023*

Niels Burgess, "Institutional and Structural Factors Impacting the Erosion of Culture and Climate at a Community Day School - A Reflective Practitioner Perspective," *May 2023*

Guadalupe Arriaga Lemus, "Metacognition Strategies to support ELL students," *May 2023*

Raul Gonzalez, "Equity-Driven, Trauma-Informed, Whole Child Teaching in Increasingly Diverse Classrooms," *December 2022*

Baljiit San Miguel, "The Left and Right Hand of ELD Instruction: Designated English Language Development versus Integrated English Language Development for English Learners," *December 2022*

Courtnee Lynn Browning, "Effects of Divorce on Early Childhood Development and Education," *December 2021*

Ernie Rincon, "Understanding Perspectives and Context of English Language Development in Elementary Schools," *December 2021*

Zhon Kuraspediani, "A Case Study on the Benefits of Service-Learning for Preparing California High School Students for College and a Career," *December 2021*

Kevin Lurz, "Developing Equitable Elementary Classroom Placement Routines," *May 2021*

Yanelly Torres, "Impact of Mediator Mentor Service Learning Experience on College Student Social Emotional Expertise and Cultural Competence," *May 2021*

Melissa Ann Papendorf, “Building Capacity in Parents to Support Economically Disadvantaged Student’s Academic Success in High Stakes Assessments,” May 2021

Emily Koford, “Administrative Supports for Teachers Navigating a Changing Learning Landscape,” *May 2021*

Timothy Mejia, “Equity and Access in Advanced Placement Courses,” *May 2021*

Judith Mireles, “The Relationship Between Socio-Emotional Learning Program Implementation and Discipline for Students in Special Education” (working title), *December 2020*

JJ Donat, “Instructional Differentiation in Elementary Schools with Large Populations of Low Socio-Economic Students with High Math Achievement, “(working title), *December 2020*

Alyx Castillas, “Using Universal Design for Learning in Virtual Instruction as a Second Grade Teacher” (working title), *December 2020*

Randy A. Aoki, “Reviewing the Positives and Negatives on the Principles of Community: Assessing Fresno State’s Top Executive Leadership on Campus Inclusion,” *May 2020*

Paulito Gilbert Falcon, “Leadership and Lived Experiences: A look Into Nontraditional Students and Their Experiences towards Leadership Identity,” *May 2020*

Avita Hang, “Motivations of First-Generation Hmong Students in Their Educational Attainment,” *May 2020*

Mai S. Lee, “Hmong Students’ Academic Achievement at Fresno State,” *May 2020*

Cynthia Villalobos, “Impact of Cohort the Model on Veteran Transition to College,” *May 2020*

Nancy Vue, “Identifying First-generation Hmong Students Sense of Belonging through HmongStudent Organization/Association(s) (HSO/A(s)),” *May 2020*

Micah Hiett, “Career Technical Education Teacher Efficacy and Preparedness,” *December 2019*

Hugo Garcia, “Perception of Teacher Wellness and Solutions for Improvement,” *December 2019*

Zachary Lopes, “Factors That Impact Staff Retention and Turnover,” *December 2019*

Benjamin Goodman, “Teacher Perceptions of High Impact Homework Strategies in a Secondary Math Classroom,” *May 8, 2019*

Doria A. Sandoval, “Elementary Teacher Perception of Designated English Language Arts Instruction,” *May 8, 2019*

John C. Freitas, “Impact of Physical Education on Math Grades,” *May 8, 2019*

Joe L. Gomez, “Perceived Barriers for Teaching Physical Education,” *May 8, 2019*

Joshua John Jones, “Does Homework Really Help?” *May 8, 2019*

Jami White, “Elementary Teacher Perspectives and Implementation of

Balanced Literacy," *May 8, 2019*
Maribel Hernandez, "The Impact of Achieve3000 on Reading Lexile Growth," *May 8, 2019*
Zachory Morton, "Handbooks: A Continuation School Study," *May 8, 2019*
Lauren Anne Trzeciak, "How to Create Social-Emotional Learning and Student Engagement in Middle School," *May 4, 2018*
Eric Walter, "Teacher Perceptions of Effects and Actions Related to Cell Phone Policy at the Secondary School Site," *May 4, 2018*
Mary Xiong, "Differences in Perceived and Observed Quality in Elementary After School Programs," *May 4, 2018*
Chua Xiong, "Perceptions of Teacher Efficacy on Implementing NGSS with English Learners," *May 4, 2018*
Monica Castillo, "Secondary Teacher Perspective on Discipline Practices and School Climate: Move to PBIS Implementation at a 7-12 Educational Center," *December 6, 2017*
Kristen Ginger, "The Perceived Effectiveness of Instructional Coaching on Teacher Efficacy," *December 6, 2017*
Jeanne Pentorali, "Effective Math Instructional Strategies for Reasoning and Problem Solving," *December 6, 2017*
Andrea Ross, "The Impact of Transitional Kindergarten on Reading Ability," *December 6, 2017*
Courtney Wicks, "Implementation of PBIS at the Intermediate School Level: Teacher Perception of Discipline Practices to Inform Systems Change," *December 6, 2017*
Gordon Zante, "Parent Perception of PBIS Implementation at the Elementary Level," *December 6, 2017*

Thesis Research Chair Fresno State, CA, *2021*
Jose J Gonzalez, "High School Supports which Impact College Success for Socio-economically Disadvantaged Students [working title]," *December 2021*

Thesis Research Committee Member Fresno State, CA, *2017 – 2020*
Kathrine School, "Factors Related to Developing Positive Student Relationships in Secondary Classrooms," *May 2020*
Grace Patterson, "Research on one Continuation High School," *May 2020*
Matthew Rotondi, " Teacher Perception of Data-Driven Instruction and Collective Decision Making," *October 27, 2017*

University Teaching Experience

Fresno State, Kremen School of Education & Human Develop., Fresno, CA
Core Faculty, Doctoral Program in Educational Leadership at Fresno State, *January 2020 - Current*

- Student-Faculty Advisor
- *Educational Reform (502)*, a core course in the summer before the second year of the DPELFS course sequence, focusing on examining change in education settings in the context of organizational theory,

structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies through readings, discussions, case studies, field-experiences in problems of practice as "reflective practitioners."

- *Conflict Resolution and Negotiation in Organizations (580T)*, an elective seminar in the final year of the DPELFS course sequence, focusing on the following through readings, discussions, case studies, role-plays, and field assignments as "reflective practitioners": conflict and its dynamics; personal conflict hindering success when leading others; strategies and processes for eliciting cooperation and producing supportive professional environments; the fundamentals of negotiation; a variety of conflict management approaches used to overcome common barriers to negotiated resolutions; communication skills; and strategies for dealing with public controversy.
- *Contemporary Issues in p-12 Education* this summer seminar prior to the third year of the program, focused on exposure to current "hot topics" in P12 educational policy and practice through Organizational Theory and Social Justice frameworks. In addition, students worked to advance their own scholarship on the P12 contemporary issue related to their dissertation, including the development of a draft preliminary defense presentation and a submission to present at AERA. Instructional approaches emphasized group discussion of common readings and lectures, webinars, and videos as appropriate to the issues in the summer (i.e., Planning for Fall Schooling during COVID-19, Systemic Racism in Schools, and The Right to Reading with the incorporation of Foundational Skills instruction).

Fresno State, Kremen School of Education & Human Develop., Fresno, CA
Affiliate Faculty, Doctoral Program in Educational Leadership at Fresno State, *January 2019 - December 2019*

- Taught *Conflict Resolution and Negotiation in Organizations (580T)*, an elective seminar in the final year of the DPELFS course sequence, focusing on the following through readings, discussions, case studies, role-plays, and field assignments as "reflective practitioners": conflict and its dynamics; personal conflict hindering success when leading others; strategies and processes for eliciting cooperation and producing supportive professional environments; the fundamentals of negotiation; a variety of conflict management approaches used to overcome common barriers to negotiated resolutions; communication skills; and strategies for dealing with public controversy.

Fresno State, Kremen School of Education & Human Develop., Fresno, CA
Associate Professor, Dept. of Educational Leadership, *Aug. 2023 - Current*
(Assistant Professor) *Aug. 2017 - 2023*

- *School Leadership for Equity and Improvement (*NEW* EAD 261) -* the updated program initial course in the Preliminary Administrative Services Credential (PASC) and MA in Educational Leadership and Administration program. The course encompasses the development of knowledge and skills essential to education organizational leadership, and specifically to develop equity-driven educational leaders who can create equitable school environments conducive to student learning and well-being. This course is designed to build the capacity of future administrators to learn how to analyze data to inform school improvement and promote equity. Candidates engage in an equity gap analysis and develop feasible strategies to impact improved outcomes for student groups that are historically underserved. Through this course, candidates have the opportunity to deepen their understanding of the role of critical consciousness in equitable school leadership.
- *Leadership Seminar and Fieldwork 1 (*NEW* EAD 271) -* As a credentialed administrator in California, Dr. Walsh also serves as the candidates' university supervisor as assigned faculty for this course, which encompasses the development of knowledge and skills essential to education organizational leadership, and specifically to develop equity-driven educational leaders who can create equitable school environments conducive to student learning and well-being. This course is designed to build the capacity of future administrators to learn how to analyze data to inform school improvement and promote equity. Candidates engage in an equity gap analysis and develop feasible strategies to impact improved outcomes for student groups that are historically underserved. Through this course, candidates have the opportunity to deepen their understanding of the role of critical consciousness in equitable school leadership.
- *Mixed-Methods Research for Diverse Schools (ERE 244) -* The course provides candidates with a series of modules on quantitative and qualitative research techniques used in action research. Students prepare an action research study based on collecting and analyzing data in the classroom or school context to improve teaching and learning and synthesize the results.
- *Introduction to Educational Leadership (EAD 261) -* the sun setting initial course in the Educational P-12 Administration pathway covering the following topics on leadership and the development of effective educational organizations: communities of practice, professional learning, research on characteristics of effective school principals, adult learning theory, and approaches to leadership using a variety of interactive group facilitation protocols.
- *Instructional Supervision (EAD 263) -* now sunsetted graduate seminar

covering the following topics: instructional coaching, classroom walkthroughs, feedback, informed school improvement and teacher professional development around instruction and school/classroom culture.

- *Research Methods in Education (ERE 220)* - designed as a foundation for Graduate students the semester prior to beginning their Masters' Degree Research Project or Thesis for elementary and secondary teaching, early childhood, reading, administration, counseling, special education, and related fields covering education research methodology; library resources; critiquing data collection, analyses, interpretation in research articles; writing research proposals.
- *Instructional Systems & Leadership for Equity* (*EAD 274)* - a graduate seminar covering the following topics: school equity gap analysis, root cause analysis, problems of practice for school improvement, development of multi-tiered systems of support for behavior, academics, and social-emotional learning.
- *Educational Leadership (EAD 262)*, a graduate seminar covering the following topics: action planning, systems thinking, school-wide continuous improvement, stakeholder meeting facilitation.
- *Social Contexts for Teaching and Learning (CI 151)*, a post-bachelors Single Subject credential blended seminar covering the following topics: the history of US public education, current issues in education, culturally relevant pedagogy, underserved populations including homeless and foster youth, asset-based thinking and community-mapping, exploration of personal biases, secondary school structures.
- Developed/integrated discussion boards, reflective practices, group/individual project-based/service learning opportunities, presentations, APA writing assignments, technology, and interactive in-class processing activities.
- Revised the syllabus to meet accreditation standards and university initiatives, including the incorporation of affordable learning solutions by allowing older textbook editions, using open-access materials, and incorporating library purchased journals/texts.
- Incorporated aligned components of the CalAPA to respective course goals for student licensure preparation.

Fresno State, Kremen School of Education & Human Develop., Fresno, CA
Full-Time Lecturer, Dept. of Literacy, English, Bilingual, & Special Education, Fall 2016 - Spring 2017

- Regional Director of California Reading & Literature Project grant work, taught *Secondary Student Teaching* seminar (CI 154), taught *Social Contexts for Teaching and Learning* face-to-face and online (CI 151), assisted with Fresno State/Porterville USD K-8 STEM grant work, assisted coordinator with Fresno Teacher Residency Program

interviews/recruiting/orientation

Fresno State, Kremen School of Education & Human Develop., Fresno, CA
Lecturer, Dept. of Curriculum & Instruction, Spring 2016

- South Valley and Madera Area student teaching placement and local facilities for coursework liaison, Student Teacher Supervisor (EHD 155A), taught *Secondary Teaching Methods* (CI 180T) for South Valley/Porterville cohort

P12 Administrative & Teacher on Special Assignment Experience

Pioneer Union Elementary School District, Pioneer Middle School, Hanford, CA, Principal, *2014 – 2015*
Madera Unified School District, Madera High School, Madera, C
Vice Principal, Curriculum and Instruction, *2013 – 2014*
Madera Unified School District, Jack G. Desmond Middle School, Madera, CA, Vice Principal, *2012 – 2013*
Central Unified School District, Glacier Point Middle School, Fresno, CA
Guidance Instructional Advisor, *2011 – 2012*
Madera Unified School District, All District Middle and High Schools, Madera, CA, Secondary District Academic Coach, *2008 – 2011*

Other Leadership Positions

Executive Committee Campus Liason, KSOEHD Alumni & Friends Chapter, *July 2024–Present*
Coordinator, P12 Admin Program: MA in Ed Leadership & Administration and Preliminary Services Credential, Fresno State, *June 2024 – Present*
Chair, University Academic Policy & Planning Committee, Fresno State Faculty Senate, *Fall 2023 – Present*
Chair, Committee on the Protection of Human Subjects, Department of Educational Leadership, *Fall 2021 – Present*
Advisory Board Member, Mediator Mentors' Project at Fresno State, *Fall 2021 – Spring 2023*
Advisory Board Member, California Reading & Literature Project at Fresno State, Region 7, *Fall 2020 – Spring 2023*
Chair, Basic Credential & Curriculum Committee, KSOEHD, *Fall 2020 – Spring 2023*
Co-Chair, Fresno State Department of Educational Leadership Research Symposium, *Fall 2020 – Spring 2021*
Chair, Ad-hoc Elections Committee, Department of Educational Leadership, *Spring 2021*
Advisory Board Member, Madera-Fresno Area Reading Council, *Fall 2020 – Summer 2021*
California Reading & Literature Project at Fresno State, Region 7
Regional Co- Director, *2019 – Summer 2020*
President, Madera-Fresno Area Reading Council, *May 2019 – May 2020*

Treasurer/Secretary, Madera-Fresno Area Reading Council, *May 2017 – May 2019*
California Reading & Literature Project at Fresno State, Region 7 Regional Director, *2016 – 2019*
Single Subject Credential Program Liaison, Porterville Cohort, KSOEHD, *2016 – 2017*
Single Subject Credential Program Liaison, Madera Cohort, *2016*

PUBLICATIONS

Peer-Reviewed Journals

Lurz, K.K. & **Walsh, N.** (2022). "Developing Equitable Elementary School Placement Routines." *International Online Journal of Primary Education.* vol. 11, no. 1, pp. 1-19. https://doi.org/10.55020/iojpe.1076761

Villalobos, C.S. & **Walsh, N.** (2022). **"**Impact of a Cohort Model on the American Veteran Transition to College." *International Journal of Higher Education*, vol. 10, no. 5, pp. 76-86. https://doi.org/10.5430/ijhe.v11n5p76

Harrington, L., & **Walsh, N.** (2022). "District Support of Alternative Permit Teachers for Increasing Efficacy and Retention." *Management in Education,* vol. 36, no. 2, pp. 72-81. https://doi.org/10.1177/0892020620942508

Hang, A. & **Walsh, N.** (2021). "Environmental Factors for Motivation of First-Generation Hmong American College Students in Academic Attainment." *Education Quarterly Reviews,* vol. 4, no. 3, pp. 143-154. https://doi.org/10.31014/aior.1993.04.03.326

Torres, Y., **Walsh, N.**, & Tahvildary, N. (2021). "Impact of Mediator Mentors Service-Learning on College Student Social-Emotional Expertise and Cultural Competence." *Journal of Practical Studies in Education,* vol. 3, no. 1, pp. 3-13. https://doi.org/10.46809/jpse.v3i1.38

Akhavan, N., **Walsh, N.**, & Goree, J. (2021). "The Benefits of Mindfulness Professional Development for Elementary Teachers: Considerations for District and School-level Leaders." *Journal of School Administration Research and Development,* vol. 6, no. 1, pp. 24-42. https://doi.org/10.32674/jsard.v6i1.2462

Lee, Mai S., and **Walsh, N.** (2020). "Academically Achieving Hmong American Students in Higher Education," *Global Research in Higher Education,* vol. 3, no. 4, pp. 58-78. https://doi.org/10.22158/grhe.v3n4p58

Akhavan, N., **Walsh, N.,** and Goree, J. (2020). "Cultivating problem-solving scholar-practitioners: Impact of one Carnegie Project on the Education Doctorate Program on leader self-efficacy," *International Journal of Learning, Teaching and Educational Research,* vol. 19, no. 4, pp. 58-78

https://doi.org/10.26803/ijlter.19.11.1

Walsh, N., Ginger, K. and Akhavan, A., (2020). "Impact of Instructional Coaching on Teacher Efficacy with PreK-6 Teachers," *Issues in Educational Research*, vol. 30, no. 3, pp. 1143-1161. http://www.iier.org.au/iier30/walsh.pdf

Harrington, L. and **Walsh, N.** (2020). "District Support of Alternative Permit Teachers for Increasing Efficacy and Retention." *Management in Education,* July 2020. https://doi.org/10.1177/0892020620942508 [digital first version]

Akhavan, N. and **Walsh, N.** (2020). "Cognitive Apprenticeship Learning Approach in K-8 Writing Instruction: A Case Study." *Journal of Education and Learning*, vol. 9, no. 3, pp. 123-142. https://doi.org/10.5539/jel.v9n3p123

Walsh, N., and Akhavan, N., (2018). "Developing High-Quality Teachers Through Professional Pre-Service Teaching Opportunities," *Contemporary Issues in Education Research,* vol. 11, no. 4, pp. 153-164. https://doi.org/10.19030/cier.v11i4.10210

Professional Publications

Harrington, L. & **Walsh, N.** (Late Oct. 2020) "Context, Clarity, and Cultivation: How School Leaders Can Support and Retain Alternatively Permitted Teachers." BELMAS Blog, Invited contribution for the Critical Educational Policy and Leadership Studies RIG. Available late October at http://www.belmas.org.uk/BELMAS-Blog

Walsh, N. & Harrington, L. (2018). "Non-credentialed teachers? No problem! Establish a partnership for success." SCPDS Network News. Retrieved from http://www.scpds.org/bi-annual-magazine.html

Harrington, L. & **Walsh, N.** (2018). "READY, SET, GO...Classroom Success for Day One!" Teachers Connecting to Advance Retention and Empowerment (T-CARE) Newsletter: CSUN Center for Teaching & Learning. Retrieved from https://www.csun.edu/center-teaching-learning/publications

Conference Papers

Walsh, N., McCormick, A., & Stoll, A. (2023, April 13–16). *Transformational Coaching for Equity to Impact Teacher Efficacy in Foundational Reading Instruction for School Improvement* [Paper presentation online repository]. American Educational Research Association (AERA) 2023 Annual Meeting, Chicago, IL, USA. https://convention2.allacademic.com/one/aera/aera23/index.php?cmd=Online+Program+View+Paper&selected_paper_id=2005655&PHPSESSID=36r7o2orsfm1eha8n5vtv20ln8

Walsh, N. and Harrington, L., "District Supports for Alternative Permit Teachers to Enhance Self-Efficacy and Retention: University/DIstrict Collaborative," AERA 2020 Annual Conference, Online due to COVID-19, April 2020.

(Abstract-Reviewed)
Harrington, L. and **Walsh, N.**, "Developing High-Quality Teachers Through Pre-Service Teacher Pipelines And Site-Based Needs Professional Development," Proceedings of Clute International Business & Education Conferences – Aug. 2-6, 2015, ISSN: 2157-9660 (online), pp. 303-1.

Editorial Contributions
Book Review, Back Cover, 2nd listed review for:
Turner, N.S. (2023). *Simply instructional coaching planner.* Solution Tree Press. Available at https://www.solutiontree.com/products/simply-instruction.html
Book Review, Back Cover, 1st listed review for:
Turner, N.S. (2022). *Simply instructional coaching: Questions asked and answered from the field.* Solution Tree Press. Available at https://www.solutiontree.com/products/simply-instruction.html
Book Review, Back Cover and Website, 1st listed review for:
Racines, D.E. (2022). *Trust as the core of instructional leadership: Protocols to mediate thinking, shift practice, and improve student learning.* Solution Tree Press. Available at https://www.solutiontree.com/trust-as-the-core-of-instructional-leadership.html
Book Proposal Review, Completed October 2022,
Kruse, S.D. (Under contract, 2023 projected publication date). *Mindful Educational Leadership: Contemplative, Cognitive, and Organizational Systems and Practices.* New York, NY: Routledge.

Presentations & Invited Lectures

Presentation, **Walsh, N.**, "Post COVID Online Learning Policies [Two-Phased Qualitative Systematic Document Review of 23-24 AY Academic Senate Minutes and Associated Senate Approved Policies Using the Virtual Learning Program (VLP) Rubric, Policy Domain]." CSU SQuAIR Research Presentation for Fresno State. Virtual. *June 2024*

Invited Lecture, Akhavan, N. & Walsh, N., " You're Brilliant! How to Close Literacy Gaps for Students Using Your Intuition," Learning without Tears and EdWebinar. Virtual. *April 2024*

Presentation, **Walsh, N.**, "Post COVID Online Learning Policies [Document review of CSU online learning policies on the senate agendas within the 2022-23 Academic Year]." CSU SQuAIR Research Presentation for Fresno State. Virtual. *June 2023*

Paper Session, **Walsh, N.**, "Transformational Coaching for Equity to Impact Teacher Efficacy in Foundational Reading Instruction for School Improvement." American Educational Research Association Annual Meeting, 2023. Chicago, IL, *April 2023*

Invited Presentation, **Walsh, N.**, "Supporting Spelling During Writing Instruction." California Educational Partners. Virtual. *February 2023*

Workshop, Lopez, P. M. & **Walsh, N.**, "Small Group Foundational Reading for Administrators," Parlier Unified and CRLP, Parlier, CA, *January 2023*

Workshop, **Walsh, N.,** "Comprehensive Literacy and Writing in TK-3 Grade," San Joaquin Elementary School, Golden Plains Unified School District, San Joaquin, CA, *December 2022*

Workshop, **Walsh, N.,** "Reigniting Professional Learning Communities for Literacy," Neutra Elementary School, Central Union School District, Lemoore Naval Air Station, CA, *October 2022*

Workshop, **Walsh, N.,** "Setting Up Classroom Routines for Daily Writing Minilessons," Reef Sunset-Unified School District, Avenal, CA, *October 2022*

Workshop, Lopez, P. M. & **Walsh, N.**, "Conducting Classroom Walks for Small Group Foundational Reading," Parlier Unified and CRLP, Parlier, CA, *October 2022*

Workshop, **Walsh, N.,** "Writing Across the Curriculum in Grades 3-8," Central Union School District, Lemoore, CA, *October 2022*

Presentation, **Walsh, N.**, Hannigan, J., Luna, C., & Mendoza C. Structuring Our Faculty Learning Community: Supporting Candidates Using Data Driven Decision-Making. CTC California Performance Assessments' 2022 Meredith Fellows Implementation Conference. Virtual. *September 2022*

Workshop, **Walsh, N.,** "Comprehensive Literacy Using the Adopted Curriculum: Part II, K-2," Central Union School District Spring Teacher Development Day, Virtual, *May 2022*

Workshop, **Walsh, N.,** "Comprehensive Literacy Using the Adopted Curriculum: Part I, K-2," Central Union School District Spring Teacher Development Day, Virtual, *May 2022*

Workshop, Akhavan, N. & **Walsh, N.,** "Tiered Writing Instruction – Integrated Writing Across the Content Areas," Clovis Unified School District Tiered Writing Teacher Differentiated Assistance, Clovis, CA, *March 2022*

Workshop, Akhavan, N., **Walsh, N.** & Harrington, L., "Comprehensive Literacy and the Incorporation of Daily Standards-Based Writing Instruction," Golden Plains Unified Professional Development Day, Tranquility, CA, *March 2022*

Workshop, McCormick, A., **Walsh, N.,** Stoll, A., & Juarez, S. "Administrators as Literacy Leaders, Principles of Continuous Improvement," Rio Unified School District Administration Workshop, Virtual/ Ventura, CA, *March 2022*

Workshop, Falcon, G. & **Walsh, N.,** "Acknowledging Non-traditional Student Leadership Development Through Lived Experiences ," NASPA Western Region Conference, San Francisco, CA, *November 2021*

Workshop, Akhavan, N., Harrington, L., Phannaphob, C., & **Walsh, N.,** "Comprehensive Literacy and the Incorporation of Daily Standards-Based Shared Reading," Cutler-Orosi Unified Unified Professional Development Day, Orosi, CA, *October 2021*

Workshop, Akhavan, N. & **Walsh, N.,** "Comprehensive Literacy and Using Data to Inform Instructional Planning," Golden Plains Unified Professional Development Day, San Joaquin, CA, *October 2021*

Workshop, **Walsh, N.** & Harrington, L., "Comprehensive Literacy and the Role of Small Group Instruction in TK-3," San Joaquin Elementary Professional Development Day, San Joaquin, CA, *September 2021*

Invited Keynote, **Walsh N.**, "My Journey to Mediator Mentors'," Mediator Mentors' Project Day of Appreciation, Virtual, *June 2021*

Round Table, **Walsh N.**, "Impact of instructional coaching on teacher efficacy with PreK-6 teachers," Department of Ed Leadership Research Symposium: Research to Ignite Change, Faculty Lunch & Learn, Fresno State, Virtual, *April 2021*

Workshop, **Walsh N.,** "Tips for CalAPA 3," P12 Ed Leadership & Administration ProgramSpring CalAPA Candidate Support Session, Fresno State, Virtual, *April 2021*

Invited Panel, Phan, T., Hannigan, J., **Walsh, N.**, & Tracz, S., "Promote Active Learning Online," Kremen INTERESC Panel Discussion, Fresno State, Virtual, *March 2021*

Workshop, **Walsh, N.**, "Capturing Language Learning from English Learners in Remote Learning Settings," Lindsay Unified TSL Studio, Virtual, *March 2021*

Workshop, **Walsh, N.**, "Shared Reading in Virtual Spaces: Part IV," Golden Plains Unified/CA Ed Partners, Virtual, *March 2021*

Workshop, **Walsh, N.**, "Guided Reading in Virtual Spaces: Systems to Monitor Learning," Mendota USD/ CA Ed Partners, Virtual, *February 2021*

Workshop, **Walsh, N.**, "Shared Reading in Virtual Spaces: Part III," Golden Plains Unified/CA Ed Partners, Virtual, *February 2021*

Workshop, **Walsh, N.**, "Shared Reading in Virtual Spaces: Part II," Golden Plains Unified/CA Ed Partners, Virtual, *January 2021*

Workshop, **Walsh, N.**, "Shared Reading in Virtual Spaces: Part I," Golden Plains Unified/CA Ed Partners, Virtual, *November 2020*

Workshop, **Walsh, N.**, "Establishing Virtual Grade Level Professional Learning Teams," Golden Plains Unified/CA Ed Partners, Virtual, *October 2020*

Invited Presentation, **Walsh N.**, "Before, During, and After Reading Protocols: Increase Student Engagement and Understanding of Content using Text," Provost Forum on Best Practices for Virtual Instruction, Fresno State, Virtual, *May 2020*

Poster, Lopez, P.M., & **Walsh N.**, "California Reading & Literature Project: Bridging Literacy and Teacher Capacity," President's Showcase of Excellence, Online, *May 2020*

Roundtable, **Walsh, N.** and Harrington, L., "District Supports for Alternative Permit Teachers to Enhance Self-Efficacy and Retention: University/DIstrict Collaborative," AERA 2020 Annual Meeting San Francisco, CA Conference canceled due to COVID-19, *April 17-21, 2020*

Workshop, **Walsh N.**, "Supporting Language and Literacy in Distance Learning, Social Studies: Grades 7-12," California Education Partners & Mendota Unified, Virtual, *April 2020*

Presentation, **Walsh N.**, "Introduction to the Dyslexia Guidelines: Webinar," CRLP at Fresno State, Fresno, CA, *March 2020*

Workshop, Harrington, L. and **Walsh, N.,** "Cultivating Connections and Efficacy: Systematic Approach to Retain Alternatively Permitted New Teachers," Fall 2019 Annual TECSCU Conference, New Orleans, *October 2019*

Workshop, Lopez, P.M. and **Walsh, N.**, "Content Area Language & Literacy in English: Grades 7-12" CRLP & Parlier Unified School District Partnership, Parlier, CA, *September 2019*

Roundtable, **Walsh, N.**, "District Supports for Alternative Permit Teachers: University/ District Research Collaborative (Working Paper)," Dandoy Research Colloquium, Fresno, CA, *May 2019*

Workshop, **Walsh, N.**, "'Hype' up your classroom!: Using multimedia text sets for inquiry learning," KSOEHD 2019 César Chávez Education Conference, Fresno, CA, *May 2019*

Poster, **Walsh, N.**, "CRLP Region 7: Collaborating with Local Educators on Dual Immersion, Foundational Reading, and Teacher Leadership Initiatives," Fresno State - President's Showcase of Excellence 2019, Fresno, CA, *April 2019*

Workshop, **Walsh, N.**, *"*Forget Emailing Drafts... Innovate to Collaborate! Using Google Docs for Advising Student Master's Degree Projects," 2019 CSU Teaching & Learning Symposium, Fresno, CA, *March 2019*

Roundtable, **Walsh, N.**, "Upgrade Your Assignments! Using Digital Posters to Demonstrate Learning," 2019 CSU Teaching & Learning Symposium Fresno, CA, *March 2019*

Presentation, **Walsh, N.**, "Evaluation: Survey to Support Statewide COI on Developing Teacher Leaders," CRLP February Statewide Directors' Meeting, Sacramento, CA, *February 2019*

Poster, **Walsh, N.**, "Showcasing My PBL Journey: Community Mapping Projects for CI 151, FTRP," Fall 2018 High Impact Practices Symposium (HIPS), Fresno, CA, *December 2018*

Workshop, **Walsh, N.**, "CA Dyslexia Guidelines Overview," MARC 2018 Fall Literacy Institute – A New Beginning!" Madera, CA, *December 2018*

Workshop, **Walsh, N.**, "Self-Consciousness, Redemption, and the Reading Workshop: A Space for Voice, Maturation, and Competence," 2018 NCTE Annual Convention – Raising Student Voice, Houston, TX, *November 2018*

Panel Discussion, **Walsh, N.**, "Ask a Principal!" Fresno State KSOEHD Make a Difference - Teach! Conference, Fresno, CA, *September 2018*

Workshop, **Walsh, N.** and Harrington, L.,"Non-credentialed Teachers Ready for Day One...Can It Really Happen? : Developing New Teachers-in-Training Through an Innovative Prep Academy Partnership," Clute International Conference on Education, Arlington, VA, *April 2018*

Poster, **Walsh, N.**, *"*Teacher Professional Development For A K-8 Stem Initiative: A Responsive Integrated Coaching Partnership Model," Clute International Conference on Education, Arlington, VA, *April 2018*
Poster, **Walsh, N.**, "CRLP Region 7: Reimagined to Re-engage and Re-ignite Teacher Leaders Across the Central Valley," Fresno State President's Showcase of Excellence 2018, *April 2018*

Workshop, **Walsh, N.**, "Non-credentialed Teachers Ready for Day One...Can It Really Happen? : Developing New Teachers-in-Training Through an Innovative Prep Academy Partnership," Southern California Professional Development Schools Conference, Cal Lutheran, Thousand Oaks, CA, *February 2018*

Invited, **Walsh, N.**, "CRLP Region 7: A new beginning!" Kremen School of Education and Human Development Community Council Meeting, Fresno, CA, *January 2017*

Invited, **Walsh, N.**, *"*Educational policy overview and the California Accountability Model and School Dashboard," California Reading and Literature Project at UC San Diego Teacher Leader Invitational, La Jolla, CA, *October 2017*

Invited, **Walsh, N.**, "Goals of Professional Learning and CaMSP Grant," Porterville Unified CaMSP Grant Evening Meeting, Porterville, CA, *May 2017*

Invited, **Walsh, N.**, "What is Constructivist Teaching and How Does it Facilitate Student-Centered Classrooms?" Porterville Unified CaMSP Grant Evening Meeting, Porterville, CA, *March 2017*

Invited, **Walsh, N.**, "Using Model Lesson Cycles to Inform STEM Practices," Porterville Unified CaMSP Grant Evening Meeting, Porterville, CA, *January 2017*

Workshop, **Walsh, N.**, "Developing Highly Qualified Teachers Through Professional Pre-service Teaching Opportunities: After School University and Teaching Fellows at CSU, Fresno," TECSCU/TRG Joint Fall Conference, Washington D.C., *September 2014*

Professional Certifications, Training & Other Attendance

Certifications

Clear Administrative Services Credential, Commission on Teacher Credentialing (CTC), through 2028

Clear Multiple Subject Teaching Credential, General Subjects, English Authorization, & Vocal Music Authorization, California Commission on Teacher Credentialing (CTC), through 2028

Social and Behavioral Research (Refresher), CITI, 2024

Public Service Ethics Education, Public School Works AB1234 Training for University High School Board, *November 2023*
Board of Institutional Reviewer, California Commission on Teacher Credentialing (CTC), 2019
CSU Advanced QLT in Teaching Online, CSU Office of the Chancellor, 2021
President's Cultural Competency Certificate, Fresno State, 2021
Online & Blending Teaching Fellow, Introduction to Teaching Online Using QLT, CSU Office of the Chancellor, 2018
Recertification for Research with Human Subjects, CITI, 2021
CalAPA Leadership Cycle 3 State Assessor, , California Commission on Teacher Credentialing (CTC) & Pearson, 2019
DISCOVERe Fellow, Center for Faculty Excellence (CFE), 2018
Grantsmanship, Fresno State Office of Research and Sponsored Programs (ORSP), 2018
Conflicts of Interest, CITI, 2018
Information, Privacy, Security, CITI, 2018
Quality Matters Improve Your Course Online, CSU Quality Assurance, 2018

Training

UHS School Board

Associate Professor, Fresno State, 2023

- Public Service Ethics Education AB 1234 course approved by the Attorney General and Fair Political Practices Commission, Fall 2023

Faculty Affairs

Assistant Professor, Fresno State, 2019–2022

- Kremen RTP Training with Faculty Affairs, Fall 2021 & Fall 2022, Fresno, CA (Virtual)
- Successful Tenure During the COVID Era
- Interfolio and Dossier RTP Case Training, Summer 2020
- Fresno State Faculty Student Ratings – New Program Training, Fall 2019, Fresno, CA

Kremen School of Education and Human Development

Assistant Professor, Fresno State, 2020–2022

- EdD Summer Residency Lunch & Learn, 2022 & 2023, Fresno, CA
- Kremen Sexual Harassment Resources and Policies Presentation, Spring 2022, Fresno, CA (Virtual)
- Kremen Winter Data Summit, Spring 2022, Fresno, CA (Virtual)
- Kremen Fall 2021 Faculty Accreditation Retreat, Fresno, CA (Virtual)
- Fresno State Department of Educational Leadership Research Symposium: Research to Ignite Change, 2021, Fresno, CA (Virtual)
- Kremen Spring 2021 Data Summit, Fresno, CA (Virtual)
- Relationships Matter: SEL and Literacy, Fresno State CRLP Hosted Webinar, Fresno, CA (Virtual)

- Kremen Fall 2020 Data Summit, Fresno, CA (Virtual)

California Commission on Teacher Credentialing
Assistant Professor, Fresno State, 2017–2023

- CTC Feb 26-Mar1, 2023 Accreditation Team Training, Virtual, CA
- CTC Nov 6-9, 2022 Accreditation Team Training, Virtual, CA
- CalAPA 2022 Standard Setting Conference with CTC and Pearson, Sacramento, CA
- CalAPA Program Update, SPring 2022, Quarterly Coordinators' Meeting, Sacramento, CA, Virtual
- CA CTC Workshop, Fall 2021: Digging Deeper session on Asset-based Learning and Preparing Equity Leaders, Sacramento, CA, Virtual
- CTC CalAPA Winter 2021 Quarterly Coordinators' Meeting, Sacramento, CA
- CalAPA Faculty Workshop, Spring 2020, Santa Clara, CA
- CASC Program Review Training, Spring 2020, Sacramento, CA
- CalAPA Virtual Think Tank Series, Fall/Spring 2020, Virtual
- Board Institutional Reviewer Training, Part II – Site Visitations, Fall 2019, Sacramento, CA
- CalAPA Standard Setting Conference, Summer 2019, Sacramento, CA
- CalAPA Standard-Setting Invited Panelist, Sacramento, CA, Spring 2019
- CalAPA Field Test Assessor Training, Carson, CA, Spring 2018
- CalAPA Field Test Update: Program Support Webinar #2, Online, Spring 2018
- CalAPA Program Update Webinar, Online, Fall 2018
- CalAPA Program Workshop, Madera, CA, Fall 2017

Office of Research & Sponsored Projects/University CPHS
Assistant Professor, Fresno State, 2017–2022

- University IRB Workshop for CPHS Chairs: Human Subjects Research Ethics and Submitting Protocols Through Kuali
- CITI Program Social & Behavioral Research Refresher Course, Virtual
- Fresno State Foundation PI Sponsored Programs COVID-19 Workshop, Spring 2020, Virtual
- Kuali Grant Launch Training
- Compliance, Integrity, and Good Research Practices Training
- Advance Grant & Contract Budgeting Workshop
- One-on-one Training, Doug Carey

California Reading & Literature Project Statewide Office
Advisory Committee Member, CRLP Fresno State, 2020–2022
Regional Director/Co-Director, PI, Fresno State, 2016 – 2020

- Transforming Literacy: Reclaiming Our Why, CRLP Statewide & Fresno State, Virtual

- California Subject Matter Projects, LeadLearn Conference 2020, Spring, San Diego, CA
- Dyslexia Guidelines 2.0: George Ellis, Regional CRLP Director, UC Berkeley, Fall 2019 Director's Meeting, Los Angeles, CA
- Evaluation of PD: Part II, Using Guskey's Model, Regional Directors Sara Perterson, UC San Diego and Jeannie Wiechman, UC Santa Cruz, Fall 2019 Director's Meeting, Los Angeles, CA
- Learning How English Works: CRLP Signature Program Trainer of Trainers, UC Irvine, CA
- Differentiated Assistance in California Training, San Diego County Office of Ed
- CA Dyslexia Guidelines: Overview, Update, and Advocacy, Dr. Virginia Kennedy, CSU Northridge
- Research on Teacher Leadership Development, Dr. Magaly Lavandez, LMU

Fresno State President's Commission on Inclusivity and Cross Cultural & Gender Studies Center
Assistant Professor, Fresno State, 2020–2021

- Examining Micro Aggressions Seminar
- Power, Privilege and Oppression Seminar
- Virtual Lunch & Learn: Navigating Higher Ed, The Hmong Woman's Perspective
- Supporting Trans Students: Faculty and Staff Seminar
- Exploring and Addressing Our Hidden Biases Seminar
- NCBI (National Coalition Building Institute) Workshop
- Fall Fresno State President's Commission on Inclusivity 2-Day Forum: (Un)Civil Discourse
- Peaceful Problem-Solving in a Multicultural Environment

Fresno State Center for Faculty Excellence (CFE)
Assistant Professor, Fresno State, 2017–2021

- CSU Advanced QLT Course in Teaching Online (3-week session)
- Provost's Forum for Virtual Instruction, Part 1
- Virtual Summer Institute Faculty Facilitator Training
- Growing with Canvas for Early Adopters
- Project-Based Learning Integration
- DISCOVERe Summer Workshop & Spring FLC
- Designing Student-Centered Assignments with PBL Seminar
- Spring 2018 Technology, Innovations, and Pedagogy Conference
- Fall 2017 Technology, Innovations, and Pedagogy Conference
- New Tenure-Track Faculty: High Impact Practices Seminar
- New Faculty 5-day 2017 Orientation

Fresno State Ethics Center and Mediator Mentors' Project
Assistant Professor, Fresno State, 2020–2021

- Addressing Conflict Workshop, Spring 2020 (Virtual)
- Ethical Issues in Conflict Resolution, Fall 2020 (Virtual)

Fresno State Branding and University Communications
Assistant Professor, Fresno State, 2017–2018
- Social Media Workshop - Facebook basics
- Twitter Workshop
- Social Media Workshop - D.O.G. & Latest Updates

Fresno State Technology Innovations in Learning and Teaching (TILT)
- OU Campus Website Training, Fall 2016
- Blackboard Communication Tools Training, Spring 2016

Other Attendance
- American Educational Research Association Annual Meeting, 2023 Chicago, IL
- Meredith Fellows' 2022 Implementation Conference, Virtual, CA
- NASPA 2021 Western Region Conference, San Fransico, CA
- California Language and Literacy Institute Fall 2021 Summit, California Education Partners, Sacramento, CA (Virtual)
- California Language and Literacy Institute Spring 2021 Summit Sacramento, CA (Virtual)
- AERA Annual Meeting 2021: Accepting Educational Responsibility USA (Virtual)
  Advancing Qualitative and Mixed Methods Data Collection and Analysis with Visual Displays, AERA Professional Development Course, USA (Virtual)
- California Association of Professors of Education Administration (CAPEA) Fall 2020 2-Day Conference: Transforming Educational Leadership to Address Racial Equity, Riverside, CA (Virtual)
- CAIS Inclusive Leadership Forum, Fall 2020, Sacramento, CA (Virtual)
- California Language and Literacy Institute, Early Literacy Fall Convening, Sacramento, CA (Virtual)
- "Books and Zoom" with Madera-Fresno Area Reading Council, Fresno, CA (Virtual)
- AERA Worldwide Gathering for Reflection, Presentation, and Rededication, Spring 2020, Virtual
- AERA Online Conference Planning Workshop, Spring 2020, Virtual
- MARC Book Pairings Literacy Night, Spring 2020, Madera, CA
- MARC Books and Bubbles Literacy Night, Spring 2020, Madera, CA
- AERA SIG Webmaster Training, Fall 2019, Virtual
- Welty Center Exemplary Practices in Educational Leadership Conference 2019, Making Every Moment Count, Fall, Clovis, CA
- International Literacy Association International Conference, 2019, Fall, New Orleans, LA

- TECSCU Fall Meeting – 2019: Addressing Inequities in Teacher Education through Partnerships, Policies, and Practices, Fall, New Orleans, LA
- KSOEHD 2019 César Chávez Education Conference, Fresno, CA
- 2019 CSU Teaching & Learning Symposium – Educating Our Golden State – Reaching the Next Generation of Californians, Fresno, CA
- CFE Spring 2019 TIPS Conference – All Things Canvas, Fresno, CA
- MARC 2018 Fall Literacy Institute – A New Beginning!, Madera, CA
- National Convention of Teachers of English 2018, Houston, TX
- Welty Center Exemplary Practices in Education Fall 2018 Conference with Pedro Noguera, Clovis, CA
- CA Dashboard Live Stream Training, Year 2 – Spring 2018 Webinar, Online
- CSMP LeadLearn Conference – UC Davis, Spring 2018, Davis, CA
- Education Week Leaders to Learn From 2018 Conference, Spring 2018, Washington, DC
- Clute International Conference on Education Washington DC, Spring 2018, Arlington, VA
- Southern California Professional Development Schools (SCPDS) 7th Annual Conference at Cal Lutheran, Spring 2018, Thousand Oaks, CA
- CCEE Content Library Orientation Webinar, Fall 2017, Online
- Central California Dual Immersion Initiative Workshop, Fall 2017, Fresno, CA
- Welty Center Exemplary Practices in Education Fall 2017 Conference with Robyn Jackson, Clovis, CA
- Fall 2017 CLEAR Mentoring Summit, Fresno, CA
- CLEAR Central Valley Equity Symposium Spring 2017, Illumination Education, Fresno, CA
- Character and Civic Education Conference, Spring 2017, Fresno, CA
- Project Lead the Way State Conference, Spring 2017, San Diego, CA
- Kagan Strategies Institute, Fall 2016, Fresno, CA
- Welty Center Exemplary Practices in Education Fall 2016 Conference with Mike Schmoker, Clovis, CA
- KSOEHD Site Visitation Project Training, Fall 2016, Fresno, CA
- California Subject Matter Conference Fall 2016 - UCLA, Westwood, CA
- Linked Learning 101 Training Spring 2016, TCOE and PUSD, Porterville, CA

Pioneer Union Elementary School District
Principal, Hanford, CA, 2014 – 2015

- LCFF and LCAP Training and Facilitation, KCOE and PUESD
- PBIS Champion Model School Participant and Team Facilitator, Jessica Djabrayan Hannigan
- School Budget Training, PUESD CBO

Madera Unified School District
Vice Principal, Madera, CA, 2012 – 2014

- Rigorous Curriculum Design, International Center for Leadership in Education
- Discipline That Restores – Restorative Justice Discipline Practices,m Ron and Roxanne Claassen, Fresno Pacific University
- PBIS Champion Model School Participant and Team Facilitator, Jessica Djabrayan Hannigan contracted through FCOE

PROFESSIONAL AFFILIATIONS

Fresno State Doctoral Program in Educational Leadership Graduate Group, Core Member, *Spring 2020–Present*
(Affiliate Member, 2019)

American Educational Research Association (AERA), *2016–Present*
Systems Thinking SIG Webmaster, 2018 – 2023
School Effectiveness and School Improvement SIG Secretary, 2018–2020

California Association of Professors of Educational Administration (CAPEA), *2018–Present*

Association for Supervision & Curriculum Development (ASCD), Member, *Spring 2022–Present*

California Faculty Association, Fresno State member, *2017–Present*

National Association of Student Personnel Administrators (NASPA), Faculty Affiliate, *Summer 2021–2022*

National Council of Teachers of English (NCTE), *2018–2021*

California Reading Association (CRA), *2017–2021*
Board Member, Local Chapter (Madera-Fresno ARC) President 2019–2020
Board Member, Local Chapter (Madera-Fresno ARC) Treasurer/Secretary, 2017–2019

International Literacy Association (ILA) member, *2016–2021*

Computer Using Educators (CUE), *2016–2021*

Association of California School Administrators (ACSA), *2011–2015*

California Teachers' Association, *2001–2011*

Madera Unified Teachers' Association, *2001–2011*
School Site Representative, Thomas Jefferson Middle School, 2004

Phi Kappa Phi National Honor Society, *Since 1999*

Golden Key National Honor Society, *Since 1999*

Professional Service

Executive Committee Campus Liason
KSOEHD Alumni & Friends Chapter, *July 2024–Present*

Board Member, KSOEHD Representative
University High School, *November 2023–Present*

Department Academic Sentator
Fresno State Academic Senate, October 2023–Present

Advisory Group Representative,
President's Enrollment Management Advisory Group, May 2023–Present

Minarets Foundation Board Member, Secretary
Minarets High School and Charter High School, 2024–Present

Minarets Foundation Board Member-at-Large
Minarets High School and Charter High School, 2023–2024

Peer Reviewer
AERA 2024 Annual Meeting
Division A - Administration, School Leadership Preparation Development, Systems Thinking SIG, 5 Paper Submissions; 5 Session Submissions
School Effectiveness & School Improvement SIG, 10 Paper Submissions
Mentorship & Mentoring Practices, SIG, 10 Paper Submissions
Supervision & Instructional Leadership SIG, 10 Paper Submissions

Faculty Panel Host
Ethics in AI Panel Session, Kremen School of Education Technology Committee, *November 2023*

Fresno State Faculty Representative
SQuAIR, CSU Chancellor's Office, *2022–Present*

Faculty Representative
University Athletic Advisory Committee, *2022–2023*

Department Representative
Fresno State Faculty Association, *2022–Present*

PASC & CASC Program Site Visit Reviewer
California Commission on Teacher Credentialing, *2022–Present*

Peer Reviewer
Educational Evaluation and Policy Analysis, *2023–Present*

Peer Reviewer
MDPI Education Sciences, *2022–Present*

Grant Reviewer
CSJV K-16 Partnership Grant, Fresno-Madera K-16 Collaborative, *2022*

Advisory Board Member
Fresno State Mediator Mentors Program, 2021–2024

Faculty Panel Member
Fresno State Campus Faculty Hearing Panel, 2021–2022

Peer Reviewer
AERA 2022 Annual Meeting
Division A - Administration, School Leadership Preparation Development, 5 Paper Submissions
School Effectiveness & School Improvement SIG, 2 Paper; 2 Session Submissions
Supervision & Instructional Leadership SIG, 5 Paper Submissions
School Improvement & School Effectiveness SIG, 4 Paper Submissions

Peer Reviewer
Journal of Education and Social Studies, *2021–Present*

Selected Award Presenter
AERA 2021 Annual Meeting, 2021
School Effectiveness and School Improvement Business Meeting Outstanding Dissertation Recipient

Selected Session Chat Discussion Facilitator
AERA 2021 Annual Meeting, 2021
Self-Study of Teacher Education Practices SIG Paper Session, Accepting Educational Responsibility: Building Living Theory Cultures of Educational Inquiry in a Global Context
Division A Administration Paper Session, Queering at the Crossroads: Researching, Teaching, and Liberation at the Intersections of LGBTQIA Identities in Education
Division K Teaching and Teacher Education Paper Session, Sustaining Disability in Teacher Education Programs: A Symposium on Disability Studies Cross-Pollination With Asset Pedagogies

Kremen Commencement Committee
Name reader, 2023
Faculty volunteer, *2020 – 2021*

Virtual Platform and Event Manager, Co-Host
Fresno State Department of Educational Leadership Spring 2021 Research Symposium, *2020 – 2021*

Kremen Dean Designee
Adult Learners K16 Collaborative, *2020–2023*

Peer Reviewer
Journal of School Leadership, *2020–Present*

Peer Reviewer
Journal of School Administration Research and Development, *2020–Present*

Peer Reviewer
International Journal of Learning, Teaching & Educational Research, *2019–Present*

Peer Reviewer
International Journal of Coaching & Mentoring, *2019–Present*

PASC & CASC Program Standards Reviewer
California Commission on Teacher Credentialing, *2019–Present*

Validation Team Member
Bonner Character & Civic Education Awards Validation Visits, *2018–2022*

Webmaster
AERA SIG, Systems Thinking *2018–2023*

CalAPA Standard-Setting Invited Panelist
California Commission on Teacher Credentialing, *2019, 2020, & 2022*

EdD Program Qualifying Exam Scorer
2019–Present

Selected Session Discussant
AERA 2020 Annual Meeting
Stress, Coping and Resilience, SIG: *Student Resilience in Response to Stressors*

Selected Session Chair
AERA 2020 Annual Meeting
Professional Development School Research, SIG: *Building Partnerships in Professional Development Schools*

School/University Collaborative Research, SIG: *Complexities of Collaborative Research on School University and Community Partnerships*
Division K - Teaching and Teacher Education / Division K - Section 5: *Cultivating Change and Innovation in Teacher Education*
Leadership for School Improvement, SIG: *Supporting School and Teacher Leaders for Improved Practice and Increased SelfpEfficacy*
Division K - Teaching and Teacher Education / Division K - Section 5: *Teaching Students to Think Like It: Disciplinary Literacy*

Peer Reviewer
AERA 2020 Annual Meeting
School Improvement & School Effectiveness SIG, 10 Submissions

Secretary/Treasurer
AERA SIG, School Improvement & School Effectiveness, *2018–2020*

Selected Session Chair
AERA 2019 Annual Meeting
Division K - Teaching and Teacher Education / Division K - Section 5: *Preservice Teacher Education Coursework: Curriculum and Teaching to Improve Teacher Knowledge, Understanding, and Pedagogical Practices*

Review Panel Invitee
AERA 2019 Annual Meeting, Division A - Administration / Division A - Section 5: Leadership Preparation Development, *2018*

Institute Co-Organizer
Madera-Fresno ARC Fall Literacy Institute, *2018*

Session Chair
Clute International Conference on Education/ Business, Washington DC, *2018*

Assessor
CTC & Pearson CalAPA Field Test, 2018

Interviewer, Planning Member, and Coordinator Support
Fresno Teacher Residency Program Partnership, Fresno, CA, *2016–2018*

Challenge Participant and Donor
Fresno State Day of Giving KSOEHD, Fresno CA, 2017

Single Subject Program Advising Support
Fresno Unified Job Fair, Fresno, CA, 2017

Scorer
Fresno Assessment of Student Teaching (FAST), KSOEHD, Fresno CA, 2016

Exhibition MC, Survey Developer, District Office Planning Support
Porterville Linked Learning and STEM Partnership, *2013–2018*

Community Service

Children's Musical Theater Works
House Volunteer

Minarets Volleyball Program
Lead Volunteer and Snack Bar Manager, *2023–2024*

Triumph Volleyball Academy
Volunteer, web content, graphic design, and fundraising, *2022–Present*

Central Valley Scholastic Chess Association
Advisory Board Member, *2020–2021*

San Joaquin River Parkway and Conservation Trust
Annual River Center Rose Pruning Volunteer, Fresno, CA, *2020 & 2021*

Buchanan Area Jazz Bands
San Joaquin Valley Jazz Festival Volunteer, Clovis, CA, *2019 & 2020*

Manchester G.A.T.E Elementary School
Elected Parent School Site Council Representative, Fresno, CA, *2018–2020*

Central California Foodbank
Distribution center volunteer, KSOEHD team, Fresno CA, *2022*
Thanksgiving meal packing, Fresno, CA, *2018 & 2019*

Elected Community Representative - Secretary/Historian
Tenaya Middle School School Site Council, Fresno, CA, *2016–2018*

New Covenant Community Church
Missions Dinner Silent Auction volunteer, Fresno, CA, *2018–Present*
Summer programming volunteer, Fresno, CA, *2013–Present*
Adventureland Teacher Grades 1-4, Fresno, CA, *2013–2019*

Committees

Academic Policy & Planning University Committee
Fresno State, Elected KSOEHD Representative, *2019–Present*
AP&P Chair, 2023–Present
AP&P Vice-Chair, 2022–2023

P-12 Educational Leadership Graduate Group (formerly Academic Task Force Committee)
Department of Educational Leadership, KSOEHD, *2017–Present*

EdD Graduate Group Admissions Sub-Committee
Contributing Member, *2019–2021; 2023–Present*

Basic Credentialing & Curriculum
KSOEHD, Fresno State, *2018–2023*
BCC Chair, 2019–2023

Committee on the Protection of Human Subjects
Department of Educational Leadership, KSOEHD, *2018–Present*

Dean's Advisory Committee
Kremen School of Education & Human Development, Fresno State, *2017–2020*

EAD 298/MDRP Committee
Department of Educational Leadership, KSOEHD, *2018 – 2020*

Fresno Teacher Residency Partnership Advisory Committee
Kremen School of Education & Human Development, Fresno State, *2016 – 2017*

Madera County Induction Advisory Committee
Madera Unified School District, Madera, CA, *2016*

Community & Collegial Relations

Attended, Chawanakee Unified State of the District Breakfast, O'Neals, CA, *September 2022*

Attended, Ninth Annual State of our Children Breakfast, The Children's Movement (TCM) of Fresno and CalViva Health, Clovis, CA, *September 2022*

Attended/Participant, Kremen National (AAQEP) and State Accreditation Site Visit and Outcome Presentation Meetings, *Spring & Summer 2022*

School District Partnership Invitation, Guest Speaker invitation for PASC program course EAD 261, Visalia Unified School District, *Fall 2021 & Fall 2022*

Host, National Assessment of Educational Progress (NAEP) 2022 First Meeting for Central Valley Region, *January 2022*

Donor/Challenge Participant, Fresno State Day of Giving, *Fall 2021 & Fall 2022*

Donor/Participant, Fresno State Alumni St. Patrick's Day Grab and Go Meal Scholarship Fundraiser, *Spring 2020 & 2021*

Submitted/Selected, Fresno State Campus News Photo of the Week, *February 2021*

Submitted, President's request for Innovative Teaching and Areas of Opportunity, *Fall 2020*

Presented, Department of Educational Leadership Faculty Spotlight, *Fall 2020*

Attended, President's Showcase of Excellence, Online, *May 2020*

Attended, EdD Program Virtual Medallion Ceremony and Celebration, *Spring 2020*

Submitted, Proposal to the President's Bold Idea Campaign, *Spring 2020*

Attended/Invited, Free Little Library Dedication for James Monroe Elementary School, Madera, CA, *Spring 2020*

Attended, Provost's Awards Lecture Series – Featuring Drs. S. Hernández & I. Hernandez, Fresno, CA, *Fall 2018*

Social Media Ambassador, Fresno State, Day of Giving, *Fall 2018*

Attended, Fresno Unified Superintendent's State of the District Luncheon, Fresno, CA, *Fall 2018*

Attended, Clovis Unified Superintendent's Annual Breakfast, Clovis, CA, *Fall 2018*

Attended, Fresno State Provost's New Faculty Luncheon, Fresno, CA, *Fall 2017*

Attended, President's Council on Teacher Education (P12), Fresno, CA, *2017*

Attended, KSOEHD New Faculty Writing Group Sessions, Fresno, CA, *2017*

Attended, Clovis Unified Superintendent's Annual Breakfast, Clovis, CA, *Fall 2017*

Attended, Future Ready Lab Ribbon Cutting Event, PUSD, *Fall 2017*

Attended, President's Council on Education (P12), *Fall 2017*

Attended, 14th Annual Business and Education Shareholders' Luncheon, MCSS, *Fall 2017*

Attended, Downtown Rotary Meeting Invitation from University HS Head of School, *Fall 2017*

Fresno Unified
School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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 have known about University High since its founding, and when I became the Dean of Arts and Humanities, I was asked to be part of the Board.

2. Explain why you wish to serve on the board.

I'm on the Board because I earnestly believe in the impressive work of University High school. The academic achievement that UHS has is unlike any other in the region, and I see firsthand how they set the platinum standard for the rest of the region, California, and the Nation.

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.

No, but I have held positions that inform me greatly --dean of Arts and Humanities, Provost, and now President at Fresno State.

4. Describe your understanding of the appropriate role of a public charter school board member.

To be fiscally responsible, to establish goals of growth and excellence for UHS, and to maintain the impressive standard of excellence that has been built.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I am a seasoned administrator, and have deep experience in the field of education. Furthermore, I am also able to leverage my influence to promote the good work of UHS.

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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: Saúl Jiménez-Sandoval	
Position on the Board:	Date: 29 Aug. 2024

S

AÚL JIMÉNEZ-SANDOVAL

President

California State University, Fresno
5200 N. Barton Ave., M/S UL48
Fresno, CA 93740
(559) 709-8915

sjimenez@csufresno.edu

EDUCATION

• 2005	Cornell University - School of Critical Theory: Certificate in Critical Theory
• 2001	University of California, Irvine: Ph.D. in Spanish and Portuguese Literatures
• 1996	Escuela de Arte y Antigüedades, Madrid, Spain: Certificate in Spanish Art History
• 1994, 1997	Universidade de Lisboa, Portugal: Certificates in Portuguese Language and Culture
• 1993	University of California, Irvine: Double Bachelor of Arts in History and Spanish. *Cum Laude*.

Professional Education

- George Blumenthal Scholar, Mentorship in Executive Leadership. University of California, Berkeley. Virtual. (2020).
- Presidential Leadership Academy, Inaugural Class. HACU. Chicago, IL (2019). *Proyecto Transformativo* was one of three selected for presentation at national conference.
- Becoming a Provost Academy. American Association of State Colleges and Universities. Minneapolis, MN (2019). Mentor: Linda Bleicken.
- Millennium Leadership Initiative Institute. American Association of State Colleges and Universities. Washington, DC (2018). Year-long Mentors: President Donald Betz and President Emeritus Doug Whitlock.
- Minority Serving Institutions Aspiring Leaders. University of Pennsylvania Graduate School of Education. Philadelphia, PA (2018). Year-long Mentor: President Mildred García.
- Executive Leadership Academy Alumni Retreat, University of California, Berkeley (2018). Mentor: President Emerita Josefina Castillo-Baltodano.
- American Council on Education (ACE), Spectrum Aspiring Leaders Program, Chicago, IL (2015).
- Executive Leadership Academy, University of California, Berkeley (2015). Mentor: President Emerita Josefina Castillo-Baltodano.

SUMMARY OF PROFESSIONAL POSITIONS

President, California State University, Fresno	May 2021 - present Jan 2021 – May 2021
Interim President, California State University, Fresno	July 2019 - Dec 2020
Provost and Vice President for Academic Affairs, California State University, Fresno	Jan 2016 - July 2019
Dean, College of Arts and Humanities, California State University, Fresno	July 2014 - Dec 2015
Interim Associate Dean, College of Arts and Humanities, California State University, Fresno	Jan 2008 - July 2014
Chair, Modern and Classical Languages & Literatures, College of Arts and Humanities, California State University, Fresno	2000 - present
Assistant, Associate, and Full Professor, Spanish and Portuguese, Modern and Classical Languages and Literatures, California State University, Fresno.	

PROFESSIONAL EXPERIENCE

Administrative Positions at California State University, Fresno

With approximately 65% of its student population as first-generation students, Fresno State is the premier university in the Central Valley that represents a gateway to a fulfilling professional life for our multicultural students. It has the proven power to transform individuals in ways that promote their unique talents and encourage their bold contributions to the greater good. Fresno State's status as a national leader in recruiting, supporting and graduating students from diverse backgrounds is evidenced by national

rankings. Fresno State was ranked No. 6 in the nation among public and private universities for social mobility in the Wall Street Journal/College Pulse 2024 Best Colleges rankings. The university is one of four California State University campuses in the top 10 for providing a high-quality education at an affordable price to create opportunities for students to move from one socioeconomic class to another. In 2023, Fresno State was ranked No. 26 in the nation by *Washington Monthly*.

President: May 2021 - Present

Fresno State's Carnegie Classification is that of a Doctoral University - High Research Activity. As President, I lead the largest and oldest public university in Central California with an annual budget of over $415 million. With a comprehensive Division 1 Athletic Program (Mountain West Conference), Fresno State's brand is recognized throughout the region, in California, and the country. The demand for Fresno State has increased over the years, and our student population is over 25,000. The University has over 3,000 dedicated faculty and staff who contribute to its recognized excellence. Fresno State has over 230,000 alumni, many of whom stay in the region. Hence, Fresno State's impact on the region is direct and palpable, as every facet of our Valley life is enhanced by our alumni. As both a Hispanic-serving and Asian American Pacific Islander Native American-serving institution, Fresno State has a highly diverse population and is located in the 9th most diverse city in the United States. Approximately 65% of its students are first generation to attend college, 62% are Pell Grant recipients, and over 90% are from Central Valley. Fresno State takes pride in being one of the most academically selective campuses in the CSU. All Cabinet level positions report directly to me: Provost and Vice President for Academic Affairs, Vice President of Administration and Chief Financial Officer, Vice President for Development, Vice President of Student Affairs, Vice President for Information Technology and Chief Information Officer, University Counsel, Director of Athletics, Executive Director of Governmental Relations (currently vacant),and the Chief of Staff. I represent Fresno State in the region, within both civic and business communities, as well as by reporting directly to the CSU Chancellor and Board of Trustees.

I. Major Responsibilities

• *Mission.* As President, I manage the human, financial, and physical resources of Fresno State, in order to further our mission to *Boldly empower every student for success.*

• *Repopulation*. Provide strategic, energetic, and creative visionary leadership in planning the current repopulation of Fall 2021, and ensuring a smooth transition;

• *Comprehensive campaign*. In strong coordination with the Vice President for University Advancement, I have focused significantly on our comprehensive fundraising campaign. My efforts highlight strategic and visionary leadership and planning skills, as well as the ability to articulate university-wide strategic themes and branding strategies.

• *Virtual Mode*. Develop and implement strategies on best practices for engaging our student population in virtual instruction;

• *Health*. Secure vaccines for students, faculty, and staff who have not received them;

• *CSU Sustainable Financial Model Workgroup*. Served on the systemwide workgroup charged with recommending to the Chancellor a multi-year strategy to evaluate alternative models for stable and predictable revenues that recognize the importance of sustaining the CSU mission, keeping CSU affordable and recognize the differences among CSU campuses.

• *Student Success.* Research and develop best practices for addressing high failure rates, specifically in key gateway challenging classes;

• *CSU Black Student Success Initiative.* Co-chair for a comprehensive and multi-pronged program initiative aimed at addressing the needs (and concerns) of Black students by promoting the goals of the California State University's Graduation Initiative (GI) 2025. These include: increasing retention and graduation rates, eliminating equity gaps in degree completion and improving student success through strategic thinking that employs a holistic approach to Black student success.

• *Budget.* Oversee and manage Fresno State's financial resources, both state-side and foundation, as well as its facilities;

• *CSU WATER*. Chair. The California State University is helping change the way California manages water. Founded in 2008 and composed of more than 250 water experts from throughout its 23 campuses, CSU WATER, Water Advocacy Towards Education and Research is developing water management solutions through research, partnerships, education and training that provides students with hands-on learning.

• *CSUBIOTECH*. Chair. CSUBIOTECH is a committed network of faculty, deans and presidents representing the CSU's 23 campuses. Together, our work champions biotechnology innovation and helps students embark on life science careers through experiential learning opportunities. CSUBIOTECH is dedicated to developing a diverse and professional biotechnology workforce for California and the global economy.

• *Industry partners.* Promote and further collaboration to augment experiential learning;

• *Elected Officials.* Maintain strong working relationships and foster support for the university;

• *Collective Bargaining Agreement.* Ensure Fresno's compliance with all collective bargaining agreements and regulations;

• *Diversity.* Promote and ensure diversity, inclusion and equity in all campus divisions. Message the university and greater community about the importance of history and race relations;

• *Shared Governance.* Lead in strengthening Fresno State's commitment to shared governance;

• *Community.* Promote the transformative power of Fresno State locally and nationally;

• *CSU Collaboration.* Work closely with leaders in the California State University system;

• *Nursing Program Development.* Explore partnerships to establish an ADN to BSN program, to resolve the demand for nurses in the region;

II. Major Accomplishments

- *Alegría Mental Health Task Force.* Created and charged the Alegría Mental Health Task Force with addressing the two fundamental needs demonstrated by rapid student, faculty, and staff survey feedback: A centralized list of resources on mental health, along with announcements of informal activities and events that foster a stronger sense of community and belonging. https://www.youtube.com/watch?v=eCrm9C_V0dQ

- *Active Anti-Racism Coalition.* Created the Active Anti-Racism Coalition at Fresno State, comprised of faculty specializing in race theory, invested students, and staff members from the Cross Cultural and Gender Center who are trained in community-building, who will work together to create a webpage of anti-racism resources.

- *Repopulation Task Force.* Charged and supervise co-chairs to ensure and plan for Fall 2021:
    - Face-to-face teaching
    - Mountain West Conference and Fresno State Athletics Operational Guides

- Academic Technology
- Summer Training for faculty
- Facilities and Cleaning
- Federal/State/County Guidelines
- Student Services and Engagement
- Medical, Counseling Services, Health Screening Protocols, and Baseline Testing
- Internship and Service-Learning Protocols

- *Hyflex Teaching.* In order to promote faculty adaptation of technology, I requested clear information on Hyflex Teaching classrooms. I charged provost and VP for Information

  Technology with planning for Hyflex teaching in Fall 2021, in strong collaboration with faculty. http://fresnostate.edu/academics/cfe/toolsforteaching/hyflex/

- *Op Eds.* Since January 2021, I have written 3 op-eds.

  1. Use of ACT and SAT in admissions: https://districtadministration.com/evolving-college-admissions-leave-sats-acts-behind-fresno-state/

  2. One-year anniversary of virtual instruction: https://www.fresnobee.com/opinion/readers-opinion/article249991689.html

  3. Co-authored with Dr. Varaxy Yi Borromeo, "Asian American Roots: To Cultivate, to Respect and to Honor". Upcoming publication.

- *Team-Building.* As part of forming an agile and highly effective team, I took the initiative to hire two outside consultants to build the Cabinet's esprit-de-corps and foment strategic communication and planning. Furthermore, I have had exciting and productive meetings with all division leadership: Academic Affairs, Administration and Facilities, Athletics, IT, and Student Affairs.

- *Development.* Capital Campaign at Fresno State. Proudly serving as a main architect of the vision of the campaign toward our ultimate 250M goal. Working with the Alumni Association, the Foundation Board of Governors, ethnic, community, and industry Advisory Groups, and new and current students. Directing the President's Campaign Leadership Council and Advancement teams. Personally meeting with over 30 donors. Have directed and actively participated in a 15M donation for the naming of the Concert Hall, as well as a 10M contract for the naming of a major building on campus. Led initiatives to secure successful gifts, such as the 1M Jain and Hindu Chair Endowment. Currently, multiple gifts are in process. 2018 - present.

- *Communication.* Initiated meeting with local media, and maintained transparency with campus communities with one forum for currently enrolled students, multiple forums for new and transfer students, and two faculty and staff forums. Sent clear messages communicating our current status and planning in the pandemic. Implemented varied types of communication formats: video, forums, written, op-eds, and leveraged University social media to convey the most important information pertaining to the pandemic and our Fall 2021 repopulation, and to foster a sense of belonging and hope in the current situation.

- *Athletics.* Toured all the athletic facilities and met with many of the coaches. Guiding the Athletic Director's creation of a strategic plan that addresses athletic excellence as well as deferred maintenance.

III. Board and Governmental Relations

- *California Teaching Fellows.* Board member and active participant of its fundraising and marketing committee. 2020 - present.

- *Central Valley Higher Education Consortium.* Active participant in the 28-member strong Consortium. Addresses complex initiatives on the region's most pressing issues, including college-going culture, college readiness, graduation rates, and degree attainment. Took the initiative in leading a discussion on high failure rates with our regional sister campuses in Bakersfield and Stanislaus. 2020 - present.

- *K-16 Collaborative, Co-Chair.* With Governor Newsom's support, the Collaborative is tasked with developing additional education pathways to help Fresno-area students move from high school to college and into the workforce. Governor Newsom links this proposal to a broader set of initiatives addressing educational and employment disparities in the Fresno region. This multi-pilot project seeks to close equity gaps with our region's racially and socioeconomically diverse student population by leveraging the K-12 and post-secondary educational systems across the Fresno diverse student population. Close collaboration with President Jerry Buckley (Reedley College) and President Carole Goldstone (Fresno City College) to create pathways for business, engineering, and teaching disciplines. 2020 - present.

- *Mountain West Board Member.* Member of Strategic Planning Committee and Budget and Finance Committee. Reviewing important historical events, evaluating the current state of the organization, and presenting a viable and competitive vision for the organization's next stage. 2020 - present.

- *Ag Foundation Board of Directors.* Ex-officio. Participate in all matters related to the University Farm. Charged a subcommittee with a marketing campaign on Fresno State's award-winning wines. Currently charged the provost with a strategic plan on budget and marketing for the creamery (which includes Fresno State's ice cream). 2019 - present.

- *Athletic Corporation Board of Directors.* Participate in all meetings and discussions regarding the Athletic Corporation at Fresno State. 2019 - present.

- *Foundation Board of Governors.* Meet and set the agenda for the Foundation, together with the Executive Director and the Chair. As part of the Governance Committee, I participate and direct discussions on pressing issues such as fundraising and the capital campaign, term limits, investment of funds, capital projects, and distribution of resources to Fresno State. As a non-profit 501 (c) (3), the corporation is essential to the success and future of Fresno State. 2021 - present.

- *University High School Board Member.* Participate in strategic planning that maintains UHS as a nationally recognized school. 2018 - present.

- *President's Leadership Councils.* Since their inception, I have been a member of the President's Councils comprised of prominent community leaders, working to nurture cultural ties, collaboration, and fundraising opportunities:
    - President's Jewish Leadership Council. 2018 - present.
    - President's Latino Leadership Community Group. 2017 - present.
    - President's Portuguese Leadership Council. 2017 - present.
    - President's Armenian Leadership Council. 2016 - present.

- *Governmental Relations.* Met twice with all elected officials representing the Fresno region -local, state, and federal. Have strong working relationships with all members.

- *SE Asian Community Task Force*. Group includes Hmong and SE Asian leaders, as well as area superintendents. Focus on cultural, linguistic, and fundraising opportunities for the SE Asian communities. 2016 - present.

- *President's Advisory Board on African American Student Success.* Includes African American community leaders, faculty, staff, and students, all focused on the recruitment, retention, and graduation success of our African American students. Currently focused on deliverable goals for the Board, which will further student success. 2016 - present.

- *International Advisory Board Member of Mexican Studies / Estudios mexicanos.* This premier journal of Mexican studies is published through a cooperative venture of the University of California Institute for Mexico and the United States (UC MEXUS), UC Press, and the Universidad Nacional Autónoma de México (UNAM). 2014 - present.

IV. Initiatives, Partnerships, and Grants

- *CENID* (Center for Engineering Innovation and Design). In partnership with local business and industry leaders, as well as the City of Fresno, currently leading a discussion on how Lyles College of Engineering can play a critical part as an innovation, research, and development partner to regional industry and entrepreneurs. With expert faculty in several critical engineering areas, as well as talented, creative, and innovative students, the Lyles College of Engineering will build on its legacy of past and current partnerships with industry to serve the needs of our regional partners. CENID will contribute directly to the attraction of industry and economic development.

- *DRIVE (Developing the Region's Inclusive and Vibrant Economy).* Involved with this 10 year community investment plan, which was drafted with input from a 300-person steering committee that represents over 150 organizations in the greater Fresno region.

- *Prison Education.* Based on years of direct involvement with prison education initiatives, I've led the implementation of a virtual-delivery (for now) of an upper division GE course (CRIM 120) in Valley State Prison and the Central California Women's Facility. This is the foundation for an entire BA in Sociology that Fresno State will teach in two prisons, in conjunction with West Hills College in Coalinga.

- *President's Council on Equity, Diversity, and Inclusion 2021 Spring Virtual Forum: From Prison Grounds to Caps and Gowns.* Led initiative to bring this pressing topic to Fresno State. Secured the keynote speaker, Dr. Lande Ajose, Governor Newsom's Senior Policy Advisor for Higher Education. Strong direction and coordination with Dr. Emma Hughes and Dr. Victor Torres.

- *Seal of Excelencia.* In 2021, Excelencia in Education certified CSU, Fresno with the Seal of Excelencia. Excelencia in Education began Seal certification in 2019 as one of its transformational strategies to lead HSIs to go beyond simply enrolling Latino students to intentionally serving Latino students, while serving all. Only 30 HSIs have earned the Seal.

- *Nursing.* Currently pursuing dual enrollment pathways with Fresno City College, to increase the number of BSN graduates in the region. Collaboration is fitting, as Fresno City College has the second largest Associate Degree Nursing program in the US. Initiative is supported by Dr. Joaquín Arámbula.

V. Sponsored and Invited Engagements

- Mar 30, 2021. The Fresno Bee Education Lab's live virtual event titled "College Crisis?"
- March 18, 2021. The Future Trends Forum with Bryan Alexander.
- March 9, 2021. WESTOP Annual Conference Higher Education President's Panel: "On the Future of Higher Education."
- March 5, 2021. Fresno Compact Panelist. Future of Higher Education and College-Going Culture.
- April 4, 2022. MSI Aspiring Leaders Conference Panelist. "The Uniqueness of MSI Leadership."
- June 9-10, 2022. UEES Keynote Speaker: ARCA International Meeting on Higher Education: "Post Pandemic Innovation". Guayaquil, Ecuador.
- July 7, 2022. AASCU Summer Council of Presidents Panelist.
- July 24, 2022. CV Riser Keynote Speaker: "Heroes Ontology, and Stem."
- August 8, 2022. ELA: Policy and Transparency.
- October 5, 2022. HACU: La Academia de Liderazgo Seminar Panelist: "Lessons Learned by New Presidents."
- June 28, 2023. BIFAD Panelist: "MSI Expertise in Agriculture, Food Security, and Nutrition."
- July 18, 2023. ELA: Policy and Transparency.
- September 11-13, 2023. ICEM Keynote Speaker: "Furthering Student Success through Leveraging the Power of Technology" Kuching, Malaysia.
- July 28, 2023. Rise 2 IT Podcast with Jonathon Hernandez.
- August 17, 2023. Podcast. CSU Black Student Success Report.
- August 31, 2023. Gottlieb Podcast: Transformed: "How AI will Catalyze Higher Ed Reform."
- October 23, 2023 CSU GI 2025 Symposium Leadership Panelist: "Changing Culture."
- October 29, 2023 HACU California HIS Summit Panelist: "Food Security and Mental Health."

VI. Community Engagement with Diverse Community Groups

- *Ethical Leadership Award Selection Committee.* Participate in selection of awardee, along with the Ethics Center, the Lyles Center for Innovation and Entrepreneurship, and the Better Business Bureau. 2019 - present.

- *Central Valley Latino Leadership Academy Mentorship Program.* Mentor community leaders, and actively participate in the organization. 2018 - present.
- *KVPR Membership Drive Campaign.* Volunteer to promote the station and Fresno State during on-air appeals. 2014 - present.
- *Spanish-Language Media Appearances.* Reached a large and diverse viewership through multiple appearances on Univision's *Arriba Valle Central*. Focused on the value of a university education, Feria de Educación, Keyboard Concert Series, and Mexican literature and culture. 2014 - present.
- *Radio Bilingüe.* Maintain a strong relationship with Hugo Morales, Executive Director and co-founder, which has resulted in collaborative initiatives with our students and faculty. 2009 - present.
- *Arte Américas.* Continuous collaboration on various initiatives, including an upcoming book that traces the history of Latinos in the Valley. 2008 - present.
- *Mexican Consulate.* Maintain a strong 21-year professional relationship with the Consulate, which has resulted in multiple cultural events that have involved our students and enriched our campus culture. 2000 - present.

Provost and Vice President for Academic Affairs: July 2019 - January 2021

As Provost, I led Academic Affairs in an ascendant university on the verge of significant growth. I championed Fresno State's mission of academic excellence and access; provided trusted leadership for the faculty; connected a vibrant campus life to the academic experience through continuous improvement of support structures and high impact practices; and fostered an inclusive and collaborative environment for personal and professional relationships at all levels. budget My focus during an unprecedented period of crisis was the support of the faculty through clear, consistent, and relevant communication regarding safety, virtual instruction, and planning for future semesters.

I. Senior Campus Leadership as Provost

- Co-chair, President's Covid-19 Task Force, Fall 2020
- Member, Top Dog Selection Committee, 2018 - 2020

II. Major Accomplishments

- *Effective Crisis Communication.* In Spring 2020, held two faculty forums, and two forums for best practices for virtual instruction for faculty. Sent multiple letters of encouragement to faculty, messages requesting updates on teaching progress, and charged a task force to repopulate campus research labs.
- *Collaboration with Student Affairs.* Worked with Admissions to welcome the largest entering class in Fall 2020, and successfully co-led the Student Success Executive Committee.
- *Ethnic Studies Requirement.* Created and empowered a committee to successfully implement AB 1460, Ethnic Studies in 2020, in close collaboration with the Senate's Executive Committee. Through open dialogue and clear analysis of benefits and outcomes, I led Fresno State to become the first CSU in the system to adopt an Ethnic Studies Policy through a transparent process that involved every major stakeholder. The policy passed at the last Senate faculty meeting of Fall 2020, with more than 70% support, thus exemplifying consensus-building and shared governance.
- *Accreditation.* Created the Center for Accreditation and Assessment, implemented an assessment schedule for all accredited programs. Successfully led interim dean and faculty in the recovery of our accreditation in the MA in Nursing and passing of all accreditation requirements with high marks for all our Nursing programs and certificates.
- *Budget.* Directed and stabilized a significant deficit forecast of 6.3M; ended the 2019-20 academic year with a 4M surplus. Directed enrollment management, implemented a policy on release time, and directed the creation of a new budget formula for the colleges.

- *Graduation Rates.* Carried out extensive research and led the Office of Institutional Effectiveness to identify the 5 most important GE courses that impact timely graduation. Implemented a pilot tutoring initiative to address high-failure rates in key STEM courses.
    - For first-time students, the 4-year graduation rate has increased 2.1%, from 19.3% to 21.4%.
        - The 6-year graduation rate has increased 3.5%, from 54.0% to 57.5%.
    - For first-time transfer students, 2-year graduation rates have increased 6.9%, from 33.7% to 40.6%.
    - Currently our gap between underrepresented minority students and other students is at 2.5% --one of the lowest in the system.
    - The graduation rate gap between Pell grant eligible students and non-Pell grant eligible students decreased by 1.4%, from 12.0 to 10.6%.
- *Grants and Research.* Under my leadership, Fresno State exceeded all previous years in funded grants. With a 22% increase compared to the previous year, Fresno State faculty won 393 awards, with a total funding of $45 million. I led discussions with deans on grant writing, made it part of a dean's annual evaluation, and encouraged faculty grant writing at forums and college assemblies.
- *Mission/Vision of Academic Affairs.* Initiated revision of mission and vision statements, and implemented new goals specific to student success and graduation rates, fundraising, and academic excellence. 2019.
- *Online Degree Completion Program Liberal Arts Degree.* Led the establishment of a program with CGE for students who dropped out in good standing. Approved by CSU Chancellor, December 2018. Our first 12 graduates completed their degree in December 2020.
- *Provost Department Visits.* Visited every department and program at Fresno State, AY 19-20. Learned about each discipline, major, and graduate program at Fresno State. Gained a solid knowledge on faculty research, department goals, and potential areas of growth.
- *New Faculty Orientation Program.* Designed and led onboarding meetings for new university faculty, where I presented and discussed shared governance, our academic policy manual, tenure and promotion processes, and grant opportunities. Continued engagement through the tenure and promotion process.

III. Initiatives, Partnerships, and Grants

- *Holistic Sustainability.* Collaborated with the Sustainability Club to lead efforts in achieving a Bronze STARS rating from the Association for the Advancement of Sustainability in Higher Education. Guided conversations on a systematic approach to sustainability on campus -cultural, linguistic, environmental, agricultural, economic, historical, ethnic and racial, and curricular.

- *UN Global Compact.* With 10 principles that address human rights, labor, environment, and more, Fresno State joins the The UN Global Compact with the goal of promoting a holistic approach to sustainability. The sustainable Development Goals (SDGs) are part of our strategy, teaching, research, and service to our local and global communities, strengthening our already-thriving culture of community empowerment, led by the Richter Center.
- *U.S. Department of Education "Developing Hispanic-Serving Institution" grant award* - $2,996,912. STEAM: Enriched Pathways—democratizes access to success for all students in the "STEAM" disciplines (STEM, plus Agricultural Sciences and Technology). The award achieves this over five years, starting in 2019, through:
    - training faculty to deliver course-embedded undergraduate research experiences;
    - developing substantial work-based learning opportunities, at least two per student;
    - embedding financial and career planning into first-year courses;
    - building an endowment to continue to fund these activities post-grant.

IV. Sponsored and Invited Engagements

- Ongoing Media Relations: 20+ interviews, in English and/or Spanish, to highlight academic excellence of our programs and promote Fresno State's interests in the community.
- *Chronicle of Higher Education.* "The New Shape of Learning" panelist. Sept. 23, 2020.
- CA Economic Summit, Fresno Showcase panelist. November 8, 2019.
- Gandhi Legacy Conference. Co-sponsored the first international Gandhi conference at Fresno State. Oct. 11, 2019.

V. Community Engagement with Diverse Groups

- *Punjab Agricultural University MOU*. Visited the PAU as the Fresno State representative, for the signing of an MOU that facilitated exchange of faculty and students between the two institutions. November 2019.

VI. Honors

•2019 Horizon Award, Excellence in the Arts. Fresno Art Council. October 24, 2019.

Dean, College of Arts and Humanities: January 2016 - July 2019

Responsible for strategic leadership of the largest FTES college on campus, with a multi-faceted curriculum that addresses the core needs of the University. Supervision of: 4 galleries, the University Press, Center for Creativity and the Arts, 3 study abroad programs, 16 discipline-specific computer labs, a tutorial Writing Center, a concert hall and the Wahlberg Recital Hall, a fully-equipped John Wright Theatre and the Dennis and Cheryl Woods Arena Theatre, dance, painting, sculpture, printmaking, and ceramics studios, a foundry, television and film production studios, KFSR Radio Station, and smart classrooms. Management of an operating budget of $20 million, and supervision of 150 full-time faculty members and more than 260 additional employees, including part-time faculty, graduate assistants and teaching associates, and clerical and technical staff.

VII. Senior Campus Leadership as Dean

- Member, President's Medal of Distinction Committee, 2016 - 2020
- Member, Technology Steering Committee, 2016 - 2019
- Chair, Dean of Continuing and Global Education Search, February - September 2018
- Chair, AVP Faculty Affairs Search, April - November 2017

VIII. Major Accomplishments

- *State of the College of Arts and Humanities.* As Dean, re-envisioned the potential of this event to highlight the Dean's Council and the importance of the College, within the University and wider community. 2016 - 2019.

- *CAH Convocation.* As Dean, created and implemented the first-ever student convocation for Arts and Humanities. Attendance rose from 75 students the first year, to over 400 in my last year. Chairs, faculty, and staff attended, as well as most clubs housed in the College. Focus on information, fostering a sense of identity, and promoting early graduation.

- *Emergency Response Plan.* Took initiative in implementing a Plan for all departments and offices in Arts and Humanities. Coordinated with the Police Department in establishing best-practice protocols and training for all CAH offices.

- *Adobe Creative Cloud.* Coordinated with the CAH Technology Committee, CIO, Provost, and President, as well as with CSU, Fullerton’s CIO to bring the software to campus.

- *Social Media Crisis Management.* Proactive and successful approach to social media crises, emphasizing clear communication, the University mission, and an expedited resolution.

- *Institutional Strategic Planning.* Led CAH’s nine Departments and one Program to design strategic plans, with clear curriculum, development, equipment, and personnel goals.

- *Fresno State Mentor Program.* Proud legacy of mentoring over 10 faculty from various disciplines. 2016 - 2019.

- *Salary Equity*. Resolved salary inversion through data-analysis and construction of a feasible salary scale for CAH Full Professors. 2016.

IX. Development

- *Day of Giving, Top College, 2017, 2018, and 2019.* Successfully launched a social media campaign that engaged the most unique donors: 2017: 179 unique donors; 2018: 461 unique donors, out of which 145 were faculty and staff.
- *Arts and Humanities Advisory Board (AHAB).* Held first ever retreat in 2016, and two more. Focus on goal-setting, clarity of vision for fundraising and community responsibilities. Grew AHAB member support of Dean's Council from 57% in 2016, to 85% in 2017, to 100% in 2018.

- *Dean's Council.* Successfully led AHAB to three fundraising campaigns for Dean's Council: 100K in 2016, 150K in 2017, and 150K in 2018. Strategically grew Dean's Council sustaining members: 2016: 51, 2017: 67, and 2018: 83.

- *College of Arts and Humanities Development.* Created a Committee, established strategic fundraising plans and goals; many faculty are now engaged in fundraising.

- *Donor Appreciation.* Nurtured valued relationships with donors; secured key donations for English, Philosophy, Spanish, and Theatre. Maintained an active card-writing campaign to over 600 donors.

- *Comprehensive Campaign Priority Planning Committee.* Selected as one of two deans to meet with VP Student Affairs, VP Advancement, Provost, and Marts and Lundy to focus on Fresno State's capital campaign. January 2018.

X. Curricular Innovation (selected)

- *Online Degree Completion Program Liberal Arts Degree.* Helped establish the program with CGE for students who dropped out in good standing. Approved by CSU Chancellor, Dec. 2018.

- *BA in Dance.* Coordinated submission and approval of Dance BA, which positions Fresno State to better recruit local dance talent, often taken by schools in Southern CA. 2018.

- *BA in Art History.* Coordinated submission and approval of BA in Art History, which will feature a global, non-Eurocentric perspective on the history of art. 2018.

- *Correctional Recreational Certificate.* Participated in creation of the Certificate with the Department of Recreation Administration. 2018.

- *Portuguese Studies Minor.* In coordination with Social Sciences and Jordan College of Agricultural Sciences and Technology, engaged in successful development efforts with Luso-American Development Foundation and local community. 2018.

- *Study Abroad, Mexico City*. Created and launched a summer class in art history in Mexico City. 2018.

- *Translation Program in Spanish.* Established the first Legal and Medical interpreting and translation program in the region. 2017.

- *Online MUSIC 9 course.* Secured funding for largest online course, at almost 1,000 students. 2017.

- *Italian Studies Minor.* Initiated creation of comprehensive approach to Italian Studies by fostering a community fundraising effort for an endowment. 2017.

- *Interior Design.* Revived program. Hired faculty and secured 4-year accreditation. 2016.

- *Hmong Minor.* Coordinated with Hmong Program Coordinator and Linguistics Chair to envision and secure Hmong Minor –first in the Western United States and largest in the nation. 2016.

XI. Initiatives, Partnerships, and Grants

- *President's Commission for the Future of Arts and Humanities.* As Co-Chair, led internal and external needs assessment for comprehensive market and curriculum analyses of a Performing Arts Center at Fresno State. Results indicated overwhelmingly positive support for a venue. Currently leading the second exploratory phase of design options of the proposed facility that would convey its scale, character, and placement on the campus. 2017 - 2019.

- *Prison Art Initiative at Avenal State Prison.* Secured 73K in grant money and established the first Fresno State Prison Art initiative, focused on art, identity, and social good. 2017 - 2019.

- *Fundação Luso-Americana para o Desenvolvimento (FLAD, Luso American Development Foundation).* Collaborated with Jordan College of Agricultural Sciences and Technology and College of Social Sciences. Wrote lead parts of two key grant areas that were funded: Portuguese American Oral History Project ($50K), and Portuguese Studies Lecture Series ($15K). 2018.

- *Interfaith Scholar Community Leadership Council.* Helped organize visits from prominent faith leaders that promote interfaith dialogue and promote religious tolerance. 2017 - 2019.

- *Beijing Union University.* Partnership to bolster enrollment of international students in Art, MCJ, Music, and English. 2017 - 2018.

- *The Collegian Advisory Board.* Led discussions in major capital expenditures, provide leadership on its direction, and ensure the newspaper's viability. 2016 - 2019.

- *Summer Arts CSU Advisory Council Board Member.* Member of the system-wide Advisory Board that oversaw the direction and planning for the program. 2016 - 2019.
- *Summer Arts Community Board Member.* Led regional fundraising efforts with a record-breaking annual average of $40,000. 2016 - 2019.
- *Philip Lorenz International Keyboard Concert Series Board Member.* Developed program and facilitated fundraising with various demographics in the Valley. 2016 - 2019.

XII. Sponsored and Coordinated Projects

- *Institute for Media and Public Trust.* Secured funding for Institute creation. Administered budget, ensure viability, promote fundraising, and work to maximize impact.
- *CSU Summer Arts.* Supervised facilities, fundraised, and supported program by attending key events. CAH-hosted summer program for students from the 23 campuses and the community, who take courses from world-class instructors in animation, creative writing, art, theatre, and dance.
- *Center for Creativity and the Arts (CCA).* Created Director position, supervised budget, coordinated programming, and provided ongoing support by attending events and welcoming the community.
- *Cineculture*. Oversaw Cineculture's budget, which supports visits by internationally known directors and actors who interact with students and community members after film screenings. Initiated fundraising and currently lead a campaign to raise $10,000.
- *KFSR Radio Station*. Led creation of a critical vision and goal-setting for the radio station, with a strong focus on student involvement and brand-building. Stabilized budget. Supported coverage of student stories and placement of student interns. Assured communication between KFSR and MCJ.
- *The Collegian newspaper.* Developed a new vision for the newspaper, renewing its purpose. Stabilized budget by implementing hybrid publication model (weekly print with daily online mode).
- *California Latino Leadership Education Summit.* In coordination with Joel A. Murillo, sponsored this important education summit to explore the history of Latinos in higher education, current trends, future goals, and areas of opportunity.
- *Mediator Mentors.* Administered the budget for this important program that supports the development of conflict resolution skills in school children, in partnership with K-12 schools.

XIII. Creative Community Engagement

- *Partnership with Mexico City museums.* Constructed and secured an agreement to host art exhibitions of popular and modern art. One exhibition to date, with 500 visitors. 2018-2019.

- Juan Felipe Herrera, *Elotes con sangre*. First Latino US poet laureate. With funding from then-President Castro and then-Provost Zelezny, I coordinated a trip to the Library of Congress for a performance of Juan Felipe's poetry to original music. 400 attendees with more via live streaming. April 25, 2018.
- Juan Felipe Herrera, *Magnifying the People's Voice*. Sponsored and gave opening presentation on the power of poetry for Juan Felipe Herrera's 2nd exhibition at M Street, showcasing travels in the US. 400+ visitors. October 24, 2017.
- Farzada Wahidy, *The Other Eye on Afghanistan*. Co-sponsored with CCA, an exhibition by a female photographer from Afghanistan who documents the life of women. 600+ visitors. October 11, 2017.
- *Rebozo Revival.* Collaborated with CCA and Arte Américas to co-sponsor a visit and exhibit by three native weavers from Mexico. 450+ visitors. September 22, 2017.
- Cannupa Hanska Luger, *Old Dominion*. Coordinated with CCA to bring this Native American artist. Old Dominion sculpture forms part of our permanent campus exhibition. 250+ visitors. April 6, 2017.
- *Peach Blossom.* Served as Judge for dramatic and poetic interpretation, grades 2-5, Fresno State. March 2016, 2017, 2018.

XIV. Sponsored Speakers and Conferences

- *New Storytellers, New Stories.* Supported Institute of Ethnic Studies and Center for Digital Research in the Humanities in collaborative discussion with U of Nebraska. September 7, 2018.
- *Andrés Montoya Symposium.* Co-sponsored with English Department and gave opening remarks. First conference on this Fresno State alumnus, ASI President, and Fowler native. April 13, 2018.
- *Bakira Hasecic, "Women and War."* Coordinated with Dr. Amila Bercibergovich (MCLL), Jewish Studies, and Armenian Studies to bring renowned speaker and female survivor of the Bosnian genocide. March 13, 2018.
- *James Lawson, Multi-event visit.* Co-sponsored with Dr. Veena Howard (Philosophy) and the Ethics Center. Renowned African-American civil rights leader. February 23, 2017.

XV. Community Engagement with Diverse Groups

- *Fresno Art Museum.* Continuous collaboration on various initiatives, especially student internships. 2016 - 2019.
- *Latino Heritage Square, Fresno Fair*. Led a group of students to successfully design a Latino heritage square. Coordinated with Dora Westerlund on adoption of concept. August 2016.

- *Hmonghistory 40*. Met with organizers and help fundraise for the event. Speaker at the event. December 2015.
- *FOOSA.* Assisted Artistic Director and Managing director in fundraising and marketing strategies, and hosted prominent guests at a fundraising reception. Internationally known artists teach young musicians from all over the valley and world, with a culminating concert experience in Walt Disney Hall. 2015 - 2019.

XVI. Public Talks

- "Poetry, Ontology, and Meaning." Crescent View West Charter High School. Feb. 9, 2018.
- Welcome Speech, Chicano Latino Youth Leadership Project. June 29, 2018.
- Speaker, Fresno Area Hispanic Foundation Breakfast. September 27, 2017.
- Academic analysis of film, *Embrace the Serpent*, for Cineculture. November 18, 2016.
- Closing Keynote Speaker, Emerging Leaders Conference: "On the Virtues of Servant Leadership." August 3, 2016.
- Speaker: "The Virtue of a College Education," Fowler High School. May 6, 2016.
- Bilingual talk: "The Importance of College," Clovis Unified Migrant Conference. April 12, 2016.
- Talk: "A Brief History of Mexican Literature," Reedley Community College. March 16, 2016.
- Talk: "Ontology, Poetry, and the Meaning of Life," Unitarian Universalist Church. February 28, 2016.

XVII. Honors

•2016 Phi Kappa Phi, May 2016.

Interim Associate Dean, College of Arts and Humanities: July 2014 - December 2015

Responsible for the College's budget (16M), enrollment management, student and faculty concerns, technology, and facilities upgrade requests. Founded the Advising and Support Center, which successfully increased graduation rates.

I. Major Accomplishments

- Summer Arts. Supported application and assured and implemented leadership support for a successful return to Fresno State. Participated in record-breaking fundraising efforts. 2015.

- Advising and Support Center for Arts and Humanities. Founded Center through consensus-building and dialogue with every College department about student success. 2014.

II. Initiatives, Partnerships, and Grants

- Diego Rivera Exhibition. Led and wrote the initiative to apply to the Irvine Foundation for the President's Discretionary Grant, to bring Diego Rivera's pieces to Fresno State. Grant was funded at $500K, but not awarded due to the event's cancellation. 2015.

III. Public Talks

- Welcome Speech, Temejavi Festival. April 2, 2015.

Chair, Department of Modern and Classical Languages & Literatures: Jan 2008 - July 2014

Responsible for the Department's operating budget. Key successes: Established policies for allocating department budget and fostered interdisciplinary collaboration. Updated the undergraduate BAs in Spanish and French, and successfully hired and retained 85% of current MCLL faculty as of 2014.

Professor, Department of Modern and Classical Languages & Literatures: Aug 2000 - present

Specialize in Spanish and Portuguese poetry; 19th and 20th century critical theory (Marx, Nietzsche, Freud, Saussure, DeBeauvoir, Bergson, Foucault, Derrida, Kristeva, Cixous, Spivak, Bhabha, and Said); and 20th century Mexican literature and thought.

I. Honors (selected)

•2012-2013 Provost's Teaching Award Winner for Graduate Teaching and Mentoring

•2006, 2007 Nominated for US Professor of the Year Award

•2005-2006 Nominated for the 2005-2006 Outstanding Advisor Award. May 4, 2006.

•2004-2005 Recipient of a Research, Scholarship, and Creative Activity Award, CSU, Fresno.

•2001-2003 Nominated twice by students for the *Excellence in Teaching Award* at CSU, Fresno.

II. Research Publications and Book Reviews

• 2015 *The Mestizo State: Reading Race in Modern Mexico.* Joshua Lund (University of Minnesota Press, 2012). Reviewed for *Mexican Studies / Estudios Mexicanos* (Summer 2015, 31:2). Book Review.

• 2014 "Love, Memory and Being in Octavio Paz's Piedra de sol," in *The Willow and the Spiral: Essays on Octavio Paz and the Poetic Imagination* (Cambridge Scholars Publishing); ed. Roberto Cantú.

• 2011 "Capitalismo, deseo y el anti-Edipo en *Las batallas en el desierto*." *Mexican Studies / Estudios mexicanos* (Summer 2011, 27:2).

• 2001 "Love and the Empire in *Os Lusíadas*." *Portuguese Literary and Cultural Studies* 7 (2001).

• 2001 "El último de los mohicanos: un judío Cubano," in *Compendio Kozeriano*.

• 1997 "La danza como elemento expresivo en tres obras teatrales," in *Del escenario a la mesa de la crítica*; ed. Juan Villegas.

III. Thesis and Project Direction

*Continued to Ph.D. programs.

2014

Galindo, Edgar: *Fueron unas*. Project.

López, Cristina: *Las cartas de Pablo.* Project.

2012

Rosas, Juana: *Metamorfosis al objetivismo.* Thesis.

2011

García, Julio Puente: *Modernidad, consciencia y libertad del individuo en Rulfo, Quiroga y Cortázar.* Thesis.*

Bowser, Mabel Orjuela: *La historia y la geografía como factores inhibidores del ser: un estudio comparativo entre Emilio Yunis y Octavio Paz.* Thesis.*

Durán, Abélica García: *Escalando hacia la recuperación física y mental del cuerpo femenino: Santa María Egipciaca, Sor Juana Inés de la Cruz y Elena Poniatowska.* Thesis.*

Jiménez, Maribel: *Deseo y fuerza del cuerpo femenino: la respuesta a la negación de la subjetividad.* Thesis.

Lemus, Yaqueline: *El devenir del ser y la coexistencia del tiempo: Garro, Fuentes y Mastretta.* Thesis.

López, Maribel: *Diálogo, fluidez y cambio ante la tradición de occidente y la Forma mexicana: Demasiado amor de Sara Sefchovich.* Thesis.

Ortiz-Tello, Hipólito: *Rayuela and the dissonance of modernity*. Thesis.

Parra, Yanet: *El juego y el sujeto femenino interpelado en Poniatowska: Lilus Kikus y Querido Diego te abraza Quiela.* Thesis.

Soltani, Rosa: *Juan de Espinosa Medrano seeking the vindication of the crillo by means of his artistic production during the Peruvian viceroyalty in the seventeenth century*. Thesis

Waters, Gabrielle: *Las mujeres en Poniatowska y Belli.* Project.

2010

Aviña, Erica Vianey: *Madres de la modernidad mexicana: la naturaleza híbrida y lenguaje creador de Malinche y Sor Juana.* Thesis.*

Calleros Villarreal, Daniel: *La identidad del mexicano postrevolucionario: enfundada y desenfundada.* Thesis.*

López, Alejandra: *La promesa incompleta de la modernidad: la identidad cultural en Martín Luis Guzmán, Octavio Paz, Rodolfo Usigli y Carlos Fuentes.* Thesis.

López-Aguirre, Óscar: *Ideología, religión y devenir en Paz, Yáñez y Rulfo.* Thesis.

Márquez-Martínez, Fernando: *Una mirada preliminar a la poética del paisaje en el arte de ensoñar.* Thesis.

2009

Carmona, Miriam Aideé: *El cuerpo y el placer: poder y subjetividad en María Egipcíaca.* Thesis.

Sandoval, Avelina Iveth: *Del amor al desamor: soledad y comunidad en la poesía temprana de Pablo Neruda.* Thesis.

2008

Flores, María: *Pirámide e inteligencia Mexicana: la búsqueda por una visión más allá de la máscara.* Thesis.

Vicuña, Kathyria: *Relaciones de poder, identidades construidas: el México perdido y los neo liberales.* Thesis.

2007

Pineda, María de Lourdes: *El libre albedrío vs. predestino en La vida es sueño y El condenado por desconfiado.* Thesis.

Soto, Brenda: *Esperanza y desesperanza en La visión marxista de Baldomero Lillo y José Emilio Pacheco.* Thesis.

Jiménez, María del Carmen: *Vuelve otra vez la trece: el amor y la ruptura de la máscara en* Piedra de sol. Thesis.

2006

Gómez G., Ana María: *Un espacio propio: tradición e identidad femenina en la escritura de sor Juana Inés de la Cruz y Rosario Castellanos.* Thesis.

Pinzón, Cruz: *La Representación de "Mujer-Madre" en Los Vigilantes de Diamela Eltit.* Thesis. Mejía,

Silvia: *La salvación del hombre en el verso de César Vallejo: una perspectiva marxista.* Thesis.

Palacios, Julia Elena: *Odisea en el pulgarcito de América.* Project.

Rubio Coss y León, Lilia: *Neurosis y sexualidad en Bodas de sangre y La casa de Bernarda Alba.* Thesis.

Rubio Coss y León, María Asunción: *El substrato indígena y español en Al filo del agua.* Thesis.

Sandoval, Avelina: *El desamor como autoconocimiento en los 20 poemas de amor y una canción desesperada de Pablo Neruda. Thesis.*

2005

Hawkins, Gladys Rangel de: *Crítica a la corona en Soledades de Góngora.* Thesis.

IV. Refereed Conference Papers Presented (Selection)

- May 13, 2011 — "Juego y différance en el Primero sueño de Sor Juana." *Conference on Sor Juana Inés de la Cruz: Her Work, Colonial Mexico, and Spain's Golden Age*. CSU, Los Angeles.

- May 14, 2010 — "Love, Memory and Being in Octavio Paz's *Piedra de sol.*" *2010 Conference on Octavio Paz" World Civilizations, Modernity, and Octavio Paz: A Plurality of Pasts and Futures*. CSU, Los Angeles.

- April 25, 2008 "Loco amor: Free Will and Différance in Juan Ruiz." Invited panelist, *American Comparative Literature Association,* Long Beach, CA.

- April 20, 2007 "Authentic Love as *farmakon* to Courtly self-adulation in Góngora's *Soledades.*" Invited panelist, *American Comparative Literature Association*, Puebla, México.

- May 11, 2006 "Body, Food and Wisdom in Sor Juana's *Primero sueño*." *26th Cincinnati Conference on Romance Languages & Literatures*. Cincinnati, Ohio.

- April 21, 2005 "Sor Juana Inés de la Cruz: Funcionalidad y corporalidad en *Primero sueño.*" *58th Annual Kentucky Foreign Language Conference*. Lexington, Kentucky.

- October 24, 2003 "Neoplatonic thought in Garcilaso and Camões." *11th Annual Conference for the Group for Early Modern Cultural Studies*. Irvine, CA.

- November 10, 2002 "Love and the Empire in *Os Lusíadas.*" *American Portuguese Studies Association Conference.* Amherst, Massachusetts.

- May 9, 2000 "Quiebre en el *epistème*: la Revolución Científica y la poesía del siglo XVI." *University of California President's Dissertation Year Fellowship Presentation Conference*. University of California, Santa Barbara. Winter 2000.

Mrs. Lori Hamada, Board Member
Retired Educator

Fresno Unified School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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 invited to apply by Dr. Rajee Amarsinghe, Mathematics Professor at CUS Fresno and a member of the UHS Board.

2. Explain why you wish to serve on the board.

IAfter 39 years in K-12 eucation, I retired In December 2023. In my retirement I am looking for ways to continue supporting 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.

I served as the Executive Director / CEO of two educational non-profit organizations: CPM Educational Program, a curriculum group, and the AIMS Foundation / AIMS Center for Math and Science Research at Fresno Pacific University.

In addition, after teaching secondary mathematics for 14 years, I served as a Site Principal and a District Math Coach for Central Unified. I have also spent 16 years between two County Offices of Education working directly with teachers and administrators across the state.

4. Describe your understanding of the appropriate role of a public charter school board member.

I believe that the role of a board member is to support the Principal / Superintendent as she runs the school. We, as board members, also oversee the finances (approving large expenditures), serve as her HR department in dealing with staff, etc.

5. Indicate the specific knowledge and expertise that you would bring to the board.

I have many years of educational leadership experience.

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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: Lori M Hamada	
Name: Lori Hamada	
Position on the Board: Community Member	Date: 08/29/2024

Lori M. Hamada

Education

BA in Mathematics
MA in Education: dual emphases in K-12 Curriculum & Instruction and Secondary Mathematics
California Single Subject Credential in Mathematics
California Administrative Services Credential
California Limited Services Credential in Mathematics for Community Colleges

Professional Organizations

California Mathematics Council (CMC)
Central Section President
Committee Chair on State Board
National Council of Teachers of Mathematics (NCTM)
California Community of Practice in Mathematics
Statewide County Office Curriculum & Instruction Steering Comm – *Mathematics Subcommittee*
State Board of the California Mathematics Teacher Educators' Association (CAMTE)
Statewide CMC Task Force on Algebraic Thinking
Statewide Leadership Team of the California Algebra Forum
Association of Supervision and Curriculum Development (ASCD)
Learning Forward

Professional Highlights

Mathematics Teacher
Educational Consultant
501(c)3 Leadership
School Site Administration
Local, State, and National Conference Presenter

Professional Experience

2020 – Dec 2023 **Director, Leadership Development & Special Projects**, *Madera County Superintendent of Schools*
Directing the **21CSLA Mid-State Regional Academy**, supporting teacher, site, and district leaders in 11 counties across Central California by facilitating leadership coaching, Communities of Practice, and Professional Learning around continuous improvement through the lens of equity. Supervising cohorts and teaching for the **Bridges to Leadership PASC**; lead instructor for the *Culture of Teaching and Learning* course, having completed a full rewrite of the course.

2019 – 2020 **Instructional Support Coach, Secondary Mathematics**, *Central Unified School District*

2014 – 2018 **Executive Director**, *AIMS Center for Math and Science Education*
AIMS is a non-profit organization dedicated to assisting teachers to facilitate the development of a robust mathematical and/or scientific knowledge within their students.

2012 - 2014 **Principal**, *Rio Vista Middle School, Central Unified School District, Fresno, CA*

2010 - 2012 **Executive Director/President**, *CPM Educational Program*
CPM's goal is to improve the effectiveness of secondary math instruction.

1998 - 2010 **Mathematics Coordinator**, *Fresno County Office of Education (FCOE)*
Mathematics resource for 34 school districts in Fresno County

- Coordinated a team of six Mathematics Consultants and three Support Staff
- Managed district contracts for mathematics support (coaching, professional learning, …)
- Fiscal manager of multiple budgets, grant-funded and income generated
- Designed, arranged, and facilitated Professional Learning for teachers
- Creator/Executive Producer of *Math on Call*, FCOE's Televised Math Homework Hotline
- Procured multiple grants, including a CaMSP Cohort 7: Creating Algebraic Thinkers (CAT) with a consortium of 5 districts, grades 3 – Algebra ($1,000,000 per year for three years)
- Author and Certified Instructor of State-Board approved Instructional Materials-based Professional Development, AB466 / SB472 / AB1331
- SB472 County Office Leadership Team / Statewide SB472 COE Technical Support Center

1985 – present **Adjunct Faculty**

- *University of Massachusetts - Global*
- *California State University Fresno*
- *Fresno Pacific University*
- *Fresno City College*, *State Center Community College District*

1985 - 1998 **Mathematics Teacher**

- *Kingsburg High School*, Kingsburg, CA 8/86 to 6/98
- *Madera High School*, Madera, CA 8/85 to 6/86
- *Wilson Junior High*, Chowchilla, CA 1/85 to 6/85

Educational Consulting

College Board

National Consultant for Pre-AP Mathematics and Vertical Teams

Casablanca American School, *Morocco*

Worked directly with K-12 teacher teams in grade spans and individually

CPM Educational Program, *Sacramento, CA*

Executive Director/President, Co-Director of Summer Leadership Institute, Assistant Director of National Expansion / Regional Coordinator for the State of Texas, Northern California Peer Coach Consultant / Coordinator of Veteran Workshops, Central Valley Assistant Workshop Site Coordinator / Central Valley Regional Coordinator

San Joaquin Valley Math Project (SJVMP), *Fresno, CA*

Director, Co-Director, CA High School Initiative Rep, Regional Coor, Coor of Summer Institute / Partnerships

Achievement via Individual Determination (AVID), *Region VII*

Helped to plan / facilitate workshops for teachers involved in the College Readiness Program (CRP) Developed and implemented mathematics tutor training modules in Fresno area

Department of Defense Dependents' Schools (DoDDS), *Germany, Italy, Far East*

Planned and facilitated workshops in "Incorporating the Standards into your Classroom"

Presentations at Professional Conferences:

ACSA 2022 Equity Conference and ACSA Every Child Counts 2023
CISC Summit 2022
CPM National Conference AP National Conference
National Council of Teachers of Mathematics (NCTM) (*Regional and National*) National Council of Supervisors of Mathematics (NCSM)
California Mathematics Council (*North, South, and Central*)
Learning Forward (*formerly National Staff Development Council*) National Conference Central Valley Lesson Study Conference (*keynote address*)
T3 International Annual Conference
Mediterranean Association of International Schools (MAIS) Annual Conference

Professional Recognitions

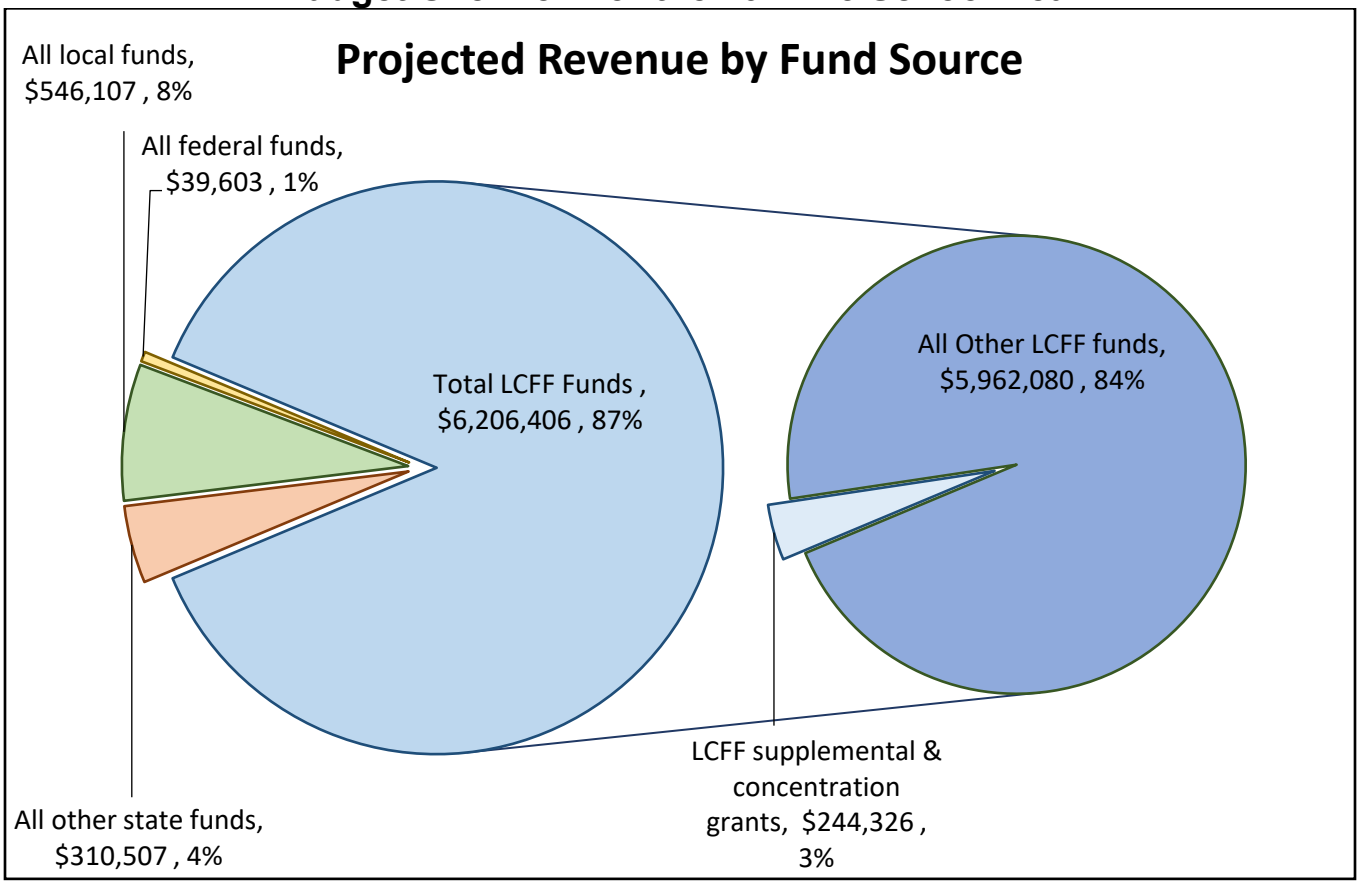
Marjaree Mason Center's Top Ten Professional Women 2016 Learning Forward Academy 2019
Administrator of the Year, Fresno County Office of Education (Top 3 finalist in Fresno County)
California Association of Mathematics Teacher Educators (CAMTE)
State Board Member as President of Central Section and Chair of By-Laws and Policies Committee California School Leadership Academy (CSLA), Partnership Training
GTE GIFT Fellowship Award – "*Biology and Analysis Integrated through Technology* (BAIT)"

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University High School
CDS Code: 10-62166-0114553
School Year: 2024-25
LEA contact information:
Jeffie Esparza Hickman
Principal
jhickman@csufresno.edu
559-278-8263

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 2024-25 School Year

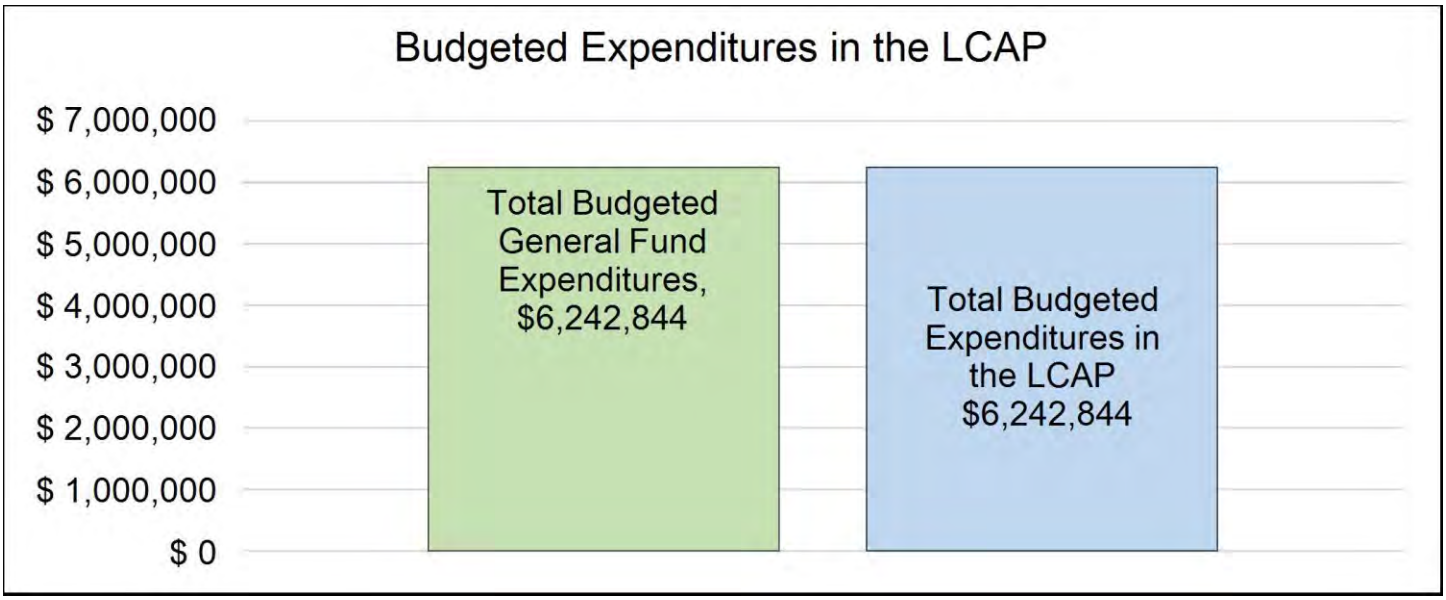


This chart shows the total general purpose revenue University High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University High School is $7,102,623, of which $6,206,406 is Local Control Funding Formula (LCFF), $310,507 is other state funds, $546,107 is local funds, and $39,603 is federal funds. Of the $6,206,406 in LCFF Funds, $244,326 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much University High School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

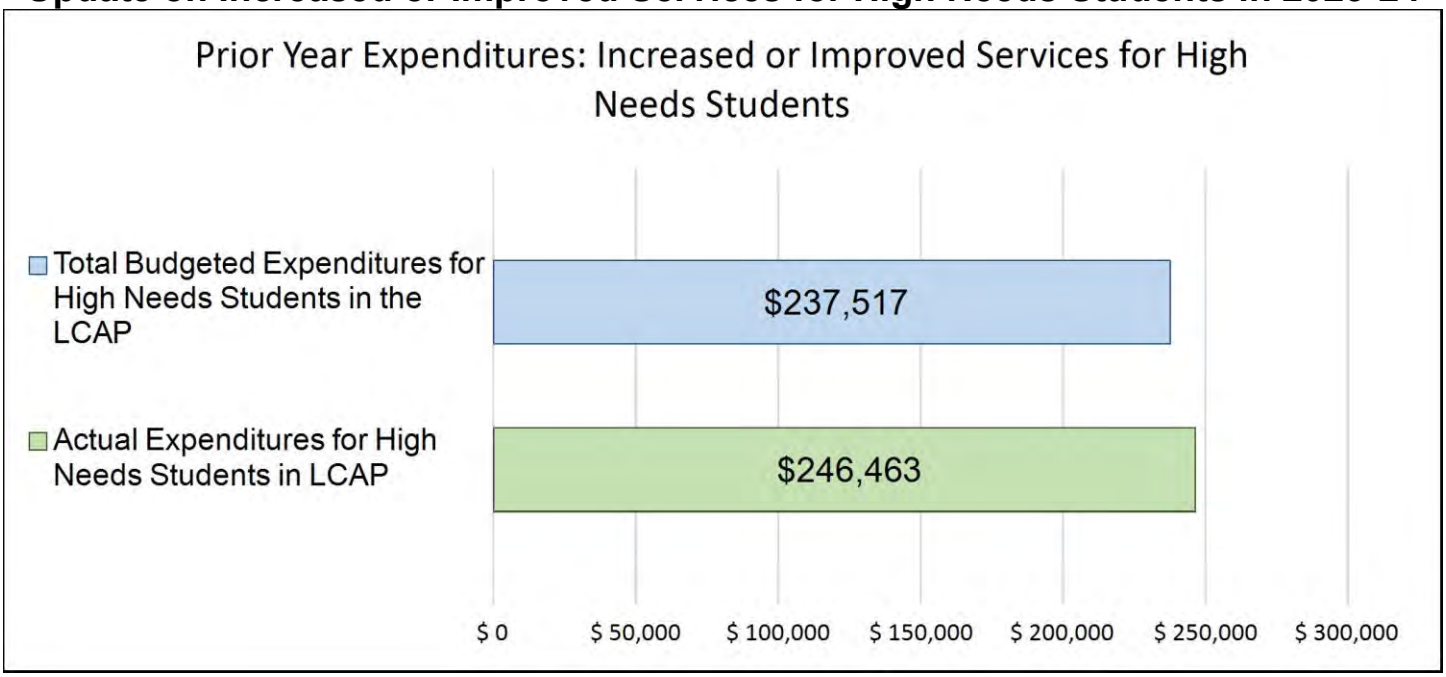
The text description of the above chart is as follows: University High School plans to spend $6,242,844 for the 2024-25 school year. Of that amount, $6,242,844 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, University High School is projecting it will receive $244,326 based on the enrollment of foster youth, English learner, and low-income students. University High School must describe how it intends to increase or improve services for high needs students in the LCAP. University High School plans to spend $279,486 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what University High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what University High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, University High School's LCAP budgeted $237,517 for planned actions to increase or improve services for high needs students. University High School actually spent $246,463 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University High School	Jeffie Esparza Hickman Principal	jhickman@csufresno.edu 559-278-8263

Goals and Actions

Goal

Goal #	Description
1	Ensure that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned in the UHS charter, in a safe and supportive school environment. We will strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards aligned instructional materials	2020-2021: 100%	100%	100%	100%	100%
Facilities maintained in good repair	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100%
Smarter Balanced English Language Arts Assessment	2019 SBAC: 98% met or exceeded Data Sources: CAASPP Website	Spring 2021 results: 99% met or exceeded Data Year: 2020-21 Data Sources: CAASPP Website	Spring 2022 results: 97% met or exceeded Low Income Students: 84.22% of students meeting or exceeding standard Data Year: 2021-22 Data Sources: CAASPP Website	Spring 2023 results: 98.2% met or exceeded Low Income Students: 100% of students meeting or exceeding standard Data Year: 2022-23 Data Sources: CAASPP Website Data Sources: CAASPP Website	>95% met or exceeded Data Year: 2023-24 Data Sources: CAASPP Website
Smarter Balanced Mathematics Assessment	2019 SBAC: Students scored 87% met or exceeded	Spring 2021 results: 78% met or exceeded Data Year: 2020-21	Spring 2022 results: 84% met or exceeded	Spring 2023 results: 86.61% met or exceeded	>80% met or exceeded Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Sources: CAASPP website	Data Sources: CAASPP Website	Low Income Students: SBAC Math: 73.68% of students meeting or exceeding standard Data Year: 2021-22 Data Sources: CAASPP Website	Low Income Students: SBAC Math: 84% of students meeting or exceeding standard Data Year: 2022-23 Data Sources: CAASPP Website	Data Sources: CAASPP Website
California Science Test	2019 CAST: Students scored 90% met or exceeded Data Sources: CAASPP Website	Spring 2021 results: 73% met or exceeded Data Year: 2020-21 Data Source: CAASPP Website	Spring 2022 results: 92% met or exceeded Data Year: 2021-22 Data Source: CAASPP Website	Spring 2023 results: 94.65% met or exceeded Low Income Students: SBAC Math: 96% of students meeting or exceeding standard Data Year: 2022-23 Data Source: CAASPP Website	>85% met or exceeded Data Year: 2023-24 Data Sources: CAASPP Website
Early Assessment Program (EAP) in ELA	2019: 97% met and exceeded Data Sources:CAASPP Reports, CSU EAP	Not available in 2021	Spring 2022 results: 97% met or exceeded Data Year: 2021-22 Data Source: CAASPP Reports, CSU EAP	Spring 2023 results: 98.2% met or exceeded Data Year: 2022-23 Data Sources: CAASPP Website, CSU EAP Report	>90% Data Year: 2023-24 Data Sources: CAASPP Reports, CSU EAP
Early Assessment Program (EAP) in Math	2019: 87% Met and Exceeded	Not available in 2021	Spring 2022 results: 84% met or exceeded Data Year: 2021-22	Spring 2023 results: 86.61% met or exceeded	>60% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Sources: CAASPP Reports, CSU EAP		Data Source: CAASPP Reports, CSU EAP	Data Year: 2022-23 Data Sources: CAASPP Website, CSU EAP Report	Data Sources: CAASPP Reports, CSU EAP
AP Exam passage rate	2020: 62% passage rate (school total) Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2021 results: 53% passage rate Data Year: 2020-21 Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2022 results: 62% passage rate Data Year: 2021-22 Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2023 results: 66% passage rate Data Year: 2022-23 Data Sources: School Reports & College & Career Measures Report, AP Reports	>60% Data Year: 2023-24 Data Sources:School Reports & College & Career Measures Report, AP Reports
School attendance rate (annual)	2019-2020: 98.6% Data Sources: Annual School Attendance Reports, Data Quest Reports	For the 2020-21 school year, the attendance rate was 98%. Data Year: 2020-21 Data Sources: Annual School Attendance Reports, Data Quest Reports)	For the 2021-22 school year, the attendance rate was 97.4%. Data Year: 2021-22 Data Sources: Annual School Attendance Reports, Data Quest Reports)	For the 2022-23 school year, the attendance rate was 97%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, Data Quest Reports)	>95% Data Year: 2023-24 Data Sources: Annual School Attendance Reports, Data Quest Reports
Chronic absenteeism rate (Dataquest)	2018-2019: 1.4% Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2020-21 school year, the Chronic absenteeism rate was .4%. Data Year: 2020-21 Data Sources: Annual School Attendance Reports, CA School	For the 2021-22 school year, the Chronic absenteeism rate was 2.5%. Data Year: 2021-22 Data Sources: Annual School Attendance Reports, CA School	For the 2022-23 school year, the Chronic absenteeism rate was 4.5%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, CA School	<5% Data Year: 2023-24 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard, Data Quest Reports, CALPADS Reports	Dashboard, Data Quest Reports, CALPADS Reports	Dashboard, Data Quest Reports, CALPADS Reports	
High school dropout rate (Dataquest)	2019-2020: 0% Data Sources: Data Quest Reports, CALPADS Reports	For the 2020-21 school year, the dropout rate was 0%. Data Year: 2020-21 Data Sources: Data Quest Reports, CALPADS Reports	For the 2021-22 school year, the dropout rate was 0%. Data Year: 2021-22 Data Sources: Data Quest Reports, CALPADS Reports	For the 2022-23 school year, the dropout rate was .9%. Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports	<1% Data Year: 2023-24 Data Sources: Data Quest Reports, CALPADS Reports
High school graduation rate (Dataquest or Dashboard)	2019-2020: 99.1% Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2020-21 school year, the graduation rate was 100%. Data Year: 2020-21 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2021-22 school year, the graduation rate was 100%. Data Year: 2021-22 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2022-23 school year, the cohort graduation rate was 99.1%. Data Year: 2022-23 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	98% Data Year: 2023-24 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports
Broad course of study	100% Data Sources: UHS Course Pattern, UC Course List for UHS	100% of UHS students have access to a broad course of study. Data Year: 2020-21 Data Sources: UHS Course Pattern, UC Course List for UHS	100% of UHS students have access to a broad course of study. Data Year: 2021-22 Data Sources: UHS Course Pattern, UC Course List for UHS	100% of UHS students have access to a broad course of study. Data Year: 2022-23 Data Sources: UHS Course Pattern, UC Course List for UHS	100% Data Year: 2023-24 Data Sources: UHS Course Pattern, UC Course List for UHS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G completion rate	2019-2020: 95..7% Data Sources: Data Quest Reports, CALPADS Reports	For the class of 2021, the A-G completion rate was 97.2% Data Year: 2020-21 Data Sources: Data Quest Reports, CALPADS Reports	For the class of 2022, the A-G completion rate was 98.2% Data Year: 2021-22 Data Sources: Data Quest Reports, CALPADS Reports	For the class of 2023, the A-G completion rate was 97.4% Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports	>90% Data Year: 2023-24 Data Sources: Data Quest Reports, CALPADS Reports
CA Dashboard College and Career Readiness Report	2019 CA School Dashboard: Blue (100%) Data Sources: CA School Dashboard	(No data yet) Data Year: 2020-21 Data Sources: CA School Dashboard	College & Career Indicator: 100% Data Year: 2021-22 Data Sources: CA School Dashboard	College & Career Indicator: 100% or "Very High" Data Year: 2022-23 Data Sources: CA School Dashboard	Green or Blue level Data Year: 2023-24 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports
Priority 1 - Basic: Teachers appropriately credentialed	2020-2021: 100% of teachers had appropriate credentials	2021-2022: 100% of teachers had appropriate credentials	2022-2023: 80.3% of teachers had appropriate credentials	2023-24: In November of 2023, I was notified that two more teachers did not have their CLAD credential. They have filled out the paperwork for an Emerg CLAD credential and will be working on their CLAD classes in the summer of 2024. 80.3%	Maintain 100%
Rate of EL students making progress toward EL proficiency as measured by the ELPAC Summative Assessment	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL reclassification rate	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners
CTE Pathways: NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter
Degree of implementation of full availability of standards aligned instructional materials	Full Implementation and Sustainability Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2021-2022 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2022-2023 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The actions/metrics outlined in Goal 1 supported the process toward meeting the goal of ensuring that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned to the UHS charter, in a safe and supportive school environment. Most metrics of Goal 1 were able to be implemented; less than 5 metrics were not available at some point during the last three year cycle of this LCAP. The data shows that we were able to achieve high levels of academic excellence by ensuring all students are on track to graduate from UHS college and career ready.

UHS used the following rating scale to determine the progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. 1 - Exploration and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability.
Overall Implementation:
Action 1.1: Implementation of standards based curriculum by highly qualified teachers; Implementation Status: 4 - Full Implementation
Action 1.2: Instructional and supplemental materials and supplies, including the 48 Book Program; Implementation Status: 5 - Full Implementation and Sustainability
Action 1.3: Maintenance and continuance of instructional technology; Implementation Status: 4 - Full Implementation

Action 1.4: Services for identified students, including low income, foster youth, and English learners; Implementation Status: 5 - Full Implementation and Sustainability

Overall Successes: To ensure this goal was met, UHS has internal structures set up (e.g., course pattern for all students, rigorous instruction from all teachers, etc.), as well as support systems to provide assistance to all students, including EL, SPED, Homeless, Low SES, that may need academic services. UHS has strong relationships with all of its educational partners: students, parents, and staff are surveyed annually to gain input, collaboration, and ideas. UHS students are strong academically and have high college acceptance rates. Due to fiscal responsibility, UHS has a strong budget with well over the required percentage in its reserve. This strong budget allows for UHS to continue funding programs that are unique to the school, such as the 48 Book Program.
Overall Challenges: UHS's Attendance and chronic absenteeism are two areas that were lower/higher than in the years of the previous LCAP; this can be attributed to challenges of Covid regulations. Additionally, California law updated in regards to teacher credentialing for charter schools. UHS had about 25% of its teachers that needed additional coursework (either in their subject or in language development courses) in order to be fully credentialed. The coursework is still in process for a small number of teachers. UHS continues to update its technology, equipment, and technology programs used in the classroom so as to be up to date and in working condition.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

UHS aims to allocate funds in a way that supports the diverse needs of all students, with a focus on low income, special education, foster youth, and English learners. However, due to the evolving needs of these student groups, the school spent slightly more than what was budgeted on implementing our unique curricular program with instructional needs, and also for related services for the above mentioned subgroups. By adapting to unforeseen changes and increased demand, we have ensured that these students continue to receive the support they need to succeed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

UHS used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on the analysis of both inputs from educational partners and metrics. The actions outlined in Goal 1 helped to make progress towards UHS's Goals.
Goal 1: Ensure that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned in the UHS charter, in a safe and supportive school environment. We will strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and career ready.

Rating scale (lowest to highest): 1 - Not Effective, 2 - Somewhat Effective, and 3 - Effective.
Actions:
Action 1.1: Implementation of standards based curriculum by highly qualified teachers; Effectiveness of Action: Effective
Action 1.2: Instructional and supplemental materials and supplies, including the 48 Book Program; Effectiveness of Action: Effective

Action 1.3: Maintenance and continuance of instructional technology; Effectiveness of Action: Effective
Action 1.4: Services for identified students, including low income, foster youth, and English learners; Effectiveness of Action: Effective

Metric(s): SBAC, EAP, and A.P. test scores; high rates of graduation, attendance, and A-G completion;
Analysis Statement: UHS has strong internal structures set up that encourage positive measures and high test scores and ratings. Examples of such are: personalize 1 to 1 counseling for grades 10-12; consistent course pattern for all students with some choices in the upper grades; strong instructional practices by teachers; annual surveys to educational partners (students, parents, and staff) help to communicate and offer input; etc. Because these actions are considered to be "Effective", as demonstrated by high passing rates of standardized tests, we will continue these actions into the new three-year cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Specific plans include creating systems to update technology, monitor teachers' credentials and the associated coursework, and improve A.P. test scores. While these areas of growth are listed as Effective, UHS believes that these areas can be improved with additional monitoring and/or setting up an organization structure to help with monitoring the progress and planning for updates/changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Renewed focus and attention to promoting positive school culture and improving mental health of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of safety and school connectedness	75% according to Climate Survey Data Source: UHS Annual Climate Survey	84.76% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like. Data Year: 2021-22 Data Source: UHS Annual Climate Survey	81.86% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like. Data Year: 2022-23 Data Source: UHS Annual Climate Survey	80.49% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like. Data Year: 2023-24 Data Source: UHS Annual Climate Survey	75% Data Year: 2023-24 Data Source: UHS Annual Climate Survey
Annual student:counselor meetings	2021-2022 Baseline year: 97.1% (339/349) students attended their annual meeting with their Counselor. Data Source: Counselor database	In the 2021-22 school year, 97.1% (339/349) students attended their annual meeting with their Counselor. Data Year: 2021-22 Data Source: Counselor Database	In the 2022-23 school year, 98% (343/350) students attended their annual meeting with their Counselor. Data Year: 2022-23 Data Source: Counselor Database	In the 2023-24 school year, 97.2% (345/355) students attended their annual meeting with their Counselor. Data Year: 2023-24 Data Source: Counselor Database	>95% Data Year: 2023-24 Data Source: Counselor Database
Attendance at Freshmen Diagnostic Testing Day	2021-2022 Baseline Year: 96.4% attended on the scheduled	96.4% attended on the scheduled days; remaining 3.6% had	95.6% attended on the scheduled days; remaining 4.4% had	96.8% attended on the scheduled days; remaining 3.2% had	>95% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	days; remaining 3.6% had excused absences and made arrangements to test on other days. Data Source: Attendance database for Testing days	excused absences and made arrangements to test on other days. Data Year: 2021-22 Data Source: Attendance database for Testing days	excused absences and made arrangements to test on other days. Data Year: 2022-23 Data Source: Attendance database for Testing days	excused absences and made arrangements to test on other days. Data Year: 2023-4 Data Source: Attendance database for Testing days	Data Source: Attendance database for Testing days
Attendance at Freshmen Day/Week	2021-2022 Baseline Year: For the August 2021 Freshmen Orientation, our attendance rate was 97.8% (134/137) Data Source: Attendance from Freshmen Orientation	For the August 2021 Freshmen Orientation, our attendance rate was 97.8% (134/137) Data Year: 2021-22 Data Source: Attendance from Freshmen Orientation	For the August 2022 Freshmen Orientation, our attendance rate was 98.5% (133/135) Data Year: 2022-23 Data Source: Attendance from Freshmen Orientation	For the August 2023 Freshmen Orientation, our attendance rate was 98.4% (124/126) Data Year: 2023-24 Data Source: Attendance from Freshmen Orientation	>90% Data Year: 2023-24 Data Source: Attendance from Freshmen Orientation
Attendance at school dances	2021-2022 Baseline Year: Two events thus far have shown increased attendance from previous years. Icebreakers= 300 students, Harvest Dance= 315 students, Winter Formal=425 students, Prom=200 students.	Two events thus far have shown increased attendance from previous years. Icebreakers= 300 students, Harvest Dance= 315 students, Winter Formal=425 students, Prom=200 students. Data Year: 2021-22	Activities/Events continue to have high attendance: Icebreakers= 307 students Harvest Dance= 311 students Winter Formal= 345 students Prom= 201 students Data Year: 2022-23	Activities/Events continue to have high attendance: Icebreakers= 285 students Harvest Dance= 293 students Winter Formal= 319 students Prom=185/233 students Data Year: 2023-24	>75% Data Year: 2023-24 Data Source: Attendance/Ticket Sales from Dances

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Attendance/Ticket Sales from Dances	Data Source: Attendance/Ticket Sales from Dances	Data Source: Attendance/Ticket Sales from Dances	Data Source: Attendance/Ticket Sales from Dances	
Suspension rate	2020-2021: 0% Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2020-21 school year and through April of the 2021-22 school year, the suspension rate is 0%. Data Year: 2020-21 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2021-22 school year, the suspension rate is 0%. Data Year: 2021-22 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2022-23 school year, the suspension rate is 1%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	<1% Data Year: 2023-24 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports
Expulsion rate	2020-2021: 0% Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2020-21 school year and through April of the 2021-22 school year, the expulsion rate is 0%. Data Year: 2020-21 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2021-22 school year, the expulsion rate is 0%. Data Year: 2021-22 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2022-23 school year, the expulsion rate is 0%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	<1% Data Year: 2023-24 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports
Student involvement rate in Clubs	2021-2022 Baseline: clubs reported a larger number of students signing up.	This is a difficult metric to measure; however, our Club Day this year was implemented	The UHS Counselors report 94% of their students are in at least 1 club or activity.	The UHS Counselors report 95% of their students are in at least 1 club or activity.	>75% Data Year: 2023-24 Data Sources:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Information/Database/ Sign Up Lists from Club Day	differently (special schedule, held after school), and clubs reported a larger number of students signing up. Data Year: 2021-22 Data Source: Information/Database/ Sign Up Lists from Club Day	Data Year: 2022-23 Data Source: Counselor Notes, PowerSchool database	Data Year: 2023-24 Data Source: Counselor Notes, PowerSchool database	Information/Database/ Sign Up Lists from Club Day
Degree to which the LEA has sought out parent input & promote parental communication, participation and involvement in programs and school decision-making for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2021-22 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2022-23 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2023-24 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2023.24 Data Source: Local Indicator Report Self-Reflection Tool

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All of the actions and metrics of Goal 2 were able to be implemented, including during the Covid years and afterwards. The actions and metrics outlined in Goal 2 supported the process toward meeting the goal of renewed focus and attention to promoting positive school culture and improving mental health of students. The data shows that we were able to achieve high levels of connectedness, mental health support, and attendance at school activities.

UHS used the following rating scale to determine the progress in implementing the actions to achieve the articulated goal. 1 - Exploration and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability. Ratings were based on an analysis of both inputs from educational partners and metrics.
Overall Implementation:
Action 2.1: Professional development for all staff to stay current with present trends; Implementation Status: 4 - Full Implementation. Professional development and conferences are a line item on the UHS budget. Staff are encouraged to attend conferences and workshops to gain knowledge and achieve professional goals.
Action 2.2: Provide support for student with mental health issues; Implementation Status: 5 - Full Implementation and Sustainability. UHS provides two full time counselors to about 500 students, giving a counselor to student ratio of 1:250, which is the lowest compared to other high schools in the area. UHS has also provided a part time therapist through a partnership with the Fresno County Superintendent of Schools office. Strong relationships betweent students and faculty are reported on annual surveys, thus giving students the valuable support that they need.
Action 2.3: Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school; Implementation Status: 5 - Full Implementation and Sustainability. UHS provides annual field trips and activities for each grade level, as well as for the entire school.
Action 2.4: Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch; Implementation Status: 3 - Initial Implementation. Due to supply chain issues, construction has just begun on the long awaited structure.
Overall Successes: To ensure this goal was met, UHS has a counseling structure in place that provides support to students with mental health issues. UHS has counseling interns who meet with students of academic concerns. This allows our counselors to be more available to help address students with mental health issues. Furthermore, the partnership through the Fresno County Superintendent of Schools office provides additional support to students in need through their on-site therapy services. Students are encouraged to participate in clubs and activities on campus by the Associated Student Body sponsoring a lunchtime activity where all of the clubs try to recruit members. In addition to grade level field trips, UHS builds culture on campus with lunchtime activities twice a month. UHS has continued a tradition of two yearly all school activities, Phoenix Bowl and Field Day where the students of each grade level participate in a variety of activities.
Overall Challenges: UHS has faced challenges with building a structure to provide a shade structure for the students to eat lunch due to supply chain issues. UHS revisited the blueprints for the structure and went out to rebid the plans. The shade structure is currently under construction. UHS had a Culturally Affirming Practices Workshop for all faculty and staff. UHS continues to offer professional development opportunities for their faculty and staff in order to stay current with the present trends in education.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

UHS is committed to providing high-quality education while ensuring the well-being of our students and staff. This year, the school was slightly over the projected budget in three key areas: professional development, mental health services, and the building of a permanent shade structure. For professional development, UHS received all school training in Diversity, Equity, and Inclusion, as well as CPR for the entire staff. Rising costs for external workshops, conferences, and certification programs also affected the budget. Mental health is a top priority for our district, especially in light of the ongoing stresses caused by global events and their impact on student well-being. A significant

increase in the demand for counseling and mental health support as students and staff navigated challenges like social isolation, anxiety, and stress. There was a need to hire additional mental health professionals to provide one-on-one support, group therapy, and crisis intervention through the Fresno County All 4 Youth program. The shade structure will provide a safe outdoor space for students to gather, learn, eat lunch, etc., particularly in warm climates. The cost for this structure has increased exponentially due to an unanticipated rise in the cost of construction materials and labor. There were also a limited number of changes to the original design to meet safety and regulatory requirements, leading to additional engineering and construction work.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

UHS used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on the analysis of both inputs from educational partners and metrics.
Rating scale (lowest to highest): 1 - Not Effective, 2 - Somewhat Effective, and 3 - Effective.
Goal 2: Renewed focus and attention to promoting positive school culture and improving mental health of students.
Actions:
Action 2.1: Professional development for all staff to stay current with present trends; Effectiveness of Action: Effective
Action 2.2: Provide support for student with mental health issues; Effectiveness of Action: Effective
Action 2.3: Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school; Effectiveness of Action: Effective
Action 2.4: Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch; Effectiveness of Action: Effective (although still a work in progress)
Metrics: Attendance at numerous activities (meetings with counselor, Orientation, diagnostic testing, dances; student involvement in clubs; low suspension and expulsion rates
Analysis Statement: UHS students are showing strong connections to school as evidenced by their participation rates in school activities and from surveys given to our educational partners (students, parents, and staff). Because these actions are considered to be "Effective", as demonstrated by high passing rates of standardized tests, we will continue most of these actions into the new three-year cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal was created during and after the pandemic in which UHS needed specific plans to address coming back to school and connecting students to UHS. While these areas of growth are listed as Effective, UHS believes that these areas can be improved even more with slight adjustments to the goal to include all aspects of student health, recognizing that physical and mental well-being are foundational to academic success. Additionally, Action 2.4: Build a structure to provide shade and a space for students, will have been completed at the start of the 2024-2027 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University High School	Jeffie Esparza Hickman Principal	jhickman@csufresno.edu 559-278-8263

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

University High School is a 9th-12th grade free, public charter high school located on the campus of Fresno State. UHS provides an accelerated college preperatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefitting from the opportunities available on a large public university campus. Ninth grade students are admitted through a lottery process, and students typically graduate from UHS with at least 24 college credits completed. UHS is known to be a very rigorous high school, specializing in music education and high standards. Students usually come from about 20 different cities and towns, and each freshmen class comes from about 40+ different middle schools, all across the Central Valley.
University High School does not receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

University High School has much to be proud of. UHS students are highly successful in taking state and national tests. On Advanced Placement (A.P.) exams, UHS students had a 66% passage rate in 2023. Students are also successful when taking the California Assessment of Student Performance and Progress Tests (CAASPP). In 2023, 98% of UHS students scored "met" or "exceeded" on the English Language Arts exam and 87% scored such on the math exam, both of which are in the Top Ten highest in the State of CA, 6th for ELA and 9th for Math. On the 2023 State Science exam, 95% of UHS students scored at the "met" or "exceeded" level.

The four year course pattern for UHS students is a set pattern that all students follow. There are slight variations due to advanced mathematics abilities and upperclassmen choices regarding A.P. classes. Our course pattern combined with an atmosphere and synergy of

hard work, team work, and strong work ethic, help UHS students to successfully complete A-G requirements for four year universities at a high rate, usually 95% or more. The class of 2023 had a 100% graduation rate and the A-G completion rate was 97.4%.

According to the 2023 California State Dashboard, UHS has all all blue and green areas for academic accountability and graduation rate, which are the highest levels possible. Moreover, all areas are in the highest level of accountability for all subgroups, and the Suspension rate is rated as "very low" for all subgroups. This current Dashboard does not have a comparison to previous years' scores.

UHS also receives positive feedback from outside sources like U.S. News and World Report and Niche.com. In April of 2023, U.S. News and World Report ranked University High as the #1 High School in the Fresno Area, the 7th Best High School in California, the 16th Best Charter School in the Nation, and the 79th Best School in the Nation. In 2024, Niche.com gave UHS an A+ rating, and ranked us as the 2nd Best Charter High School and the 7th Best High School in California. We look forward to continuing success.

UHS Administration, Teachers, and Staff are most proud of our students, how hard they work, and their resiliency, dedication, and positive attitudes.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Meeting with Department Chairs at a meeting on 3/5/24; initially shared with all teachers at a Faculty Meeting on 3/6/24; also emailed and given a two week timeline for suggestions and input
Administration	Only two on the campus, we wrote the LCAP; also shared at Admin meeting on 3/4/24.
Other School Personnel	Emailed on 3/15/24, given a two week timeline for suggestions and input
Parents	All parents were given access to Annual Parent Survey and a specific survey question was asked about LCAP funding; LCAP also posted on our website for two weeks
Students	Posted on our website and shared at ASB meeting on 4/18/24.
Submission to Applicable Committees (PAC)	Shared in person at meetings on 3/12/24.
Submission to Applicable Committees (SAC)	Shared at ASB meeting on 4/18/24 and at parent meetings on 3/12/24 in which students are a part
Submission to Applicable Committees (ELAC/DELAC)	n/a
Schools receiving Equity Multiplier funding	n/a
Public Comment	Parents were given access to comment via the Annual Parent Survey for the months of February and March; posted on website on 4/22/24.
Public Hearing	Public Hearing for LCAP was held on 4/4/24.
Adoption by the Governing Board	Adoption by the Governing Board was on 5/2/24.
Budget Adoption & Local Indicator Report to Governing Board	Budget Adoption approved by Governing Board on 5/2/24. Local Indicator Report approved by Governing Board on 6/6/24.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

After this LCAP was written, the plan was reviewed by the University High School adminstrative team and revised for clarity. UHS is a small school with a small staff where many in the organization take on more than one role. There is only one parent booster group. Administration worked with its community partners via meetings, surveys, emails, and public hearing to ask for feedback. The following describes the feedback from educational partners:

Goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educator partner feedback:

- Staff suggested additional metrics: 1) number of applicants for incoming freshmen for Goal 1, and 2) attrition rate for Goal 2.
- Parent group feedback centered around helping students of need (e.g., low income students). Suggestions included giving free T-shirts for clubs and activities. Admin explained that low income students do not have to pay for any additional items, including T-shirts, dance tickets, performance tickets for their families, etc. Another suggestion was to have the staff fill out a climate survey, in addition to the students and parents. Admin explained that the staff does fill out an annual climate survey, but the questions are different than the student and parent surveys. Suggestion received to adjust staff survey question(s).
- Parent feedback from the Annual Parent Survey suggested that UHS pay for students' college application fees, out of town music competitions, and field trips. One parent suggested that we lend out laptops for students in need (we do this already). And lastly, throughout the survey, a parent said that UHS needs its own music performance hall. While we do agree with that statement, it is not physically or financially feasible.
- Student feedback included creating a mini-library somewhere on campus in which there could be a check out system or a take a book/leave a book system. A student requested that UHS buys and uses a new/updated textbook for A.P. U.S. History, as well as giving A.P. Music Theory students free copies of the consumable A.P. Baron Music text.
- Additional student feedback consisted of requests for the following:
- creating a designated safe space for students to decompress and destress
- tablet or laptop check out system for students to have access at home (side note: we already do this for students that are low income)
- have all ethnic clubs on campus put on dance demonstrations and presentations about their culture during a specific week
- put a toaster/toaster oven in the vending room
- fix the sound on the projection machines in the classrooms where there is no sound

- UHS does not receive Equity Multiplier funding.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned in the UHS charter, in a safe and supportive school environment. We will strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Due to our prescribed four year course guide, all UHS students are guaranteed access to a standards based and A-G aligned curriculum. The entire essence of our program is that all students will be successful in our program and will be A-G approved for 4-year university admission upon graduation from UHS. The metrics listed help to sustain and complete the Actions for this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 - Basic Services: Teachers appropriately credentialed	For the 2023-24 school year, 2 of the 20 teachers have an Emergency CLAD credential			100% of teachers will be appropriately credentialed	
1.2	Priority 1 - Basic Services: Degree of implementation of full availability of	Full Implementation and Sustainability Data Year: 2023-24			Full Implementation and Sustainability Data Year: 2023-24	

	standards aligned instructional materials	Data Source: Local Indicator Report Self-Reflection Tool			Data Source: Local Indicator Report Self-Reflection Tool	
1.3	Priority 1 - Basic Services: School facilities in good repair	100% considered to be in GOOD condition			100% considered to be in good repair	
1.4	Priority 2 - Implementation of State Standards	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
1.5	Priority 2 - Implementation of State Standards: Access for EL students	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
1.7	Priority 4 - Student Achievement: Smarter Balanced English Language Arts Assessment	All:98.2% met or exceeded EL: * SWD: * SED: 100% White: 10% Hispanic: 96.87% Data Year: 2022-23 results Data Source: CAASPP Website * category too small			All:95%+ met or exceeded EL: * SWD: * SED: 90%+ White: 90%+ Hispanic: 90%+	
1.8	Priority 4 - Student Achievement: Smarter Balanced Mathematics Assessment	All: 86.61% met or exceeded EL: * SWD: * SED: 84%			All: 85%+ met or exceeded EL: SWD: SED: 80%+	

		White: 90.91% Hispanic: 70.96 Data Year: 2022-23 results Data Source: CAASPP Website * category too small			White: 80%+ Hispanic: 80%+	
1.9	Priority 4 - Student Achievement: California Science Test	All: 94.65% met or exceeded EL: * SWD: * SED: 96% White: 96.97% Hispanic: 90.32% Data Year: 2022-23 results Data Source: CAASPP Website * category too small			All: 90%+ met or exceeded EL: * SWD: * SED: 90%+ White: 90%+ Hispanic: 90%+	
1.10	Priority 4 - Student Achievement: A-G completion rate	For the class of 2023, the A-G completion rate was 97.4% Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports, local school data			95%+	
1.11	Priority 4 - Student Achievement: AP Exam passage rate	Spring 2023 results: 66% passage rate Data Year: 2022-23 Data Sources: School Reports & College & Career			70%+	

		Measures Report, AP Reports				
1.12	Priority 4 - Student Achievement: CA Dashboard College and Career Readiness Report	College & Career Indicator: 100% or "Very High" Data Year: 2023-24 Data Sources: CA School Dashboard Additional Reports			95%+	
1.13	Priority 4 - Student Achievement: Physical Fitness Testing	Spring 2023 results: 100% participation rate Data Year: 2022-23 Data Sources: UHS SARC			100% participation rate Data Year: 2026-27 Data Sources: UHS SARC	
1.14	Priority 4 - Student Achievement: Rate of EL students making progress toward EL proficiency as measured by the ELPAC Summative Assessment	NA due to an insignificant amount of English Learners			Unknown if UHS will have a significant amount of English Learners	
1.15	Priority 4 - Student Achievement: EL reclassification rate	NA due to an insignificant amount of English Learners			Unknown if UHS will have a significant amount of English Learners	
1.16	Priority 4 - Student Achievement: CTE Pathways: NA not applicable to our charter	NA not applicable to our charter			NA not applicable to our charter	
1.17	Priority 7 - Access to a Broad Course of Study	100% of UHS students have access to a broad course of study.			100% of UHS students have	

		Data Year: 2023-24 Data Sources: UHS Course Pattern, UC Course List for UHS			access to a broad course of study. Data Year: 2026-27 Data Sources: UHS Course Pattern, UC Course List for UHS	
1.18	Priority 8 - Outcomes in a Broad Course of Study				Local Indicators Rating of "Met" according to 2026-27 Local Indicators Rating Scale	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A, see 2023-24 LCAP Annual Update Template

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A, see 2023-24 LCAP Annual Update Template

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A, see 2023-24 LCAP Annual Update Template

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A, see 2023-24 LCAP Annual Update Template

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	Working schoolwide to implement Common Core, Advanced Placement, NGSS Standards, A-G requirements, and UHS Charter guidelines.	$5,371,724.00	No
1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	Ensure that all students have equal access to books, materials, and musical instruments and supplies.	$100,000.00	No
1.3	Maintenance and continuance of instructional technology.	UHS has 5 laptop carts and a computer lab that must be kept up to date. Additionally, instructional technology programs in use have proven to be helpful, save time, and an effective use of technology.	$147,203.00	No
1.4	Services for identified students, including low income, foster youth, and English Learners.	Based on educational partner feedback, and data analysis, we have identified that our Hispanic student group needs additional support in math, based on lower SBAC academic data (Math: 70.96% [Hispanic students] meeting or exceeding standard vs. 86.61% of All students). To address this need, we will implement tutoring services to students whose Math scores are below grade level that includes targeted academic support, reinforce foundational concepts, enhance study skills, and build confidence. The individualized approach and focused attention provided by tutors will help students overcome challenges and improve their performance in these subjects. We expect CAASPP Math scores for Hispanic students will increase significantly as the program is designed to meet the needs most associated with the root causes and experiences of minority students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. We expect that Hispanic students' CAASPP scores will increase by at least 3% annually for the following three years.	$279,486.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhancing the educational environment by cultivating positive school culture. UHS wants every student to feel valued, safe, and motivated. UHS is deeply committed to the continuous improvement of student health, recognizing that physical and mental well-being are foundational to academic success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As students are still recovering from the pandemic, school safety and connectedness has become an issue at the forefront of all schools, including University High School. UHS is a very rigorous and academically focused school; as such, the physical and mental well being of students is something that the school pays attention to and knows that the well-being of students is an interrelated system in which all should work together to promote optimum success. The metrics listed help to monitor and implement the Actions for this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Engagement: Degree to which the LEA has sought out parent input in making decisions for the school	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
2.2	Priority 3: Parental Engagement: How the school will promote parental participation in	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-	

	programs for low income, English Learner, and foster youth students				27 Local Indicators Rating Scale	
2.3	Priority 3: Parental Engagement: How the school will promote parental participation in programs for students with disabilities	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
2.4	Priority 5 - Student Engagement: School Attendance Rate	For the 2022-23 school year, the attendance rate was 97%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, Data Quest Reports)			>95% Data Year: 2026-27 Data Sources: Annual School Attendance Reports, Data Quest Reports	
2.5	Priority 5 - Student Engagement: Chronic Absenteeism Rate	For the 2022-23 school year, the Chronic absenteeism rate was 4.5%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports			<5% Data Year: 2026-27 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports	
2.6	Priority 5 - Student Engagement: High School Dropout Rate	For the 2022-23 school year, the dropout rate was .9%. Data Year: 2022-23			<1% Data Year: 2026-27	

		Data Sources: Data Quest Reports, CALPADS Reports			Data Sources: Data Quest Reports, CALPADS Reports	
2.7	Priority 5 - Student Engagement: High School Graduation Rate	For the 2022-23 school year, the cohort graduation rate was 99.1%. Data Year: 2022-23 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports			98%+ Data Year: 2026-27 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	
2.8	Priority 5 - Student Engagement: Attendance at school dances	Activities/Events have at least 50% attendance rates: Icebreakers= 285 students (59%) Harvest Dance= 293 students (61%) Winter Formal= 319 students (67%) Prom= 185 students/233 jrs & srs (79.4%) Data Year: 2023-24 Data Source: Attendance/Ticket Sales from Dances			Activities/Events have at least 60% attendance rates Data Year: 206-27 Data Source: Attendance/Ticket Sales from Dances	
2.9	Priority 5 - Student Engagement: Annual student/parent counselor meetings	In the 2023-24 school year, 97.2% (345/355) students attended their			Students (w/parents) will attend their annual meeting with their	

		annual meeting with their Counselor. Data Year: 20223-24 Data Source: Counselor Database			Counselor at least 95% of the time Data Year: 2026-27 Data Source: Counselor Database	
2.10	Priority 6 - School Climate: Suspension rate	For the 2022-23 school year, the suspension rate is 1%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports			<1% Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	
2.11	Priority 6 - School Climate: Expulsion rate	For the 2022-23 school year, the expulsion rate is 0%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports			<1% Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	
2.12	Priority 6 - School Climate: Sense of school connectedness	80.49% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like. Data Year: 2023-24			85%+ Data Year: 2026-27 Data Source: UHS Annual Climate Survey	

		Data Source: UHS Annual Climate Survey				
2.13	Priority 6 - School Climate: Feeling safe at school	88.58% of Students Agree/Strongly Agree to the question: When it comes to school safety, I feel safe at UHS. Data Year: 2023-24 Data Source: UHS Annual Climate Survey			90%+ Data Year: 2026-27 Data Source: UHS Annual Climate Survey	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A, see 2023-24 LCAP Annual Update Template

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A, see 2023-24 LCAP Annual Update Template

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A, see 2023-24 LCAP Annual Update Template

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A, see 2023-24 LCAP Annual Update Template

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development for all staff to stay current with present trends.	Staff will be trained, attend conferences, and have learning opportunities for topics that will help to build school spirit and positive school culture, which may include diversity training, among other topics.	$55,500.00	No
2.2	Provide support for students with mental health issues.	UHS provides two full time counselors, activities, and support for all students that report feeling stressed, anxious, and with poor mental health.	$273,931.00	No
2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	UHS will plan and implement more activities for students so as to re-establish our school culture.	$15,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$244,326	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.098%	0.000%	$$0.00	4.098%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Services for identified students, including low income, foster youth, and English Learners. **Need:** **Scope:** Schoolwide	The actions listed are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, UHS will	State testing scores, grade reports, anectdotal evidence, meetings with counselors, Tutor Center attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		achieve the anticipated outcomes to meet each identified student group's stated need(s). The required justification for how the LEA is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps. Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA: UHS does not have any limited actions

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA, a response to this prompt is not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA, a response to this prompt is not applicable	NA, a response to this prompt is not applicable
Staff-to-student ratio of certificated staff providing direct services to students	NA, a response to this prompt is not applicable	NA, a response to this prompt is not applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,962,080	$244,326	4.098%	0.000%	4.098%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,942,955.00	$99,761.00	$56,549.00	$143,579.00	$6,242,844.00	$4,586,535.00	$1,656,309.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	All	No					$3,935,915.00	$1,435,809.00	$5,076,835.00	$99,761.00	$56,549.00	$138,579.00	$5,371,724.00
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	All	No					$0.00	$100,000.00	$100,000.00				$100,000.00
1	1.3	Maintenance and continuance of instructional technology.	All	No					$97,203.00	$50,000.00	$142,203.00			$5,000.00	$147,203.00
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$279,486.00	$0.00	$279,486.00				$279,486.00
2	2.1	Professional development for all staff to stay current with present trends.	All	No					$0.00	$55,500.00	$55,500.00				$55,500.00
2	2.2	Provide support for students with mental health issues.	All	No					$273,931.00	$0.00	$273,931.00				$273,931.00
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	All	No					$0.00	$15,000.00	$15,000.00				$15,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,962,080	$244,326	4.098%	0.000%	4.098%	$279,486.00	0.000%	4.688 %	**Total:**	$279,486.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$279,486.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Services for identified students, including low income, foster youth, and English Learners.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$279,486.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,070,252.00	$6,369,715.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implementation of Standards Based Curriculum by highly qualified teachers.	No	$5,106,804.00	$5,330,076
1	**1.2**	Instructional and supplemental materials and supplies, including the 48 Book program.	No	$100,000.00	$100,000
1	**1.3**	Maintenance and continuance of instructional technology.	No	$130,000.00	$130,000
1	**1.4**	Services for identified students, including low income, foster youth, and English Learners.	Yes	$237,517.00	$246,463
2	**2.1**	Professional development for all staff to stay current with present trends.	No	$57,000.00	$63,928
2	**2.2**	Provide support for students with mental health issues.	No	$273,931.00	$284,248
2	**2.3**	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	No	$15,000.00	$15,000
2	**2.4**	Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch.	No	$150,000.00	$200,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$225,570	$237,517.00	$246,463.00	($8,946.00)	4.170%	0.000%	-4.170%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.4**	Services for identified students, including low income, foster youth, and English Learners.	Yes	$237,517.00	$246,463	4.17%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,701,977	$225,570	0	3.956%	$246,463.00	0.000%	4.322%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

UHS Comprehensive School Safety Plan

2024 - 2025

Purpose

The UHS Comprehensive School Safety Plan is primarily aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus including emergency response procedures. (Ed. Code section 32280-32289.5). This plan includes the following:

1) An assessment of the current status of school crime at the school

2) Procedures for maintaining a safe and orderly environment conducive to learning at school

3) Procedures for safe ingress and egress of pupils, parents, and school employees to and from the school site

4) Rules and procedures on school discipline

5) Schoolwide Dress Code policies

6) Policies and procedures aimed at the prevention of bullying, including cyberbullying

7) Suspension and Expulsion policies and procedures

8) Procedures to notify teachers of dangerous pupils

9) Child Abuse Reporting procedures

10) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies

11) Disaster procedures, routine and emergency plans for earthquake, fire, and lock down events

12) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campus and at school-related functions

13) Protocol for Opioid Overdose

14) Roles and responsibilities of school staff for the implementation of the CSSP

Board Approved 9.7.2023
Board Updated 8.15.24

Planning Group

The Comprehensive School Safety Plan was initially created by the UHS School Safety Planning Committee composed of the administrative team and school community (Superintendent, Principal, classified employees, teachers, parents, Associated Student Body President) in consultation with California Risk Management Association, the Fresno State Police Department, and the University's Plant Operations fire and safety representatives.

Current Status of University High School

University High School is a public charter high school located on the California State University of Fresno campus (CSUF). The school's average attendance is 485 students in grades 9-12. As a charter, the school's unique focus is on music education in a college preparatory environment. Because students that attend UHS have elected to obtain their education here, there is tremendous cooperation among the students and an adherence to the policies and procedures that create a safe learning environment.

Most discipline is handled directly by the teachers for minor behavior infractions in the classroom. Very few students are referred to the administration team for further disciplinary measures or parent contact. High expectations are established for student behavior by the faculty and staff and students are eager to meet the challenges each year to create an optimal learning environment.

Student attendance is strong at UHS. Because of the academic rigor of the courses that students are involved in, students are more likely to attend regularly in order to keep up with their assignments and learning. More importantly, UHS students attend regularly because they appreciate being in an environment where the teachers care about their learning and care about them personally. During an average semester, between 4-6 students receive letters regarding attendance concerns. But through communication and cooperation, students are generally able to get back on track with their studies and improve their attendance quickly without significant consequences.

The campus is clean and free of graffiti and trash. The students take tremendous pride in their campus and work with the staff to keep the school looking like new. Our facilities are open for students to access from 7:00am to 5:00 pm each day, including a computer lab, a workout center, music practice rooms and a food vending area. Students treat the campus with the utmost respect and notify the faculty if they see anything out of place or of concern. The Fresno State facilities department works closely with UHS to keep the campus grounds and facilities working and in proper order.

University High School has the added benefit of being on the Fresno State campus and being able to work directly with the Fresno State Campus Police department. In many areas, our campus falls under the protection of the Campus Police and the procedures and requirements that are in place for all University activities. But because we are a high school that operates independent of Fresno State and must adhere to California Ed Code for students, there are some procedures that are unique to UHS and outside of the purview of Campus Police.

Procedures for Maintaining a Safe and Orderly Environment

The Board of Directors and the staff at University High School believe that all students have the right to learn in a positive environment free from distractions and disruptions. In order to promote an atmosphere conducive to learning, it is imperative that every student understands that all behavior should be based on mutual respect and consideration for the rights of others and conducts himself or herself accordingly. Students are responsible for knowing and following the rules and regulations of UHS and demonstrating good citizenship everywhere. All parents and students receive updated handbooks at the beginning of each school year, and orientation meetings are held prior to the start of the school year with students to review school wide expectations in regard to both student behavior and campus safety.

Student safety on the UHS campus is of the utmost importance. The school building was built with earthquake and fire safety in mind and the University campus we reside on has its own Police Department and Chief of Police. The police department is the home emergency response center for the Fresno State Campus (911 calls made from campus phones are answered here), in addition to taking calls, they monitor security cameras, including the multiple UHS cameras, around our exterior as well as those that look over the south parking lot that are monitored 7am to 11pm daily.

As safe as the campus may be, there are other mechanisms designed to protect students. Blue emergency phones (blue poles with light on top) provide emergency contact with the police and are located in front of our campus, in the parking lots and surrounding the Fresno State campus. To use one of these phones, students press the big red button, and their call will be answered by the campus' 911 emergency center. The phone's beacon will light up and students will be asked to state the emergency.

Fresno State has a safety escort service to support students if they ever feel unsafe walking across campus or through the parking lot. To access this free service, students can call the campus police dispatch office at 278-8400 and explain what they need. If they call dispatch, they can request a safety escort, by which a cart will come and transport them across campus.

If there is an emergency on the Fresno State campus, the university has its own way of communicating with UHS. Fresno State has an Indoor Notification System by which they can make our classroom telephones act as speakers and blast out their instructions to everyone in your room. Outdoors, the university cameras serve as part of their Outdoor Notification System and can broadcast any emergency message. Lastly, Fresno State has its Text-Alert system (Bulldog Alert) that allows the university to send text messages to student and staff phones

alerting them to campus emergencies. UHS also uses texting via Remind to alert and inform parents of any crisis on our campus.

On the UHS campus, safety measures are posted by each classroom door. Near the door, evacuation routes are posted that provide direction should students be asked to evacuate the building. Fire extinguishers are in each room should students or staff observe a fire. On each classroom door handle, there is a panic button that, when pressed, locks the door and prevents those outside from entering (something only pressed in an emergency). The school does annual drills that outline the use of these measures and allow staff and students to practice and learn the appropriate things to do in different emergency situations.

Procedures for Safe Ingress and Egress

Arriving on Campus

Students are expected to be in class at the start of their first period. Most classes begin at 7:55am and the school day concludes by 4:55pm or earlier depending on each student's schedule for performing groups. A map of the Fresno State campus is provided to students and parents at the beginning of the school year to assist parents in locating appropriate parking and the student morning drop-off and afternoon pick-up areas near UHS.

Tardy Policy

Students must report to the office and sign in when they are tardy to class. Students who are tardy due to medical or dental appointments will be given an "excused tardy", provided that the student has a note from the doctor's office or parent has called, emailed, or sent a note with the student upon the student's arrival to school. Students who oversleep, have car problems, experience traffic problems, etc., will be given an "unexcused tardy".

Leaving School During the School Day

Students leaving school must be signed out in the office by a parent or guardian or any adult listed on the Emergency Card. Even if a parent or guardian has sent a note, email, or called ahead to give permission for the student to leave, the adult picking up the student must come to the Office and sign the student out. If a student leaves without following this procedure, he or she will be subject to disciplinary action. On their return, students must report to the office to sign in before returning to class.

Closed Campus

University High School, located on the CSUF campus is a closed campus. Once students arrive at UHS they are to remain on the CSUF campus in the immediate vicinity of UHS classrooms or on their way to or from classes in CSUF buildings.

Parents and Visitors

All parents that come onto campus must first check into the Office. All visitors or parents wishing to stay on campus for any reason must be approved beforehand by the Principal or an administrator before their scheduled visit. All visitors must report to the office on the day of their visit to obtain a Visitor Pass to present to teachers or other authorities. Visitors who intentionally disrupt the learning environment may be asked to leave and/or lose their right to visit for a period of up to 14 days.

Student Off-Campus Permits

Junior and Senior students in good standing and have a double lunch period are allowed to go to Campus Pointe. Seniors, with parent signed off-campus permits may leave campus for lunch in designated locations. Juniors, beginning in the spring semester, also may leave campus for lunch with signed off-campus permits. Students must adhere to the off-campus policies as stated in the off-campus permit documentation and the off-campus sign-out system.

School Discipline Rules and Procedures

Integrity, honesty, responsibility, and tolerance are all hallmarks and expectations of the University High School community. Our student diversity, standards of excellence, and our integration with the college campus require more mature behavior from our students, and as such, we expect a higher standard of behavior from all students. All UHS students must agree to adhere to the UHS Honor Code where they commit to the core values of UHS of being Understanding, Honorable, and Studious.

Teachers have the right to establish individual classroom rules and regulations that are consistent with the policies of UHS.

Basic Classroom Rules

1. Be in class on time and prepared to work with required materials.

2. Behavior must not interfere with the learning process.

3. Respect the rights and property of others.

Consequences of Violations

1. Verbal warning by teacher: teacher may take other actions, such as change student's seat, etc.

2. Teacher/Student conference

3. Teacher/Parent contact by phone, conference, email, etc.

4. Referral to administration, student assigned detention, ISS, parent notification.

5. Detention, ISS, removal from class, suspension, expulsion.

6. Any violation of the UHS Code of Character, other than tardies, will also result in the violator being assigned to write a 300-500 word essay on how the infraction was not in keeping with the code of character.

7. Students will be unable to participate in extracurricular activities for a period of time that corresponds to their suspension (either on-campus or off-campus). One day of suspension is equivalent to one week of "non-privileges."

General Campus Behavior Expectations

The Parent Student Handbook clearly defines the consequences for several common student behavior infractions including: cheating, plagiarism, riding bike/skateboards/scooters on campus, being off-campus without a pass, truancy from class, harassment, threatening or intimidating another student, possession of weapons or firearms, possession of tobacco or drugs or alcohol and its paraphernalia, theft or robbery, offering or selling a controlled substance, loitering on campus, public displays of affection, sexual harassment, sexual assault, dangerous behavior, throwing objects, possession of fire-producing objects or dangerous devices, vandalism, assault, battery, profanity or vulgarity, obscene acts and habitual offenses. All students and parents are made aware of the behavior expectations for UHS students and the consequences for not following school rules.

Dress Code and Grooming Guidelines

The dress code and grooming guidelines at UHS are consistent with the standards of educational institutions and places of business. Remember, school is for teens what work is for adults. At home, you can wear whatever your family standards allow, but at school, your clothes should be appropriate for the work we are doing. Use common sense. When in doubt about whether clothing or grooming is appropriate for school, don't wear it.

All clothing should be in the bounds of decency and good taste, neat, clean, and comfortable. A favorite piece of clothing may not be appropriate for school. Any teacher or school employee may direct a student to report to the Office for clothing or grooming he or she deems inappropriate. If a student is sent to the Office, he or she may be asked to call a parent to provide different clothing or to deal with a grooming issue. A student may be loaned clothing to wear for the day and return it laundered.

Specific Dress and Grooming Rules

1. Revealing, provocative or bizarre attire or hair colors and styles, tattoos, or unusual body piercings that interfere with school work or create a distraction are inappropriate, including:

    a. Skimpy, see-through, ragged or ripped attire

b. Shirts, tops, blouses and/or low-cut/low-worn pants, slacks or shorts which result in several inches of skin showing, revealing necklines or bare midriffs

c. Articles of clothing which display profanity, vulgarity, or slogans which promote tobacco, alcohol, drugs, violence, gang affiliation, or sex

2. Undergarments should not be visible.

3. For safety and health reasons, shoes must be worn at all times.

4. Shirts must be worn at all times and no more than the top 2 buttons undone.

5. Headgear (hats, caps, visors, etc.) are to be removed when entering classrooms, offices, or buildings, unless prevented by religious observation. Sunglasses are to be removed in buildings unless medically necessary.

6. Pants legs must not completely cover shoes or drag on the ground. Pants, shorts, or belts must fit at the waist and not be more than one size too large. Gang-related, oversized or overly baggy attire is inappropriate.

Prevention of Bullying and Cyberbullying

Rumors, Gossip or Verbal Bullying

Bullying refers to the aggressive behavior that is repetitive and intentional in which a power differential exists between the victim and the bully. The negative effects of bullying on an individual's mental and physical health can be substantial, and the UHS faculty and staff are committed to creating an environment where bullying is not tolerated. Some students come to UHS with the habit of making derogatory comments about other students and spreading rumors. While recognizing that this activity may be common in various social settings, unfortunately including schools, the UHS faculty and administration agree that verbal bullying has no place at school. Students involved in making derogatory comments, starting rumors, gossiping or any form of verbal bullying will be subject to the disciplinary consequences.

Cyber Bullying

Cyber Bullying is defined as the use of any electronic communication device to convey a message in any form (text, image, phone, audio, game, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person's true, false, or misrepresented identity. Any communication of this form that disrupts or prevents a safe and positive educational or working environment will be considered cyber bullying. Use of personal communication devices or school property (including property of CSUF) to harass, intimidate, or bully another is prohibited.

Internet and Social Media

UHS recognizes the growing impact of social media and the platform that students can generate through a variety of tools and networks such as Twitter, Facebook, email, Discord, and texting. Because of the ability of social media to reach large audiences quickly, it is important that all students use social media with care to protect themselves from unintended social and emotional harm, or even legal action and criminal charges. Students at UHS are expected to adhere to the Internet and Social Networking/Media Policy as stated in the Parent Student Handbook. It is UHS policy to take disciplinary action against students for social media and online postings that become topics of conversation at school and negatively impact the learning environment by creating an ongoing disruption. Because student character matters, UHS wants to reinforce good student behavior both on and off campus. As such, UHS reserves the right to investigate student behavior that influences the welfare of students and/or faculty.

Staff Training

All faculty and staff complete annual training courses related to bullying and cyberbullying. These trainings increase staff awareness of the ways in which students can be targeted or abused through social media as well as through direct contact with individuals.

Suspension/Expulsion Policies and Procedures

Suspension

UHS has developed and maintains a comprehensive set of student discipline policies describing the school's expectations regarding attendance, leave from campus, mutual respect, substance abuse, violence, safety, work habits, and academic performance. Off-campus suspension (OCS) will be assigned for major rule violations, outlined in Ed Code 48900. When suspended, students are not allowed on campus for any reason. Teachers are not required to assist students with makeup work missed while suspended.

In School Suspension (ISS)

ISS allows students to be on campus rather than be suspended off-campus. Students assigned to ISS are at all times under the supervision of a staff member and are provided with assignments, some of which may be related to their disciplinary violations. Students report to ISS in the Office immediately after arriving at school and are supervised until they leave for home. A student assigned to ISS on any given day is not allowed to participate in school activities on that day. Students are to bring paper, pens, and school books with them.

Expulsion

Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended or expelled by the school's governing board upon recommendation from the Superintendent. A student under consideration of expulsion

shall be entitled to a hearing, conducted in accordance with Ed Code 48915, to determine whether the pupil should be expelled. In such cases, an expulsion hearing shall be held within 30 school days after the date the Superintendent determines that the pupil has committed any of the acts enumerated in Ed Code 48900, unless the pupil requests, in writing, that the hearing be postponed. Within 10 school days of the hearing, the governing board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. Final action to expel a pupil shall be taken only by the governing board in closed session.

Students that have an IEP or 504 Plan will have due process and procedural safeguards under the law. These procedural safeguards will be followed to conform to applicable federal law regarding students with exceptional needs. UHS will follow Section 504, the IDEIA, and all applicable Federal and State laws, including but not limited to the Education Code when imposing suspensions and expulsions. UHS will notify the district of the suspension of any SPED/504 student or suspected student of disability prior to expulsion.

Notification to Teachers Regarding Dangerous Pupils

Per California Ed Code 49079, UHS will inform teachers at the beginning of each semester of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in those acts. The administration of UHS shall provide the information to the teacher based upon any records that are maintained in its ordinary course of business, or received from a law enforcement agency, regarding a pupil.

Information regarding students shall be provided from the previous three school years. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

UHS will provide annual training in person, or by using an online training module like “Get Safety Trained” provided by the school’s risk management organization to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code

section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

All employees receive an annually updated Employee Handbook. By receiving the Employee Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Discrimination and Harassment Policies

Sexual Harassment and Sexual Assault

Sexual harassment of any kind will not be tolerated. Anyone found to be guilty of such behavior will be subject to discipline and penalties as prescribed by law. Sexual harassment and sexual battery can be verbal as well as physical abuse. Harassment can include: sexually suggestive looks or gestures, sexual jokes, pictures or teasing, pressure for dates or sex, sexually demeaning comments, deliberate touching, kissing, pinching, threats, demands or suggestions that favors will be granted in exchange for sex.

Parent will be notified of all sexual harassment allegations. Students will receive 1 - 5 days detention or suspension and consideration for expulsion if deemed appropriate.

Parents and law enforcement will be notified of all committed or attempts to commit sexual assaults. Students will receive 1 – 5 days of suspension and consideration for expulsion.

Prohibited Unlawful Harassment

1. Verbal conduct such as epithets, derogatory jokes or comments or slurs;

2. Physical conduct, including assault, unwanted touching, intentionally blocking normal movement, or interfering with the educational learning process because of sex, race or any other protected basis;

3. Retaliation for reporting or threatening to report harassment; or

4. Disparate treatment based on any of the protected classes above.

Disaster Procedures, Routine and Emergency Plans and Crisis Response Plans

Emergency Responses

While it is impossible to plan for every type of school emergency or crisis, UHS has developed the following procedures for teachers and staff to implement in the event of an emergency in order to maximize student safety. During an actual emergency or crisis teachers, staff and students may receive new instructions via text message, PA system or phone, Remind either from school administration or local law enforcement agencies. The following instructions explain the procedures for common school emergencies and describe the roles and responsibilities for teachers and staff.

Communications in an Emergency with Employees

If a school related emergency happens outside of school hours, faculty and staff may be contacted by the school administration, using either the Remind app or cell phone call. Likewise, all employees are strongly encouraged to notify the school administration if they become aware of information they deem that administration should know. Employees are asked to carry and use the school-employee phone contact card for this purpose. If a crisis happens at school, the school administration may contact faculty and staff via alarm, phone, or in person regarding their roles and responsibilities. However, in an emergency situation teachers should not wait for instructions, instead they need to rely on their training and take appropriate action.

Student Emergency Preparedness: In the following situations

Earthquake (feel earthquake)	If outdoors, stay away from buildings. If indoors, drop to the floor. Take cover under your desk or other furniture. Hold on until shaking stops and face away from the windows.
Fire (see fire or hear alarm)	Use fire extinguisher as necessary in classroom and notify administration. In an emergency, evacuate to the field west of the school following route noted on the evacuation plan by the door.

Injury/First Aid (see someone in need)	Offer assistance, contact a teacher or administrator and, if an emergency, call 911.
Campus Evacuation Request (told to evacuate, hear alarm, text messaged). Toxic substance exposure, campus fire or possible bomb threat could result in a campus evacuation request.	If the police tell you to evacuate, you should leave the UHS campus and walk to the S/E parking lot (P2) near the corner of Shaw and Woodrow and await instructions from the UHS teachers/Admin or Fresno State. If a bomb threat, cell phones *should not* be used.
Shelter in Place: Shooter on Campus (hear gunshot or notified to 'lockdown')	If you are outdoors and hear what appear to be gunshots, **immediately run away from the sounds** and when safe call 911. If you are in a classroom at UHS, **press the emergency panic lock button** on the door and **seek cover**. If you find yourself in a room without a panic lock button and cannot run, try to barricade the door and then **hide**. If someone tries to forcefully enter the room you are in, be prepared to **fight** (look for an improvised weapon you can use, like the fire extinguisher by the door).
Procedure to assess and respond to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, a school activity, or on a school bus.	If you are at home and receive information either directly or through social media/internet sources of a potential threat to the school or people at the school, students are to notify the administration team immediately. If you are at school and receive information either directly or through social media/internet sources of a potential threat to the school or people at the school, students are to notify their classroom teacher immediately if they are in class or to notify the administration team in the main office. School administration can be reached via Remind or via email 24 hours a day. When reporting potentially dangerous, violent, or unlawful activity that is either being conducted or threatened to be conducted, provide specific information to the situation,

	including the source of the information, screenshots or screen recordings (when appropriate), names of students involved, and specific dates/times when the threats were made or posted.

Sometimes the real emergencies are not obvious and go unnoticed. Students are reminded to pay attention when walking around campus and into parking lots where accidents may occur. If students suspect that something is not right or see something out of the ordinary, they should say something to a school employee and seek help immediately. To enhance student personal safety they are encouraged to do the following:

1. Program the Fresno State police dispatch number of 278-8400 into their phone and If they **see something** suspicious on the Fresno State campus, **say something**.
2. Know how to use the blue emergency phones and when out on campus, know their surroundings and be aware of available exits.
3. Take safety precautions at all times, especially at night.
4. Be familiar with how to respond in a school emergency.
5. Look after their fellow students and tell a school employee if you sense that a student is in need.

Teacher Emergency Preparedness: Responsibilities and Roles

Earthquake Emergency Response	To prevent injury to students, classrooms should not have unsafe furniture or book configurations that could fall and hurt a student. When an earthquake occurs, direct students to get on their knees and protect their heads with their arms in a direction facing away from the windows. After an earthquake, notify the main office if any damage or injury was observed. In such an emergency an Administrator will visit your classroom after the event to check on you and your class. (ed 32282; II,III)

Fire Safety	Use fire extinguisher as necessary in classroom and notify administration. If directed to evacuate, or hear fire alarm: 1 - Take class roster 2 - Direct students to the muster area in front of school following evacuation plan posted near the classroom door. 3 - Leave the door unlocked. 4 - At muster station, have students line up facing the front of the school and take attendance. 5 - Report the student count to the administrator and wait for further instructions.
Physical injury	Determine severity of injury and call 911 if emergency. Provide First Aid as necessary or escort student to office for attention if student is mobile. File injury report using form in office (If injury involved the head, required ambulatory transport, resulted from a fight or active violence we will need the staff eyewitness to make the report).
Evacuation Emergency (Toxic substance exposure, campus fire or possible bomb threat could result in a campus evacuation request.)	If directed by school administration or Fresno State to evacuate the Fresno State campus: 1 - Take class roster 2 - Escort your students out to the Fresno State muster station in parking lot P2 at the corner of Woodrow and Shaw 3 - Leave Door unlocked 4 - Once at parking lot, have students line up and take attendance 4 - Keep students with you and wait for further instructions If informed that the event is a bomb threat, stay off of cell phone and keep students off of their cell phones.

Shelter in Place/Lockdown	**Outdoors** If you are outdoors and hear what appear to be gunshots, **immediately move away from the sounds, directing students to follow you.** When safe, call 911. **Indoors** If you are in a classroom at UHS and cannot leave: 1 - **Press the emergency panic lock button** on the door 2 - Turn off lights 3 - Cover door window if possible 4 - Direct students to take cover away from the door 5 - Arm yourself with an improvised weapon (like the fire extinguisher) and stay by the wall near the door. If someone tries to forcefully enter the room, be prepared to **fight**. Do not open door until school administration or law enforcement direct you to do so. In all cases monitor your phone for emergency text messages or all-call instructions.

Procedure to assess and respond to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, a school activity, or on a school bus.	If a teacher becomes aware of a threat or unlawful activity at the school they must immediately bring the situation to the attention of school administration. If the information comes directly from a student, they need to direct that student to the administration team in the main office and call the administration team to notify them that a student is coming to them with critical information. The teacher must act swiftly but remain calm with the student. It may be necessary to speak with the student privately outside of the classroom door if they need to remain anonymous to their peers in reporting the situation. After a teacher has directed a student to the administration team, they must follow-up with the office state to ensure that the student arrived safely and was connected to the administrative team. If a teacher becomes aware of a threat or unlawful activity at the school or school activity, they must bring it to the attention of the school administration by texting/messaging utilizing the Emergency Phone Numbers cards provided at the beginning of each school year or by calling the administration directly. When reporting potentially dangerous, violent, or unlawful activity that is either being conducted or threatened to be conducted, provide specific information to the situation, including the source of the information, screenshots or screen recordings (when appropriate), names of students involved, and specific dates/times when the threats were made or posted.

Emergency Situations and Students with Disabilities

During emergency situations (fire, earthquake, evacuation, lock-down, etc.), students with disabilities may need additional assistance. Each teacher with a student on an IEP or 504 plan will have written copies of their plans and any needed accommodations. Teachers will monitor students during emergency situations and provide support for any medical mobility issues and emotional/psychological needs that arise. When an emergency situation calls for a classroom or building evacuation, teachers will notify the administration of any issues, concerns, or needs for students with disabilities when checking in their classroom. When an emergency situation calls for students to remain in the classroom, the teacher will contact the administration of any issues, concerns, or needs for students with disabilities via phone, text, or Remind messaging.

Following an emergency situation, the administration will solicit feedback from teachers regarding students with special needs in order to adjust or modify any procedures.

Administration Emergency Preparedness: Responsibilities and Roles

The Crisis Team is composed of the Superintendent/Principal, Vice Principal, Counselors, Registrar and Office Manager. The Superintendent and Principal are in charge of leadership and provide guidance and direction. The Counselors are responsible for student safety and welfare, in a crisis they take direction from administration. In a student related situation, they take the lead roles and report to administration. The Registrar and Office Manager referred to as "Office" are responsible for communications from the school to local agencies (Fire, Police, FUSD, Fresno State), and the parent community per instructions from leadership.

Some emergencies allow the Crisis Team to plan more than others. A power outage and chemical hazard are all examples of crises that provide time to strategically plan. On our campus, the most likely threat is a terrorist alert, airplane crash or campus protest situation as our campus is not in a natural environment danger zone (fire, flood, earthquake). Whenever there is a school crisis, the administration will attempt to convene the Crisis Team members and discuss the appropriate actions to take and the roles each team member will play. In an emergency, however, the following responses should be followed:

Earthquake (feel earthquake)	If outdoors, stay away from buildings. If indoors, get on the floor on your knees, cover your head (hide under desk if possible) and face away from the windows.
Fire (see fire or hear alarm)	Initiate evacuation protocol as necessary. Counselors: grab radios and do a room check (Bird upstairs, Fernandez downstairs), notify Principal when all rooms are clear. Office: grab radio, medications, emergency binder, move to muster station in front of school, notify public agencies as necessary. (Palomo/Sanchez: clear music building. Marrett: clear office building.) Admin: go to muster station in front of school and direct teachers and students. Collect reports from teachers, plan next action.
Injury/First Aid (see someone who needs assistance)	When notified of injury, provide first aid, and contact parents. Call 911 as necessary. File an accident report.

Campus Evacuation Request (told to evacuate, hear alarm, text messaged). Toxic substance exposure, campus fire or possible bomb threat could result in a campus evacuation request.	*If Fresno State orders an evacuation:* -Counselors: grab radios and do a room check (Bird upstairs, Fernandez downstairs), notify the Principal when all rooms are clear before moving to Lot P2 -Office: grab radio, and latest student roster, move to Lot P2, notify public agencies as necessary. Palomo/Sanchez clear music wing. Marrett clear office building. -Admin: go to Lot P2, organize students and teachers, remind all to stay off of their cell phones. *If Bomb Threat:* Office: if receive a bomb threat via phone, ask the caller questions and do a threat assessment then notify Admin. Admin: call police and evaluate evacuation protocol.

Shelter in Place: Shooter on campus (hear gunshot or notified to 'lockdown')	**Active Shooter Situation** If you are outdoors and hear what appear to be gunshots, **immediately move away from the sounds, directing students to follow you.** When safe, call 911. If you are in the admin building at UHS and cannot leave, retreat to the file room, or stay in office and **press the emergency panic lock button** on the door (or barricade door), turn off lights, cover door window if possible and direct students to take cover away from the door (if with you). Arm yourself with improvised weapon (like the fire extinguisher) and stay by the wall near the door. If someone tries to forcefully enter the room, be prepared to **fight**. Call 911 from office, if possible. In all cases monitor your phone for emergency text messages or all-call instructions. **If lockdown is a precautionary move because of a potential hostage/shooter situation, the crisis team will do as follows**: -Counselors/Admin direct kids into classrooms, quickly patrol school for compliance. -Admin: notify teachers and students of plans and directions. -Clerical: communicate with community as directed by Admin Team.

Procedure to assess and respond to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, a school activity, or on a school bus.	Potentially dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school will be brought to the administrative team's attention via Remind messages, text messages, emails, phone calls, or direct face-to-face conversations with students, parents, or staff. The administrative team will take the following steps to assess and respond to the situation: 1. Gather all information from primary sources, including the perpetrator's name and contact information. 2. Make a determination if there is an immediate threat to the school or student body. a. If "yes", contact Fresno State Police b. If "no", proceed with assessing the situation to gain further clarification on the situation. 3. If the student is on campus, determine where they are located and send an administrative team to bring the student to the office with all of their belongings. The administrator will take possession of their belongings and put them in a secure location. 4. If the student is not on campus, determine if the threat requires a lock down to be enacted or if the daily school activities can continue. a. If there is not a need for a lock down, continue to assess the situation and notify the staff that there is a "Facility Alert" that is under investigation. Class activities remain functioning as normal. b. If there is a need for a lock down, follow the Lock Down procedures, contact Fresno State PD, and then continue with the assessment. 5. School administration will do a threat assessment and make a determination of next steps, which may include contacting Fresno State PD, moving the campus to a Facility Alert or Lock Down, taking the campus off of a Facility Alert or Lock Down, notifying parents of all students, notifying parent/guardian of the student that generated the situation, detaining the student until law enforcement arrives, issuing disciplinary consequences, or other actions that will neutralize the threat or activity and return the campus to a safe space.

Procedures for Conducting Tactical Responses to Criminal Incidents

University High School works closely with the Fresno State Police department to ensure a safe campus for students. The procedures to prepare for active shooters or other armed assailants are based on the recommendations of the California State University and the Fresno State Police Department.

An active shooter is defined as someone with a gun attempting to kill people in confined, populated area. It may be difficult to tell if a loud sound or scream is related to an active shooter on campus, so students must be prepared to react and respond as if there was a threat. Police are minutes away, so it is important to act quickly.

The Fresno State Police department lists three steps for all students and faculty to take in the event of an active shooter on campus: run, hide, fight.

Run. Always be aware of your surroundings and have an exit plan. Look for a way out of the area of conflict and leave everything behind to run to safety. Once you are in a safe place, then dial 911 and seek help.

Hide. Always be aware of your surroundings and have a plan for seeking cover or concealment in the event of an active shooter on campus. Turn off lights, close blinds, lock doors and remain silent to make the hiding place appear unoccupied.

Fight. As a last result, be prepared to fight utilizing anything you find nearby. Fight until the threat is over.

Students, faculty and staff should remember that the role of the police in an active shooter situation is to neutralize the active shooter. When police arrive, remain calm, keep your hands up, avoid sudden movements and obey their directions. Once the threat has been cleared, they will be able to provide help to those in need of assistance. Until then, follow the basic steps to find safety – run, hide, fight.

Protocol for Opioid Overdose

Senate Bill 10 (2023) requires each school serving grades 7-12 to include a protocol for responding to an opioid overdose in their school safety plan.

The drug landscape has changed dramatically in recent years and all parents and caregivers need to be educated on current drug threats to be able to have informed conversations with their kids. Unfortunately, students actively seek out prescription drugs from friends and vendors/dealers without knowing the risks and dangers of such activities. Many synthetic drugs are available illegally to students that do not contain measured ingredients. Fake pills or pills laced with toxic and dangerous substances are often sold to students, sometimes to look like colorful candy. Drugs, such as fentanyl, are incredibly dangerous with DEA lab testing revealing that six out of every ten fake pills with fentanyl contain a potentially lethal dose. Encourage

students to be open and honest in their communication and stress the importance of not taking any pills that were not prescribed to them from a doctor. Tips and resources are available for parents on our website under Legal Notices.

Body System	SIGNS AND SYMPTOMS OF AN OPIOID OVERDOSE
Mouth/Throat	Loud, uneven snoring, or gurgling noises (death rattle)
Lungs	Shallow, slow breaths (fewer than 10 per minute), or not breathing at all
Skin	Pale, blue or gray, clammy
Heart	Slow or erratic pulse (heartbeat) Blue lips or fingertips (from lack of oxygen)
Mental	Unresponsive to stimuli such as noise or sternal rub Unconsciousness
Other	Constricted (pinpoint) pupils Limp body

In the event that a student has experienced an opioid overdose, the following steps should be taken:

1. Notify the administration/front office team of possible opioid overdose and where the student is located.
2. Remain with the student at all times, rolling them to their side to prevent asphyxiation from vomiting.
3. Call 911 from your classroom/office phone or cell phone.
4. The office team will bring Narcan to the location and administer.
5. Continue to provide CPR/First Aid to the student until the Emergency Response Team has arrived.
6. The front office staff will contact parents to have them come either to the school to meet the Emergency Response Team or they will be directed to the emergency hospital the student will be taken to.
7. Once the situation has been cleared, complete an incident report in the office to document what occurred.

Roles and Responsibilities of Faculty and Staff for Implementation of the Comprehensive Safe School Plan

Administrative Responsibilities to promote and ensure student safety

Emergency Drills	Earthquake and Fire Drills at least twice a year (ed. 32282 IV)	September 2024 and March 2025

Facility inspection to identify safety hazards and needed repairs and to verify established procedures are occurring for the management of lab chemicals and hazardous waste.	Annually	August 2024 and Spring 2025
Distribution of procedures for safe ingress and egress of pupils, parents and school employees to and from school.	Annually distributed to parents and students via the Parent Handbook and presented verbally at Parent Orientation in August	August 2024
Update as needed: Injury and Illness Prevention Program Handbook		August 2024
Update as needed: Parent Handbook and Student Handbook including the following policies: dress code, suspension/expulsion, discrimination and harassment, bullying, positive climate expectations (ed 32282; E-	Update Parent Handbook in April of each year for distribution in August Student Handbook is excerpted from the Parent Handbook and given to students at Student Orientation	August 2024
Consultation with Fresno State Fire Safety coordinator or local fire marshal	Annually	August, 2024
Online trainings for Administrators	Annually	August 2024
Monitor required employee training to ensure all employees are compliant with the plan.	Annually	Inservice Day, 8/7/24
Administer our student climate survey	Annually; Ed Code 32282 (1)	Spring 2025
Update UHS School Safe Plan (this document)	By March 1st of each year (Ed.32286)	August 2024

Review your leadership responsibilities and roles for all situations discussed in this plan	Inservice Day	8/7/24 with staff
Update and distribute employee name and phone contact card	Annually, distributed first week teachers report back	8/7/24
Update parent information system with current contact info that can be used to push out emergency information along with routine correspondence.	Beginning of each school year	August 2024

Roles of Staff to Implement this Comprehensive School Safety Plan

Counselors	Develop clear guidelines for the roles and responsibilities of mental health professionals, school counselors, (b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following: (1) Primary strategies to create and maintain a positive school climate, promote school safety, increase pupil achievement, prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. (2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following: (A) While on school grounds. (B) While going to or coming from school. (C) During a lunch period, whether on or off campus. (D) During, or while going to or coming from, a school-sponsored activity.

Office Manager	Updating of contact cards, parent communication info, distribution of parent handbooks, communication person in an emergency. Review of employee compliance with online training. Each Semester print out an updated student contact roster that can be easily retrieved for emergency evacuation purposes (Go Book).
Registrar	Ensure students list their cell phone number in their Fresno State account so they can be accessed via the Bulldog Alert system.
Vice Principal	Running drills, oversight of Administrative Responsibilities as noted on list NOT assigned to others.
Superintendent/ Principal	Board approval of Handbooks; Parent Orientation presentation, review with employees the roles and responsibilities outlined in plan; update the plan annually.

Mandate Teacher Trainings and Safety Responsibility

To maintain awareness of responsibilities, teachers are required to do the following: Training using the www.publicschoolworks.com link on the California Risk Management Authority website (CRMA-JPA.org). In addition to the online training, the school may provide training for the staff on topics such as, CPR training, basic first aid, emergency drills, etc.

Mandated Reporting Procedures (child abuse reporting procedures)	Annually
Bloodborne Pathogens	Annually
Adult Supervision of Field Trips	Biennially
Suicide Prevention	Annually
Medical Procedures	Annually
Sexual Harassment / Title IX	Annually
Staff/Student Relations	Biennially
California Dept of Ed's Online Bullying Training	Annually

Student Privacy Rights (FERPA)	Annually
Basic Pest Management in the school and child care settings” Or DPR 101	Annually
Hazardous waste or chemicals	Science teachers are responsible for the proper management and disposal of all chemicals or hazardous waste used in the science labs; all chemicals used at UHS are non-toxic.

Charter Board Evaluation of School Performance

In completing this performance report, the Charter Office is seeking an honest and reflective self-appraisal of strengths and weaknesses of the charter school, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school. This report is to be submitted to the Charter Office (felicia.olais@fresnounified.org) **a week** prior to the Renewal Site Visit.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for considering whether to recommend the Board grant or deny the renewal petition.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. school administrator).
- This document is intended to be reflective of the collective thoughts and opinions of the entire board. **Only one document is to be submitted to the District**.

1 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know? Cite Evidence.

UHS boasts unique elements that distinguish it from traditional comprehensive high schools, making it highly effective in ensuring that all students graduate prepared to earn a four-year college degree. UHS offers an extended school year and a longer school day than required, allowing students more instructional time to ensure they leave high school prepared for their next step. Additionally, excellence is demonstrated in the rigorous, well-rounded program with high academic success. Some examples include:

- All students take four years of music and are enrolled in a performing group music class, either instrumental or choral.
- Almost all students graduate with completed the A-G requirements, making them eligible to apply and be accepted to a campus within both the California State University ("CSU") system and the University of California ("UC") system.
- All students complete two years of Latin.
- All students complete four years of math.
- Almost all students meet and exceed state standards in ELA, Math, and Science, well above the state and district CAASPP scores.

What are its notable strengths?

Notable strengths include the consistently excellent graduation rate, college-going rate, state test passing rate, AP passing rate, and access to college dual enrollment. In addition, UHS has a continually evolving diversity of student body, rich/colorful student life, community service, strong school leadership, and devoted staff/teachers: solid financial management and healthy short- and long-term budget outlook. There is high demand from the community and families to send their children to UHS and a high level of staff and faculty job satisfaction. In addition to excelling in the classroom, students at UHS complete a minimum of 80 hours of community service before graduation.

What are the main areas of needed improvement?

While there are few to no incidents requiring elevated student discipline, some students continue to demonstrate needs related to anxiety, and the school is initiating a "calming room," a new counseling assignment plan, and access to behavioral support from a mental health therapist two

days per week. We are encouraged by this plan and look forward to the positive results for students needing increased wraparound services at UHS.

2 How well do students achieve?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?
UHS students achieve academically well, as demonstrated by state and national rankings. UHS is ranked 7th in the state and 16th nationally per the *US News and World Report*'s most recent rankings. The last six graduating classes have seen all seniors graduate and have averaged a graduate A-G eligibility rate above 95% (see report p. 15). The school continues to perform academically above the state and district in the CAASPP annual Math and English Language Arts assessment. All students and each reportable subgroup also perform well above the state and district in English Language Arts and Math, as noted in the distance from the standard (see report pp. 17 & 18). Like the CAASPP data, the college attendance data shows the value UHS has delivered to its students as they attend college at far higher rates than their peers across the District, county, and state (see p. 20).

In which subjects and grades do students do best, and why? Share examples of subject and grade-level successes.
All subjects, especially ELA, history, and music. Beyond the reported data above, UHS students taking the AP exams in the 2023-2024 AY had an overall pass rate of 71%, above the national average (68%). Specifically, in the noted areas in 2023-2024, the UHS student pass rate was as follows:

- AP English Composition, 75% pass rate (90/120), well above national average (55%)
- AP Music Theory, 98% pass rate (39/40), significantly above national average (61%)
- AP US History, 84% pass rate (77/92), above national average (72%)
- AP US Government, 95% pass rate (18/19), well above national average (73%)

Regarding ELA and gender, 96.43% of UHS female and 100% male students met and exceeded standards in 2022-2023. Similar results are also seen for other subgroups in ELA, where in 2022-2023, 100% of SED met and exceeded standards, and non-SED were at 97.7% met and exceeded. For reportable race/ethnic subgroups with ten or more students, 100% Asian, 100% white, 100% two or more, and 96.77% Hispanic/Latino students met and exceeded standards, respectively.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?
UHS students demonstrate some level of differential attainment in math based on gender and ethnic background. Still, the gap is noticeably smaller than observed in regional schools and the state. Regarding gender, 94.64% of male and 78.57% of female UHS students met and exceeded Math standards in 2022-2023. For ethnic background, 100% two or more, 91.67% Asian, and 90.91% white UHS students met and exceeded Math standards in 2022-2023 AY, but 70.97% Hispanic/Latino students met and exceeded standards in Math. Though this performance is significantly higher than the county-wide results for the same population (24.47%), UHS aims to close this achievement gap in Math for Hispanic/Latino students. In order to achieve this, the school has implemented targeted advising and tutoring for identified students, restructured academic counseling to enable early identification, and facilitated teacher-led discussions on engagement and the necessary support for increasing Hispanic/Latino student success through culturally affirming practices such as building relationships and eliminating timed assessments. These practices have already led to higher test grades for Hispanic/Latino students and have had a positive impact on the grades of all students in classes where the strategies have been faithfully implemented.

3 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?
Student test scores, local/state/national competitions, and college admissions. The following is a short list of ongoing school achievements that also emphasize the quality of instruction at UHS:

- #1 High School in the Fresno Metro Area (U.S. News & World Report, 2023)
- #7 Best High School in CA (U.S. News & World Report, 2023)
- #16 Best Charter School in the U.S.
- #79 Best High School in the U.S. (U.S. News & World Report, 2023)
- California Pivotal Practice Award Winner
- 2022 National Blue Ribbon School
- 2021 California Distinguished School,
- 2021 A+ grade, 2nd best charter, 7th best high school in CA, & 10th best charter high school in America,
- 69th best high school in America (Niche.com, 2023)
- 6th Best Teaching Staff out of 1795 schools in CA (Niche.com, 2023)
- 2nd best Charter High School in CA (USC/ School Performance Dashboard)
- 2017 California Gold Medal School
- 2014 National Blue Ribbon School
- Fully Accredited by WASC through 2029

Which are the strongest features of teaching and learning and why?
UHS has devoted teachers who have worked in the school for decades, creating stable, high-quality instruction for students. UHS has 100% of positions filled ahead of the school year - an increasingly impressive feat following the pandemic and related staffing challenges resulting from the disruptions caused by COVID-19. UHS maintains an active relationship with CSUF's teacher credentialing program and utilizes sites such as EdJoin to ensure a strong pool of candidates for any vacancies. Class sizes at the Charter School are manageable, and averages in core subjects ranged from 24 to 29 students, as noted on the 2022-23 SARC. UHS expects these successful practices to continue moving into the new charter term and ensuring students receive instruction from the best educators UHS can hire and retain.

What aspects of teaching and learning most need improvement, and what action is being taken?
The CTC notified the UHS administration that a veteran music teacher's credential needs to be made compliant by obtaining their CLAD. The board has been informed that the teacher is enrolled in the required courses necessary to instruct multilingual students most effectively in their subject.

4 How effective is the charter's assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?
The detailed, periodical administrative reports regarding student learning on state and local assessments, including English Language proficiency, CAASPP for ELA and Math, CA Science Test, California Physical Fitness, and Advanced Placement exams, are regularly presented and submitted to the board. The administration reports department-level work regarding both

summative and formative assessments of student learning to ensure UHS is using appropriate instructional strategies to meet the needs of all students and modifying pacing and instructional methods, as demonstrated by the data.

What are the strongest features of your assessments?
The facts reported to the board are clearly delineated, and board questions are answered with detail as requested. Based on the annual results of formal state and national assessments, where students as a whole and by subgroup continue to outperform their grade and demographically alike peers at remarkable levels, it is clear that the evaluation of learning at the local level is excellent.

What aspects need improvement, and what action is being taken?
Periodic review of the school's curriculum to reflect the current development of technology and social sciences, specifically the new ethnic studies requirement under development in conjunction with respective Fresno State faculty.

5 How effective are the strategies and processes that you have implemented to ensure your school enrolls a diverse student population?

		5	4	3	2	1	
Evaluation:	Excellent	x					Unsatisfactory

How do you know?
University High School is proud of its strides to achieve a balance within its student body that increasingly reflects the general population of students residing in the District and County. The Charter School's diversity has changed dramatically since UHS' initial years, where in 2011-12, UHS enrolled a student population of 54.4% of those as white students to 27.5% white students reported last year. Additionally, UHS has increased enrollment of Asian students, including Filipino students, currently near 40% of the school population. The following percent enrollment increases have been seen across student demographic subgroups since the previous renewal (see published SARCs):

- African American–1.7% to 2.4% (internal calculations are between 4.5-6%)
- Hispanic/Latino–15.4% to 29.8%
- Two or more races–6.5% to 9.8%
- English Learners and Reclassified Fluent English Proficient–6.8% to 16.1%
- Homeless & Foster Youth–0% to .8%
- Socioeconomically Disadvantaged (SED)–10.3% to 21.5%

Lastly, as reported for 2022-2023 AY on Ed Data.org, UHS has an Ethnic Diversity Score (EDS) of 66, where the closer the score to 100, the increasingly diverse the school. For reference, Fresno Unified reported an EDS of only 34, and California had an overall EDS of 45 for the same reported year.

What are the strongest aspects of your efforts to recruit/maintain a diverse student population?
Since the last charter renewal in the 2016-17 school year, UHS has made specific and strategic recruitment efforts to target advertising and communication and to form relationships to improve the ethnic diversity of the student population. Approved adjustments to lottery preferences were made to ensure students of limited means were given an equal chance to enroll at UHS, explicitly targeting the SED subgroup. The plan also includes outreach efforts with local area charter schools serving students through to 8th grade and intentional collaboration with the Fresno State African American Outreach Coordinator to support increased outreach with the African American community across the Central Valley.

To maintain an increasingly diverse student population, UHS has a financial account to provide resources for socioeconomically disadvantaged students to offset out-of-pocket costs that may

inhibit student participation in UHS activities. This resource, sponsored by parents and supplemented by UHS, is designed to provide goods and services outside the Charter School's program. UHS already pays the costs for socioeconomically disadvantaged students for college units, university textbooks, co-curricular activities, bus transportation, etc. This additional resource supplement identifies students to make their high school experience more enjoyable. Items such as yearbooks for seniors, school dance tickets, concert tickets for parents and family, some college preparation fees, graduation costs, and other items are covered for the identified students. Additionally, the student leadership board reports indicate ongoing student-led, school-supported efforts to foster an increasingly inclusive community by celebrating, honoring, and supporting students across lines of difference.

What aspects need improvement, and what action is being taken?
Though enrollment efforts have included working towards increasing the UHS African American student population, the percentage has only grown .07% (1.7% in 2017 to 2.4% in 2023). The percent enrollment of African American or Black students in Fresno Unified in 2023 was 7.9% and 5.1% across the state; as such, efforts are ongoing to balance the demographic ratio through increased enrollment of this population. The school continues to bolster participation in FCSS's Ujima Student Leadership Academy and the Black Student Union. For example, in the spring of 2023, staff took UHS students on a charter school-sponsored week-long field trip to Historically Black Colleges and Universities (HBCUs) in Atlanta, Georgia.

As reported at Ed-Data.org, Fresno County k12 enrollment has hovered close to 67% Hispanic/ Latino students over the past two academic years; however, UHS enrollment for the same subgroup, while making incremental growth, is just under 30% Hispanic/Latino. In order to increase enrollment for this population, UHS administration has developed a targeted recruitment strategy using radio advertising and K-8 regional charter school networking with Kepler Neighborhood School, Clovis Global Academy, and Golden Charter Academy as these schools enroll a large proportion of traditionally underserved populations and offer music education to their students.

6 How effective is the leadership and management of the school?

		5	4	3	2	1	
Evaluation:	Excellent	x					Unsatisfactory

How do you know?
The board observes effective management of all aspects of the school's work, as reflected in the thorough and timely reports and documentation submitted to the board, the initiation of school-building improvement projects based on need and finance availability, the swift communication with the board regarding HR matters as appropriate, and the development of collective efficacy of faculty, students, staff, families, and the community through documented collaborative processes. The administration demonstrates a more than excellent level, as expected in the *California Professional Standards for Education Leaders* (CPSELs). Administration demonstrates high levels across all indicators (Development and Implementation of a Shared Vision; Instructional Leadership; Management and Learning Environment; Family and Community Engagement; Ethics and Integrity; External Context and Policy).

How does your board monitor teacher and staff implementation of the school's curriculum, including its alignment with the California Common Core State Standards?
The board monitors the implementation of the school's curriculum and standards alignment, using state and local assessment data provided in board presentations and similarly included in formally published state documentation (i.e., Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), California Dashboard indicators).

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

The board firmly believes in communication and collaboration grounded in ethics and integrity. Through supportive dialogue in executive sessions, situations are presented with evidence-based facts and considered from multiple perspectives and understandings to uncover best practices. Decisions are centered on the Educational Code, human resource law, California standards and frameworks, and board policy, always through a lens of ethics and integrity. The results depend on the situation and context, and the ultimate goal is always to ensure a safe and supportive environment where UHS students can socially thrive and academically excel.

Which aspects of leading and managing the academic performance of the school work best, and why?
The *Development and Implementation of a Shared Vision* is a particularly strong area to highlight as the administration centers all professional learning, school planning, and common goals around a shared vision. This is reviewed annually, and the faculty has a high level of input on the data-informed goals and section steps for the consecutive year.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?
The administration has demonstrated a deep commitment to UHS, with a high management level and visionary leadership. The administration maintains a rigorous education, a safe learning environment, and continual work to enhance and communicate the school brand, all with fiscal responsibility and leadership integrity. The board does not report a performance need for improvement at this time.

7 How well does the charter school collaborate with parents to encourage active participation in their student's education?

		5	4	3	2	1	
Evaluation:	Excellent	x					Unsatisfactory

How do you know?
Performing at an excellent level, UHS administration maintains regular communication with parents and families via email, phone, events, meetings, social media, and the UHS website to ask for feedback and encourage active participation. This includes providing documentation and communications in English and other languages represented at the school where parents need assistance. Another example demonstrating collaboration is the high level of parent and family engagement during WASC accreditation during the 2022-23 school year with Focus Group sessions. As reported on the CA Dashboard, presented and board meetings, and observed by members of the board, meetings are held for parents for Back to School Night, annual 504 Plans and IEPs, Information Days for incoming students, SST's, annual counselor meetings, and anytime a parent would like to meet to discuss their student's progress or issues. Teachers also make phone calls and emails to parents regarding progress and/or behavior, and progress reports are mailed home every six weeks. PowerSchool, the student information system, automatically emails grade information daily, weekly, or monthly, according to a parent's or family's setup preference. The California Dashboard also reports "Standard Met" in the area of Family and Parent Engagement, which directly reflects how UHS "builds relationships between the school staff and families, builds partnerships for student outcomes and seeks input for decision-making."

Which are the strongest features, and why?
Phoenix Alliance, the primary parent group at UHS, is a robust and active group serving and raising money for student learning and family engagement opportunities. Though not a requirement for student acceptance to or for student continuation at UHS, all parents are invited to join the Phoenix Alliance and volunteer time or resources for the school and to stay informed and engaged in their student's education. UHS parents and members of the community can serve as governing board members, advisory council members, transportation or office volunteers, planners and chaperones of special events and field trips, guest speakers, fundraisers, tutors, and

mentors in addition to participating in Phoenix Alliance.

Another exemplary feature to increase collaboration with parents and families is the hiring of a new Development Director after the start of the 2022-23 school year. With fresh eyes and ideas, UHS is looking forward to new involvement from parents from all ethnic groups and parent communication has improved since this hire. Additionally, there are two bilingual faculty members in the office and 3 of the 20 teachers are bilingual to support these efforts.

What most needs improvement, and what action is being taken?
As related to student enrollment demographics, an area of opportunity is to continue to find ways of engaging with more Black/African American and Hispanic/Latino families to foster increased collaboration and a sense of belonging for current and future students in these subgroups. To address this need for intentional outreach for both subgroups, UHS participates in the Fresno State College and Career Summit and diversified marketing locations throughout the Fresno region. UHS administration has developed a targeted recruitment strategy using radio advertising and K-8 regional charter school networking with Kepler Neighborhood School, Clovis Global Academy, and Golden Charter Academy as these schools enroll a large proportion of traditionally underserved populations and offer music education to their students. Specifically, Golden Charter Academy 2023-2024 demographic profile highlights 51.1% Black/African American enrollment and 36.7% Hispanic/Latino, explicitly aligning with the family and community engagement improvement area.

8 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

		5	4	3	2	1	
Evaluation:	Excellent	x					Unsatisfactory

How do you know?
For **students with disabilities (SWD)**, UHS currently supports four students with an individualized educational plan (IEP). UHS provides special education instruction and related services per the IDEA, Education Code requirements, and applicable policies and practices of the CHELPA. UHS ensures that agreements are provided with a speech therapy service, a certified school psychologist, and a certified special education teacher, as needed. Special Education students who need additional technology or support receive the assistance that will help them be successful at UHS as defined in their IEP. UHS students, including those with IEPs, can request additional assistance with technology resources as needed. For example, a hard-of-hearing student may need assistive hearing technology, so UHS would purchase additional speakers and microphones that teachers wear to enhance the sound of the teacher's voice for the student. Students are also tested when identified by faculty and staff or brought forward by parents within the legal timelines. In 2022-2023, three additional students were tested–two did not qualify, and the parent denied services for the third.

Local level state performance data on the CAASPP/CAST highlights 100% SWD met and exceeded standards in ELA, Math, and Science in 2022-2023 and the 2023-2024 school years. In 2022-2023, SWD passed 50% of AP exams taken (3/6 exams). While this is below the national average (68%), many SWD in other public high school contexts do not have access to AP exams. At UHS, all students, including those with disabilities, are supported and encouraged to take AP exams related to their courses of study in a given year. Additionally, the graduation rate for SWD remains 100%. These points indicate that the school ensures a free, appropriate public education in the least restrictive environment and at an excellent level in the most rigorous academic environments.

Regarding **English language learners,** UHS currently supports 21 students classified as English

Learners (EL; 2 students) and Reclassified as Fluent English Proficient (RFEP; 19 students). UHS has developed and annually reviews a comprehensive School-Wide Plan for English Learners. UHS meets all applicable legal requirements for ELs, including 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. UHS administration implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Upon student reclassification (RFEPs), UHS has also developed protocols for monitoring students. The EL program and the RFEP monitoring process aim to ensure students acquire language skills and knowledge of academic content through an integrated model for ELD. UHS takes excellent steps to assist students who need to adequately progress toward grade-level goals and expectations, providing one-on-one advising and tutoring as needed.

The graduation rate for EL and RFEP students remains at 100% with all students in this group on track to graduate for 2025 as well. In addition, 100% of 2024 graduating seniors in this subgroup were college going. CAASPP scores in ELA for this subgroup in 2022-2023 and 2023-2024 school years were both 100% met and exceeded standards. For this subgroup performance on the CAASPP Math assessment, 89.5% met and exceeded standards in 2022-2023, and 66.7% met and exceeded standards in 2023-2024. Though lower, still notably higher than the statewide average for all students (34% 2022-2023). Additionally, on the CAST, 89.5% met and exceeded standards in 2022-2023, and 83.3%% met and exceeded standards in 2023-2024. Also, remarkably higher than the CAST statewide average for all students meeting and exceeding standards (31.67%, 2022-2023). Each of these achievement indicators demonstrates the school assures an excellent level of support for EL and RFEP students.

Which are the strongest features, and why?
While there are many quality attributes related to how UHS provides free, appropriate public education in the least restrictive environment for SWD and supported instruction for ELs, two specific areas to highlight are individual student monitoring and one-on-one student support. Robust internal documentation of these student subgroups exists. Because the subgroups are smaller than what can be reported on public-facing CDE data, this is critical data to inform school-wide practices for equitable outcomes for these student populations. In addition, the data is used to inform individualized advising and support for these students. The small school environment and newly restructured academic counseling support also play an essential role in ensuring these students have what they need to excel in the rigorous academic environment at UHS. UHS is located on the Fresno State campus and as students start to take college level courses as sophomores, they are doubly incentivized to pursue college after graduation.

What most needs improvement, and what action is being taken?
Though the EL and RFEP students at UHS are performing well above the state average in math, there remains a gap as compared to the total population in this area. To address this area for improvement, the school is continuing to provide necessary support to increase academic success in math for this student subgroup. The administration is continuing to academically monitor each student to identify areas of need as soon as possible with tutoring services. These individualized services target academic content, foundational concepts, study skills, and English language confidence. Academic counseling responsibilities have also been restructured to provide more specialized grade level and content area support, also working alongside teachers to develop plans for student success. In addition, UHS administration is ensuring that all teachers meet English language learner certifications by the end of the academic year.

9 How effective is the governing board of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?
The board is committed to the success of UHS students through supportive collaboration, critical examination, and thoughtful deliberation of all material presented to the board. Meeting monthly, the board communicates scheduling needs to ensure quorum for timely decision-making. All members support administration by bringing forth expertise in an array of areas to enhance the operations of the school through mindful fiscal planning for sustained programming. Decisions are grounded in policy and educational code aimed to cultivate a personalized, music driven, rigorous academic environment where all students succeed at the highest level.

Describe the process for selecting your governing board members. List all current board and board committees.
The Current board is comprised of the following members/roles/representation designation:

- Dr. Xuanning Fu, Board Chair (Fresno State Representative)
- Brent Woodward, Board Vice Chair (Community Representative)
- Dr. Dominic Dizon, Board Secretary (Parent Representative)
- Dr. Saúl Jiménez-Sandoval, Board Member (Parent Representative)
- Dr. Rajee Amarasinghe, Board Treasurer (Fresno State Faculty Representative)
- Dr. Nichole Walsh, Board Member (KSOEHD Representative)
- Lori Hamada, Board Member (Community Representative)

Board members serve three (3) year terms on the school board. Terms are monitored and staggered so no more than three (3) terms end in a single year. Upon mutual agreement, the Board may extend the members' term by one (1) year to achieve continuity (see Article VIII, Section 4). Board members may serve any number of terms consecutively or non-consecutively.

The Board Chair communicates with the board member whose term is ending or who no longer qualifies to serve in the representation designation for which they were selected (See Article V, Section 5) to determine whether the member is interested in continuing for a new term. The Chair reports the outcome of this determination to the board at the board meeting as soon as the information has been obtained. During a closed session of the continuing members, board composition, needs, goals, and representation designations is assessed. Based upon this assessment, a board member whose term is ending may or may not be redesignated or re-elected to a new term by the continuing board members. In open session, the outcome of the assessment and/or the re-election results, if any, will be reported. The Board determines procedures to fill any upcoming vacancies at this meeting.

Typically, new potential candidates are nominated by current members of the board, and the Chair contacts those nominees who are willing to serve and meet the representation designation to arrange for board interviews. After respective interviews, the board will deliberate and bring forward a candidate to be elected by the board at the subsequent board meeting. The goal is to complete the process before the final meeting of the school year; however, in circumstances where the board must open the pool with further nominations, every effort will be made by the board to complete the election by the first meeting of the new academic year.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy the board is working on.
All the business and affairs of UHS are managed and controlled by the Board. As a whole and not by individuals, the board ensures that UHS remains responsive to the values, beliefs and priorities of the school community, partners, and stakeholders. The board fulfills this by performing the responsibilities of setting direction, establishing an effective and efficient structure, providing support, ensuring accountability, and advocating for students, UHS and public charter schools.

The most recent issue was the stepping down of a community board member representative before the term's culmination. The board chair initiated the process as previously outlined for filling a vacancy. The challenge was related to nominating the right individuals to not only fit the vacancy qualifications, but one who was willing to serve and committed to regular attendance,

collaborative processes, and the vision and mission of UHS. Through the board chair's facilitation and thoughtful board deliberations beyond the academic year, all board members came together to unanimously elect an individual who exceeded the expectations. This new context will allow for a productive year of board meetings and robust projects at UHS for 2024-2025.

What are the notable features of the governing board?
The UHS Board of Directors represent Fresno State, UHS parents, and the Fresno community. The board is highly educated and diverse, with strong ties to the region and a commitment to UHS.

How effectively does the governing board work with the school leader/s?
The board works extremely effectively with school leadership with open lines of communication and a collaborative spirit.

10 How effective is the school at ensuring fiscal soundness and legal compliance?

		5	4	3	2	1	
Evaluation:	Excellent	x					Unsatisfactory

How do you know?
As vital components of board reports, the board diligently follows up in these areas to ensure UHS operates with financial soundness and follows all laws governing charter schools. Based on historical performance and projections, the UHS board continues to oversee fiscally sound operations where funds are dispersed with and monitored for, legal compliance and in accordance with the LCAP. When reviewing areas of cash flow, major revenue streams, degree of reliance on investments and fundraising, enrollment trends, student performance data, projected average daily attendance, and major expenses, great care is taken to maintain a healthy balance should the state budget falter or unexpected operational needs arise. Furthermore, board members complete ethics training fulfilling requirements in Government Code section 53235 annually, which is far beyond the every 2-year requirement established in AB 2158.

Which are the strongest features, and why?
Financial reports and expenditures are completely transparent for board review. Documents and reports are provided with great detail and all board questions are answered with a reference to specific report details and legal rationale as appropriate. The investment account is reviewed for earnings each meeting, and due to diligent budgeting and conservative ADA projections, UHS continues to maintain financial stability not needing to use these reserve funds despite budget cuts from the state.

What most needs improvement, and what action is being taken?
One area of improvement for continued financial stability at UHS is increasing enrollment numbers to positively impact funding through ADA over time. Since the main charter matriculation occurs at 9th grade for new student cohorts, challenges in ADA can unfold should students decide to transfer schools or move out of the region. To address this need, 11th grade transfers are accepted by lottery annually to fill openings in enrollment. By reviving Junior class student enrollment numbers, UHS can increase ADA and, as such, funding. In addition, adjustments were made to the 9th grade lottery and enrollment cap for the 2024-2025 school year, accepting enough new students and continuing to offer openings to waitlisted students to maintain a schoolwide enrollment just above 500 instead of 480. The addition of roughly 20 more students daily will positively impact the budget and is a sustainable enrollment for the facility and staffing.

11 How effective is the school's fiscal management?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?
The school is also excellent regarding fiscal management. Based on the latest financial report to the board, despite the state's decreased funding, UHS is financially stable and will not need to pull from reserves to support operations this school year. In addition, the school's enrollment for incoming 9th grade is back up to levels before the pandemic, and enrollment numbers for 10-12 are stable overall, positively impacting the operating budget.

Which aspects of the school's fiscal operations work best?
An area of particular strength is the administration's use of conservative enrollment projections for long-term budgetary planning. Since projections are based on an ADA about 20 below the actual enrollment, UHS can easily move through challenging fiscal times. Furthermore, the investment account is sound, close to doubling since the installment of the current administrative team. It can act as a buffer should it be needed in times of state budget strain or as unexpected but necessary school improvements arise.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?
An audit finding related to daily attendance reporting was found last year. The administration identified and corrected the source of the error by restructuring office staff responsibilities and replacing less effective staff members with new hires. This year, daily attendance reports were reviewed collaboratively with administration and office staff to ensure 100% accuracy before the reporting deadline. The board is confident that these measures have positively impacted the process of eliminating audit findings of this nature in future review cycles.

Fresno Unified School District

Notice of Intent to Submit a Renewal Charter Petition

Please submit the following Notice of Intent to the Charter Office a minimum of *60 days in advance of the delivery of the petition*. This will assist our office in more effectively communicating and scheduling your board dates. Thank you.

Charter School Information			
Name:	University High School	Charter # 0890	Current Charter Expires: 06-30-2025

Instructional Start Date:	Month: August	Day: 14	Year: 2024-2025

(Must be academic year immediately following petition submission)

Non-Profit Organization Name (if applicable):			
Charter 501C3 Name (if applicable):			
Grade Levels:	9 – 12th	Total Projected Enrollment:	500

Designated Contact

Name:	Jeffie Esparza Hickman	Position:	Superintendent/Principal
Address:	2611 E. Matoian Way, M/S UH134, Fresno, CA 93740		
Telephone Numbers	Mobile: 559-647-8081	Office: 559-278-8263	
Email:	jhickman@mail.fresnostate.edu		

Lead petition writer contact information (*if different from above*)

Name:		Position:	
Address:			
Telephone Numbers	Mobile:	Office:	
Email:			

Are you planning to work with a charter management organization (CMO) or educational management organization (EMO)? Yes ☐ No ☒
If so, please provide contract information for CMO or EMO. Use additional pages, if necessary: _____

Will you be submitting an application to another authorizer? Yes ☐ No ☒
If so: Name of Other Authorizer: _____ Date Submitted: _____

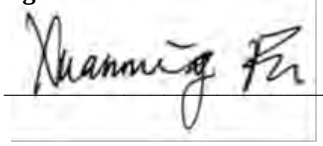
Are there any "sister" charters? Yes ☐ No ☒ Include satellite location/resource centers.
If yes, indicate address of site(s):

Will there be any changes to the grade levels currently being served? Yes ☐ No ☒
If so, what are they? _____

Will the renewed petition reflect a change of location? Yes ☐ No ☒
If yes, indicate address of site(s): _____

Does your current location or proposed location require a lease? Yes ☐ No ☒
If yes, submit a draft of a boiler plate lease of the current or proposed location.

By signing this form, the Board of the above named charter is noticing the District of its intent to seek renewal of its current charter.

Print Name: Dr. Xuanning Fu Signature of Board President:  Date: 6/26/2024

University Charter School – Fresno Unified Authorized

Academic Performance Framework – California Department of Education (CDE)*

Response N/A when a section does not apply.

ELA & MATH: Is the school's achievement performance meeting state expectation? Are students making gains over time? How is this school compared to a similar FUSD school? Is the school providing an equitable education to all students in the area of state assessments? Is this school meeting petition goals in the area of state assessments?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
ELA Performance level: 117 students GREEN: 150.4 points above standard Equity Groups: White: GREEN Hispanic, SED: No Performance Color	**ELA Performance:** N size: **112** students Color/Status: **Blue** **174.3** points **above** standard **Increased** by **21.5** points **Equity Group(s):** **RED** status: **None** **ORANGE** status: **None**	**ELA Performance level:**	80% of student meeting/ exceeding standards annually 95% of students meeting/ exceeding standards annually	**N/A**	**96.7 %**	**98.2%**
Math Performance level: 117 students GREEN: 80 points above standard - Declined 17.4 points Equity Groups: White: GREEN Hispanic, SED: No Performance Color	**MATH Performance:** N size: **112** students Color/Status: **Blue** **91** points **above** standard **Maintained** by **1.2** points **Equity Group(s):** **RED** status: **None** **ORANGE** status: **None**	**Math Performance level:**	80% of student meeting /exceeding standards annually 85% of students meeting/ exceeding standards annually	**N/A**	**83.6 %**	**86.6%**
English Learner Progress: N/A students English Learner Progress Indicator data not available or applicable for this school.	**English Learner Progress:** N size: N/A EL students Making Progress towards Eng Lang Proficiency: N/A% Performance Level: N/A Progressed one ELPI level: N/A% Maintained ELPI Level 4: N/A% Maintained ELPI 1, 2L, 2H, 3L, 3H: N/A% Decreased one ELPI level: N/A%	**English Learner Progress**	**N/A**	**N/A**	**N/A**	**N/A**

Data Source (*if not from CDE*):

NOTES:

Chronic Absenteeism: Is the school providing an equitable education to all students in the area of chronic absenteeism? Is this school meeting petition goals in the area of chronic absenteeism? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023 Dashboard	Petition Goals / LCAP Goals	20-21	21-22	22- 23

		*				
Chronic Absenteeism 487 total students 2.5% Chronic Absenteeism Rate	**Chronic Attendance:** N size: **N/A** students Color/Status: **N/A** Chronically Absent: **N/A** **Equity Group(s):** **Red** Status: **N/A** **Orange** Status: **N/A**	**Chronic Attendance**	ADA of 97% or better The chronic absenteeism rate will be <5%	**0.4%**	**2.5%**	**4.5%**

Data Source *(if not from CDE)*:

NOTES:

Suspension Rate: Is the school providing an equitable education to all students in the area of suspension? Is this school meeting petition goals in the area of suspension rate? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2024 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
Suspension Rate 0 students 0% suspended at least once Equity Groups: Asian, Filipino, Hispanic, 2+races, SED, White = *very low* No performance Level = 7 groups	**Suspension Rate:** N size: **496** students Color/Status: **Yellow** Suspended at least once: **1**% (total of 4 students) **Increased** by **1**% **Equity Group(s):** **Red** Status: **None** **Orange** Status: **Hispanic, Socioeconomically Disadvantaged**	**Suspension Rate**	Less than 3.8% annually Suspension Rate of less than 1% annually	**0%**	**0%**	**1%**

Data Source *(if not from CDE)*:

NOTES:

Graduation Rate: Is the school providing an equitable education to all students in the area of graduation rate? Is this school meeting petition goals in the area of graduation rate? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
Graduation Rate 113 students 99.1% Cohort graduated 100% graduated Equity Groups: Hispanic, White = *very high* No Performance Level = 7 groups	**Graduation Rate:** N size: **114** students Color/Status: **Blue** Graduated: **99.1**% **Maintained** by **0**% **Equity Group(s):** **Red** Status: **None** **Orange** Status: **None**	**Graduation Rate:**	93% or greater percentage of students graduating annually 98% or great percentage of cohort students graduating annually	**100%**	**99.1 %**	**99.1%**

Data Source *(if not from CDE)*:

NOTES:

College/Career: Is the school providing an equitable education to all students in the area of college/career? Is this school meeting petition goals in the area of college/career? Does the school prepare students for post-secondary options? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023	Petition Goals / LCAP Goals	20-21	21-22	22- 23

		Dashboard *				
College/Career: N/A	**College/Career:** N size: **114** students Color/Status: **Very High** Prepared: **97.4%** **Equity Group(s):** **Red** Status: **None** **Orange** Status: **None**	**College/ Career:**	85% or better of the graduation will complete a-g requirements 95% or greater will be A-G qualified	**N/A**	**N/A**	**97.4%**
Data Source *(if not from CDE)*: NOTES:						

Student Groups:	**2021-22**	**2022-23**	**2023-24**
Overall Enrollment	487	491	484
Gender	M: 215 F: 272	M: 208 F: 283	M: 197 F: 287
Reclassified EL's	14.6%	14.9%	15.5%
SPED	.8%	.6%	.6%
Foster Youth	0%	0%	0%
Homeless	.6%	.6%	.2%
SED	18.7%	21.2%	21.5%
Migrant	0%	0%	0%

As of CBEDS day

SELPA Fresno County Charter SELPA **Fiscal Year** 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA University High

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ■ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
    - ■ Small and Sparse or Isolated: This selection must meet requirements for, Multiple or Joined SELPAs as described above, and *EC* sections 56211 through 56212.

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Fresno County Charter SELPA **Fiscal Year** 2024-25

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

www.uhsfresno.com/board.html

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.

2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Jeffie Hickman

LEA Superintendent/Chief Administrator

May 15, 2024

Date

Local Plan Submission

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM B-4**

ACTION REQUESTED: PRESENT AND DISCUSS

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Hold a Public Hearing in the Matter of the Aspen Meadow Public School Charter Renewal Petition.

ITEM DESCRIPTION: Included in the Board binders is a copy of the Aspen Meadow Public School (AMPS) renewal petition. AMPS is a transitional kindergarten through sixth grade, free public charter elementary school. AMPS focuses on academic achievement, social-emotional development, and leadership skills and serves approximately 310 students. The mission of AMPS is to transform the community by developing exceptional leaders who can positively impact the Fresno community. The charter is located at 1400 E. Saginaw Way in Fresno, California. AMPS began as an authorized Fresno Unified School District charter school on August 15, 2016.

The charter petition was received by the Fresno Unified School District board on October 16, 2024, and will be presented to the Board for a decision at the December 11, 2024, Board meeting.

Charter school petition renewals are governed by the California Education Code (EC) Section 47607.

FINANCIAL SUMMARY: The estimated fiscal impact for the renewal to Fresno Unified School District for 2025/26 is $2.4M, following an estimated fiscal impact of $2.5M in 2026/27, following an estimated fiscal impact of $2.6M in 2027/28 and $2.8M in 2028/29.

PREPARED BY: Marie Williams, Ed.D.

DIVISION: Instructional Division

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker, Ed.D.

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District



Public Hearing: Aspen Meadow Public School Charter Renewal Petition

November 06, 2024

Public Hearing Objectives

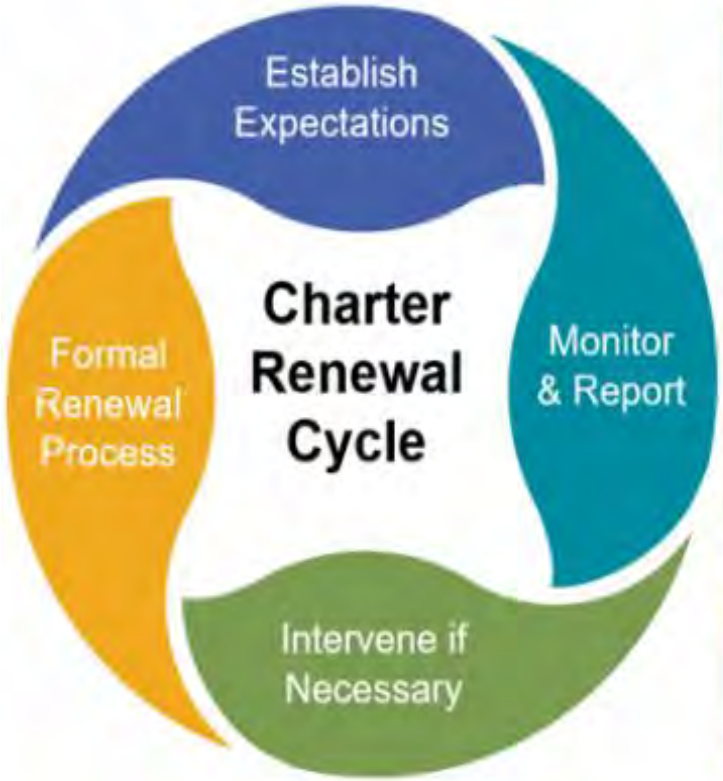
- Aspen Meadow Public School Background
- Charter School Renewal Process/Timeline
- Performance Renewal Tiers
- Aspen Meadow Public School Presentation

Aspen Meadow Public Charter School Background

- TK-6th grade, a free public charter school located near Blackstone and Saginaw.
- Offers a community-based education that focuses on building student leadership to approximately 310 students.
- It is one of three schools within the Aspen Public Schools System.
- Recent recipients of the California Community Schools Partnership Program (CCSPP) Grant
- First authorized with Fresno Unified in 2016

Renewal Process

The Charter Renewal Process



Establish Expectations
- Academic, Financial and Operational Performance Frameworks
- Statutory Expectations
- Charter Contract

Monitor & Report
- Site visits
- Compliance monitoring
- Annual Reports

Intervene if Necessary
- Written Notice/Breach of Contract
- Interim Review
- Remedy Plan

Formal Renewal Process
- Body of Evidence
- Renew/Length of Term
- Non-Renew/Close Low Performers

Fresno Unified School District
Achieving our Greatest Potential!

Renewal Process



Step One

- **Renewal Site Visit**
  1. Academically successful?
  2. Effective viable organization?
  3. Fiscally Sound?
  4. Faithful to terms of Charter and fulfilled its legal obligations?



Step Two

- **Review Renewal Petition**
  - Sound Educational Program
  - Successful Implementation
  - Fiscal Soundness
  - Affirmation of nondiscrimination
  - Charter Elements Description

Performance Renewal Tiers - AB 1505



High	- Presumptive Renewal - Can be renewed for 5, 6, or 7 years
Middle	- No Default Recommendation - Can be renewed for 5 years
Low	- Presumptive Denial - Can be renewed for 2 years with PIP

Aspen Meadow Public School

Fresno Unified School District
Achieving our Greatest Potential!

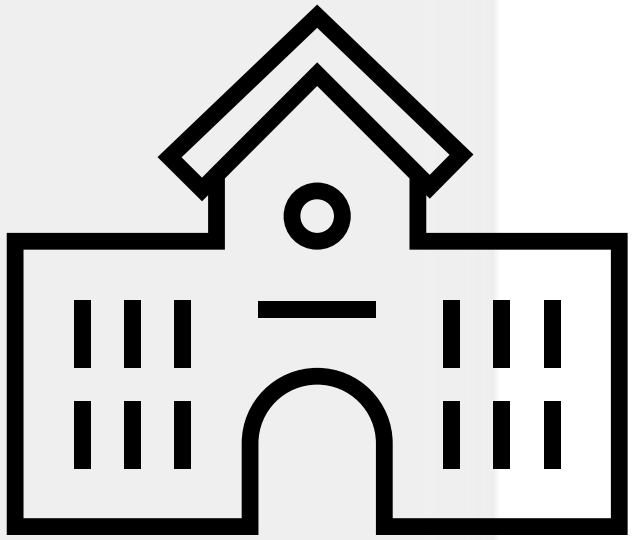
Renewal Timeline

Day	Action
Day 0	October 1, 2024 Certified Delivery of Renewal Petition
Day 36 No Later than Day 60	November 6, 2024 Public Hearing #1
Day 45 On or before 15 Days Prior to Decision Hearing	On or before Nov 26, 2024 Publish Report of Factual Findings
Day 64 Within 90 Days	December 11, 2024 Public Hearing #2 FUSD Board Decision to Grant or Deny Renewal



Aspen Meadow Public School

Fresno Unified School District
Achieving our Greatest Potential!



Thank You!

Please contact us if you have any questions.

Charter Office – (559) 457-3923

Fresno Unified School District
Achieving our Greatest Potential!



Aspen Meadow Public School

CHARTER RENEWAL PUBLIC HEARING

NOVEMBER 6, 2024

20 Anniversary
ASPEN PUBLIC SCHOOLS

Aspen Meadow: Who Are We?

est. 2016

AMPS has been serving **Fresno** for 8 years

Strong **Leadership** Focus; Leader in Me School

AMPS became a proud **Community School** in 2024

Part of a strong three-school network, **AMPS serves 310 students from TK to 6th grade.**

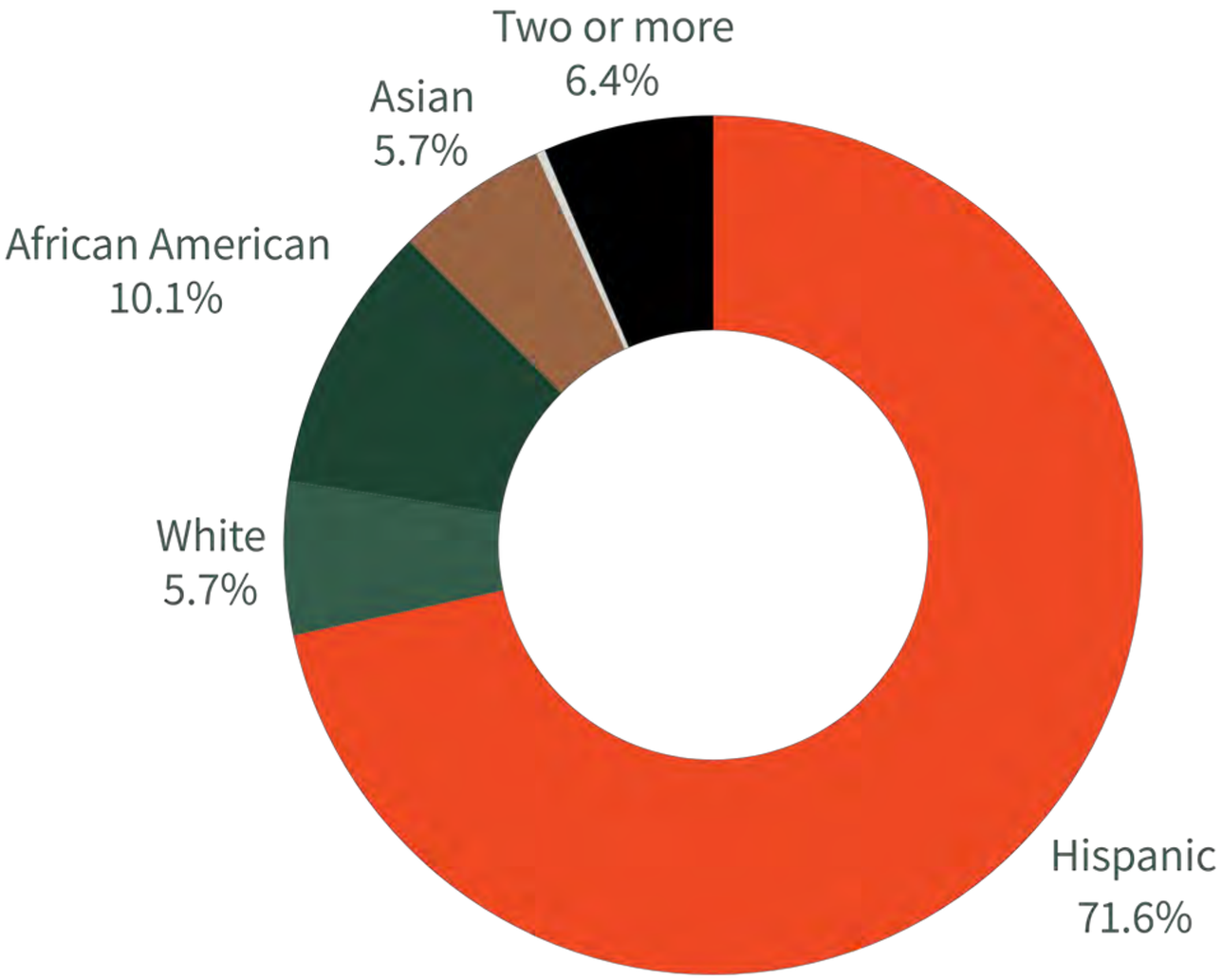


MISSION AND Vision

THE MISSION OF ASPEN IS TO TRANSFORM THE COMMUNITY BY DEVELOPING EXCEPTIONAL LEADERS, and our vision leads to a greater quality of life for all people in Fresno, regardless of race or economic status. Aspen is focused on the promise of equal educational opportunity for all children.

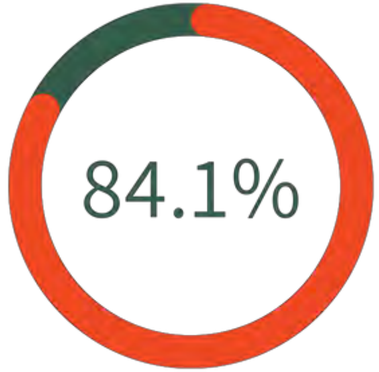
Who Are Our Students?

89% of our students are from FUSD





English Learners



Come from socioeconomically disadvantaged backgrounds



Students with Disabilities



Foster/ Homeless Youth

WHY AMPS? Focus on the Whole Child

- Small Class Sizes
- Support for Students with Disabilities
  - Full Inclusion Model
- Designated English Language Development (ELD) time and Integrated ELD supports in all content areas

- All Students Have Access to a Rigorous, Culturally Rich Educational Program
- Extracurricular Activities for Every Student
  - Sports, PE, Art, Music, Dance, Boxing
  - Currently, 78% of Students in our ASES/ ELO-P
- Opportunities for Student & Family Leadership
- Community Garden

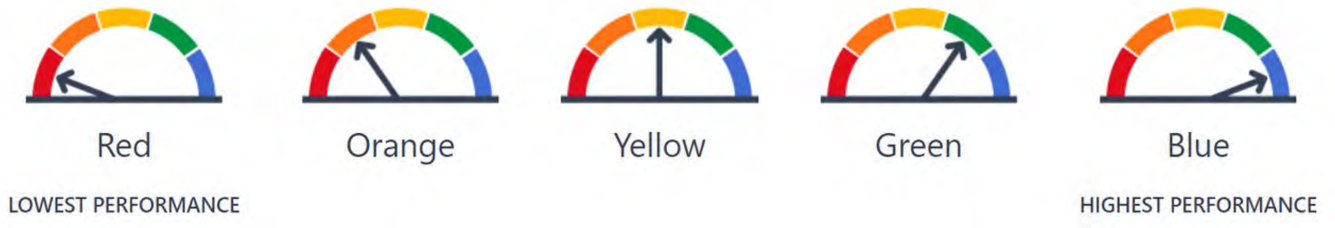


Schoolwide Dashboard State Indicators, Comparison of 2023 Performance Levels

Indicator	AMPS	FUSD	California
ELA (academic)	-51.5 Yellow	-49.8 Orange	-13.6 Orange
Math (academic)	-57.6 Yellow	-80.6 Yellow	-49.1 Orange
ELPI (academic)	43.1% Yellow	46.8% Green	48.7% Yellow
Chronic Absenteeism (academic engagement)	25% Yellow	34.7% Yellow	24.3% Yellow
Suspension Rate	3.9% Yellow	7.3% Orange	3.5% Orange

Middle Performing

Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).



WHY ASPEN MEADOW?

Addressing the Data



MULTI-TIERED SYSTEMS OF SUPPORT

- Additional Guidance Learning Specialist
- Full-Time Counselor
- Lead School Psychologist 2.5 days a week & Psych Intern Support 4 days a week
- ELD Teacher
- Full-Time Reading Intervention Teacher
- After School Reading and Math Tutoring
- Ongoing Professional Development and Coaching (Observation and Feedback)
- All 4 Youth
- Instructional Aides in each class for General Education and Special Education classes

Community Schools

- GARDEN OPEN TO PUBLIC
- GARDEN EDUCATION
  - INTEGRATED LEARNING WITH CORE SUBJECTS
- COMMUNITY FARMERS' MARKET



ASPEN
COMMUNITY GARDEN



WHY ASPEN MEADOW?

We Celebrate Community

AMPS is proud to collaborate with over 40 community partners who provide essential support in areas like education, healthcare, and social services.



fresnomission CITYCENTER

fresno MISSION

SiliconSchools

assistance league®
Transforming Lives • Strengthening Community

all 4 YOUth

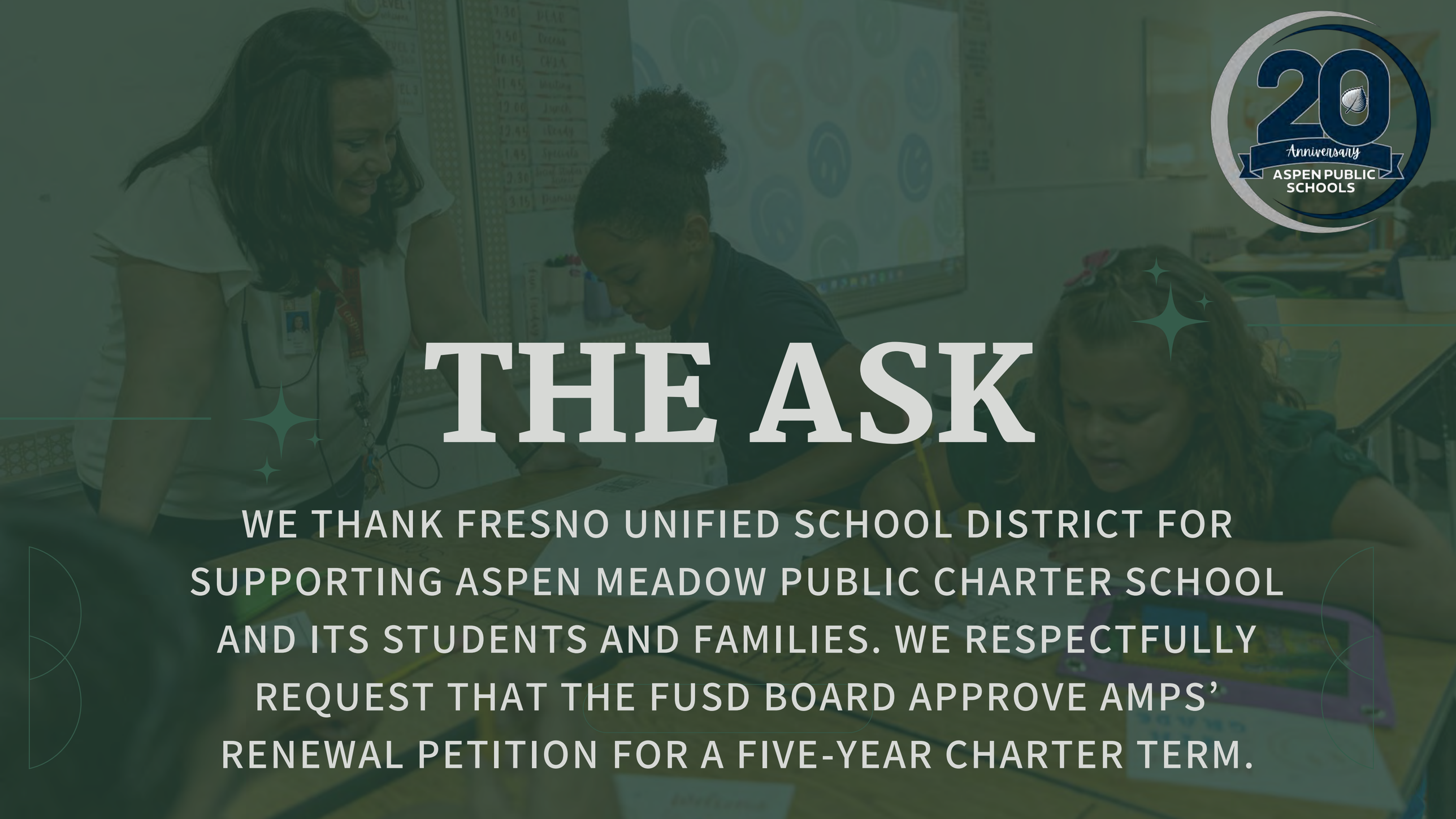
Resiliency Center

Big Smiles

CALIFORNIA Teaching Fellows FOUNDATION

FRESNO PACIFIC UNIVERSITY

SEE 2 SUCCEED
A School-Based Vision Project For Children



THE ASK

WE THANK FRESNO UNIFIED SCHOOL DISTRICT FOR SUPPORTING ASPEN MEADOW PUBLIC CHARTER SCHOOL AND ITS STUDENTS AND FAMILIES. WE RESPECTFULLY REQUEST THAT THE FUSD BOARD APPROVE AMPS' RENEWAL PETITION FOR A FIVE-YEAR CHARTER TERM.

Aspen Public Schools, Inc.

ASPEN | MEADOW PUBLIC SCHOOL

Transforming the Community by Developing Exceptional Leaders

Renewal Charter Petition

For the term of

July 1, 2025 - June 30, 2030

Submission Approved by Aspen Meadow Public School's Board of Directors on September 12, 2024

Submitted to:

Fresno Unified School District

on **October 1, 2024**

Opening date: August 15, 2016

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- FUSD Facilities and Future Plans
- Letters of Support
- SELPA

LETTER OF INTENT

Via Hand Delivery

Fresno Unified School District
Board of Education
2309 Tulare Street
Fresno, CA 93721

RE: Formal Application for Charter Renewal for Aspen Meadow Public School

Dear Members of the Fresno Unified School District Board of Education:

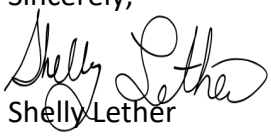
As the Lead Petitioner for Aspen Meadow Public School ("AMPS" or the "Charter School"), I hereby submit the formal charter renewal petition to the Fresno Unified School District ("FUSD" or the "District") for renewal of AMPS for a term of five years from July 1, 2025, through June 30, 2030.

AMPS is honored by the opportunity to apply for the renewal of a charter school that will continue to serve families in Fresno and is eager to work with the District to provide the best possible educational opportunities for all students.

AMPS looks forward to working with the District Board and Fresno Unified School District staff during the charter renewal process. To this end, AMPS pledges to work cooperatively with the District to answer any questions regarding this charter petition and to present the District with the strongest possible proposal requesting a five year term from July 1, 2025, through June 30, 2030.

Please do not hesitate to contact AMPS anytime if you have any questions or concerns.

Sincerely,



Shelly Lether
Executive Director
567 W. Shaw Avenue, Suite A-1
Fresno, CA 93707
shelly.lether@aspenps.org

AFFIRMATIONS AND DECLARATION

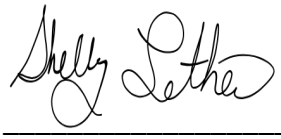
Aspen Meadow Public School ("AMPS" or the "Charter School"), operated by Aspen Public Schools, Inc. ("APS"), and located at 1400 E. Saginaw Way, Fresno, CA 93704, within the boundaries of the Fresno Unified School District ("FUSD" or the "District"), is true to the best of my knowledge and belief. The Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School 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)]
- APS declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School 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 the Charter School 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 the Charter School 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)
- 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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- The Charter School 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)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission

on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School 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 Section 47605(l)(1) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- 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).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School 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 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)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- 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 educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School 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 comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School 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").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act")
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- 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 comply with Education Code Section 51745, et seq. related to independent study, as applicable.



October 1, 2024

Shelly Lether
Executive Director
Aspen Public Schools

Date

EXECUTIVE SUMMARY

Aspen Meadow Public School opened its doors in 2016 and is the second school of a network within Aspen Public Schools, Inc., which serves approximately 900 students across three schools. AMPS will continue to serve approximately 320 students from Transitional Kindergarten through 6th grade.

AMPS is committed to "Building Fresno's Future" through education and leadership. It seeks to recruit students who need a stable, small school environment that provides them with the same high-quality, holistic education offered for the past eight years. AMPS' mission is to develop exceptional leaders who will contribute to a brighter future for all in their communities.

The AMPS campus operates in a historically underserved community, along the Blackstone corridor creating a nurturing, stable environment where every child can succeed. AMPS' students reflect the rich diversity of Fresno. Enrollment in 2023-24 shows 84.1% of students come from socioeconomically disadvantaged backgrounds, 23% are English Learners, 15.2% are identified as students with disabilities, and 81.7% are Black or Hispanic/Latino. Additionally, 26% of students face the challenge of homelessness. These statistics highlight the strength and perseverance of AMPS and APS families.

Beyond academics, AMPS ensures students have access to nutritious meals, daily tutoring, and the Expanded Learning Opportunities Program ("ELO-P"), equipping them with the skills, confidence, and compassion to lead. AMPS' goal is to empower each child to dream big about the future and become a leader in their own right.

In 2024, this vision was recognized when AMPS proudly earned the California Community Schools designation from the California Department of Education. As AMPS and APS embark on the next five years of service to Fresno, the Charter School, and APS are honored to partner with the Fresno Unified School District to continue educating and empowering Fresno's diverse students and communities.

AMPS' strength truly lies in its community. AMPS sees parents and guardians as participants and essential partners in their children's education. This collaborative spirit extends throughout AMPS, where student and family voices are elevated, and celebrations of diversity are a regular part of the school community.

Through the four pillars of community schools, AMPS is "Building Fresno's Future" by creating an environment where every child can thrive:

1. **Integrated Student Support** - AMPS fosters resilience and strength in students by nurturing their character, confidence, connection, and ability to cope with life's challenges.

2. **Family and Community Engagement** - Beyond advisory councils, AMPS offers parent education and community events, strengthening the bond between schools and families.
3. **Collaborative Leadership Practices** - A culture of professional learning and shared responsibility for outcomes creates a vibrant community where educators and students grow together.
4. **Expanded Learning Opportunities** - From daily tutoring to after-school and intersession tutoring activities during breaks, AMPS ensures students can explore, learn, and lead.

AMPS is proud to collaborate with community partners who provide support in education pedagogy, healthcare, social and emotional needs and social services. These partnerships ensure students and families can access the resources they need to thrive. A partial list of AMPS community partners includes:

- Fresno Mission at City Center
- Silicon Schools Fund
- Rescue the Children
- All4Youth (Fresno County Superintendent of Schools)
- Every Neighborhood Partnership
- Fresno First Baptist
- Teaching Fellows (California State University, Fresno)
- Assistance League of Fresno
- Fresno Pacific University
- California State University, Fresno
- Big Smiles Dental
- See2Succeed (no-cost eye care)
- Senior Community Service Employment Program

AMPS is not just educating students, it is partnering with the community to build a brighter, more inclusive future for Fresno, one leader at a time.

Following, please find a Petition that has been updated to reflect all the legal requirements that have been in effect since the last charter renewal in 2017. In addition, AMPS have updated this Petition to reflect the current educational program at the Charter School.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (Middle Performing)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).@
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. AMPS is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to the default renewal standard and is eligible for a five-year term.

Due to the suspension of the Dashboard in 2020 and 2021, as a result of the COVID-19 pandemic, charter schools could not be placed into performance categories as contemplated by AB 1505. For 2022, the CDE could only display the most current year of data (also known as Status) on the Dashboard. The 2022 Dashboard used one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue performance colors for schools' status and change scores in the state indicators. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators that apply to a transitional kindergarten ("TK")-8th grade school include the

following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Academic: grades three through eight and grade eleven – English Language Arts ("ELA")/literacy and Mathematics

AMPS fits into the middle-performing category, as determined by law and the California Department of Education. AMPS is eligible and, as demonstrated by the evidence, meets the criterion for charter renewal for a term of five years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates the District consider the performance, schoolwide and for all student subgroups, of AMPS on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress ("CAASPP") English Language Arts and math assessments, the English Learner Progress Indicator ("ELPI"), and the College/Career indicator ("CCI").

Below, AMPS documents its performance on the Dashboard results, in support of approval of its Petition.

Dashboard Performance

The following tables display AMPS' 2023 Dashboard performance indicators and, for comparison purposes, the District's and the state's performance.

Schoolwide Dashboard State Indicators, Comparison of 2023 Performance Levels

Indicator	AMPS	FUSD	California
ELA (academic)	**-51.5 Yellow**	**-49.8 Orange**	**-13.6 Orange**
Math (academic)	**-57.6 Yellow**	**-80.6 Yellow**	**-49.1 Orange**
ELPI (academic)	**43.1% Yellow**	**46.8% Green**	**48.7% Yellow**
Chronic Absenteeism (academic engagement)	**25% Yellow**	**34.7% Yellow**	**24.3% Yellow**
Suspension Rate	**3.9% Yellow**	**7.3% Orange**	**3.5% Orange**

As demonstrated above, AMPS showed more growth than the District and state in ELA, denoted by the Yellow Dashboard color for the Charter School compared to the Orange color for the

others - this is also true for Suspension Rate when comparing AMPS and the state. In addition, AMPS outperformed the District for Math, as measured by Distance from Standard ("DFS") points, as well as for Chronic Absenteeism and Suspension rates.

A snapshot of AMPS' subgroup performance for ELA, Math, Chronic Absenteeism, and Suspension is included below for reference. Additional tables for these subgroups with comparisons to the District and state are provided in the following tables.

2023 AMPS Subgroup Performance

Subgroup	ELA CAASPP	Math CAASPP	Chronic Absenteeism	Suspension
Schoolwide	-51.5 Yellow	-57.6 Yellow	25% Yellow	3.9% Yellow
African American	N/A	N/A	47.6%*	4.8%*
Asian	N/A	N/A	0%*	0%*
Hispanic	-59.4 Orange	-63.8 Yellow	24.7% Yellow	4.2% Orange
White	N/A	N/A	33.3%*	4.8%*
Two or More Races	N/A	N/A	7.7%	0%*
English Learners	-92.5 Red	-84.7 Orange	13.2% Yellow	1.5% Green
Homeless	-66.3*	-66.3*	18.2%*	3%*
Socioeconomically Disadvantaged	-60.4 Yellow	-70.1 Yellow	25.1% Yellow	3.9% Yellow
Students with Disabilities	-120*	-127.7*	29.5% Orange	10.9% Red

N/A means the subgroup had fewer than 11 students eligible for the particular indicator
*Means the subgroup had more than 10 but fewer than 30 students, so the subgroup's status is reported on the Dashboard but it is not provided a color.

For context, because different indicators apply to different grade levels, some subgroups have data on some indicators but not others. For instance, ELA and Math only apply to grade levels taking the CAASPP, which at AMPS is grades 3-6. However, Chronic Absenteeism and Suspension apply to all grades at AMPS. This is why the following subgroups have data for these latter two indicators but not ELA and Math: African American, Asian, White, Two or More Races. This is also why Students with Disabilities has colors for two indicators but has status only for the ELA and Math CAASPP.

2023 Subgroup Performance Comparison: ELA

Indicator	Subgroup	AMPS	FUSD	California
ELA (academic)	Schoolwide	-51.5 Yellow	-49.8 Orange	-13.6 Orange
	Hispanic	-59.4 Orange	-55.1 Orange	-40.2 Orange
	English Learners*	-92.5 Red	-86.6 Red	-67.7 Orange
	Homeless	-66.3	-126.3 Red	-67.9 Orange
	Socioeconomically Disadvantaged	-60.4 Yellow	-57.8 Orange	-42.6 Orange
	Students with Disabilities	-120	-123.8 Orange	-96.3 Red

As demonstrated above, schoolwide and for every subgroup where AMPS has a color, the color at AMPS is the same or higher than what was achieved by the District. This is also true in the comparison with the state, other than for English Learners. In addition, the two subgroups at AMPS that have data, but no color, outperformed the District on status.

2023 Subgroup Performance Comparison: Math

Indicator	Subgroup	AMPS	FUSD	California
Math (academic)	Schoolwide	-57.6 Yellow	-80.6 Yellow	-49.1 Orange
	Hispanic	-63.8 Yellow	-86.1 Yellow	-80.8 Orange
	English Learners*	-84.7 Orange	-105.6 Red	-93.4 Orange
	Homeless	-66.3	-158.2 Red	-101.3 Red
	Socioeconomically Disadvantaged	-70.1 Yellow	-87.8 Yellow	-80.8 Yellow
	Students with Disabilities	-127.7	-148.6 Orange	-127.3 Orange

As shown above, when measured by DFS points, AMPS outperformed the District in Math schoolwide and for every subgroup where the Charter School had more than ten test takers. In comparison with the state, AMPS had a higher status for all subgroups other than Students with Disabilities. In terms of Dashboard colors, AMPS was equal or higher than both the District and state schoolwide and for every subgroup with a color.

2023 Subgroup Performance Comparison: Chronic Absenteeism

Indicator	Subgroup	AMPS	FUSD	California
Chronic Absenteeism (academic engagement)	Schoolwide	25% Yellow	34.7% Yellow	24.3% Yellow
	African American	47.6%	44.5% Yellow	36.4% Yellow
	Asian	0%	20.2% Yellow	10.1% Yellow
	Hispanic	24.7% Yellow	35.9% Yellow	28.4% Yellow
	White	33.3%	32.6% Yellow	18.5% Yellow
	English Learners	13.2% Yellow	27.2% Yellow	26.3% Yellow
	Homeless	18.2%	74.9% Yellow	38.7% Yellow
	Socioeconomically Disadvantaged	25.1% Yellow	36.5% Yellow	29.9% Yellow
	Students with Disabilities	29.5% Orange	42.4% Yellow	33.1% Yellow

As demonstrated above, AMPS had lower percentages of Chronic Absenteeism schoolwide and for every subgroup with a color when compared to the rates achieved by the District. The Charter School has also achieved the same color as the state, other than for Students with Disabilities (despite AMPS having a lower status than the state for this subgroup), and has a lower status for Hispanic, English Learner, and Socioeconomically Disadvantaged students.

Consistent attendance at AMPS is a priority across all grade levels, and students and families are expected to demonstrate a strong commitment to being at school on time every day. For the current school year, 2024-25, AMPS currently has a 94% attendance rate. Daily attendance is carefully tracked through the Infinite Campus Student Information System.

In response to the ongoing attendance challenges that emerged following COVID-19, AMPS closely analyzed attendance data and identified chronic absenteeism as a key area of concern. The 2023-24 Local Control and Accountability Plan ("LCAP"), which received its annual update before the finalization of 2022-23 data, outlined several targeted actions to address chronic absenteeism. These concerns were validated when the 2023 Dashboard showed a chronic absenteeism rate of 25%. This rate, while high, was an improvement from the previous year's

rate of 52% - AMPS saw a year-over-year decline of 27%.

AMPS's strategic actions in 2023-24, as outlined in its LCAP, proved effective, with the chronic absenteeism rate projected to drop again to 21.8%, more than 30% below the post-COVID-19 baseline set with the 2022 Dashboard.

School Year	2021-22	2022-23	2023-24*
Chronic Absenteeism Rate	**52%**	**25%**	**21.8%**

*Predicted

As part of AMPS's commitment to maintaining this progress, the successful actions from 2023-24 will be continued in the 2024-25 school year, as detailed in the updated LCAP. These actions include revising the attendance policy, presenting it to staff and families, and establishing a Student Attendance Review Team ("SART") to address students at risk of chronic absenteeism. The Family Resource Counselor (liaison) also conducted home visits, and administrators engaged with families through the SART process to address absenteeism. Additional actions can be found in the 2024-25 LCAP.

2023 Subgroup Performance Comparison: Suspension Rate

Indicator	Subgroup	AMPS	FUSD	California
Suspension (Conditions and Climate)	Schoolwide	3.9% Yellow	7.3% Orange	3.5% Orange
	African American	4.8%	16.4% Red	8.8% Red
	Asian	0%	2.5% Yellow	1.1% Green
	Hispanic	4.2% Orange	7% Orange	3.8% Orange
	White	4.8%	6.5% Orange	2.9% Yellow
	English Learners	1.5% Green	5.1% Orange	3.7% Orange
	Homeless	3%	15.8% Red	6.5% Orange
	Socioeconomically Disadvantaged	3.9% Yellow	7.8% Orange	4.5% Orange
	Students with Disabilities	10.9% Red	10.6% Red	5.9% Orange

Based on the 2023 Dashboard results for suspension, AMPS had a lower suspension rate for all

students and for all subgroups, other than Students with Disabilities, compared to the District. Similarly, in comparison to the state, AMPS saw a majority of its subgroups with lower suspension rates than their peers.

2022-23 ELPAC Results by Performance Level

	AMPS	FUSD	State
Percent of students scoring level 4	**14.5%**	**11.6%**	**16.5%**

The percent of students scoring level 4 on the ELPAC in the most recent year where data is available is shown above and is above the District's rate.

Post COVID-19 Growth

In addition to the 2022-23 data presented above, AMPS also experienced consistent growth on the 2023 Dashboard in comparison to the 2022 Dashboard. Below this data is first summarized for schoolwide results and then, other than for ELPI, by subgroup for each Dashboard indicator. The 2022 and 2023 Dashboards were used in placing AMPS in the middle performance track.

Schoolwide Change in Status, 2022 to 2023

Indicator	AMPS, 2022	AMPS, 2023	Change	Change for FUSD	Change for California
ELA	-55	-51.5	**3.5**	1.7	-1.4
Math	-66.2	-57.6	**8.6**	8.1	2.6
ELPI	36.2%	43.1%	**6.9%**	2.6%	-1.6%
Chronic Absenteeism	52%	25%	**-27%**	-16.2%	-5.7%
Suspension	4.5%	3.9%	**-0.6%**	1.5%	0.4%

As shown above, AMPS showed progress on every Dashboard indicator from 2022 to 2023. In addition, the growth observed at the Charter School was greater than the change seen at both the District and state over these two most recent Dashboards. Below is additional data showing growth from 2022 to 2023. ELA and Math subgroup data is last and is accompanied by additional analysis of this growth as it relates to verified data for charter renewal.

Subgroup Chronic Absenteeism Change in Status, 2022 to 2023

Indicator	AMPS, 2022	AMPS, 2023	Change	Change for FUSD	Change for California
Schoolwide	52%	25%	**-27%**	-16.2%	-5.7%
African American	52%	47.6%	**-4.4%**	-16.4%	-6.5%
Asian	25%	0%	**-25%**	-16.7%	-1.4%
Hispanic	56.8%	24.7%	**-32.1%**	-16.7%	-7.4%
White	25%	33.3%	**8.3%**	-12.2%	-3.5%
English Learners	42.4%	13.2%	**-29.2%**	-27.2%	-7.3%
Homeless	51.9%	18.2%	**-33.7%**	-7.5%	-6.4%
Socioeconomically Disadvantaged	57.8%	25.1%	**-32.7%**	-16.6%	-7.5%
Students with Disabilities	58.5%	29.5%	**-29%**	-16.8%	-6.5%

As shown above, almost every subgroup declined on Chronic Absenteeism from the 2022 to 2023 Dashboard. For every subgroup that showed decline, other than African Americans, the decrease at AMPS was greater than that at both the District and the state. As described above, AMPS is continuing to focus on improving attendance rates and decreasing chronic absenteeism - a trend that is predicted to continue on the 2024 Dashboard.

Subgroup Suspension Change in Status, 2022 to 2023

Indicator	AMPS, 2022	AMPS, 2023	Change	Change for FUSD	Change for California
Schoolwide	4.5%	3.9%	**-0.6%**	1.5%	0.4%
African American	11.5%	4.8%	**-6.7%**	3.8%	0.9%
Asian	0%	0%	**0%**	0.5%	0.2%
Hispanic	4.1%	4.2%	**0.1%**	1.4%	0.5%
White	5%	4.8%	**-0.2%**	0.7%	0.2%
English Learners*	3%	1.5%	**-1.5%**	0.6%	0.5%
Homeless	11.1%	3%	**-8.1%**	2.9%	1%
Socioeconomically Disadvantaged	5.1%	3.9%	**-1.2%**	1.6%	0.5%
Students with Disabilities	7.3%	10.9%	**3.6%**	1.7%	0.5%

At AMPS, five out of the eight subgroups shown above saw a decrease from the 2022 to 2023 Dashboard, while Asian students stayed at 0% suspension both years. This is in contrast to the results observed at the District and the state, where suspensions increased between these two years across all subgroups.

Subgroup ELA Change in Status, 2022 to 2023

Indicator	AMPS, 2022	AMPS, 2023	Change	Change for FUSD	Change for California
Schoolwide	-55	-51.5	**3.5**	1.7	-1.4
Hispanic	-60.3	-59.4	**0.9**	1.3	-1.7
English Learners	-70.2	-92.5	**-22.3**	-11.6	-6.5
Homeless	-63.5	-66.3	**-2.8**	-4.8	-5
Socioeconomically Disadvantaged	-66.8	-60.4	**6.4**	1.2	-1.2
Students with Disabilities	-74.4	-120	**-45.6**	7	1.8

Growth was observed schoolwide and for AMPS' two largest subgroups, Hispanic and Socioeconomically Disadvantaged students, from 2022 to 2023 on the Dashboard via DFS for ELA. This growth is in contrast to the declines seen across all groups in the state. Not all subgroups made growth at AMPS and this Petition, as well as the 2024-25 LCAP, detail goals and actions set by the Charter School to support all students and all significant student groups with improved achievement.

Subgroup Math Change in Status, 2022 to 2023

Indicator	AMPS, 2022	AMPS, 2023	Change	Change for FUSD	Change for California
Schoolwide	-66.2	-57.6	**8.6**	8.1	2.6
Hispanic	-72	-63.8	**8.2**	7.7	2.6
English Learners	-82.3	-84.7	**-2.4**	-2.5	-1.4
Homeless	-74.3	-66.3	**7.9**	2.7	0.5
Socioeconomically Disadvantaged	-81.9	-70.1	**11.8**	8	3.2
Students with	-99	-127.7	**-28.7**	13.6	5.5

Disabilities					

Similar to ELA, growth was observed in Math from 2022 to 2023 schoolwide and by AMPS' two largest subgroups, and also by Homeless students. In each instance, the growth at AMPS was higher than the growth at the District and state for the same groups.

English Language Arts and Math Performance on CAASPP

The CAASPP data provided above demonstrates AMPS students achieved measurable increases in academic achievement based on their performance relative to their similarly situated peers. Specifically, insofar as District and state data indicate average performance within a school year, or average growth from one year to the next, where AMPS outperforms those averages or the year-over-year growth, the Charter School clearly demonstrates the measurable increases in academic achievement its students have attained.

In ELA, the 2022 to 2023 growth at AMPS, schoolwide and for AMPS' two largest subgroups, Hispanic and Socioeconomically Disadvantaged students, was greater than the change at the state, which was negative, and the growth at the District, other than for Hispanic students.

In Math, AMPS outperformed the District schoolwide and for every subgroup where the Charter School had more than ten test takers. In addition, the 2022 to 2023 Math growth at AMPS schoolwide, as well as for Hispanic, Socioeconomically Disadvantaged and homeless students, was higher than the growth at the District and state for the same groups.

The CAASPP data shown uses the Distance from Standard metric to show performance. This metric is different from the more traditional method of viewing test results, which is the percentage of students scoring at or above grade level (on CAASPP, level 3 is considered "Met" or at grade level, and level 4 is considered "Exceeded" or above grade level).

DFS measures how far a student is from the grade-level standard. A DFS of zero means the student is scoring at the minimum scale score to be considered on grade level. A negative DFS means the student has not met the standard, while a positive DFS puts the student above the minimum score needed to be at grade level.

AMPS uses the DFS metric for multiple reasons. First, the Dashboard uses DFS when looking at CAASPP. The Dashboard drives accountability for charter schools under AB 1505, as explained above. Using DFS then aligns with how the state is viewing charter school performance. In addition, DFS measures the performance of all tested students, and each individual score is weighted equally. This provides schools an incentive to maximize the academic growth and achievement of every student. When looking at the more traditional metric of the percent of students at or above grade level, it only takes into account students who performed at or above a certain threshold.

Local Indicators

AMPS 2017, 2018, 2019, 2022 and 2023 Dashboard Local Indicators

Local Indicator	2017	2018	2019	2022	2023
Basics: Teachers, Instructional Materials, Facilities	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Implementation of Academic Standards	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Parent and Family Engagement	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Local Climate Survey	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**	**Standard Met**
Access to a Broad Course of Study	**N/A**	**N/A**	**Standard Met**	**Standard Met**	**Standard Met**

As demonstrated above, the Charter School met standards for all local indicators in each of the most recent five years that local indicators were reported on the Dashboard.

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A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a five-year renewal term. **As clearly demonstrated by the evidence above, AMPS meets this renewal criterion and has earned a five-year renewal term.**

ELEMENT A - THE EDUCATIONAL PROGRAM

The educational program of the charter school is 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).

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 priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

Mission & Vision

The mission of Aspen Public Schools and AMPS is to transform the Fresno community by developing exceptional leaders who can positively impact the Fresno community. APS and AMPS believe in fostering a future where all individuals, regardless of race, ethnicity, or economic status, experience a better quality of life. The mission is rooted in APS' commitment to equal educational opportunity for all students, regardless of their background, so they have the tools and resources needed to succeed academically, socially, and emotionally.

Aspen Public Schools was named after the aspen tree, known for its interconnected root system, symbolizing a tightly knit, interdependent community. Like the aspen tree, APS works to build a unified network of students, families, and educators, fostering a sense of belonging and shared purpose to help students grow and thrive. Dedicated to "Building Fresno's Future," AMPS provides a stable, high-quality education in a small school environment where students can thrive. The school and network's mission is to develop exceptional leaders who positively impact their communities.

The three APS campuses are located in historically underserved neighborhoods in Fresno. As California Community Schools, APS' dedication to students and their families goes beyond the classroom. Staff work hard before and after school to close achievement gaps, promote equity, and cultivate an inclusive learning environment that honors students' diverse experiences and backgrounds.

By focusing on academic achievement, social-emotional development, and leadership skills, AMPS prepares students to become lifelong learners, equipped to navigate the complexities of their environment and grow up to lead with purpose, integrity, and compassion.

Target Student Population

Students & Families

AMPS' student body reflects the rich cultural diversity of Fresno County, serving students and families from a wide range of backgrounds. As an educational alternative, AMPS primarily supports students who face unique challenges and aims to provide a nurturing environment where they can thrive. Many families choose AMPS for its smaller setting, believing it better fits their child's unique needs.

AMPS is deeply committed to enrolling and supporting the most underserved students, including the socio-economically disadvantaged, foster youth, English Learners, and students experiencing homelessness or housing instability. This dedication is evident in AMPS's growth over the most recent charter term (starting in 2017-18), with an increase in the enrollment of traditionally underserved subgroups, as illustrated below.

Subgroup	2017-18	2023-24	Change
Hispanic/Latino	68.3%	71.6%	3.6%
White	10.8%	5.7%	-5.1%
English Learners	20%	23%	3%
Homeless Youth	0%	26%	26%
Students with Disabilities	5.8%	15.2%	9.4%

While all students who wish to attend are welcome at AMPS, the Charter School's focus is on students from populations that have been traditionally underserved in public schools. This last charter term has seen an increase in these targeted students enrolling at the school.

AMPS is confident the Charter School's proven model, which emphasizes leadership and 21st-century skills, a differentiated approach to learning, and intensive, holistic support for students in need, will continue to impact students and their families.

Planned Enrollment

Grade	2025-26	2026-27	2027-28	2028-29	2029-30
TK/Kindergarten	62	62	62	62	62
1st grade	44	44	44	44	44
2nd grade	44	44	44	44	44
3rd grade	44	44	44	44	44
4th grade	44	44	44	44	44
5th grade	36	36	36	36	36
6th grade	36	36	36	36	36
TOTALS	**310**	**310**	**310**	**310**	**310**

Student Demographics

AMPS serves a student population that is reflective of the general population of Fresno Unified School District across multiple demographic indicators, as detailed in the table below. In alignment with its target population, AMPS serves a significantly higher percentage of mobile, unhoused, and foster care students.

2023-24 Student Demographics					
	AMPS	**APS**	**FUSD**	**Fresno County**	**California**
Subgroups					
English Learner	23%	17.6%	20.1%	18.3%	18.4%
Foster Youth	0.7%	0.7%	1%	0.7%	0.5%
Homeless Youth	26%	18.7%	0.8%	1.1%	3.6%
Socioeconomically Disadvantaged	84.1%	82.6%	87.2%	76.2%	62.7%
Students with Disabilities	15.2%	14%	13.5%	11.6%	13.7%
Race/Ethnicity					
Black	10.1%	11.6%	7.6%	4.5%	4.9%
Asian	5.7%	3.9%	10.6%	9.9%	9.9%
Hispanic/Latino	71.6%	71.1%	69.5%	66.8%	56.1%
White	5.7%	8.3%	7.8%	14%	20.3%

School Day & Year

The annual calendar includes a minimum of 175 days of regular instruction. Given that a significant number of students enter school below grade level, the extended regular school day provides a tremendous benefit. The difference between the minimum number of instructional minutes required by the state and the instructional minutes at AMPS is represented in the following chart.

Grade	CA Required Minutes	AMPS Instructional Minutes	Difference
TK	36,000 annually	36,750 annually	+750
Kindergarten	36,000 annually	56,675 annually	+20,675
Grades 1-3	50,400 annually	60,025 annually	+9,625 x 3 years = 28,875
Grades 4-6	54,000 annually	60,900 annually	+6,900 x 3 years = 20,700
Total Difference TK-6 (over 8 year period)			71,000 additional minutes

As a result of having an extended instructional day, students in all grades receive instructional minutes that substantially exceed the minimum number required for traditional and charter public schools according to Education Code Section 47612.5.

Students who attend AMPS from Transitional Kindergarten through 6th grade have access to approximately 71,000 instructional minutes above and beyond the minutes required by the state – this is about 1.3 years of additional instruction.

What It Means to Be an Educated Person in the 21st Century

AMPS has developed an academic program that prepares students to become or remain self-motivated, competent, lifelong learners. By embedding essential skills into its student-centered, hands-on instruction, AMPS focuses on cultivating self-motivated, competent, and lifelong learners who are ready to thrive in an ever-changing, complex world.

At AMPS, the educational approach is centered around fostering 21st-century learning through the Framework for 21st Century Learning. AMPS focuses on three crucial areas to ensure students are well-prepared for the future:

- **Learning Skills (The "Four Cs")**: critical thinking, communication, collaboration, and creativity.
    - Students will analyze information effectively, work well with others, express ideas clearly, and think innovatively.
- **Life Skills**: flexibility, initiative, social skills, productivity, and leadership.
    - Students will adapt to new challenges and lead effectively in various environments.
- **Literacy Skills**: Information literacy, media literacy, and technology literacy

- Students will navigate, analyze, and use information across multiple platforms with confidence and competence.

Beyond academic skills, AMPS strives to instill a love for lifelong learning. The Charter School integrates principles from **The 7 Habits of Highly Effective People** and **Habits of Success** into its holistic educational approach. These habits—curiosity, self-direction, agency, resilience, and purpose—are foundational in shaping students' character and decision-making skills. Curiosity encourages students to critically evaluate themselves and the world, while self-direction enables them to solve problems with confidence. Agency empowers them to make informed decisions, resilience helps them overcome challenges, and purpose drives them to pursue meaningful goals with determination.

Instructional Practices

AMPS maintains that all students can meet and exceed state standards when they are held to high expectations and provided with an individualized, supportive learning environment. A key component of AMPS's success is its effective teacher coaching program. AMPS emphasizes that instructional excellence begins with well-supported educators. All teachers receive differentiated coaching based on their individual needs, with coaching sessions currently occurring twice a week, weekly, or bi-weekly based on teacher needs. Instructional coaches, along with the principal and vice principal, work collaboratively with teachers to refine and enhance their instructional practices. This personalized coaching model ensures all teachers have access to the resources and feedback necessary for continuous improvement.

AMPS's instructional program is driven by student data. Teachers gather and analyze data to make informed decisions about curriculum, assessment, pedagogy, and student services. By regularly reviewing student work and performance, teachers can adjust and refine their practices to meet their students' diverse needs.

In alignment with AMPS's philosophy, teachers also set personal goals to improve their teaching practice. These goals, grounded in data analysis of multiple measures, help teachers design both short-term and long-term academic plans. The goals are discussed during collaborative instructional meetings, allowing for strategic implementation of learning strategies that enhance student achievement.

All instruction starts first with the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), the History-Social Science Framework, the English Language Development Standards ("ELD"), and remaining State Content Standards (collectively, "State Standards"), as well as the frameworks for instructional design, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement. Teachers use the backward design framework from Understanding by Design (Wiggins & McTighe, 1998) to collaboratively plan units, ensuring that every lesson is aligned with state standards and focused on achieving both student and teacher success.

Transitional Kindergarten

AMPS receives the Universal Prekindergarten grant, which the California Department of Education developed to provide California's youngest students with a strong foundation for their academic journey. Currently, AMPS operates one TK classroom on a half-day schedule, with a longer day available through the Extended Learning Opportunities Program, which offers enrichment and care until 6 p.m. each day.

AMPS's TK program is delivered by a credentialed, highly qualified teacher who utilizes the California Preschool/Transitional Kindergarten Learning Foundations. This ensures all instruction is developmentally appropriate and tailored to each student's social, emotional, and academic growth. The curriculum fosters a rich learning environment that meets the needs of young learners, setting them up for long-term success.

AMPS is also in the process of collaborating with families to gather valuable data on the interest and feasibility of expanding the TK program to a full-day schedule. This initiative will address community needs while aligning with UPK guidelines and maintaining the highest standards for early education. AMPS is committed to ensuring students are well-prepared for the challenges and opportunities of Kindergarten.

The Charter School will maintain the requisite adult-to-pupil ratio mandated by Education Code Section 48000(g) in its TK classrooms.

Blended Learning

AMPS continues to advance its personalized learning approach through blended learning, integrating a variety of online and in-person instructional methods. Recent developments in education technology highlight the effectiveness of blended learning in tailoring educational experiences to each student's unique needs, preferences, and pace.

AMPS leverages a growing array of online platforms and resources to engage students in interactive, fun, game-like learning environments that adapt dynamically to individual performance. These platforms include widely used educational websites such as i-Ready, BrainPop, Epic!, PBS Kids, Reflex, and Frax. The tools support personalized learning by offering content that adjusts to the skill level of each student, ensuring that those who need more time to grasp a concept can progress at their own pace, while those ready to advance can engage with increasingly complex material.

Blended learning environments have been shown to improve student outcomes by allowing for

differentiation—students can select activities based on their interests and receive instant feedback on their progress. This immediate response system, often embedded within educational software, helps keep students motivated by providing praise for correct answers and encouragement to try again when needed.

In addition to these curriculum resources, AMPS utilizes ParentSquare, a robust communication platform that fosters collaboration between teachers, parents, and students. ParentSquare allows for real-time exchanges of information regarding assignments, tests, and grades, providing a seamless way for parents and educators to stay informed and involved in each student's academic progress.

AMPS's commitment to integrating technology into education is reflected in its 1:1 student-to-computer ratio, ensuring that every student has access to a personal device for learning. Moreover, the Charter School provides secure and monitored internet access, safeguarding students as they navigate online learning environments.

Science of Reading

The Science of Reading equips students with the foundational skills necessary to become proficient, confident readers. Grounded in extensive cognitive science research, the program ensures students master decoding, fluency, vocabulary, and comprehension skills. AMPS believes a structured approach to reading builds the essential literacy foundation for academic success and lifelong learning. The curriculum emphasizes systematic and explicit instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies to provide students with the tools needed to become highly skilled readers.

With evidence-based programs, every text introduced is carefully selected to support cognitive development in reading. Students engage with materials that focus on mastering essential literacy skills, including phonemic awareness, decoding, and fluency while fostering comprehension and critical thinking. The curriculum provides scaffolded instruction to ensure all students can engage with grade-level texts while still receiving the support they need to succeed. Lessons incorporate diverse texts, including literary works, informational texts, and multimedia resources, to build a broad knowledge base while developing key reading skills.

Students explore the craft and structure of texts, analyzing how language choices affect meaning and tone. They learn to interpret figurative language, technical terms, and connotative meanings. Students analyze text structure, understanding how specific sentences, paragraphs, or chapters contribute to the overall meaning. The curriculum also focuses on helping students assess the author’s purpose and point of view and how these elements shape the text’s content and style.

As students grow in their ability to integrate knowledge from various texts, they develop critical evaluation skills. They analyze and compare how different authors address similar themes, examining the arguments, claims, and evidence presented. Students are encouraged to synthesize information from multiple sources, both written and visual, to build a well-rounded

understanding of complex ideas.

From kindergarten onward, students are introduced to foundational literacy skills through listening to stories and informational texts and learning how to research and create reports based on multiple sources. As they progress, students apply a range of reading comprehension strategies—including predicting, questioning, summarizing, and inferring—to deepen their understanding of texts. Teachers use think-alouds and guided reading groups to model these strategies, helping students develop metacognitive awareness of their reading processes.

Curriculum

AMPS's core curriculum aligns with the State Standards and Frameworks for Instructional Design. Teachers align all lesson plans to the State Standards (including methods for differentiating instruction for English Learners and students with disabilities).

Listed below, each core subject is described in the current instructional materials.

English Language Arts Curriculum

Core Knowledge Language Arts

The Core Knowledge Language Arts ("CKLA") curriculum for grades TK-5 offers a robust and structured approach to developing literacy skills. In grades TK-2, it provides strong foundational support, helping students move from learning to reading to comprehending more complex texts. The curriculum integrates reading, writing, speaking, and listening tasks with rich, rigorous texts that enhance vocabulary and critical thinking. For grades 3-5, CKLA continues to engage students with high-quality, complex texts and structured writing activities that strengthen literacy development. The curriculum builds academic vocabulary and fosters a deeper understanding of various topics while supporting students' growth in different writing forms. With comprehensive teacher guidance and technology integration, CKLA equips students with the skills they need to achieve grade-level literacy proficiency. AMPS teachers are provided with clear, well-designed lessons, ensuring effective instruction and meeting diverse learners' needs.

Expeditionary Learning Grades 6th Grade Language Arts Curriculum

The Expeditionary Learning Grade 6 Language Arts Curriculum is a comprehensive, research-informed program designed to engage both AMPS teachers and students through real-world, meaningful content. The curriculum is rooted in the CCSS, supporting equitable access to high-quality literacy instruction for all learners. It emphasizes developing critical literacy skills, fosters deep engagement with complex texts, and promotes social-emotional learning by encouraging students to connect their academic work with their communities.

Core Knowledge Language Studio

Core Knowledge Language Studio is an English Language Development program designed for English Learners in TK-5th grade, serving as a companion to CKLA. It offers real-world content to support reading, writing, speaking, and listening development while using research-backed strategies for effective language acquisition. The program includes progress-monitoring tools, scaffolding strategies, and differentiated instruction across five proficiency levels, helping AMPS students advance toward language proficiency in engaging, content-rich environments.

Cengage English Language Development

Cengage's English Language Development was designed to support English Learners in 6th grade by integrating language instruction with engaging content from various disciplines. The program helps AMPS students improve their language skills while building content knowledge through interactive, authentic texts and multimedia resources. The curriculum emphasizes reading, writing, listening, and speaking skills, using materials that reflect real-world scenarios. It also incorporates scaffolded instruction to guide students through progressively challenging language tasks, ensuring they develop language proficiency and content understanding.

Mathematics

Leap Mathematics TK-5

Leap Mathematics TK-5 is a comprehensive, research-based curriculum designed to give students a deep understanding of key mathematical concepts. It focuses heavily on grade-level content, ensuring coherence and rigor throughout grades TK-5. The curriculum is structured to balance conceptual understanding, procedural fluency, and application, offering robust instructional materials for teachers. It also provides ample support for diverse student populations, including English language learners and students with special needs. Additionally, Leap Mathematics TK-5 features a robust assessment system that helps AMPS teachers evaluate student progress and guide instructional decisions.

Kendall Hunt's Illustrative Mathematics 6-8 Math

The Kendall Hunt Illustrative Mathematics 6-8 Math curriculum is a comprehensive program designed to meet the needs of students. It emphasizes focus and coherence by aligning lessons to grade-level standards and maintaining a logical progression of topics. The curriculum integrates rigor and balance, ensuring that students engage with mathematical concepts deeply and meaningfully while strengthening connections between practice and content. AMPS's 6th-grade teachers receive instructional support, including lesson structure, pacing guidance, and tools for differentiating instruction to accommodate diverse learners. The curriculum also offers valuable resources for tracking student progress, ensuring teachers can monitor and support growth in real-time.

Science

Core Knowledge Science

Core Knowledge Science is a comprehensive curriculum used in TK-4 designed to ignite students' minds for scientific inquiry and discovery. Aligned with the NGSS, this program fosters an understanding of essential scientific concepts across life, physical, and earth sciences. Core Knowledge Science empowers students to become active participants in their learning journey by emphasizing hands-on experiments, real-world applications, and critical thinking skills. Through engaging lessons and activities, students develop a strong foundation in scientific literacy, preparing them for future academic success and a lifelong appreciation for the wonders of the natural world.

Amplify Science

AMPS 5th grade utilizes the Amplify Science curriculum, which is aligned with the NGSS. Amplify Science integrates hands-on experiments, interactive digital tools, and engaging texts to promote a thorough comprehension of scientific concepts. Students are prompted to think like scientists and engineers as they explore real-world phenomena, devise solutions, and formulate evidence-based explanations.

OpenSciEd

OpenSciEd is a comprehensive science curriculum used in 6th grade, designed to foster a deep understanding of scientific principles. Aligned with the NGSS, it promotes inquiry-based learning through a storyline approach, engaging AMPS students with real-world phenomena. The curriculum's inclusive design ensures all students, regardless of background, can meaningfully participate in the learning process. By integrating science practices, crosscutting concepts, and disciplinary core ideas, OpenSciEd supports three-dimensional learning. This approach encourages students to develop a deeper understanding of scientific concepts and their connections to the real world. The curriculum also employs a variety of instructional routines to guide students through investigating, problem-solving, and synthesizing ideas, ensuring that their learning experience is coherent and engaging. OpenSciEd's research-based, field-tested design ensures that it effectively supports student learning. It provides specific support for multilingual learners and offers differentiated learning experiences to cater to students with diverse needs. Additionally, the curriculum includes embedded assessments that allow students to demonstrate their understanding and reasoning in multiple ways, further enhancing the learning experience.

History/Social Science

Core Knowledge History and Geography

Core Knowledge History and Geography ("CKHG") is a comprehensive program designed to provide TK-5th grade students with a strong foundation in history, geography, civics, and economics.

Students explore key events, cultures, and concepts from ancient civilizations to the modern world through engaging texts, maps, and activities. The program emphasizes building foundational knowledge while fostering curiosity and critical thinking. By connecting lessons across grade levels, CKHG enables students to deepen their understanding of historical events, figures, and geographical concepts, ultimately developing essential citizenship skills.

Gradient Learning Base History Curriculum

Gradient Learning's 6th Grade Base History curriculum was designed to align with the College, Career, and Civic Life ("C3") Social Studies Framework, ensuring a comprehensive and rigorous learning experience. By focusing on the key dimensions of the framework—inquiry, analysis, interpretation, and evaluation—students develop an understanding of historical concepts and their relevance to the present. Through engaging activities and projects, students are encouraged to think critically, communicate effectively, and become active citizens.

Teachers choose additional primary and secondary resources to support student investigations into multiple perspectives on historical events and concepts. They also provide students with access to primary and secondary historical sources, maps, charts, and timelines to draw information about the historical periods and cultures studied. In teaching social science, teachers use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English Learners.

Physical Education: Sports, Play, and Active Recreation for Kids

Sports, Play and Active Recreation for Kids ("SPARK") Physical Education's ("PE") curriculum is used for students in grades TK-6. It is a research-based, state-standards-aligned program that promotes motor skill development and keeps students physically active and engaged. It also emphasizes good sportsmanship.

AMPS's full-time credentialed PE instructor leads a program that fosters teamwork, leadership, and physical development through organized sports. As a member of the Fresno Parochial Athletic League ("PAL"), AMPS competes with students from small schools in community-based competitive sports, including volleyball, soccer, track, cross-country, and cheerleading. This involvement helps students build essential life skills while promoting physical fitness.

Health and Wellness

AMPS is committed to educating students and their families on the importance of daily physical activity and making healthy food choices. AMPS believes students should have access to nourishing, fresh food. For over a decade, Revolution Foods has been AMPS's food vendor. They deliver daily breakfast, lunch, and snacks that ensure high-quality, unprocessed options.

Technology

AMPS leverages the Common Core Technology Standards to enhance the educational experience for its students. As noted throughout this Petition, blended learning and technology-based curriculum and assessments are integrated throughout the program. All students have access to classroom or lab computers at a ratio of 1:1. Upper elementary students utilize technology within core subject assignments such as internet research, word processing, and slide, and PowerPoint presentations.

Visual/Performing Arts

AMPS provides music and visual performing arts instruction led by full-time, certified staff. AMPS's Expanded Learning Opportunities Program also offers band, dance, and drama. The full-time visual arts teacher collaborates with classroom teachers to integrate arts into the curriculum and cultural events. Students are encouraged to showcase their talents in assemblies, special performances, talent shows, and productions, fostering creativity and self-expression.

Professional Development

Professional development and instructional coaching are vital components of AMPS's operations, ensuring teachers' and students' continuous growth and success. AMPS supports its educators through a high-quality Professional Learning Community ("PLC") model, where staff regularly collaborate to share expertise on curriculum, instruction, assessment, and behavior management. The PLC also serves as a platform for open-ended discussions about enhancing student success. This collaborative approach promotes the development of shared values, improves accountability, and fosters continuous improvement in teaching practices. Through PLCs, instructional staff analyze student achievement data, engage in reflective inquiry, seek solutions collaboratively, and evaluate learning outcomes. PLC meetings are a regular, integral part of staff meetings. In collaboration with APS, the principal trains staff to effectively participate in and lead these sessions.

AMPS's instructional staff meet weekly, typically on Fridays, with school leaders and participate in joint professional development ("PD") sessions with other Aspen Public Schools faculty. Each teacher has at least one bi-weekly meeting with the principal for individualized coaching to discuss classroom strategies, individual student progress, and overall teacher performance. Teachers also engage in collaborative planning and PD two weeks before the school year begins and participate in four additional full PD days throughout the academic year.

APS facilitates professional development at AMPS in collaboration with administrators and staff. External partners and consultants also provide additional specialized training. For example, the Charter School has worked with Instructional Partners for English Language Arts since 2020.

Teachers work closely with school leaders to implement curriculum, review student achievement data—particularly with a focus on subgroup performance—and address the needs of individual

students. Continuous collaboration occurs through classroom observations, grade-level meetings, discussions on best practices, PLC meetings, and academic planning sessions the principal approves; teachers are also encouraged to attend off-site travel to enhance their skills and knowledge further.

Professional development is adjusted annually to account for any new legal requirements, as applicable.

Addressing the Needs of All Students

Multi-Tiered Systems of Support

AMPS's Multi-Tiered System of Supports ("MTSS") program is intended to address the needs of all students, including English Learners, students with disabilities, as well as vulnerable populations such as students in foster care, experiencing homelessness, or who qualify as socioeconomically disadvantaged. Strategic collaboration and coordination among the team (general and specialized) is an essential component of MTSS. MTSS aligns all school-wide initiatives, supports, and resources and implements continuous improvement processes at all levels of the system (school-wide, classroom, and individual students).

AMPS will be able to identify low-achieving students and those who may need additional support through frequent benchmark assessments and review of individual student data. Students who are achieving below grade level are recognized through multiple measures and assessments. Parents play an important role as teachers establish close home-school connections through home visits and frequent communications.

In the MTSS model, Tier 1 includes universal support for all students, Tier 2 includes targeted interventions for those students who need extra support (based on data), and Tier 3 includes more intensive intervention and support for students who do not demonstrate success with Tier 2 strategies.

Tier 1: Universal support for ALL

- Requires high-quality, culturally and linguistically responsive core instruction
- Ongoing assessments
- Incorporates intervention for academic, linguistic, behavioral, and social-emotional learning as a school-wide foundation for all students
- Includes APS initiatives, described below in detail, including Positive Behavioral Interventions and Supports ("PBIS") and "Leader In Me" social/emotional curriculum that provides a learning environment that focuses on the whole child
- Differentiation based upon ongoing daily, weekly, and monthly formative and summative assessment data and students' varying levels of readiness, interest, background knowledge, language, learning preferences, and the use of responsive pedagogy in addition to the multiple learning styles

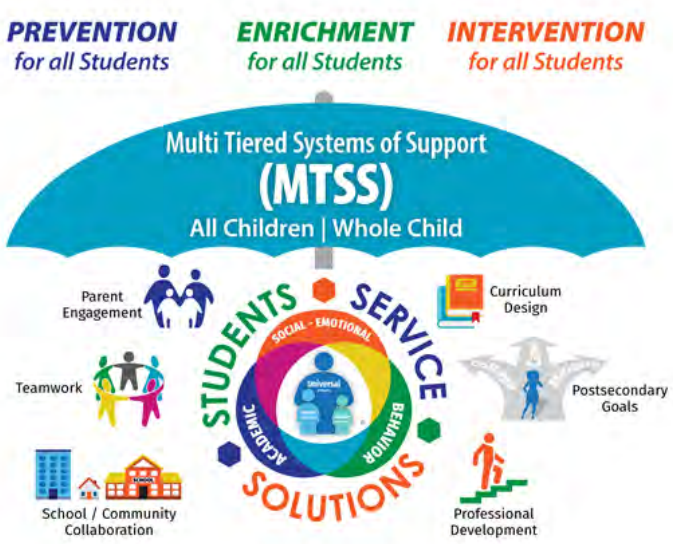
- Validation and affirmation of students' cultures and home language

Tier 2: Targeted and Intensive Levels of Support for SOME

- In addition to Tier 1 supports
- Requires a qualitatively different evidence-based instructional program, approach, or strategy
- Additional time for intervention
- Smaller group size for instruction

Tier 3: Highly Targeted and Intensive Levels of Support for FEW

- Require daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with specialists and counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors.
- Require a higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student



At AMPS, the Student Success Team ("SST") process is a collaborative approach to address the diverse learning needs of students who may require additional academic, behavioral, or social-emotional support. The SST consists of educators, support staff, and family members who work together to identify strategies and interventions to help the student succeed. Through data-driven decision-making, the team ensures that individualized interventions are aligned with the student's unique challenges, ensuring every student can achieve their potential. Any teacher or parent/guardian can request an SST meeting.

Steps for Referral to SST:

1. **Identification of Concern**: A teacher or parent recognizes a student experiencing challenges in academic, behavioral, or emotional areas.
2. **Data Collection**: Teachers gather data on the student's performance, including grades, observations, behavior reports, and assessment results.
3. **Referral Submission**: The concerned party completes a formal referral to the SST, detailing the student's needs and areas of concern.
4. **Initial Meeting**: The SST convenes with relevant education partners (teachers, parents, specialists) to review the referral and data, discuss concerns, and propose initial interventions.
5. **Implementation of Interventions**: The team agrees on specific interventions and strategies, and these are implemented in the classroom or other relevant settings.
6. **Monitoring Progress**: The student's progress is monitored regularly by tracking data and assessing the effectiveness of the interventions.

Steps for Exiting Interventions:

1. **Progress Review**: The SST reviews data on the student's performance and progress to determine whether the interventions have been successful.
2. **Recommendation**: Based on progress, the SST either recommends the student continue with current interventions, modifies the interventions, or decides the student no longer requires additional support.
3. **Parent/Guardian Involvement**: Parents or guardians are informed and involved in the decision-making process, ensuring they are aware of any changes.
4. **Exiting the Intervention Plan**: If the student has met their goals, they exit the intervention process and resume regular academic programming with ongoing monitoring.
5. **Continued Monitoring**: Even after exiting the SST process, the student's progress is monitored to ensure continued success.

This structured approach ensures that AMPS students receive timely and effective support tailored to their individual needs, promoting long-term success in their educational journey.

Students Achieving Above Grade Level

AMPS is committed to providing a differentiated learning environment that caters to the unique needs of high-achieving students. Aligned with current research, AMPS employs a variety of strategies to foster intellectual growth and challenge these students:

- **Flexible Learning Pathways:** AMPS offers alternative or extension activities for students who have mastered the core curriculum, allowing them to delve deeper into topics of interest.
- **Collaborative Learning:** Opportunities for peer-to-peer collaboration to foster critical thinking and problem-solving skills.

- **Personalized Learning Goals:** Through the “Leader in Me” program, students and teachers work together to develop individualized learning goals, promoting self-directed learning.
- **Higher-Order Thinking:** Open-ended questions and tasks that align with Bloom's taxonomy, including analysis, evaluation, and synthesis, encourage complex thinking.
- **Leadership and Mentorship:** Students are provided with opportunities to develop leadership skills and mentor their peers.
- **Extended Learning Platforms:** Students will have access to online learning platforms to further their learning.

By implementing these strategies, AMPS ensures that high-achieving students are continually challenged, engaged, and supported in their academic journey.

Students Achieving Below Grade Level

AMPS students who demonstrate low achievement, as measured by state assessments, local assessments, teacher observations, curriculum assessments, parent input, or Student Success Team recommendations, are identified as at-promise. These students receive targeted support to address specific areas of growth.

Targeted support for students who are academically low-achieving may include:

- **Early intervention in reading and literacy:** Implementing evidence-based literacy strategies, such as explicit phonics instruction, to address foundational reading skills.
- **Personalized tutoring:** Providing one-on-one or small-group tutoring sessions tailored to the student's individual needs.
- **Targeted interventions:** Developing individualized support plans, in collaboration with the student and family, that focus on specific areas of difficulty and provide clear, achievable goals.
- **Program accommodations:** Adapting curriculum, instruction, and assessments to meet the student's unique learning style and pace.
- **Enhanced parent-teacher communication:** Fostering strong partnerships with parents through regular communication and involvement in the student's education.
- **Technology integration:** Leveraging technology tools, such as educational apps, online resources, and assistive technology, to support learning and engagement.
- **Extended Day and Additional School Days:** Students can enroll in the after-school program and attend after-school tutoring or join any of the fall, winter, or summer ASES programs.

Classroom modifications may also be made to support academically low-achieving students, including:

- **Differentiated instruction:** Using a variety of instructional approaches, materials, and strategies to meet the diverse needs of students.

- **Universal Design for Learning ("UDL"):** Incorporating principles of UDL to create a more inclusive and accessible learning environment.
- **Flexible grouping:** Grouping students based on their learning needs and strengths for targeted instruction.

Social, Emotional, and Behavioral Support

The APS Mental Health and Support Services Department comprises licensed and certified school counselors and psychologists. This multidisciplinary team provides personalized support at each APS school, including responding to each student's needs, offering a range of tiered mental health supports, counseling, referral to outside agencies, and social and emotional services and support to help children, youth, and families become better equipped to thrive in school and life.

AMPS offers individual and group counseling services to support social and emotional learning, guidance and consultation to APS school teams on effective academic and behavioral interventions, robust special education services, a continuum of mental health support, and additional specialized student support services to address the needs of our students and their families.

To develop the whole child, APS uses PBIS, Second Step, and "Leader in Me" ("LiM") to teach students essential social-emotional skills like problem-solving, conflict resolution, empathy, and leadership. These programs help create a predictable environment, teach students to understand their emotions, and empower them to make positive choices.

Positive Behavioral Interventions and Supports

AMPS is committed to providing all students with a safe and inclusive learning environment. To achieve this goal, AMPS and APS have implemented a PBIS program. PBIS is a framework that helps schools create a positive school climate by teaching and reinforcing positive behaviors.

AMPS follows a matrix that outlines the specific expectations for student behavior in different settings, such as the classroom, hallway, and cafeteria. Positive behaviors are reinforced through various initiatives, including:

- **Positive Incentives:** Students who exhibit positive behavior are rewarded with incentives that create a positive school climate.
- **School-Wide Assemblies:** Regular assemblies reinforce the importance of being safe, responsible, respectful, and ready to learn.
- **Staff Training:** All staff members are trained to understand and implement the PBIS program, helping to reinforce positive behavior expectations.

The Leader in Me

The Franklin Covey “Leader in Me” program enhances social-emotional and behavioral support by fostering a school-wide culture of leadership, responsibility, and positive habits. By teaching students the principles of personal and interpersonal effectiveness, such as being proactive, setting goals, and practicing empathy, the program helps students build confidence, self-discipline, and collaboration skills. This aligns with AMPS's mission of developing exceptional leaders who are prepared to excel in an ever-changing world.

To support the MTSS framework, the Leader in Me program provides a structured approach to addressing students' varying social, emotional, and behavioral needs. It enables AMPS to deliver targeted interventions and personalized strategies, ensuring all students have the necessary tools to thrive academically and socially. The program reinforces AMPS’s commitment to cultivating competent, self-driven leaders. Each day teachers facilitate social-emotional learning lessons about the 7 Habits and invite students to demonstrate their leadership skills through having designated leadership jobs. A 5th and 6th grade student leadership team also helps lead various initiatives across the school.

English Learners

AMPS serves students from the community designated as English Learners and complies with all applicable laws regarding services and the education of ELs. AMPS is compliant with all applicable legal requirements for ELs relative to annual notification to parents, student identification, placement, ELs and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient status, monitoring and evaluation of program effectiveness and standardized testing requirements. AMPS implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents/guardians and pupils.

Identification and Assessment

Home Language Survey

The Charter School will administer the home language survey (“HLS”) upon the student’s initial enrollment at a California public school (on enrollment forms). Home Language Survey questions include:

1. What language did your child first learn to speak?
2. What language does your child use the most at home?
3. What language do you use most frequently to speak to your child?
4. What is the language most often spoken by adults in the home?

APS staff review the results of the HLS to determine a student's status as follows:

1. English Only (“EO”). If the answers to the first four questions on the HLS are “English,” the

student will be categorized as English Only; or
2. To Be Determined ("TBD") If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. From this data, the student will be assessed to measure their level of English proficiency.

Parents may amend their response to the HLS at any time. If the student has already been administered the Initial ELPAC, changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to the administration of the ELPAC Initial Assessment ("IA"), AMPS will honor the changes made.

If a student transfers to AMPS from another California school or district, the Charter School will contact the previous school for student records and check the student's language status on the California Longitudinal Pupil Achievement Data System ("CALPADS"). In reviewing both sources, AMPS will follow state protocol in notifying parents and coordinating for students to take the appropriate state assessments.

English Language Proficiency Assessment

All students who indicate their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

Initial Assessment

The ELPAC Initial Assessment ("IA") is used to identify students as either an EL, or as fluent in English. The IA is administered only once during a student's time in the California public school system based on the results of the HLS. Students with a "TBD" determination after HLS review are assessed on their English language proficiency level with the Initial Assessment. The IA is given to students in grades K-12 whose primary language is not English who have not yet taken any previous state English language tests and who have not yet been classified as ELs.

The IA testing window will be year-round (July 1 – June 30). For any student whose primary language is other than English as determined by the HLS and who has not been previously identified as an EL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, administration of the IA occurs within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The IA is scored by the school site. The locally scored IA will be the official score. Based on the student's overall initial performance, they may be classified as:

1. An English Learner – the student must be annually assessed with a Summative

Assessment until the student meets eligibility criteria for reclassification and is Reclassified to Fluent English Proficient ("RFEP"); or

2. An Initially Fluent English Proficient ("IFEP")

Summative Assessment ("SA")

The Summative Assessment ("SA") testing window will be a four-month window after January 1 (February 1 - May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window. ELs will take the SA every year until they are reclassified as fluent English proficient. The Summative Assessment is only given to students who have previously been identified as an EL based upon the IA results, in order to assess how well an EL is progressing toward mastery of the English language in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The ELPAC assessment includes all four language domains: Listening, Speaking, Reading, and Writing. Overall scaled scores fall within levels one through four. These four ELPAC performance levels are aligned with the California ELD Standards.

Both the ELPAC IA and SA are assessments administered in seven grade spans – K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA are administered via a computer-based platform for all domains except the Writing Domain for kindergarten through 2nd grade, which is administered as a paper-pencil test.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

AMPS will notify all parents of the Charter School's responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Students with an individualized education program ("IEP") may be eligible to take the Alternate ELPAC starting in 2021 if they are unable to take one or more domains of the ELPAC with the universal tools, designated supports, or accommodations listed in their IEP.

Instructional Programs for English Learners

As published in the ELD Standards Publication from the California Department of Education, the Proficiency Level Descriptors ("PLDs") below provide an overview of the stages of ELD through which ELs are expected to progress as they gain increasing proficiency in the English language.

The descriptors provide teachers with a guide in curriculum planning and instructional delivery for ELs during designated and integrated ELD instruction.

- **Emerging**: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding**: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- **Bridging**: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding to develop both content knowledge and English.

AMPS provides program options for ELs that are responsive to students' strengths, needs, and identities. This includes supporting students' academic needs and the socio-emotional health and well-being of multilingual students.

AMPS's instructional program is designed to enhance language learning for all ELs by promoting language acquisition and proficiency, developing oral language skills, and providing enriched learning opportunities in the following ways:

- Participation in collaborative learning activities to foster teamwork (during the school day and ELO-P).
- Developing effective communication skills through oral presentations and discussions in various content areas.
- Opportunities to explore their interests and talents through recreational, visual, and performing arts activities (during the school day and ELO-P).
- Academic tutoring for students who need additional assistance (during the school day and ELO-P).

Structured English Immersion and Universal Supports

EL students are placed into a Structured English Immersion ("SEI") setting with their peers which includes access to the core content, grade-level standards, and integrated ELD instruction. Because EL students are placed in SEI classrooms, they receive the same rigorous standards-based curriculum that every student receives. However, the curriculum and strategies utilized within the classroom may be differentiated to meet the variety of needs of students within the classroom.

Beyond SEI, AMPS is also taking the following steps to support ELs:

- Bilingual Instructional Aides ("BIA") will provide small group tutoring in the classroom to support the language acquisition needs of ELs;
- ELs will be offered academic tutoring during the school day and after school, during intersession and summer programming via ELO-P; and,
- Grade-level PLCs will focus on the implementation of the following instructional techniques:
    - Explicit vocabulary delivery
    - Utilizing multiple modalities, including the use of visuals and manipulatives
    - Integration of ELD into core subjects such as Math, ELA, Science, and social studies
    - Designated and Integrated ELD
    - Specially Designed Academic Instruction in English ("SDAIE") strategies

Integrated and Designated English Language Development

AMPS includes both integrated and designated ELD for ELs, ensuring students acquire English proficiency while building content knowledge. All AMPS teachers are trained in ELD standards and integrate them with the State Standards for their subject areas.

Integrated ELD

AMPS uses integrated ELD in the daily curriculum, ensuring all ELs have the opportunity to develop both their academic language and content knowledge. Teachers provide tailored support, including language scaffolding, SDAIE strategies, and assistance during content lessons, enabling ELs to actively participate in standards-based instruction. Through engaging in activities that foster language awareness, students learn to appreciate the power of language as a tool for understanding and expressing ideas. This integrated approach ensures that all ELs have the support they need to succeed.

Designated ELD

Designated ELD is a dedicated and protected time during the regular school day where teachers focus on ELD Standards, aligning instruction with content to build essential English language skills, knowledge, and abilities necessary for academic success in English. Taught by a qualified teacher, students are grouped according to their language proficiency levels, determined through assessments, such as the ELPAC. These targeted lessons are designed to accelerate English proficiency, ensuring students receive consistent instruction. This structured time offers students ample opportunities to practice listening, speaking, reading, and writing in English, supporting their overall language development.

AMPS offers three primary instructional Designated ELD approaches:

1. **Homeroom ELD**: Teachers allocate daily time within the home classroom to provide targeted ELD instruction to English learners in their respective classes. For example, 3-6

grade teachers deliver ELD instruction to Bridging students in the classroom during the regular school day.

2. **Regrouping**: AMPS schedules daily blocks for regrouping students based on their English proficiency levels within grade-level spans, allowing for more focused ELD instruction. For example, TK-2 classroom teachers deliver Designated ELD instruction to all ELs within this regrouping format.
3. **Pull-Out** English Learners may receive ELD instruction in a separate setting from their non-EL peers so the EL can receive specialized ELD instruction from an English Language Specialist. Currently, an English Language Development teacher delivers designated instruction to students in grades 2-6 who are at the Emerging or Expanding level.

The current curriculum for Designated ELD includes the following:

- CKLA Language Studio for designated ELD for Grades TK-5;
- Cengage for designated ELD for grade 6

Criteria for Reclassification

Reclassification procedures are based on the criteria set forth in the State Board of Education's Reclassification Guidelines. The following criteria reflect AMPS's current reclassification procedures per CDE's guidance. The procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Criteria	General Education ("GE")	Students who hold an IEP/504
Criterion 1: Assessment of English Language Proficiency using an assessment instrument	Overall score of 4 on ELPAC	ELPAC (Overall = 4) or Alternate ELPAC (Overall=3); alternate assessment aligned with state ELD standards can be used
Criterion 2: Teacher Recommendation	Teachers will evaluate student curriculum mastery and share recommendations	Classroom performance based on IEP goals for academic and ELD; teacher input from Education Specialist, speech pathologist, and/or other staff
Criterion 3: Comparison of Performance in Basic Skills	Based on internal assessments and benchmarks (e.g., i-Ready)	IEP team specifies an assessment (e.g., California Alternate Assessment); other valid assessments may be considered for comparison with native speakers of English with similar disabilities
Criterion 4: Parent consultation	Parents or guardians are formally notified of their child's language reclassification and placement, including a detailed description of the reclassification process and opportunities for parental	The parent or guardian is a participant on the IEP & reclassification team. Similar to students in general education, parents or guardians are formally notified of their child's language reclassification and placement, including a detailed description of the reclassification process and

	involvement. Parents are encouraged to actively participate in the reclassification process by offering their opinions and consultation	opportunities for parental involvement. Parents are encouraged to actively participate in the reclassification process by offering their opinions and consultation.

Reclassification of English Learners with Disabilities

After a student, including those with a 504 Plan or IEP, meets the reclassification criteria, the AMPS will schedule a meeting or notify the parent/guardian. If the student has an IEP, the IEP team may discuss whether an alternative assessment can be used to supplement the required criteria and make the best decision for their reclassification.

Reclassification Monitoring

In accordance with California Ed Code (20 United States Code Section 6841(a)(4)(5); California Code of Regulations, Title 5, Section 11304), AMPS establishes rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the academic school year. This will ensure AMPS takes the appropriate steps to ensure students are adequately progressing following reclassification.

This is done using the following process:

1. Data on the performance of RFEP students is distributed to each teacher.
2. Based on the data, the teacher will complete an RFEP monitoring form for each of their reclassified students for up to four years.
3. If progress is not being made, it will prompt teachers to fill out a referral form. In that referral form, the teacher indicates that this student is an RFEP student.
4. Once the referral form is submitted, site leaders will review the submissions and discuss them at an upcoming grade-level meeting.

Reclassified students are monitored for up to four years to ensure their continued ability to master the State Standards.

Professional Development for Supporting English Learners

Regarding supporting ELs, AMPS's professional development focuses on teacher and support staff capacity to support EL achievement. The PD sessions emphasize SDAIE strategies for differentiated instruction, academic language development, and culturally responsive teaching. Staff engage in evidence-based practices like the use of scaffolding, targeted vocabulary

instruction, and language-rich classroom environments. As outlined in AMPS's 2024-25 Local Control and Accountability Plan, teachers will engage in the following professional development opportunities:

- Culturally and linguistically responsive practice domains: instructional, language, and cultural knowledge
- Evidence-based strategies such as think-pair-share, sentence frames, visual anchor charts, and metacognitive strategies
- The AMPS' ELD teacher will provide training for teachers on implementing effective evidence-based tiered support for struggling ELs

Administrators conduct focused instructional observations of ELD lessons. These observations assess lesson alignment with language objectives, equity in language access, and the effectiveness of instructional strategies across classrooms. Administrator feedback is provided to ensure consistency in supporting ELs' linguistic and academic needs and to ensure that every EL receives equitable opportunities for success.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to AMPS-adopted academic benchmarks by language proficiency level and years in the program to determine progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring the availability of adequate resources.
- Meeting annual measurable achievement objectives for ELs
- Feedback from the English Learner Advisory Committee ("ELAC").

Socioeconomically Disadvantaged Students

AMPS has been committed to underserved student populations by providing a pathway to college or career. The mission, vision, and instructional programs ensure equal access for all students, focusing on those identified as socioeconomically disadvantaged based on the poverty index and other criteria. At its core, AMPS is founded on a belief in high expectations for every student, regardless of background.

AMPS teachers and staff receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. AMPS's staff is responsible for identifying students and families who might need additional resources or support, including referrals to community services. APS employs a full-time Family Resource Counselor/Homeless Liaison who assesses unhoused and foster students and supports them with public

transportation, a uniform clothing pantry, and other individual needs on a case-by-case basis. AMPS's emphasis on a school community and the responsibility for one another within that community also extends to the parents and families of students.

Parents can begin drop-off starting at 7:30 a.m., and after-care is provided until 6:00 p.m. free of charge to best serve students' needs and accommodate working families. As demonstrated by the success of countless schools in California and beyond serving socio-economically disadvantaged students, income is not a determinant factor in a student's ability to succeed academically. At AMPS if socioeconomically disadvantaged students are also academically low achieving, struggle with learning differences, or are identified as ELs, AMPS implements strategies described in this Petition.

Students with Disabilities

AMPS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Teachers implement a wide range of accommodations or modifications for students with disabilities. All teachers receive ongoing professional development regarding special education policies, strategies for working with students with disabilities, and inclusive practices that support students with diverse learning styles and abilities. Furthermore, AMPS complies with all California laws pertaining to special education students.

To the maximum extent appropriate, all students with disabilities are integrated into the AMPS programs, with the necessary materials, services, and assistive/adaptive technology to support their learning. AMPS ensures any student with a disability is properly identified, assessed and provided with necessary services and supports. AMPS meets all the requirements mandated within a student's IEP. No assessment or evaluation is used for admission purposes. Parents are informed that special education and related services are provided at no cost to them.

SELPA Membership

The Charter School shall be its own local educational agency ("LEA") and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). AMPS is a member of the El Dorado Charter SELPA and works in cooperation with all local and state agencies to ensure that a free, appropriate public education ("FAPE") is provided to all students with exceptional needs. AMPS complies with all regulatory special education requirements and shall follow SELPA policies as they apply to all SELPA schools for responding to the implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

AMPS assumes full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Charter SELPA. As such, state and federal funding shall be allocated directly to the Charter School per the allocation plan of the

SELPA. AMPS will assume responsibility for the general education contribution which may be necessary, the provision of special education services to identified students, and shall meet the annual Maintenance of Effort Requirement.

Section 504 of the Rehabilitation Act

AMPS 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 AMPS. 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.

A 504 team will be assembled by the principal and shall include the principal (or their designee), parent/guardian, the student if needed, a qualified faculty member, 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 include those tailored to assess specific areas of educational need, and not merely those which are 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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 have a disability 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 the free and appropriate public education ("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 Charter 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 principal will ensure teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher reviews the 504 Plan with any long-term substitutes. 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.

Services for Students Under IDEA

AMPS shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

AMPS will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures and shall utilize SELPA forms to seek out, identify, and serve students who may qualify for special education programs and services, respond to record requests and parent complaints, and maintain the confidentiality of pupil records.

AMPS agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

Staffing

All special education services at the AMPS will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. AMPS staff will participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, education specialists and paraprofessionals. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School 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, school nurses, counselors, and psychologists. AMPS reassesses its special education staffing, service providers, methods, and strategies on a continuous basis to ensure that all services provided are effective and of the highest quality.

Assurances

As required of LEA members within the El Dorado County Charter SELPA, AMPS provides the following assurances:

- Free Appropriate Public Education - The Charter School will assure that a free and appropriate public education shall be provided to enrolled students, including children with disabilities who have been suspended or expelled from school.
- Child Find - The Charter School will assure all students with disabilities are identified.
- Full Educational Opportunity - The Charter School will assure students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment – The Charter School will assure students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed using supplementary aids, supports and services in the general education setting.
- Individualized Education Program – The Charter School will assure an Individualized Education Program is developed, reviewed, and revised for each child who is eligible.
- Assessments – The Charter School will assure an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards – The Charter School will assure the confidentiality of identifiable data shall be protected at collection, storage, disclosure, and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards – The Charter School will assure good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible students with disabilities.
- State Assessments – The Charter School will assure students with disabilities are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate.

AMPS meets all the requirements mandated within a student's IEP. The Charter School includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Child Find

AMPS shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. AMPS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and, where appropriate, utilized.

AMPS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Upon the commencement of each school year, all students are evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. Through collaboration between the faculty, parents and school leaders, AMPS works to identify any students who do not currently have an IEP but may be in need of pre-referral interventions. The Intervention Team convenes regularly to review all referred students as well as student data across sub-groups, classrooms and more.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The primary internal method for referral for assessment will be the Student Success Team meetings. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such parent referrals will be responded to in writing in a timely manner. Any AMPS teacher may also directly refer a student for formal assessment to see if they have a disability.

If appropriate, AMPS may additionally choose to refer a student for services assessment through the provisions of a Section 504 Plan.

Assessment

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. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School 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; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School 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.

Development, Implementation, and Review of IEPs

AMPS 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.

AMPS shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School 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 the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive/adaptive technology.

AMPS ensures that all aspects of the IEP and school site implementation are maintained. AMPS provides modifications and accommodations (as outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs are served in the Least Restrictive Environment ("LRE").

The IEP team formally reviews each student's IEP at least once a year to determine how the IEP is meeting their 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.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, 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 an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School 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 the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School 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 shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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.

Due Process and Procedural Safeguards

Parents or guardians of students with IEPs must give written consent for the evaluation and placement of their child; are included in the decision-making process when change in placement is under consideration; and are invited, along with teachers, to all conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the Charter School within five days, after which a meeting between the parent and AMPS is scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, AMPS participates cooperatively to resolve the issues.

Parents or guardians also have the right to file a complaint with the CDE if they believe that the Charter School or SELPA has violated federal or state laws or regulations governing special education.

Independent Study

To the extent independent study is provided, AMPS complies with state laws relating to independent study as set forth in Education Code Sections 47612.5, 51745, et. seq. and applicable regulations. The Board has adopted policies to implement independent study options provided to students.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on AMPS's website at meadow.aspenps.org and included in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before

July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

"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).

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

As discussed in Element A, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure these specific subgroups are making satisfactory progress and are provided with necessary additional support, made possible by additional funds from the Local Control Funding Formula.

Student academic and personal progress is of the highest priority at AMPS. The Charter School recognizes the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs, are learning and demonstrating growth and progress throughout their schooling. Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards.

On an annual basis, AMPS engages education partners in preparing a Local Control and Accountability Plan that sets goals for each of the eight state priorities. The plan includes specific annual actions the Charter School takes to achieve each of the identified annual goals and fiscal allocations to support these actions. A summary of AMPS' goals in the State Priorities follows.

2024-25 LCAP Goals

Goal 1: Using a whole-child approach, continue to strengthen schoolwide MTSS and PBIS in alignment with the CA Community Schools Framework and the 4 Pillars of Community Schools to address the academic, social-emotional, behavioral, and mental health needs of our students and improve student mastery in ELA and Mathematics.

Goal 2: Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students, and improve student academic outcomes.

Goal 3: Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide programs and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate and school safety through ongoing communication.

ELEMENT C – METHODS OF MEASUREMENT

> *"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).*

AMPS administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments allows teachers to modify classroom instruction in response to student outcomes and allows the Charter School to modify its program to best address student needs.

AMPS complies with all regulations, reporting, and processes associated with the state's Local Control Accountability Plans under the Local Control Funding Formula.

The Charter School affirms that, to the extent practicable, its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on the School Accountability Report Card ("SARC") as required by Education Code Section 47605(c)(5)(C). The annual SARC is a public document, posted on the Charter School's website, and is made available to parents and the community, and the District. The Charter School shall use the information compiled in its performance reports and its SARC to evaluate and improve upon its educational programming as necessary.

Methods For Measuring Student Academic Progress

To ensure AMPS' primary goal of increased academic achievement for all students is met, student achievement data from standardized assessments is disaggregated annually by sub-groups, including ethnicity, English Learners, socioeconomically disadvantaged students, and students with disabilities. This disaggregation allows for a clear understanding of each group's academic performance, ensuring equity and targeted interventions where necessary.

In alignment with best practices, teachers engage in ongoing analysis of both internal and external assessments. This includes teacher-created assessments, publisher-provided tools, and online assessments. During weekly collaborative planning, AMPS teachers analyze this data to identify individual student needs, program strengths, and instructional gaps, ensuring instruction is continuously adapted to meet the diverse needs of the students. In addition, benchmark assessments are reviewed during scheduled professional development days, fostering a culture of continuous improvement.

AMPS employs a variety of assessments to measure individual student progress toward mastery of state content standards and curriculum objectives. Students participate in formal assessments which provide valuable data on growth and achievement. Teachers use rubrics and checklists

from curriculum programs and online resources to track student progress and inform instructional decisions.

Equally important are formative assessments, such as teacher observations, student work samples, project-based rubrics, and ongoing feedback through classroom activities. As students develop the ability to produce more independent work, these are continually evaluated to assess understanding and guide instruction.

AMPS Student Assessments

Assessment	Purpose/ Expectations	Grade	Frequency
Initial ELPAC (Alternative option available where applicable for SWD)	The Initial ELPAC is used to identify students as either an English Learner or Fluent in English. Students are identified as either scoring initially fluent in English or an English Learner	K-6th	First 30 days of enrollment in a California Public School
Summative ELPAC (Alternative option available where applicable for SWD)	The Summative ELPAC measures how well English Learners progress towards English Fluency in 4 domains-Writing, Reading, Speaking, and Listening. The results are used as one criterion to determine if the student is ready to be reclassified as fluent English Proficient to help inform proper educational placement and to report progress for accountability. (See the English Learner section for more information)	K-6th	Once a year
CAASPP/California Alternate Assessments ("CAA")	State criterion-based assessment in ELA and math based on the CCSS.	3rd-6th	Once a year in Spring
California Science Test ("CAST")	State criterion-based assessment in science is based on the NGSS.	5th	Once a year in Spring
Smarter Balanced Assessment Consortium ("SBAC") Interim Assessment Blocks	State criterion based on CCSS and NGSS standards as a guide for instructional needs. Students are assessed to understand their learning needs. Teachers utilize this data to inform instructional needs.	3rd-6th	Various times throughout the year, based on the curriculum

Curriculum designed assessments	To assess mastery of the unit/lesson content. Teachers utilize this data to address learning needs and inform instruction	TK-6th	Various times throughout the year, based on the curriculum
Exit tickets, quizzes, writing rubrics, performance task rubrics	To measure mastery across all courses/subjects. Teachers utilize this data to address learning needs and inform instruction	TK-6th	Various times throughout the year, based on the curriculum
i-Ready diagnostics	Nationally norm-referenced assessments in ELA and MATH. Teachers utilize this data to address learning needs and inform instruction.	K-6th	Three times a year. (Fall, Winter, Spring)
Physical Fitness Test ("PFT")	State criterion-based assessment in Physical Fitness. Students demonstrate levels of health-related fitness.	5th	Once a year (Spring)

Data-Driven Instruction

AMPS has a longstanding commitment to data-driven instruction. The Charter School currently utilizes Infinite Campus and Parsec Education to gather and analyze comprehensive student achievement data, which is then used to inform instructional decisions and optimize learning outcomes. This data-driven approach allows AMPS to continuously refine its curriculum, ensuring instruction is tailored to meet the diverse needs of its students. Through careful analysis, AMPS can identify patterns, address learning gaps, and allocate resources effectively, fostering a personalized and equitable learning environment where every student has the opportunity to thrive.

Principal Support

The principal plays a crucial role in fostering a data-driven culture at AMPS. They will continue to do this by:

- **Create a Data-Driven Environment:** Establish a school-wide culture where data is valued and used to inform decision-making.
- **Provide Professional Development:** Offer ongoing training and support to teachers on data analysis, interpretation, and application.
- **Facilitate Collaboration:** Encourage teachers to collaborate to analyze data and develop effective instructional strategies during protected time set aside each month.
- **Monitor Progress:** Regularly review data to ensure that students are making progress and that equity gaps are being addressed.

Teacher-Led Data Analysis and Action Planning

AMPS teachers are empowered to use data to inform their instructional practices. They will continue to:

- **Analyze Data Regularly:** Review student data at least monthly to identify areas of strength and need.
- **Set Clear Goals:** Establish specific, measurable, achievable, relevant, and time-bound ("SMART") learning goals for students based on data analysis.
- **Differentiate Instruction:** Tailor instruction to meet the diverse needs of students, using data to identify appropriate strategies and resources.
- **Use Formative Assessment:** Employ frequent formative assessments to monitor student progress and adjust instruction as needed.
- **Collaborate with Colleagues:** Work with other teachers to share best practices and develop effective interventions on a regular basis.
- **Involve Parents:** Communicate regularly via Parent Square with parents about student progress and involve them in the data-driven process.

AMPS prioritizes open communication and transparency regarding student academic performance. Through the Infinite Campus portal, parents will have access to real-time data on their child's progress, including information on academic achievement, attendance, and other relevant metrics. Furthermore, AMPS will annually publish its SARC on its website, providing a comprehensive overview of the Charter School's academic performance and achievements.

Progress Reports/Grading

AMPS provides parents and guardians with regular updates on their child's academic progress. The Charter School distributes progress reports four times annually, including two interim reports and two (2) semester report cards. AMPS' grading system is designed to accurately reflect student achievement across multiple forms of evaluation, including classwork, homework, assessments, and special projects.

ELEMENT D: GOVERNANCE AND PARENTAL INVOLVEMENT

> *"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).*

Overview

Aspen Public Schools is focused on the promise of equal educational opportunity for all children, which will in turn transform the Fresno community by developing exceptional young people and leaders. Aspen Meadow Public School, operated by Aspen Public Schools, strives to enable every student to succeed at the highest levels.

The governance structure of the Charter School and of APS, a California Nonprofit Public Benefit Corporation, has the following components:

Aspen Public Schools

- Board of Directors
- Executive Director ("ED")

Aspen Meadow Public School

- Principal
- English Learner Advisory Committee
- Parent Advisory Committee
- Community Schools Advisory Committee

The Organizational Charts for Aspen Public Schools and Aspen Meadow Public School are included in the Appendix.

Organizational Leadership

AMPS is operated and governed by an accomplished team of experts in educational leadership and classroom instruction. Collectively, they have the knowledge and expertise to ensure the Charter School meets the mission and conditions of this charter renewal petition over the next five years.

Non-Profit Public Benefit Corporation

AMPS is a directly funded independent charter school operated by the Board of Directors of Aspen Public Schools, Incorporated ("Board"), a California non-profit public benefit corporation with designation as a 501(c)(3) tax-exempt organization by the Internal Revenue Service. Aspen Public Schools is governed pursuant to the corporate bylaws adopted by the Board, which are consistent with the terms of this Petition, the Charter Schools Act, and all other applicable laws.

APS has adopted a Conflict of Interest Code that complies with Government Code Section 1090 *et seq*. as set forth in Education Code Section 47604.1, the Political Reform Act, and Corporations Code conflict of interest rules and which shall be updated with any charter school-specific conflict of interest laws or regulations. All eligible filers will file the Form 700 annually. The Board shall comply with the California Public Records Act.

AMPS operates autonomously from the District, except for supervisory oversight as required by statute and other contracted services 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 Aspen Meadow Public School, nor will the District be liable for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Aspen Public Schools' Articles of Incorporation and Corporate Bylaws ("Bylaws") are included in the Appendix.

Board of Directors

The Board shall be ultimately responsible for AMPS's operation and activities. The primary methods for executing Board responsibilities are to create, adopt, and monitor a long-term strategic plan and associated budget and to employ and evaluate the Executive Director.

Board Composition, Appointment, and Term

The Board of Directors is currently composed of no less than five (5) and no more than seven (7) directors, as outlined in the Bylaws. Currently, no persons serving on the Board may be interested persons, including but not limited to employees of Aspen Meadow Public School. All directors shall have full voting rights, including any representative appointed by the District, as consistent with Education Code Section 47604(c). If the District appoints a representative to serve on the Board of Directors, the corporation may appoint an additional director to ensure an odd number of Board members. Although not required, the Board strives to create an odd number of directors for voting purposes.

In accordance with its Bylaws, the Board appoints new directors upon the resignation or removal of any director. All directors, except for the representative appointed by the District, shall be designated by the existing Board.

Each director holds office unless otherwise removed from office by the bylaws for a two (2) year term and until a successor director has been elected. Directors may serve consecutive terms on mutual agreement of the director and the Board.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student

member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Recruitment & Selection

In recognition of the need for diverse voices and expertise on the Board, there is a consistent attempt to recruit directors to ensure sound oversight of the fiscal, operational, and instructional practices of the Charter School, including individuals with experience in business management, law, finance, education, governance, administration, facilities, and community relations. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether they fit the stated needs of the Board.

Threshold screening criteria for prospective directors include demonstrating an understanding of APS' mission and vision and a strong commitment to serving its students. Other relevant criteria for selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfilling all Board responsibilities, including a willingness to routinely attend Board meetings and actively oversee AMPS and other APS charter schools and programs.

Board Professional Development

New directors undergo an initial orientation covering their responsibilities as directors and effective charter school oversight. The Board seeks appropriate training and other resources for continuous performance improvement as an entire Board and individually. Such training includes full-board training sessions with experts familiar with charter school governance, ethics, finance, conflict of interest, the Brown Act, and more. Members attend charter school conferences with staff when possible. These trainings, along with Board policies and internal controls, are designed to prevent fraud, embezzlement, and conflict of interest issues.

Board Meetings

The Board typically meets monthly (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings are called as necessary and comply with all of the provisions of the Brown Act and Education Code Section 47604.1(c). At an annual meeting, the Board sets the calendar for upcoming Board meetings for the year and publishes the schedule on the APS website. Agendas for regular meetings are physically posted at the Charter School and on the Charter School's website for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings are posted in the same manner at least 24 hours before the meeting.

Board Authority

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this Petition or the purposes for which charter schools are established.

Board Delegation

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of APS or the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report (if any), and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members present provided there is a quorum in attendance.

Decisions of the Board are by majority vote. As consistent with the requirements of the Corporations Code Section 5211(a)(8), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the Board.

In accordance with the Brown Act, directors may participate in meetings via teleconference so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of APS, all votes are taken by roll call, and other prescribed requirements for teleconference participation are followed, as detailed in the Bylaws, Brown Act, Education Code Section 47604.1., and Government Code Section 54953.

Board Committees

The Board may, at its discretion, form committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure the Charter School achieves its mission and goals. These committees may include, but are not limited to, a Finance Committee, Personnel Committee, and Nominating Committee. Other than “advisory” committees, committee meetings are held in accordance with the Brown Act, as detailed in the Bylaws. Appointments to committees of the Board shall be by a majority vote of the directors then in office. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Board Responsibilities

The Board of Directors is fully responsible for the operation and fiscal affairs of Aspen Meadow Public School, currently including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the APS Executive Director
- Approve contractual agreements in excess of $10,000.00
- Approve and monitor the implementation of general policies including effective human resource policies for career growth and staff compensation
- Approve and monitor the annual budget, budget revisions, and monthly cash flow statements
- Act as a fiscal agent, including but not limited to the receipt of funds for the operation of AMPS in accordance with applicable laws and the receipt of grants and donations consistent with AMPS' mission
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning
- Approve the school calendar and schedule of Board meetings
- Recruit and appoint new Board members and provide orientation training.
- Evaluate AMPS' effectiveness by monitoring student performance on the basis of measurable outcomes
- Ensure the SARC and LCAP are prepared annually
- Participate in dispute resolution procedures and complaint procedures when necessary
- Accept the annual independent fiscal audit
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which are not in conflict with the purposes for which the Charter School was established.

Executive Director

The Executive Director serves as the operational and educational leader and chief executive officer of Aspen Public Schools and Aspen Meadow Public School. The Executive Director is responsible for the direction of the Charter School and Aspen Public Schools' relationships with education partners (e.g., community members, parents, students, staff, donors, District, etc.) and for leading APS' development efforts.

The Executive Director shall perform assigned tasks as directed by the Board of Directors. These tasks may include, but are not limited to, the following:

- Ensure AMPS strives to achieve its mission

- Guide AMPS toward the fulfillment of its vision and future goals
- Communicate with and report to the Board
- Oversee implementation of organizational policies established by the Board
- Oversee all corporate finances, including those of AMPS and Aspen Public Schools, and take actions to ensure financial stability and accurate financial records
- Oversee employee hiring, promotion, discipline, and/or dismissal
- Oversee operational systems such as student records, teacher records, teacher credentialing, contemporaneous attendance logs, purchasing, budgets, and timetables
- Promote AMPS and APS in the community, encourage positive public relations, and interact effectively with media
- Take an active role in fundraising and grant writing
- Ensure compliance with all applicable state and federal laws
- Complete and submit required documents as requested or required by the Petition and/or Board and/or the District;
- Attend District administrative meetings as requested by the District and maintain contact with the District as needed
- Present the independent fiscal audit to the Boards, and, after review by the Board of Directors, send the audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education

The above duties may be delegated or contracted to another appropriate employee or third-party provider as approved by the board.

Parent/Guardian Involvement

Family and guardian engagement is essential to the success and overall quality of AMPS. All families, guardians, and parents are encouraged to actively participate in their student's education, however, there are no mandatory requirements.

AMPS maintains a comprehensive list of volunteer opportunities, which includes:

- Assisting in the classroom
- Playground supervision before and after school and during recess
- Joining the Climate & Culture Leadership Team
- Supporting school festivals, jog-a-thons, and/or multicultural events
- Assisting with enrichment classes
- Hospitality (hosting visiting teachers or speakers)
- Serving as a "Class Parent"
- Contributing as a member of the Board of Directors
- Coordinating and chaperoning field trips
- Helping with sets, costumes, and rehearsals for annual class plays
- Assisting with fundraisers
- Volunteering in the office
- Participating in Parenting Partners Workshops

No student will be excluded from school activities due to the participation status of their family or legal guardian.

To ensure effective communication between home and school, AMPS uses various tools such as the school website, social media, newsletters, ParentSquare, monthly meetings with school administrators, family nights, and parent training sessions.

Parental Involvement in Governance

Three key committees play a vital role in shaping the Charter School's community:

1. **English Learner Advisory Committee**: This group focuses on the needs of English Learners and advises the Charter School on programs and services for English Language Development. The ELAC ensures families of English Learners are represented and involved in decision-making processes, promoting an inclusive environment for all students.
2. **Parent Advisory Committee ("PAC"):** The PAC advocates for students and provides feedback on policies, programs, and initiatives, including the LCAP. They also serve as a bridge between families and administration, ensuring parents and guardians have a voice in shaping their children's education and the school community.
3. **Community Schools Advisory Committee:** This committee is dedicated to integrating community resources into the Charter School, enhancing student support services, and fostering partnerships that strengthen the school environment. By focusing on the whole child, the committee ensures the Charter School offers comprehensive support for academic, social, and emotional development.

ELEMENT E – EMPLOYEE QUALIFICATIONS

> *"The qualifications to be met by individuals to be employed by the charter school." Education Code Section 47605(c)(5)(E).*

All employees shall be employees of Aspen Public Schools, Incorporated, an equal employment opportunity employer. APS is and shall continue to be non-sectarian in its employment practices and all other operations. APS shall not discriminate against any individual (employee or student) on the basis of any of the characteristics listed in Education Code Section 220 (race or ethnicity, nationality, religion, gender, gender expression, gender identity, sexual orientation, actual or perceived disability, 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.)

Employees' job duties and work basis are negotiated in individual employment agreements, and general job descriptions have been and will be developed for each staff position in alignment with this Petition. AMPS is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the Charter School.

AMPS is a school of choice, and no employee will be required to work at AMPS or any other school operated by Aspen Public Schools, Incorporated.

The Charter School actively recruits credentialed teachers to minimize the use of teachers holding emergency credentials.

APS complies with all state and federal laws concerning the maintenance and disclosure of employee records. APS complies with all applicable state and federal mandates and legal guidelines relative to the ESEA.

Staff Recruitment

Faculty is recruited through various communication channels, including local newspapers, education networking websites (CCSA, EdJoin, etc.), the Charter School's website, career fairs, local universities, and word-of-mouth referrals. AMPS and APS engage in a thorough review of the qualifications of candidates that apply for employment at the Charter School. The principal, with support from APS, reviews applications to determine which candidates will be interviewed for positions. The Executive Director, CAO, and Principal bear primary responsibility for all teacher hiring. Teachers and students are asked to participate in interviewing candidates. Candidates for teaching positions are interviewed and, in most cases, asked to teach a lesson to a classroom of students and return for a second round of interviews.

All employees are expected to possess the personal characteristics, skills, knowledge, and experience required by their job description as determined by the Charter School. All employees

must comply with the AMPS employee policies and procedures (including, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and tuberculosis ("TB") screening).

Teacher Recruitment

Following the screening of applicants and interviews, AMPS contacts references, reviews letters of recommendation, and notifies each candidate of their status once a decision is made. Candidates who are offered employment receive a written offer of employment. In addition, AMPS verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses the required credential that meets state requirements to teach the subject that they are being hired to teach. Before any teacher is permitted to work, all appropriate background, health (e.g., TB testing), and other requirements must be met.

AMPS makes every effort to recruit teachers who are committed to the vision and mission of the Charter School. Job postings for teachers on Edjoin website clearly state the education philosophy and teaching pedagogy that are supported by AMPS so teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at AMPS. To attract and retain outstanding teachers, AMPS provides:

- competitive salaries;
- fall break
- a challenging, rewarding and professional work environment;
- robust professional development; with weekly early release for PD on Friday
- support and collaboration from colleagues and administration; and,
- the opportunity to participate in innovation, creativity and research within a model school program.

Key Administrative Positions

Executive Director

The Executive Director of APS is responsible for the effective operation and the general administration of all instructional, business, or other operations of APS. The Executive Director administers and supervises the Charter School's employees, leads the development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the Charter School's core values—including developmental philosophy and parental involvement.

The Executive Director works closely with the Chief Academic Officer to plan and design innovative curriculum, and design and implement teacher training for effective curriculum implementation. The Executive Director ensures the Charter School's program provides all

students with core academics (i.e. reading and writing, math, social studies and science) and that students receive academic enrichment, including arts, music, and P.E. The Executive Director also works collaboratively with APS and AMPS staff, and the Board, to provide consistent and effective leadership.

Qualifications

- Master's degree or higher is required.
- At least seven years (10+ preferred) or more of broad, varied and increasingly responsible experience with budgeting, information technology, personnel management, and organizational procedures.
- Demonstrated track record in a senior management position with a high-performing charter school or charter school network is desirable.
- Charter school and/or school district leadership experience desirable.
- Strong judgment and instincts around politics and policy, relationship building and partnerships, and balancing school accountability with technical support and assistance.
- Ability to build and maintain an effective organization committed to a common goal.
- Awareness of principles, methods, and procedures related to charter school operations, information technology and data management, budgeting and accounting.
- Awareness of laws, policies, and regulations pertaining to charter school operations and performance.
- Awareness of best practices in charter school authorizing.
- Ability to negotiate effectively.
- Establish and maintain cooperative/collaborative relationships with all schools and partners.
- Deal effectively and graciously with situations requiring tact and judgment.
- Lead a high-performing organization including high levels of employee satisfaction and team health.

Chief Academic Officer

The Chief Academic Officer ("CAO") is an inspiring leader and communicator with substantial educational experience in charter, public, or private school settings. Reporting to the Executive Director, the CAO is responsible for the development, alignment, and academic excellence of instructional programs. The CAO supervises and supports the principals and oversees the curriculum. In addition, some instructional support staff will report directly to the CAO. The CAO provides leadership, vision, and strategic direction for curriculum, instruction, assessment, and school improvement initiatives, overseeing professional development.

Qualifications

- Master's degree in Education, Education Administration, administrative credential
- At least 7 years of professional experience (10+ preferred), with at least 3 years experience as a school leader with a proven track-record of success; charter school and/or

district-level leadership position experience preferred.
- Demonstrated experience in effectively solving challenging problems through a positive, collaborative approach required.
- Demonstrated experience in the design, implementation, or management of curriculum, instructional practices, and teacher development required.
- Demonstrated success leading strategic educational initiatives that result in measurable improvements in student achievement required.
- Detailed knowledge of the CCSS, instructional technology, and innovative teaching practices preferred.
- Experience and knowledge of budget preparation and management in alignment with strategic priorities preferred.
- Demonstrated experience collaborating to develop and deliver new curriculum to meet academic goals preferred.

Chief Student Services Officer

The Chief Student Services Officer is responsible for implementing, facilitating, evaluating, and maintaining programs that support students, families, and the school community within educational settings, including Special Education, Mental Health, and the Health Department. This position is also responsible for overseeing services that conform to state and federal objectives and laws, serving as a resource to families, school personnel, and the Board, and maintaining adequate staffing to ensure programs and services are met.

Qualifications

- Master's Degree in a related field.
- Collaborates effectively with APS staff, families, and the community to plan, develop, implement, maintain, and evaluate educational services and/or programs.
- Implements conflict resolution skills in a variety of situations with staff and families.
- Sets staffing levels for school special education programs, mental health, and health services to provide services with fiscal efficiency.
- Knowledge regarding developing special education issues, changes in the laws and case law, and educational methods for students with disabilities.
- Minimum of five years experience working directly with students.
- Administration experience preferred.

Chief Operating Officer

The Chief Operating Officer at Aspen Public Schools is responsible for overseeing a wide range of operational functions to ensure smooth and compliant operations across the school network. The most important duties include:

- Managing essential services: Overseeing food services (including the National School

Lunch Program), IT management (including vendor oversight and inventory), facilities management, and school safety plans.

- Team leadership: Supervising the Maintenance Director, Nutrition Coordinator, School Resource Officers, and key vendors such as the CALPADs Data Analyst.
- Compliance and policy implementation: Collaborating with the Executive Director and other key education partners to develop and enforce operational policies that ensure compliance and improve organizational efficiency.
- Budget preparation: Assisting with the annual preparation of budgets for facilities, IT, health, and security.
- Education Partner collaboration: Working with the Board of Directors, school leadership, and various education partners for strategic planning, audits, and organizational growth.

Qualifications

- Education: Master's degree in Business Management, Public Administration, Non-profit Management, or a related field.
- Experience: A minimum of 5 years of professional work experience with proven success in business or nonprofit management.
- Team Management: Demonstrated experience in successfully managing a team of professional staff members.
- Communication and Problem-solving: Exceptional communication skills and the ability to design and implement solutions for complex problems involving multiple education partner groups.
- Change Management: Flexibility and comfort working in change management environments.
- Organizational Skills: Excellent organizational skills, with the ability to coordinate multiple tasks and activities.

Chief Business Officer

The Chief Business Officer is responsible for the organization and administration of financial and business affairs of APS and the individual schools, each of which is their own LEA. This support includes payroll, purchasing, budget, investment and risk management, bond management and school safety. The Chief Business Officer also assists with personnel management, and strategic planning.

Qualifications

- Combination of education and experiences equivalent to a Master’s degree in business administration, accounting, and finance or a related field
- Minimum of five years of increasingly responsible experience in business, financial management, and accounting experience, preferably within an educational setting, including supervisory responsibilities

- Successful experience in planning, organizing and directing a broad management program, with leadership in and responsibility for multiple departments, such as risk management, accounting, budgeting, and purchasing.
- Experience with school district revenue, expenditure and financing laws, regulations and procedures
- Knowledge of education, government and California administrative codes
- Knowledge of law, rules and guidelines affecting the administration of a public school business services
- Knowledge of labor regulations and HR practices, policies and procedures
- Strong leadership and managerial skills to oversee the HR department and work with all employees within the organization

Principal/Vice Principal

Qualifications:

- Bachelor's degree required, master's degree preferred
- Valid California Teacher Credential
- Administrative credential (Principal/Required, Vice Principal/Preferred)
- At least four years of teaching experience
- Proven track record of instructional leadership and academic excellence, including English Learners and those with special needs
- Educational vision for and experience with low-income and/or minority children
- Willingness to continue established educational programs and investigate new research-based successful practices
- Demonstrated ability to help teachers become skilled practitioners
- Proven track record in collaboration, teamwork, and achievement results
- Excellent communication skills, especially with students and parents
- Extremely high standards for student leadership and achievement
- Relentlessness - doing whatever it takes to ensure success
- Team player and collaborator
- Belief in the Aspen Public Schools' mission and educational model
- Maturity, humility, strong work ethic, sense of humor, and "get it done" attitude
- Ability to work with students and staff and to motivate and engage them positively

Instructional Staff

Teacher Qualifications

Pursuant to Education Code Section 47605(l)(1), teachers in the Charter School will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the 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. The Board 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. The Charter School shall have the authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Additionally, teachers assigned to a TK classroom will have been issued the CTC certificate, permit, or other document required for their certificated assignment, and shall have, by August 1, 2025, one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet (1).
- A child development teacher permit or an early childhood education specialist credential, issued by the CTC

Additional qualifications include:

- Bachelor's degree
- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- Commitment to the Charter School's philosophy, vision, and mission
- Teaching experience at the K-8 level preferred

Intervention Specialists

As discussed in **Element 1**, Aspen Meadow Public School employs Intervention Specialists to administer the academic intervention programs.

Qualifications

- Bachelor's Degree; Master's Degree Preferred
- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment
- Two or more years classroom experience in an urban setting teaching special education preferred
- Professional development presentation experienced preferred
- Prior training in curriculum development and proficiency in content-area curriculum and instructional strategies preferred
- Demonstrated ability to work collaboratively and successfully

Aides/Paraprofessionals

Aspen Meadow Public School employs non-certificated instructional support staff in the form of instructional aides and instructors of enrichment/non-core subjects. These staff members have an appropriate mix of subject matter expertise, professional experience, or demonstrated capacity to work successfully in the designated capacity. They do not assign grades or approve student work assignments.

Qualifications

- Documentation of high school graduation and post-secondary units, hold an associate degree from a recognized college or university, or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for teaching profession are preferred
- Demonstrated competency in mathematics and language arts as evidenced by transcripts or completion of a basic skills assessment
- Strong interpersonal, oral and written communication skills
- Demonstrated commitment to the Aspen Meadow Public School vision and mission
- Meet all requirements needed for compliance with federal and state regulations

Non-Instructional Staff

Office Manager

Qualifications:

- Bachelor's degree required or a minimum of three years in operations, facility management, human resources, information technology, or accounting
- Experience in program development, counseling, and other administrative duties in the middle/high school setting is a plus
- Evidence of a successful track record
- Flexibility and willingness to participate in projects outside articulated responsibilities

Qualifications for Administrative Support Positions

- High school diploma, some college credits earned/BA degree preferred
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization and driven by excellence
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping and data collection systems
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability

to communicate in situations requiring tact and poise; skilled in confidentiality and discretion

- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities

ELEMENT F – HEALTH AND SAFETY PROCEDURES

"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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), 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).

AMPS has implemented full health and safety procedures and risk management policies in consultation with insurance carriers and risk management experts. Health and safety policies are updated, reviewed and distributed to all staff and families annually. AMPS ensures staff are trained annually on all health and safety policies. These policies and procedures are incorporated as appropriate into the Charter School's staff development efforts, student and staff handbooks, and policies of the Board. Employees are trained as needed and as legally required.

The following is a summary of the health and safety policies of AMPS.

Procedures for Background Checks

Employees and contractors of AMPS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. AMPS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. All applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. AMPS 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 Sections 44830.1 and 45122.1. Volunteers or contractors 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 contact with students without the direct supervision of a credentialed employee.

Employee Records

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

AMPS is committed to providing an environment 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 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. AMPS has adopted comprehensive policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter 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 AMPS' anti-discrimination and anti-harassment policies. All supervisors are required to participate in regular training detailing their legal responsibilities.

A copy of these policies shall be provided as part of any orientation program conducted for new and continuing students 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.

Role of Staff as Mandated Child Abuse Reporters

All AMPS employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. AMPS provides all employees, and other persons working on behalf of AMPS who are mandated reporters, with annual mandated reporter training, 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, if necessary, examined 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.

Health Screenings

All students are screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 *et seq*., as applicable to the grade levels served by the Charter School. AMPS maintains student immunization, health examination, and health screening records on file.

Immunizations

All enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

AMPS adheres to Education Code Section 49423 regarding the administration of medication in school. AMPS stocks and maintains the required number and type of emergency epinephrine auto-injectors onsite and provides training to employees and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414.

Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Bloodborne Pathogens

AMPS meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with bloodborne 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 follow the latest medical protocol for disinfecting procedures.

AMPS ensures all staff members receive annual training on the Charter School's health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens.

Drug, Alcohol, and Smoke-Free Environment

AMPS functions as a drug, alcohol, and smoke-free environment.

Diabetes

AMPS shall make type 1 diabetes informational materials accessible to the parent/guardian of a student when the student is first enrolled in elementary school.

Facility Safety

AMPS complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. AMPS holds fire inspections to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. AMPS shall conduct fire drills as required under Education Code Sections 32001.

Suicide Prevention Policy

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. AMPS shall review, at minimum every fifth year, its policy on student suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), AMPS will also review and update its suicide prevention policy by January 1, 2025, to incorporate best practices identified by the CDE's model policy, as revised. The TK-6 Suicide Prevention policy will be age-appropriate and comply with the requirements of Education Code Section 215(a)(2)(A)-(C).

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grade 6 of human trafficking prevention resources.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Mental Health Information

AMPS created and posted a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by 15 percent or more of students

enrolled at the school site. The poster is prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster is also digitized and appropriately distributed online to students and families through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include the 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)-(K):

- 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 recommendations
- 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 Section 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School

The Charter School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the Charter School Safety Plan shall address and include adaptations for students with disabilities in compliance with ADA requirements. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director and, if there is merit to the concern, the Executive Director

shall direct the Charter School Safety Plan to be modified accordingly.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Homicide Threats

AMPS shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Each school year at the beginning of the first semester, AMPS shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Menstrual Products

The Charter School will stock the restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. AMPS shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to Education Code Section 35292.6. This notice shall include the text of section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide

at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, then pursuant to Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at its school site if it has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including, but not limited to, providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

ELEMENT G – STUDENT POPULATION BALANCE

> *"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 school district to which the charter petition is submitted." Education Code Section 47605(c)(5)(G).*

APS is committed to reaching families who are seeking high-quality educational options for their children. AMPS' principal bears primary responsibility for student recruiting and outreach, with the support of APS. In recognition of the fact that parents and students are the best ambassadors for AMPS, parents of current and former students at AMPS assist in outreach by word of mouth, including tours and open houses at the Charter School. In addition, as part of its outreach campaign, AMPS is actively targeting families within a five-mile radius. To connect with as many local families as possible, AMPS and APS utilize a comprehensive digital marketing strategy that includes advertisements on a variety of social media platforms and search engines, ensuring messaging is visible where families are most active online. Advertisements are designed to be accessible and engaging, speaking directly to families in both Spanish and English to ensure AMPS is reaching the broadest possible audience.

The recruitment campaign emphasizes that APS welcomes all students, including students with disabilities, English Learners, and those who require additional support. By highlighting AMPS' inclusive approach, APS aims to show families that AMPS provides an excellent educational environment that meets the diverse needs of its students. Digital marketing materials clearly communicate that AMPS is open to all, focusing on the personalized learning opportunities offered, community-focused values, and commitment to student success.

In addition to digital marketing, AMPS supplements outreach with community engagement, attending local events, and connecting directly with families through door-to-door efforts. This multi-pronged approach ensures even families who may not regularly interact with digital platforms are informed about the opportunities available at Aspen Public Schools. APS and AMPS are proud to be a welcoming, inclusive educational option and look forward to serving more students from the community. AMPS' website is linked to the Aspen Public Schools website and provides extensive information about the Charter School's instructional vision, mission, goals, and values. Interest forms are available online.

Finally, as needed, AMPS staff and volunteers engage in door-to-door outreach and flying at local businesses surrounding the school (groceries/markets, laundromats, health clinics, etc.) to ensure as many families as possible are informed about Aspen Meadow Public School.

Community Partnerships

AMPS will actively participate in community events to promote enrollment, including annual cultural festivals in Fresno, local farmer's markets, and other community gatherings. These partnerships are designed to engage and inform the broader community, with a particular focus on increasing the enrollment of English Learners to better reflect the diversity of the District.

In addition to community outreach, APS explores media coverage opportunities and strategically places advertisements in relevant local outlets. Social media platforms are leveraged through students, parents, and staff posts to create awareness and excitement about AMPS.

To ensure the student population reflects a balance of racial and ethnic backgrounds, special education students, and ELs (including redesignated ELs) residing in the District, AMPS will implement targeted outreach strategies. APS tracks outreach efforts and analyzes data generated from each initiative to guide future actions. AMPS also conducts annual student and parent surveys to assess satisfaction and gather feedback on enhancing the Charter School's multicultural environment and outreach efforts.

ELEMENT H – ADMISSION POLICIES AND PROCEDURES

> *"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)."*

Legal Assurances

AMPS will be non-sectarian in its programs, admission policies, and all other operations and will not charge tuition. AMPS will admit all students residing in California who wish to attend the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission eligibility will not be determined by the place of residence of a student or the student's parent/guardian within the state, except in the case of a public random drawing or as otherwise required by law. If the number of students who wish to attend AMPS exceeds the Charter School's capacity, admission to AMPS, except for existing students, shall be determined by public random drawing in accordance with the admission preferences specified below.

There shall be no admission testing or other evaluation required of any applicant. AMPS shall not charge an application fee, nor shall it charge tuition. AMPS will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

AMPS 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).

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, ELs, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student

exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

AMPS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Petition.

AMPS shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission or enrollment, participation in any admission or attendance lottery, or pre-enrollment process, or as a condition of admission or enrollment.

Homeless and Foster Youth

AMPS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. AMPS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings that notifies parents that AMPS is open to enroll and provide services for all students and provides a standard District contact number for access to additional information regarding enrollment. AMPS shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

Pursuant to Education Code Section 47605(e)(4)(D), AMPS shall post a notice developed by the CDE on AMPS' website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Family Educational Rights and Privacy Act

AMPS, including its employees and officers, shall comply with the FERPA and Education Code section 49060 *et seq.* at all times.

Admission Process and Open Enrollment

AMPS has established an annual recruiting and admission cycle, which includes reasonable time for all of the following: (1) outreach and marketing; (2) information sessions for students and parents held in English and Spanish at the school site; (3) an application period; (4) a lottery, if necessary; and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

AMPS uses a standardized application form required of all prospective students. Included with the application form is an information sheet detailing the educational philosophy and other information about AMPS, along with details about the public random drawing ("lottery") procedures and timing (if necessary), including a statement that parents need not attend the lottery to secure a space for their child. Lottery Applications are typically made available in January and are due by March.

In order to be included in the lottery (if a lottery is necessary), families must submit an application form by the stated deadline that includes the student's name, grade, birthday, and contact information for the family. Application materials are available in English and Spanish. All interested families are required to submit a completed Lottery Application Form directly to the Charter School before the designated time on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.). Submitted Lottery Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

The open application period is advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the Charter School's website.

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications that exceed available seats. Existing students are exempt from any lottery and are guaranteed re-enrollment. If the number of students who have applied for any grade exceeds capacity as of the date of the application deadline the Charter School will hold a public random lottery to determine enrollment for the impacted grade level. In the event there are fewer applications submitted than spaces available for a particular grade as of the application deadline, all applicants will be admitted and sent enrollment packets.

Public Random Drawing Procedures

In the event a lottery is necessary, the lottery will be held in a public setting. Public notice will be posted with the date and time of the lottery, in English and in Spanish, at least two weeks prior to the lottery. Public notice for the lottery will be distributed to families who have submitted applications and will be posted at AMPS and on the Charter School's website. Additionally, the date, time, and location of the lottery will be stated in the application and marketing materials. The lottery will take place at AMPS. The lottery will be held after school hours or in the evening. The lottery will be conducted by the Executive Director, or by their designated school employee(s). A representative from FUSD will be invited to attend to observe the fairness and transparency of the lottery process.

Admission preference will be given for the following applicants:

(1) Siblings of enrolled students, including foster siblings;
(2) Children of teachers or staff (not exceed 10% of student population).
(3) Children in foster care or who are homeless[1]

[1] "Homeless" will be defined – consistent with federal law -- as: children who are living in a sheltered or transitional temporary housing program, "doubled up" with another family due to economic hardship, or "unsheltered" (car/camp site).

(4) Residents of the District

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). No other admission preferences are assigned. The Charter School strives to ensure its lottery preferences will not negatively impact the racial, ethnic, special education and English Learner balance the Charter School strives to reflect.

Lottery spaces are drawn in order of grade level by the designated lottery official. Grade levels are drawn in ascending order, starting with the lowest applicable grade level. Once a grade level is drawn to capacity, applications continue to be drawn for positions on a waitlist.

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.

Students who are not granted enrollment for the next school year remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

Lottery applications, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists are readily available in the Charter School's main office for inspection upon request. Each application is kept on file for the academic year with the applicant's assigned lottery number in the Charter School database and on their enrollment application.

Parents are informed of lottery results in writing following the lottery. Each student offered a space is required to complete an enrollment packet, currently within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold an information session after the lottery and before the confirmation deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

- Proof of age requirements
- Application for Free or Reduced-Price Meal
- Family Handbook
- Release of Records[2]

AMPS staff are available to assist families in completing the enrollment forms. An orientation meeting is held during the enrollment period (between notification and the Confirmation Deadline) to provide parents and students with more information about the Charter School and answer their questions.

Should families not submit their enrollment forms within two weeks after acceptance from a lottery, their acceptance shall be forfeited. Should a family decline the position, the next family on the list will be contacted until the open position is filled.

Waitlist

The lottery is used to determine applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the waitlist. When an offer occurs during the school year, families are contacted in the order of the waitlist and typically will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such waitlist exists, the space will be made available to the next interested family at the appropriate grade level. In no circumstance will a waitlist carry over into the following school year.

2 In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT I – ANNUAL INDEPENDENT FINANCIAL AUDIT

> *"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).*

Independent Fiscal Audits

Each year, the Board contracts with an independent auditor and oversees the completion of an annual audit of AMPS' financial affairs. The Board is responsible for contracting and overseeing the independent audit. The annual audit is conducted in compliance with Education Code Section 47605(c)(5)(I) and 47605(m). The auditor selected will be certified by the State of California and approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, internal controls and other key compliance matters.

Audits are conducted in accordance with generally accepted accounting principles applicable to the Charter School and pursuant to applicable sections of the "standards and procedures for audits of California K– 12 local educational agencies." To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget ("OMB") Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The scope of the audit will include all elements mandated by the audit guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law.

A copy of the auditor's findings will be forwarded to FUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education by the 15th of December each year, or the required deadline. Upon receipt of any audit exceptions or deficiencies from the independent public accountant, the Executive Director will determine the appropriate corrective action and report the recommendations to the Board. The corrective action will then be taken in a timely manner and fully implemented prior to the end of the fiscal year following the year under audit. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent fiscal audit is a public record, to be provided to the public upon request.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."

Education Code Section 47605(c)(5)(J)

Discipline Policy

AMPS believes students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, AMPS has developed a comprehensive set of student discipline policies which in many respects are consistent with Education Code Section 48900 et seq. AMPS has developed its own specific procedures for student suspension and expulsion. These policies are restorative and are fully detailed in the AMPS Family Handbook. Each family receives a copy of these policies and verifies that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The Charter School adheres to the principles of Restorative Justice. All teachers receive extensive training in these practices, and the principal monitors consistent implementation across the Charter School. Restorative Justice is focused on *prevention* of undesired behaviors.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including, but not limited to the applicable provisions of the Education Code when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

The Suspension and Expulsion Policy ("Policy") and procedures have been established to align in most material respects with Education Code Section 48900 *et seq.* AMPS will review policies and procedures surrounding suspensions and expulsions at least once annually and, as necessary, modify the Policy accordingly. The Policy serves as AMPS' policy and procedures for student suspension and expulsion and may be amended from time to time without the need to amend the Petition so long as the amendments comport with legal requirements.

AMPS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its procedures are distributed as part of the Family Handbook and clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons

or to prevent damage to school property.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion

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:

- while on school grounds
- while going to or coming from school
- during the lunch period, whether on or off the school campus
- during, going to, or coming from a school-sponsored activity

Enumerated Offenses

Discretionary Suspension Offenses: Students *may* be suspended when the principal or designee determines the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or 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 section 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 section, "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) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 6, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 6, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section provision apply to pupils in any of grades 4 to 6, inclusive.

t) 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.

u) A student who aids or abets, as defined in Penal Code Section 31, 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).

v) 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 student had obtained written permission to possess the item from a certificated school employee, with the Executive Director 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 as defined in Penal Code Sections 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.

Discretionary Expellable Offenses: 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 or 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 section does

not prohibit the use of a student's prescription products by a pupil.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n) 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.
o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school- sanctioned events.
q) 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, 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.
r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 6, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 6, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 6, inclusive.

u) 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, 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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.

v) 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.

w) 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.

x) Any other serious violation of Aspen Meadow Public School's student rules of conduct or behavioral expectations.

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:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object 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.
- Brandishing a knife at another person.

- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053 *et seq*.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 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 an Administrative Panel that a student has brought a firearm 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 "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 "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 "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

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 their parent/guardian and, whenever practical, the teacher, supervisor or school 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 Charter School personnel. If a student is suspended without this

conference, both the parent/guardian and the 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 their version and evidence in their defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the principal 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 the suspension. If Charter School 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/Recommendations for Placement/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's parents and the student, unless the student's parents and the student fail to attend the conference. This determination will be made by the principal or designee upon either of the following determinations: 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 12, inclusive, who has been suspended from school for two (2) or more school days, 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

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 Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Executive Director or designee as needed. The Administrative Panel shall consist of at least three (3) members and neither a teacher of the student nor a member of the Board. Either entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend the expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion 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 principal, or designee, determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of 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

The Administrative Panel 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 the Board and/or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive (5) five 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 they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion 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.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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.
8. 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.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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 record 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.

Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing, or as soon as practicable. The Board's consideration is not a second 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 their previous educational program.

Written Notice to Expel

The principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 the Charter School
3. Information about alternative placement options

The principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board's decision to expel shall be final.

Expelled Students/Alternative Education

The Charter School will help provide the parent necessary information and a list of placement options. Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Fresno County or their school district of residence. The Charter School 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 AMPS 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 AMPS for readmission.

Readmission or Admission of a 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 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 or designee's determination. The student's readmission is also contingent upon AMPS' capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

AMPS 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.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

The Charter School 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 the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

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.

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, the Charter School, the parent/guardian, 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/guardians to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, 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 the Charter School, the parent/guardian, 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:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such a child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. 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
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 the Charter School 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.

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or 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, 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 the Charter School, 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 the Charter School 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.

Charter School 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:

a. 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;
b. 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
c. 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.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have

knowledge that the student had a disability if one of the following conditions exists:

a. 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School 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 the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

ELEMENT K – STAFF RETIREMENT PROGRAMS

"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).

Certificated Staff

All certificated employees who are eligible shall participate in the State Teachers' Retirement System ("STRS"); APS coordinates such participation, as appropriate, with the social security system or other reciprocal systems. All withholdings from employees are forwarded to STRS as required. APS shall forward any required payroll deductions and related data to FCOE as required by Education Code Section 47611.3.

All Staff

All other staff shall participate in federal Social Security and other school-sponsored retirement plans according to policies adopted by the Board for the Charter School's employees. Currently, all APS employees are eligible to participate in the Aspen Public Schools, Inc. 403(b) Plan if they elect to do so. APS makes a contribution to 403(b) plans of non-STRS eligible employees to supplement Social Security, in an amount determined annually by the Board.

ELEMENT L: ATTENDANCE ALTERNATIVES

> *"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).*

No student shall be required to attend Aspen Meadow Public School. Students who opt not to attend AMPS may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

The parent or guardian of each pupil enrolled in the Charter School shall be informed during enrollment that the pupil has no right to admission in a particular school of any local educational agency (or program of any 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 educational agency.

ELEMENT M – EMPLOYEE RETURN RIGHTS

> *"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).*

No public school district employee shall be required to work at AMPS. Employees of the District who choose to leave the employment of the District to work at AMPS have no automatic rights to return to the District after employment by AMPS unless specifically granted by the District through a leave of absence or other agreement. AMPS employees shall have any right upon leaving the District to work at AMPS that the District may specify, any rights of return to employment to the District after employment at AMPS that the District may specify, and any other rights upon leaving employment to work at AMPS that the District determines to be reasonable and not in conflict with any law.

All employees of AMPS are considered the exclusive employees of APS and not of the District, unless otherwise mutually agreed in writing. Employment by APS provides no rights of employment at any other entity, including any rights in the case of the closure of AMPS.

ELEMENT N – DISPUTE RESOLUTION PROCESS

> *"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 Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate the resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Nothing in this Petition restricts the District's ability to initiate revocation proceedings in accordance with Education Code section 47607 and Title 5, California Code of Regulations sections 11968.5.2 and 11968.5.3.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations.

Aspen Meadow Public School has adopted a Uniform Complaint Procedure and has provided the District with information regarding this procedure. The District, as part of its oversight responsibilities, will be notified of any concerns and/or complaints that provide reasonable cause to believe that a violation of the charter petition or related laws or agreements has occurred. In such situations, the District may intervene to assist in resolution of the complaint.
The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

ELEMENT O: PROCEDURES FOR SCHOOL CLOSURE

> *"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).*

The following procedures shall apply in the event AMPS closes. The following procedures apply regardless of the reason for closure.

Closure of AMPS will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify an entity and person, which will be the Executive Director or designee to be responsible for closure-related activities. The Charter School will promptly notify parents and students of the Charter School, the District, the Fresno County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), 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.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of students in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, 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 the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the 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 the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all average daily attendance ("ADA") apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit 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. § 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 upon Charter School closure to the District. The distribution shall include the 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 the 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.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, 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.

As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Financial Planning, Reporting & Accountability

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(h)

Budget and Financial Plan

Aspen Public Schools will ensure that it operates using a sound financial model. The financial projections are included in the appendix and outline all key assumptions of funding and expenditures. APS maintains Board-approved fiscal control policies and procedures for the operation of APS and Aspen Meadow Public School.

Aspen Meadow Public School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update 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 authorizer, County, State Controller, California Department of Education and County Superintendent of Schools.
- 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.

Insurance

Aspen Public Schools, Inc. maintains commercial general liability, workers compensation, and other necessary insurance of the types and in the amounts and types required for an enterprise of its size and nature for the operation of the Charter School and subject to the terms approved by the Board. The District is named as an additional insured on all policies of the Charter School.

Throughout the life of this Petition, APS shall pay for and maintain in full force and effect insurance policies issued by an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California and rated not less than A-/VII by

A.M. Best Insurance Rating Guide, or in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage.

APS will submit documentation of adequate insurance coverage, including liability insurance, to the District on a schedule mutually agreed upon with the District, and at any other time that a policy of insurance and/or memorandum of coverage is changed or a request is made by the District for such documents.

Aspen Meadow Public School agrees to indemnify, defend, and hold harmless the District for the actions of Aspen Meadow Public School and its governing nonprofit public benefit corporation under this Petition, to the fullest extent permitted by law and in a manner consistent with the District's risk management policies. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Impact on the Charter Authorizer

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the proposed operation and potential effects of Aspen Meadow Public School on Fresno Unified School District.

Civil Liability

Aspen Meadow Public School shall be operated by a California nonprofit 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 the Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Aspen Meadow Public School shall work diligently to assist the District in meeting any and all oversight obligations under

the law, including monthly meetings, reporting, or other District-requested protocols to ensure the District shall not be liable for the operation of AMPS.

The corporate bylaws of Aspen Public Schools, Inc. shall provide for indemnification of the Charter School's Board, officers, agents, and employees. The Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, the District shall be named an additional insured on the general liability insurance that APS maintains for the operation of AMPS.

The Board will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Facilities

> *Governing Law: The facilities to be used 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).*

APS operates three charter schools within the geographic jurisdiction of Fresno Unified School District. AMPS is located at the following address: 1400 E. Saginaw Way, Fresno, CA 93704. The current lease is included in the Appendix.

Administrative Services

> *Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h)*

With the exception of services performed by the District in providing oversight to Aspen Meadow Public School as defined by Education Code Section 47604.32, all charter-requested services from the District will be on a fee-for-service basis. Fresno Unified School District may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). Fresno Unified School District will invoice Aspen Public Schools, Inc. for the cost of general oversight and for any additional services on a quarterly basis.

All administrative services will be completed by APS employees or through contracted agreements with qualified outside agencies. The Charter School may opt to contract with Fresno Unified School District for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional

Development, Program Evaluation, School Plan, and Special Education Services. Whether to provide such services upon request shall be in the Fresno Unified School District's sole discretion. The Fresno Unified School District may charge for the actual cost of supervisory oversight of the Charter School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613).

STUDENTS WITH DISABILITIES - DUPLICATED INFORMATION

Per District request, information regarding students with disabilities located in Element A is duplicated here.

Students with Disabilities

AMPS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). Teachers implement a wide range of accommodations or modifications for students with disabilities. All teachers receive ongoing professional development regarding special education policies, strategies for working with students with disabilities, and inclusive practices that support students with diverse learning styles and abilities. Furthermore, AMPS complies with all California laws pertaining to special education students.

To the maximum extent appropriate, all students with disabilities are integrated into the AMPS programs, with the necessary materials, services, and assistive/adaptive technology to support their learning. AMPS ensures any student with a disability is properly identified, assessed and provided with necessary services and supports. AMPS meets all the requirements mandated within a student's IEP. No assessment or evaluation is used for admission purposes. Parents are informed that special education and related services are provided at no cost to them.

SELPA Membership

The Charter School shall be its own local educational agency ("LEA") and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). AMPS is a member of the El Dorado Charter SELPA and works in cooperation with all local and state agencies to ensure that a free, appropriate public education ("FAPE") is provided to all students with exceptional needs. AMPS complies with all regulatory special education requirements and shall follow SELPA policies as they apply to all SELPA schools for responding to the implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

AMPS assumes full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Charter SELPA. As such, state and federal funding shall be allocated directly to the Charter School per the allocation plan of the SELPA. AMPS will assume responsibility for the general education contribution which may be necessary, the provision of special education services to identified students, and shall meet the annual Maintenance of Effort Requirement.

Section 504 of the Rehabilitation Act

AMPS 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 AMPS. 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.

A 504 team will be assembled by the principal and shall include the principal (or their designee), parent/guardian, the student if needed, a qualified faculty member, 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 include those tailored to assess specific areas of educational need, and not merely those which are 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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 have a disability 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 the free and appropriate public education ("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 Charter 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 principal will ensure teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher reviews the 504 Plan with any long-term substitutes. 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.

Services for Students Under IDEA

AMPS shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

AMPS will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures and shall utilize SELPA forms to seek out, identify, and serve students who may qualify for special education programs and services, respond to record requests and parent complaints, and maintain the confidentiality of pupil records.

AMPS agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

Staffing

All special education services at the AMPS will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. AMPS staff will participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, education specialists and paraprofessionals. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School 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, nurse, counselors and psychologists. AMPS reassesses its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

Assurances

As required of LEA members within the El Dorado County Charter SELPA, AMPS provides the following assurances:

- Free Appropriate Public Education - The Charter School will assure that a free and appropriate public education shall be provided to enrolled students, including children with disabilities who have been suspended or expelled from school.
- Child Find - The Charter School will assure all students with disabilities are identified.
- Full Educational Opportunity - The Charter School will assure students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment – The Charter School will assure students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed using supplementary aids, supports and services in the general education setting.
- Individualized Education Program – The Charter School will assure an Individualized Education Program is developed, reviewed, and revised for each child who is eligible.
- Assessments – The Charter School will assure an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards – The Charter School will assure the confidentiality of identifiable data shall be protected at collection, storage, disclosure, and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards – The Charter School will assure good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible students with disabilities.
- State Assessments – The Charter School will assure students with disabilities are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate.

AMPS meets all the requirements mandated within a student's IEP. The Charter School includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Child Find

AMPS shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. AMPS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and, where appropriate, utilized.

AMPS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Upon the commencement of each school year, all students are evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. Through collaboration between the faculty, parents and school leaders, AMPS works to identify any students who do not currently have an IEP but may be in need of pre-referral interventions. The Intervention Team convenes regularly to review all referred students as well as student data across sub-groups, classrooms and more.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The primary internal method for referral for assessment will be the Student Success Team meetings. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such parent referrals will be responded to in writing in a timely manner. Any AMPS teacher may also directly refer a student for formal assessment to see if they have a disability.

AMPS may additionally choose to refer a student for services assessment through the provisions of a Section 504 Plan, if appropriate.

Assessment

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. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School 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; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School 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.

Development, Implementation, and Review of IEPs

AMPS 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.

AMPS shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School 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 the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive/adaptive technology.

AMPS ensures that all aspects of the IEP and school site implementation are maintained. AMPS provides modifications and accommodations (as outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs are served in the Least Restrictive Environment ("LRE").

The IEP team formally reviews each student's IEP at least once a year to determine how the IEP is meeting their 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.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, 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 an individual with exceptional needs who has an IEP and transfers into the Charter School from a district-operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School 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 the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School 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 shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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.

Due Process and Procedural Safeguards

Parents or guardians of students with IEPs must give written consent for the evaluation and placement of their child; are included in the decision-making process when change in placement is under consideration; and are invited, along with teachers, to all conferences and meetings to

develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the Charter School within five days, after which a meeting between the parent and AMPS is scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, AMPS participates cooperatively to resolve the issues.

Parents or guardians also have the right to file a complaint with the CDE if they believe that the Charter School or SELPA has violated federal or state laws or regulations governing special education.

CONCLUSION

By approving this charter renewal petition and a new charter term, the Fresno Unified School District Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning.

a) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
b) Encourage the use of different and innovative teaching methods.
c) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
d) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
e) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
f) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Aspen Public Schools pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for a five-year term.

Aspen Public Schools, Inc

ASPEN | MEADOW PUBLIC SCHOOL

Transforming the Community by Developing Exceptional Leaders

Renewal Charter Petition Appendices

For the term of

July 1, 2025 - June 30, 2030

Submitted to:

Fresno Unified School District

***on* October 1, 2024**

Aspen Meadow Public

Multi-Year Forecast

Revised 9/06/24

CHARTER IMPACT

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
Assumptions					
LCFF COLA	*1.07%*	*2.93%*	*3.08%*	*3.30%*	*3.29%*
Non-LCFF Revenue COLA	*n/a*	*2.93%*	*3.08%*	*3.30%*	*3.29%*
Expense COLA	*3.10%*	*2.86%*	*2.87%*	*2.80%*	*2.80%*
Enrollment	*310.00*	*310.00*	*310.00*	*310.00*	*310.00*
Average Daily Attendance	*288.30*	*288.30*	*288.30*	*288.30*	*288.30*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 3,878,822	$ 4,061,845	$ 4,201,680	$ 4,353,400	$ 4,509,555
8012 Education Protection Account	57,660	57,660	57,660	57,660	57,660
8096 In Lieu of Property Taxes	335,988	335,988	335,988	335,988	335,988
	4,272,470	4,455,492	4,595,328	4,747,048	4,903,203
Federal Revenue					
8181 Special Education - Entitlement	47,360	49,600	49,600	49,600	49,600
8220 Federal Child Nutrition	225,442	232,048	239,195	247,088	255,217
8290 Title I, Part A - Basic Low Income	109,864	113,083	116,566	120,413	124,374
8291 Title II, Part A - Teacher Quality	11,783	12,128	12,502	12,914	13,339
8296 Other Federal Revenue	10,000	10,000	10,000	10,000	10,000
	404,449	416,859	427,863	440,015	452,531
Other State Revenue					
8311 State Special Education	249,411	256,719	264,626	273,359	282,352
8520 Child Nutrition	57,485	59,169	60,991	63,004	65,077
8545 School Facilities (SB740)	237,017	243,796	250,793	257,815	265,034
8550 Mandated Cost	5,417	5,447	5,783	5,783	5,783
8560 State Lottery	78,706	81,012	83,507	86,263	89,101
8599 Other State Revenue	1,177,721	1,202,386	1,173,451	1,194,589	1,074,286
	1,805,756	1,848,529	1,839,152	1,880,813	1,781,633
Other Local Revenue					
8689 Other Fees and Contracts	24,000	24,703	25,464	26,304	27,170
	24,000	24,703	25,464	26,304	27,170
Total Revenue	**$ 6,506,675**	**$ 6,745,584**	**$ 6,887,806**	**$ 7,094,180**	**$ 7,164,536**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	1,360,427	1,399,335	1,439,496	1,479,802	1,521,236
1170 Teachers' Substitute Hours	50,750	52,201	53,700	55,203	56,749
1200 Pupil Support Salaries	414,616	426,474	438,714	450,998	463,626
1300 Administrators' Salaries	282,632	290,715	299,059	307,432	316,041
	2,108,425	2,168,726	2,230,968	2,293,435	2,357,651
Classified Salaries					
2100 Instructional Salaries	356,773	366,976	377,508	388,079	398,945
2200 Support Salaries	338,347	348,023	358,012	368,036	378,341
2300 Classified Administrators' Salaries	175,977	181,010	186,205	191,419	196,779
2400 Clerical and Office Staff Salaries	154,594	159,015	163,579	168,159	172,868
2900 Other Classified Salaries	165,684	170,422	175,313	180,222	185,268
	1,191,374	1,225,447	1,260,618	1,295,915	1,332,200
Benefits					
3101 STRS	402,709	414,227	426,115	438,046	450,311
3301 OASDI	73,865	75,978	78,158	80,347	82,596
3311 Medicare	47,847	49,216	50,628	52,046	53,503
3401 Health and Welfare	300,000	308,580	317,436	326,324	335,462
3501 State Unemployment	42,630	42,630	42,630	42,630	42,630
3601 Workers' Compensation	26,398	27,153	27,933	28,715	29,519
	893,450	917,783	942,900	968,108	994,021

Aspen Meadow Public

Multi-Year Forecast

Revised 9/06/24

CHARTER IMPACT

		2024-25 Budget	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
Books and Supplies						
4100	Textbooks and Core Curricula	25,000	25,715	26,453	27,194	27,955
4302	School Supplies	88,097	90,617	93,218	95,828	98,511
4305	Software	56,804	58,429	60,106	61,789	63,519
4310	Office Expense	36,000	37,030	38,092	39,159	40,255
4311	Business Meals	10,000	10,286	10,581	10,877	11,182
4400	Noncapitalized Equipment	38,300	39,395	40,526	41,661	42,827
4700	Food Services	240,488	247,366	254,465	261,590	268,915
		494,689	508,838	523,441	538,098	553,164
Subagreement Services						
5103	Substitute Teacher	97,688	100,482	103,366	106,260	109,235
5105	Security	38,640	39,745	40,886	42,031	43,207
5106	Other Educational Consultants	283,500	291,608	299,977	308,377	317,011
		419,828	431,835	444,229	456,667	469,454
Operations and Housekeeping						
5201	Auto and Travel	2,400	2,469	2,539	2,611	2,684
5300	Dues & Memberships	4,800	4,937	5,079	5,221	5,367
5400	Insurance	44,000	45,258	46,557	47,861	49,201
5501	Utilities	76,000	78,174	80,417	82,669	84,984
5502	Janitorial Services	105,600	108,620	111,738	114,866	118,082
5900	Communications	24,000	24,686	25,395	26,106	26,837
5901	Postage and Shipping	1,200	1,234	1,270	1,305	1,342
		258,000	265,379	272,995	280,639	288,497
Facilities, Repairs and Other Leases						
5601	Rent	416,023	405,786	348,612	337,676	338,470
5603	Equipment Leases	36,000	37,030	38,092	39,159	40,255
5605	Real/Personal Property Taxes	13,000	13,372	13,756	14,141	14,537
5610	Repairs and Maintenance	29,150	29,984	30,844	31,708	32,596
		494,173	486,171	431,305	422,684	425,858
Professional/Consulting Services						
5802	Audit & Taxes	24,000	24,686	25,395	26,106	26,837
5803	Legal	10,000	10,286	10,581	10,877	11,182
5804	Professional Development	67,300	69,225	71,212	73,205	75,255
5805	General Consulting	24,000	24,686	25,395	26,106	26,837
5806	Special Activities/Field Trips	59,630	61,335	63,096	64,862	66,679
5807	Bank Charges	600	617	635	653	671
5809	Other taxes and fees	2,400	2,469	2,539	2,611	2,684
5810	Payroll Service Fee	10,000	10,286	10,581	10,877	11,182
5811	Management Fee	120,875	124,332	127,900	131,481	135,163
5812	District Oversight Fee	42,725	44,555	45,953	47,470	49,032
		361,530	372,478	383,287	394,250	405,521
Depreciation						
6900	Depreciation Expense	8,695	8,695	8,695	6,661	1,464
		8,695	8,695	8,695	6,661	1,464
Total Expenses		**$ 6,230,163**	**$ 6,385,351**	**$ 6,498,438**	**$ 6,656,456**	**$ 6,827,831**
Surplus (Deficit)		**$ 276,512**	**$ 360,232**	**$ 389,369**	**$ 437,724**	**$ 336,705**
Fund Balance, Beginning of Year		$ 569,281	$ 845,793	$ 1,206,025	$ 1,595,394	$ 2,033,119
Fund Balance, End of Year		**$ 845,793**	**$ 1,206,025**	**$ 1,595,394**	**$ 2,033,119**	**$ 2,369,824**
		13.6%	***18.9%***	***24.6%***	***30.5%***	***34.7%***

Aspen Meadow Public

Multi-Year Forecast

Revised 9/06/24

	2024-25 Budget	2025-26 Forecast	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
Cash Flow Adjustments					
Surplus (Deficit)	276,512	360,232	389,369	437,724	336,705
Cash Flows From Operating Activities					
Depreciation/Amortization	8,695	8,695	8,695	6,661	1,464
Public Funding Receivables	(304,336)	(120,518)	(15,916)	(21,575)	(9,375)
Accounts Payable	4,196	(161)	126	137	141
Deferred Revenue	(103,552)	(127,584)	(79,521)	(79,521)	-
Cash Flows From Investing Activities				-	-
Purchases of Prop. And Equip.	-	-	-	-	-
Cash Flows From Financing Activities				-	-
Proceeds(Payments) on Debt	-	-	-	-	-
Total Change in Cash	(118,484)	120,664	302,753	343,426	328,935
Cash, Beginning of Year	989,577	871,093	991,756	1,294,509	1,637,935
Cash, End of Year	**$ 871,093**	**$ 991,756**	**$ 1,294,509**	**$ 1,637,935**	**$ 1,966,870**

Aspen Meadow Public

Monthly Cash Flow/Budget FY24-25

Revised 9/06/24

ADA = 288.30

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Revenues															
State Aid - Revenue Limit															
8011	LCFF State Aid	-	180,061	180,061	324,109	324,109	324,109	324,109	324,109	379,630	379,630	379,630	379,630	379,635	**3,878,822**
8012	Education Protection Account	-	-	14,415	-	-	14,415	-	-	14,415	-	-	-	14,415	**57,660**
8096	In Lieu of Property Taxes	-	18,881	37,762	25,175	25,175	25,175	25,175	25,175	51,157	25,578	25,578	25,578	25,578	**335,988**
		-	198,942	232,238	349,284	349,284	363,699	349,284	349,284	445,202	405,209	405,209	405,209	419,629	**4,272,470**
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	47,360	**47,360**
8220	Federal Child Nutrition	-	-	-	11,272	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	42,834	**225,442**
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	27,466	-	-	-	82,398	-	-	-	**109,864**
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	2,946	-	-	-	8,837	-	-	-	**11,783**
8296	Other Federal Revenue	-	-	-	-	-	2,500	-	-	-	7,500	-	-	-	**10,000**
		-	-	-	11,272	21,417	54,329	21,417	21,417	21,417	120,152	21,417	21,417	90,194	**404,449**
Other State Revenue															
8311	State Special Education	-	11,680	11,680	21,024	21,024	21,024	21,024	21,024	24,187	24,187	24,187	24,187	24,187	**249,411**
8520	Child Nutrition	-	-	-	2,874	5,461	5,461	5,461	5,461	5,461	5,461	5,461	5,461	10,922	**57,485**
8545	School Facilities (SB740)	-	-	-	-	-	-	118,509	-	-	-	59,254	-	59,254	**237,017**
8550	Mandated Cost	-	-	-	-	-	5,417	-	-	-	-	-	-	-	**5,417**
8560	State Lottery	-	-	-	-	-	-	18,429	-	-	18,429	-	-	41,848	**78,706**
8599	Other State Revenue	-	1,081	1,081	290,971	1,946	1,946	290,971	1,946	1,946	290,971	1,946	292,917	-	**1,177,721**
		-	12,761	12,761	314,868	28,431	33,847	454,393	28,431	31,594	339,047	90,848	322,564	136,211	**1,805,756**
Other Local Revenue															
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	24,000	-	**24,000**
		-	-	-	-	-	-	-	-	-	-	-	24,000	-	**24,000**
		-	-	-	-	-	-	-	-	-	-	-	24,000	-	**24,000**
Total Revenue		**-**	**211,703**	**244,999**	**675,424**	**399,132**	**451,875**	**825,093**	**399,132**	**498,213**	**864,408**	**517,474**	**773,190**	**646,034**	**6,506,675**
Expenses															
Certificated Salaries															
1100	Teachers' Salaries	-	136,043	136,043	136,043	136,043	136,043	136,043	136,043	136,043	136,043	136,043	-	-	**1,360,427**
1170	Teachers' Substitute Hours	-	5,075	5,075	5,075	5,075	5,075	5,075	5,075	5,075	5,075	5,075	-	-	**50,750**
1200	Pupil Support Salaries	-	41,462	41,462	41,462	41,462	41,462	41,462	41,462	41,462	41,462	41,462	-	-	**414,616**
1300	Administrators' Salaries	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	-	**282,632**
		23,553	206,132	206,132	206,132	206,132	206,132	206,132	206,132	206,132	206,132	206,132	23,553	-	**2,108,425**
Classified Salaries															
2100	Instructional Salaries	-	35,677	35,677	35,677	35,677	35,677	35,677	35,677	35,677	35,677	35,677	-	-	**356,773**
2200	Support Salaries	20,761	29,683	29,683	29,683	29,683	29,683	29,683	29,683	29,683	29,683	29,683	20,761	-	**338,347**
2300	Classified Administrators' Salaries	14,665	14,665	14,665	14,665	14,665	14,665	14,665	14,665	14,665	14,665	14,665	14,665	-	**175,977**
2400	Clerical and Office Staff Salaries	3,116	14,836	14,836	14,836	14,836	14,836	14,836	14,836	14,836	14,836	14,836	3,116	-	**154,594**
2900	Other Classified Salaries	3,750	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	14,721	-	**165,684**
		42,292	109,582	109,582	109,582	109,582	109,582	109,582	109,582	109,582	109,582	109,582	53,263	-	**1,191,374**
Benefits															
3101	STRS	4,499	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371	39,371	4,499	-	**402,709**
3301	OASDI	2,622	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	6,794	3,302	-	**73,865**
3311	Medicare	955	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	4,578	1,114	-	**47,847**
3401	Health and Welfare	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	-	**300,000**
3501	State Unemployment	2,132	2,132	2,132	2,132	2,132	2,132	10,658	8,526	4,263	2,132	2,132	2,132	-	**42,630**
3601	Workers' Compensation	527	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,526	2,526	615	-	**26,398**
		35,734	80,400	80,400	80,400	80,400	80,400	88,926	86,795	82,532	80,400	80,400	36,661	-	**893,450**

Aspen Meadow Public

Monthly Cash Flow/Budget FY24-25

Revised 9/06/24

ADA = 288.30

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Books and Supplies															
4100	Textbooks and Core Materials	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	-	**25,000**
4302	School Supplies	7,341	7,341	7,341	7,341	7,341	7,341	7,341	7,341	7,341	7,341	7,341	7,341	-	**88,097**
4305	Software	4,734	4,734	4,734	4,734	4,734	4,734	4,734	4,734	4,734	4,734	4,734	4,734	-	**56,804**
4310	Office Expense	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	**36,000**
4311	Business Meals	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**
4400	Noncapitalized Equipment	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	-	**38,300**
4700	Food Services	20,041	20,041	20,041	20,041	20,041	20,041	20,041	20,041	20,041	20,041	20,041	20,041	-	**240,488**
		41,224	41,224	41,224	41,224	41,224	41,224	41,224	41,224	41,224	41,224	41,224	41,224	-	**494,689**
Subagreement Services															
5103	Substitute Teacher	8,141	8,141	8,141	8,141	8,141	8,141	8,141	8,141	8,141	8,141	8,141	8,141	-	**97,688**
5105	Security	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	-	**38,640**
5106	Other Educational Consultants	23,625	23,625	23,625	23,625	23,625	23,625	23,625	23,625	23,625	23,625	23,625	23,625	-	**283,500**
		34,986	34,986	34,986	34,986	34,986	34,986	34,986	34,986	34,986	34,986	34,986	34,986	-	**419,828**
Operations and Housekeeping															
5201	Auto and Travel	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,400**
5300	Dues & Memberships	400	400	400	400	400	400	400	400	400	400	400	400	-	**4,800**
5400	Insurance	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	-	**44,000**
5501	Utilities	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	-	**76,000**
5502	Janitorial Services	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	8,800	-	**105,600**
5900	Communications	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	**24,000**
5901	Postage and Shipping	100	100	100	100	100	100	100	100	100	100	100	100	-	**1,200**
		21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	-	**258,000**
Facilities, Repairs and Other Leases															
5601	Rent	34,669	34,669	34,669	34,669	34,669	34,669	34,669	34,669	34,669	34,669	34,669	34,669	-	**416,023**
5603	Equipment Leases	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	**36,000**
5605	Real/Personal Property Taxes	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	**13,000**
5610	Repairs and Maintenance	2,429	2,429	2,429	2,429	2,429	2,429	2,429	2,429	2,429	2,429	2,429	2,429	-	**29,150**
		41,181	41,181	41,181	41,181	41,181	41,181	41,181	41,181	41,181	41,181	41,181	41,181	-	**494,173**
Professional/Consulting Services															
5802	Audit & Taxes	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	**24,000**
5803	Legal	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**
5804	Professional Development	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	5,608	-	**67,300**
5805	General Consulting	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	**24,000**
5806	Special Activities/Field Trips	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	4,969	-	**59,630**
5807	Bank Charges	50	50	50	50	50	50	50	50	50	50	50	50	-	**600**
5809	Other taxes and fees	200	200	200	200	200	200	200	200	200	200	200	200	-	**2,400**
5810	Payroll Service Fee	833	833	833	833	833	833	833	833	833	833	833	833	-	**10,000**
5811	Management Fee	10,073	10,073	10,073	10,073	10,073	10,073	10,073	10,073	10,073	10,073	10,073	10,073	-	**120,875**
5812	District Oversight Fee	-	1,989	2,322	3,493	3,493	3,637	3,493	3,493	4,452	4,052	4,052	4,052	4,196	**42,725**
		26,567	28,556	28,889	30,060	30,060	30,204	30,060	30,060	31,019	30,619	30,619	30,619	4,196	**361,530**
Depreciation															
6900	Depreciation Expense	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**
		725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**
Interest															
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses		**267,761**	**564,286**	**564,619**	**565,790**	**565,790**	**565,934**	**574,316**	**572,184**	**568,880**	**566,349**	**566,349**	**283,711**	**4,196**	**6,230,163**
Monthly Surplus (Deficit)		**(267,761)**	**(352,583)**	**(319,620)**	**109,635**	**(166,658)**	**(114,059)**	**250,778**	**(173,053)**	**(70,667)**	**298,059**	**(48,875)**	**489,479**	**641,837**	**276,512**

Aspen Meadow Public

Monthly Cash Flow/Budget FY24-25

Revised 9/06/24

ADA = 288.30

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(267,761)	(352,583)	(319,620)	109,635	(166,658)	(114,059)	250,778	(173,053)	(70,667)	298,059	(48,875)	489,479	641,837	**276,512**
Cash flows from operating activities														
Depreciation/Amortization	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**
Public Funding Receivables	341,698	-	-	-	-	-	-	-	-	-	-	-	(646,034)	**(304,336)**
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	4,196	**4,196**
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Deferred Revenue	-	-	-	(25,888)	-	-	(25,888)	-	-	(25,888)	-	(25,888)	-	**(103,552)**
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Cash flows from financing activities														
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Change in Cash	74,662	(351,859)	(318,895)	84,471	(165,933)	(113,334)	225,615	(172,328)	(69,943)	272,896	(48,151)	464,315		
Cash, Beginning of Month	989,577	1,064,239	712,381	393,485	477,956	312,023	198,689	424,303	251,975	182,032	454,928	406,777		
Cash, End of Month	**1,064,239**	**712,381**	**393,485**	**477,956**	**312,023**	**198,689**	**424,303**	**251,975**	**182,032**	**454,928**	**406,777**	**871,093**		

Aspen Meadow Public

Monthly Cash Flow/Forecast FY25-26

Revised 9/06/24

ADA = 288.30

CHARTER IMPACT

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															ADA = 288.30	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	203,092	203,092	365,566	365,566	365,566	365,566	365,566	365,566	365,566	365,566	365,566	365,566	**4,061,845**	3,878,822	183,022
8012 Education Protection Account	-	-	-	14,415	-	-	14,415	-	-	14,415	-	-	14,415	**57,660**	57,660	-
8096 In Lieu of Property Taxes	-	20,159	40,319	26,879	26,879	26,879	26,879	26,879	47,038	23,519	23,519	23,519	23,519	**335,988**	335,988	-
	-	223,251	243,411	406,860	392,445	392,445	406,860	392,445	412,604	403,500	389,085	389,085	403,500	**4,455,492**	**4,272,470**	**183,022**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	49,600	**49,600**	47,360	2,240
8220 Federal Child Nutrition	-	-	11,602	11,602	23,205	23,205	23,205	23,205	23,205	23,205	23,205	23,205	23,205	**232,048**	225,442	6,605
8290 Title I, Part A - Basic Low Income	-	-	28,271	-	-	28,271	-	-	28,271	-	-	-	28,271	**113,083**	109,864	3,219
8291 Title II, Part A - Teacher Quality	-	-	3,032	-	-	3,032	-	-	3,032	-	-	-	3,032	**12,128**	11,783	345
8296 Other Federal Revenue	-	-	-	-	-	2,500	-	-	-	7,500	-	-	-	**10,000**	10,000	-
	-	-	42,905	11,602	23,205	57,008	23,205	23,205	54,508	30,705	23,205	23,205	104,108	**416,859**	**404,449**	**12,410**
Other State Revenue																
8311 State Special Education	-	12,836	12,836	23,105	23,105	23,105	23,105	23,105	23,105	23,105	23,105	23,105	23,105	**256,719**	249,411	7,308
8520 Child Nutrition	-	-	2,958	2,958	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	5,917	**59,169**	57,485	1,684
8545 School Facilities (SB740)	-	-	-	-	-	-	121,898	-	-	-	60,949	-	60,949	**243,796**	237,017	
8550 Mandated Cost	-	-	-	-	-	5,447	-	-	-	-	-	-	-	**5,447**	5,417	31
8560 State Lottery	-	-	-	-	-	-	20,253	-	-	20,253	-	-	40,506	**81,012**	78,706	2,306
8599 Other State Revenue	-	59,007	59,007	106,212	106,212	106,212	106,212	106,212	106,212	106,212	106,212	106,212	128,468	**1,202,386**	1,177,721	24,666
	-	71,842	74,801	132,275	135,233	140,681	277,384	135,233	135,233	155,486	196,182	135,233	258,944	**1,848,529**	1,805,756	35,995
Other Local Revenue																
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	24,703	-	**24,703**	24,000	703
	-	-	-	-	-	-	-	-	-	-	-	24,703	-	**24,703**	**24,000**	**703**
Total Revenue	**-**	**295,094**	**361,117**	**550,737**	**550,883**	**590,133**	**707,449**	**550,883**	**602,345**	**589,691**	**608,472**	**572,226**	**766,552**	**6,745,584**	**6,506,675**	**238,908**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	139,933	139,933	139,933	139,933	139,933	139,933	139,933	139,933	139,933	139,933	-	-	**1,399,335**	1,360,427	(38,908)
1170 Teachers' Substitute Hours	-	5,220	5,220	5,220	5,220	5,220	5,220	5,220	5,220	5,220	5,220	-	-	**52,201**	50,750	(1,451)
1200 Pupil Support Salaries	-	42,647	42,647	42,647	42,647	42,647	42,647	42,647	42,647	42,647	42,647	-	-	**426,474**	414,616	(11,858)
1300 Administrators' Salaries	24,226	24,226	24,226	24,226	24,226	24,226	24,226	24,226	24,226	24,226	24,226	24,226	-	**290,715**	282,632	(8,083)
	24,226	212,027	212,027	212,027	212,027	212,027	212,027	212,027	212,027	212,027	212,027	24,226	-	**2,168,726**	**2,108,425**	**(60,301)**
Classified Salaries																
2100 Instructional Salaries	-	36,698	36,698	36,698	36,698	36,698	36,698	36,698	36,698	36,698	36,698	-	-	**366,976**	356,773	(10,204)
2200 Support Salaries	21,354	30,531	30,531	30,531	30,531	30,531	30,531	30,531	30,531	30,531	30,531	21,354	-	**348,023**	338,347	(9,677)
2300 Classified Administrators' Salaries	15,084	15,084	15,084	15,084	15,084	15,084	15,084	15,084	15,084	15,084	15,084	15,084	-	**181,010**	175,977	(5,033)
2400 Clerical and Office Staff Salaries	3,205	15,260	15,260	15,260	15,260	15,260	15,260	15,260	15,260	15,260	15,260	3,205	-	**159,015**	154,594	(4,421)
2900 Other Classified Salaries	3,857	15,142	15,142	15,142	15,142	15,142	15,142	15,142	15,142	15,142	15,142	15,142	-	**170,422**	165,684	(4,739)
	43,501	112,716	112,716	112,716	112,716	112,716	112,716	112,716	112,716	112,716	112,716	54,786	-	**1,225,447**	**1,191,374**	**(34,073)**
Benefits																
3101 STRS	4,627	40,497	40,497	40,497	40,497	40,497	40,497	40,497	40,497	40,497	40,497	4,627	-	**414,227**	402,709	(11,517)
3301 OASDI	2,697	6,988	6,988	6,988	6,988	6,988	6,988	6,988	6,988	6,988	6,988	3,397	-	**75,978**	73,865	(2,113)
3311 Medicare	982	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	4,709	1,146	-	**49,216**	47,847	(1,368)
3401 Health and Welfare	25,715	25,715	25,715	25,715	25,715	25,715	25,715	25,715	25,715	25,715	25,715	25,715	-	**308,580**	300,000	(8,580)
3501 State Unemployment	2,132	2,132	2,132	2,132	2,132	2,132	10,658	8,526	4,263	2,132	2,132	2,132	-	**42,630**	42,630	-
3601 Workers' Compensation	542	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	2,598	632	-	**27,153**	26,398	(755)
	36,695	82,639	82,639	82,639	82,639	82,639	91,165	89,033	84,770	82,639	82,639	37,648	-	**917,783**	**893,450**	**(24,333)**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY25-26

Revised 9/06/24

ADA = 288.30

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula Mat	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	-	**25,715**	25,000	(715)
4302	School Supplies	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	7,551	-	**90,617**	88,097	(2,520)
4305	Software	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	4,869	-	**58,429**	56,804	(1,625)
4310	Office Expense	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	-	**37,030**	36,000	(1,030)
4311	Business Meals	857	857	857	857	857	857	857	857	857	857	857	857	-	**10,286**	10,000	(286)
4400	Noncapitalized Equipment	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	3,283	-	**39,395**	38,300	(1,095)
4700	Food Services	20,614	20,614	20,614	20,614	20,614	20,614	20,614	20,614	20,614	20,614	20,614	20,614	-	**247,366**	240,488	(6,878)
		42,403	42,403	42,403	42,403	42,403	42,403	42,403	42,403	42,403	42,403	42,403	42,403	-	**508,838**	**494,689**	**(14,148)**
Subagreement Services																	
5103	Substitute Teacher	8,373	8,373	8,373	8,373	8,373	8,373	8,373	8,373	8,373	8,373	8,373	8,373	-	**100,482**	97,688	(2,794)
5105	Security	3,312	3,312	3,312	3,312	3,312	3,312	3,312	3,312	3,312	3,312	3,312	3,312	-	**39,745**	38,640	(1,105)
5106	Other Educational Consultants	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	-	**291,608**	283,500	(8,108)
		35,986	35,986	35,986	35,986	35,986	35,986	35,986	35,986	35,986	35,986	35,986	35,986	-	**431,835**	**419,828**	**(12,007)**
Operations and Housekeeping																	
5201	Auto and Travel	206	206	206	206	206	206	206	206	206	206	206	206	-	**2,469**	2,400	(69)
5300	Dues & Memberships	411	411	411	411	411	411	411	411	411	411	411	411	-	**4,937**	4,800	(137)
5400	Insurance	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	3,772	-	**45,258**	44,000	(1,258)
5501	Utilities	6,514	6,514	6,514	6,514	6,514	6,514	6,514	6,514	6,514	6,514	6,514	6,514	-	**78,174**	76,000	(2,174)
5502	Janitorial Services	9,052	9,052	9,052	9,052	9,052	9,052	9,052	9,052	9,052	9,052	9,052	9,052	-	**108,620**	105,600	(3,020)
5900	Communications	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	-	**24,686**	24,000	(686)
5901	Postage and Shipping	103	103	103	103	103	103	103	103	103	103	103	103	-	**1,234**	1,200	(34)
		22,115	22,115	22,115	22,115	22,115	22,115	22,115	22,115	22,115	22,115	22,115	22,115	-	**265,379**	**258,000**	**(7,379)**
Facilities, Repairs and Other Leases																	
5601	Rent	33,816	33,816	33,816	33,816	33,816	33,816	33,816	33,816	33,816	33,816	33,816	33,816	-	**405,786**	416,023	10,236
5603	Equipment Leases	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	3,086	-	**37,030**	36,000	(1,030)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	1,114	-	**13,372**	13,000	(372)
5610	Repairs and Maintenance	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	2,499	-	**29,984**	29,150	(834)
		40,514	40,514	40,514	40,514	40,514	40,514	40,514	40,514	40,514	40,514	40,514	40,514	-	**486,171**	**494,173**	**8,001**
Professional/Consulting Services																	
5802	Audit & Taxes	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	-	**24,686**	24,000	(686)
5803	Legal	857	857	857	857	857	857	857	857	857	857	857	857	-	**10,286**	10,000	(286)
5804	Professional Development	5,769	5,769	5,769	5,769	5,769	5,769	5,769	5,769	5,769	5,769	5,769	5,769	-	**69,225**	67,300	(1,925)
5805	General Consulting	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	2,057	-	**24,686**	24,000	(686)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	20,445	20,445	20,445	-	-	-	**61,335**	59,630	(1,705)
5807	Bank Charges	51	51	51	51	51	51	51	51	51	51	51	51	-	**617**	600	(17)
5809	Other taxes and fees	206	206	206	206	206	206	206	206	206	206	206	206	-	**2,469**	2,400	(69)
5810	Payroll Service Fee	857	857	857	857	857	857	857	857	857	857	857	857	-	**10,286**	10,000	(286)
5811	Management Fee	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	10,361	-	**124,332**	120,875	(3,457)
5812	District Oversight Fee	-	2,233	2,434	4,069	3,924	3,924	4,069	3,924	4,126	4,035	3,891	3,891	4,035	**44,555**	42,725	(1,830)
		22,216	24,448	24,650	26,284	26,140	26,140	26,284	46,585	46,787	46,696	26,106	26,106	4,035	**372,478**	**361,530**	**(10,948)**
Depreciation																	
6900	Depreciation Expense	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**	8,695	-
		725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**	**8,695**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**268,381**	**573,573**	**573,775**	**575,409**	**575,265**	**575,265**	**583,935**	**602,105**	**598,044**	**595,821**	**575,232**	**284,510**	**4,035**	**6,385,351**	**6,230,163**	**(155,188)**
Monthly Surplus (Deficit)		**(268,381)**	**(278,479)**	**(212,658)**	**(24,672)**	**(24,382)**	**14,868**	**123,514**	**(51,222)**	**4,302**	**(6,130)**	**33,240**	**287,716**	**762,517**	**360,232**	**276,512**	**83,720**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY25-26

Revised 9/06/24

ADA = 288.30

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(268,381)	(278,479)	(212,658)	(24,672)	(24,382)	14,868	123,514	(51,222)	4,302	(6,130)	33,240	287,716	762,517	**360,232**		
Cash flows from operating activities																
Depreciation/Amortization	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**		
Public Funding Receivables	473,385	-	-	-	59,254	41,848	71,547	-	-	-	-	-	(766,552)	**(120,518)**		
Accounts Payable	(4,196)	-	-	-	-	-	-	-	-	-	-	-	4,035	**(161)**		
Deferred Revenue	-	-	-	(31,896)	-	-	(31,896)	-	-	(31,896)	-	(31,896)	-	**(127,584)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	201,532	(277,755)	(211,934)	(55,844)	35,597	57,441	163,889	(50,497)	5,026	(37,301)	33,965	256,545				
Cash, Beginning of Month	871,093	1,072,625	794,870	582,936	527,093	562,689	620,130	784,019	733,522	738,548	701,247	735,212				
Cash, End of Month	**1,072,625**	**794,870**	**582,936**	**527,093**	**562,689**	**620,130**	**784,019**	**733,522**	**738,548**	**701,247**	**735,212**	**991,756**				

Aspen Meadow Public

Monthly Cash Flow/Forecast FY26-27

Revised 9/06/24

ADA = 288.30

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues															**ADA = 288.30**	
State Aid - Revenue Limit																
8011 LCFF State Aid	-	210,084	210,084	378,151	378,151	378,151	378,151	378,151	378,151	378,151	378,151	378,151	378,151	**4,201,680**	4,061,845	139,836
8012 Education Protection Account	-	-	-	14,415	-	-	14,415	-	-	14,415	-	-	14,415	**57,660**	57,660	-
8096 In Lieu of Property Taxes	-	20,159	40,319	26,879	26,879	26,879	26,879	26,879	47,038	23,519	23,519	23,519	23,519	**335,988**	335,988	-
	-	230,243	250,403	419,445	405,030	405,030	419,445	405,030	425,190	416,085	401,670	401,670	416,085	**4,595,328**	**4,455,492**	**139,836**
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	49,600	**49,600**	49,600	-
8220 Federal Child Nutrition	-	-	11,960	11,960	23,919	23,919	23,919	23,919	23,919	23,919	23,919	23,919	23,919	**239,195**	232,048	7,147
8290 Title I, Part A - Basic Low Income	-	-	29,141	-	-	29,141	-	-	29,141	-	-	-	29,141	**116,566**	113,083	3,483
8291 Title II, Part A - Teacher Quality	-	-	3,125	-	-	3,125	-	-	3,125	-	-	-	3,125	**12,502**	12,128	374
8296 Other Federal Revenue	-	-	-	-	-	2,500	-	-	-	7,500	-	-	-	**10,000**	10,000	-
	-	-	44,227	11,960	23,919	58,686	23,919	23,919	56,186	31,419	23,919	23,919	105,786	**427,863**	**416,859**	**11,004**
Other State Revenue																
8311 State Special Education	-	13,231	13,231	23,816	23,816	23,816	23,816	23,816	23,816	23,816	23,816	23,816	23,816	**264,626**	256,719	7,907
8520 Child Nutrition	-	-	3,050	3,050	6,099	6,099	6,099	6,099	6,099	6,099	6,099	6,099	6,099	**60,991**	59,169	1,822
8545 School Facilities (SB740)	-	-	-	-	-	-	125,396	-	-	-	62,698	-	62,698	**250,793**	243,796	
8550 Mandated Cost	-	-	-	-	-	5,447	-	-	-	-	-	-	336	**5,783**	5,447	336
8560 State Lottery	-	-	-	-	-	-	20,877	-	-	20,877	-	-	41,754	**83,507**	81,012	2,495
8599 Other State Revenue	-	57,558	57,558	103,605	103,605	103,605	103,605	103,605	103,605	103,605	103,605	103,605	125,893	**1,173,451**	1,202,386	(28,935)
	-	70,789	73,839	130,471	133,520	138,968	279,793	133,520	133,520	154,397	196,218	133,520	260,596	**1,839,152**	1,848,529	(16,374)
Other Local Revenue																
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	25,464	-	**25,464**	24,703	761
	-	-	-	-	-	-	-	-	-	-	-	25,464	-	**25,464**	**24,703**	**761**
Total Revenue	**-**	**301,033**	**368,468**	**561,876**	**562,470**	**602,684**	**723,158**	**562,470**	**614,896**	**601,902**	**621,808**	**584,574**	**782,468**	**6,887,806**	**6,745,584**	**142,223**
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	143,950	143,950	143,950	143,950	143,950	143,950	143,950	143,950	143,950	143,950	-	-	**1,439,496**	1,399,335	(40,161)
1170 Teachers' Substitute Hours	-	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	-	-	**53,700**	52,201	(1,498)
1200 Pupil Support Salaries	-	43,871	43,871	43,871	43,871	43,871	43,871	43,871	43,871	43,871	43,871	-	-	**438,714**	426,474	(12,240)
1300 Administrators' Salaries	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	-	**299,059**	290,715	(8,344)
	24,922	218,112	218,112	218,112	218,112	218,112	218,112	218,112	218,112	218,112	218,112	24,922	-	**2,230,968**	**2,168,726**	**(62,242)**
Classified Salaries																
2100 Instructional Salaries	-	37,751	37,751	37,751	37,751	37,751	37,751	37,751	37,751	37,751	37,751	-	-	**377,508**	366,976	(10,532)
2200 Support Salaries	21,967	31,408	31,408	31,408	31,408	31,408	31,408	31,408	31,408	31,408	31,408	21,967	-	**358,012**	348,023	(9,988)
2300 Classified Administrators' Salaries	15,517	15,517	15,517	15,517	15,517	15,517	15,517	15,517	15,517	15,517	15,517	15,517	-	**186,205**	181,010	(5,195)
2400 Clerical and Office Staff Salaries	3,297	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698	15,698	3,297	-	**163,579**	159,015	(4,564)
2900 Other Classified Salaries	3,968	15,577	15,577	15,577	15,577	15,577	15,577	15,577	15,577	15,577	15,577	15,577	-	**175,313**	170,422	(4,891)
	44,750	115,951	115,951	115,951	115,951	115,951	115,951	115,951	115,951	115,951	115,951	56,359	-	**1,260,618**	**1,225,447**	**(35,170)**
Benefits																
3101 STRS	4,760	41,659	41,659	41,659	41,659	41,659	41,659	41,659	41,659	41,659	41,659	4,760	-	**426,115**	414,227	(11,888)
3301 OASDI	2,774	7,189	7,189	7,189	7,189	7,189	7,189	7,189	7,189	7,189	7,189	3,494	-	**78,158**	75,978	(2,181)
3311 Medicare	1,010	4,844	4,844	4,844	4,844	4,844	4,844	4,844	4,844	4,844	4,844	1,179	-	**50,628**	49,216	(1,412)
3401 Health and Welfare	26,453	26,453	26,453	26,453	26,453	26,453	26,453	26,453	26,453	26,453	26,453	26,453	-	**317,436**	308,580	(8,856)
3501 State Unemployment	2,132	2,132	2,132	2,132	2,132	2,132	10,658	8,526	4,263	2,132	2,132	2,132	-	**42,630**	42,630	-
3601 Workers' Compensation	557	2,673	2,673	2,673	2,673	2,673	2,673	2,673	2,673	2,673	2,673	650	-	**27,933**	27,153	(779)
	37,687	84,949	84,949	84,949	84,949	84,949	93,475	91,344	87,081	84,949	84,949	38,668	-	**942,900**	**917,783**	**(25,117)**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY26-27

Revised 9/06/24

ADA = 288.30

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula Mat	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	2,204	-	**26,453**	25,715	(738)
4302	School Supplies	7,768	7,768	7,768	7,768	7,768	7,768	7,768	7,768	7,768	7,768	7,768	7,768	-	**93,218**	90,617	(2,601)
4305	Software	5,009	5,009	5,009	5,009	5,009	5,009	5,009	5,009	5,009	5,009	5,009	5,009	-	**60,106**	58,429	(1,677)
4310	Office Expense	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	-	**38,092**	37,030	(1,063)
4311	Business Meals	882	882	882	882	882	882	882	882	882	882	882	882	-	**10,581**	10,286	(295)
4400	Noncapitalized Equipment	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	3,377	-	**40,526**	39,395	(1,131)
4700	Food Services	21,205	21,205	21,205	21,205	21,205	21,205	21,205	21,205	21,205	21,205	21,205	21,205	-	**254,465**	247,366	(7,099)
		43,620	43,620	43,620	43,620	43,620	43,620	43,620	43,620	43,620	43,620	43,620	43,620	-	**523,441**	**508,838**	**(14,604)**
Subagreement Services																	
5103	Substitute Teacher	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	8,614	-	**103,366**	100,482	(2,884)
5105	Security	3,407	3,407	3,407	3,407	3,407	3,407	3,407	3,407	3,407	3,407	3,407	3,407	-	**40,886**	39,745	(1,141)
5106	Other Educational Consultants	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	24,998	-	**299,977**	291,608	(8,369)
		37,019	37,019	37,019	37,019	37,019	37,019	37,019	37,019	37,019	37,019	37,019	37,019	-	**444,229**	**431,835**	**(12,394)**
Operations and Housekeeping																	
5201	Auto and Travel	212	212	212	212	212	212	212	212	212	212	212	212	-	**2,539**	2,469	(71)
5300	Dues & Memberships	423	423	423	423	423	423	423	423	423	423	423	423	-	**5,079**	4,937	(142)
5400	Insurance	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	3,880	-	**46,557**	45,258	(1,299)
5501	Utilities	6,701	6,701	6,701	6,701	6,701	6,701	6,701	6,701	6,701	6,701	6,701	6,701	-	**80,417**	78,174	(2,244)
5502	Janitorial Services	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	9,311	-	**111,738**	108,620	(3,117)
5900	Communications	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	-	**25,395**	24,686	(708)
5901	Postage and Shipping	106	106	106	106	106	106	106	106	106	106	106	106	-	**1,270**	1,234	(35)
		22,750	22,750	22,750	22,750	22,750	22,750	22,750	22,750	22,750	22,750	22,750	22,750	-	**272,995**	**265,379**	**(7,616)**
Facilities, Repairs and Other Leases																	
5601	Rent	29,051	29,051	29,051	29,051	29,051	29,051	29,051	29,051	29,051	29,051	29,051	29,051	-	**348,612**	405,786	57,174
5603	Equipment Leases	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	3,174	-	**38,092**	37,030	(1,063)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	1,146	1,146	1,146	1,146	1,146	1,146	1,146	1,146	1,146	1,146	1,146	1,146	-	**13,756**	13,372	(384)
5610	Repairs and Maintenance	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	-	**30,844**	29,984	(861)
		35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	-	**431,305**	**486,171**	**54,867**
Professional/Consulting Services																	
5802	Audit & Taxes	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	-	**25,395**	24,686	(708)
5803	Legal	882	882	882	882	882	882	882	882	882	882	882	882	-	**10,581**	10,286	(295)
5804	Professional Development	5,934	5,934	5,934	5,934	5,934	5,934	5,934	5,934	5,934	5,934	5,934	5,934	-	**71,212**	69,225	(1,987)
5805	General Consulting	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	2,116	-	**25,395**	24,686	(708)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	21,032	21,032	21,032	-	-	-	**63,096**	61,335	(1,760)
5807	Bank Charges	53	53	53	53	53	53	53	53	53	53	53	53	-	**635**	617	(18)
5809	Other taxes and fees	212	212	212	212	212	212	212	212	212	212	212	212	-	**2,539**	2,469	(71)
5810	Payroll Service Fee	882	882	882	882	882	882	882	882	882	882	882	882	-	**10,581**	10,286	(295)
5811	Management Fee	10,658	10,658	10,658	10,658	10,658	10,658	10,658	10,658	10,658	10,658	10,658	10,658	-	**127,900**	124,332	(3,568)
5812	District Oversight Fee	-	2,302	2,504	4,194	4,050	4,050	4,194	4,050	4,252	4,161	4,017	4,017	4,161	**45,953**	44,555	(1,398)
		22,853	25,156	25,357	27,048	26,903	26,903	27,048	47,935	48,137	48,046	26,870	26,870	4,161	**383,287**	**372,478**	**(10,810)**
Depreciation																	
6900	Depreciation Expense	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**	8,695	-
		725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**	**8,695**	**-**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**270,267**	**584,224**	**584,425**	**586,116**	**585,972**	**585,972**	**594,642**	**613,398**	**609,337**	**607,114**	**585,938**	**286,873**	**4,161**	**6,498,438**	**6,385,351**	**(113,086)**
Monthly Surplus (Deficit)		**(270,267)**	**(283,191)**	**(215,957)**	**(24,240)**	**(23,502)**	**16,713**	**128,516**	**(50,928)**	**5,559**	**(5,212)**	**35,870**	**297,701**	**778,307**	**389,369**	**360,232**	**29,137**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY26-27

Revised 9/06/24

ADA = 288.30

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(270,267)	(283,191)	(215,957)	(24,240)	(23,502)	16,713	128,516	(50,928)	5,559	(5,212)	35,870	297,701	778,307	**389,369**		
Cash flows from operating activities																
Depreciation/Amortization	725	725	725	725	725	725	725	725	725	725	725	725	-	**8,695**		
Public Funding Receivables	432,622	60,949	40,506	-	-	-	232,475	-	-	-	-	-	(782,468)	**(15,916)**		
Accounts Payable	(4,035)	-	-	-	-	-	-	-	-	-	-	-	4,161	**126**		
Deferred Revenue	-	-	-	(19,880)	-	-	(19,880)	-	-	(19,880)	-	(19,880)	-	**(79,521)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	159,045	(221,518)	(174,727)	(43,396)	(22,777)	17,437	341,836	(50,204)	6,284	(24,368)	36,595	278,545				
Cash, Beginning of Month	991,756	1,150,801	929,284	754,557	711,161	688,384	705,821	1,047,657	997,453	1,003,737	979,369	1,015,964				
Cash, End of Month	**1,150,801**	**929,284**	**754,557**	**711,161**	**688,384**	**705,821**	**1,047,657**	**997,453**	**1,003,737**	**979,369**	**1,015,964**	**1,294,509**				

Aspen Meadow Public

Monthly Cash Flow/Forecast FY27-28

Revised 9/06/24

ADA = 288.30

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																**ADA =**	**288.30**
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	217,670	217,670	391,806	391,806	391,806	391,806	391,806	391,806	391,806	391,806	391,806	391,806	**4,353,400**	4,201,680	151,720
8012	Education Protection Account	-	-	-	14,415	-	-	14,415	-	-	14,415	-	-	14,415	**57,660**	57,660	-
8096	In Lieu of Property Taxes	-	20,159	40,319	26,879	26,879	26,879	26,879	26,879	47,038	23,519	23,519	23,519	23,519	**335,988**	335,988	-
		-	237,829	257,989	433,100	418,685	418,685	433,100	418,685	438,844	429,740	415,325	415,325	429,740	**4,747,048**	**4,595,328**	**151,720**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	49,600	**49,600**	49,600	-
8220	Federal Child Nutrition	-	-	12,354	12,354	24,709	24,709	24,709	24,709	24,709	24,709	24,709	24,709	24,709	**247,088**	239,195	7,893
8290	Title I, Part A - Basic Low Income	-	-	30,103	-	-	30,103	-	-	30,103	-	-	-	30,103	**120,413**	116,566	3,847
8291	Title II, Part A - Teacher Quality	-	-	3,229	-	-	3,229	-	-	3,229	-	-	-	3,229	**12,914**	12,502	413
8296	Other Federal Revenue	-	-	-	-	-	2,500	-	-	-	7,500	-	-	-	**10,000**	10,000	-
		-	-	45,686	12,354	24,709	60,541	24,709	24,709	58,041	32,209	24,709	24,709	107,641	**440,015**	**427,863**	**12,153**
Other State Revenue																	
8311	State Special Education	-	13,668	13,668	24,602	24,602	24,602	24,602	24,602	24,602	24,602	24,602	24,602	24,602	**273,359**	264,626	8,733
8520	Child Nutrition	-	-	3,150	3,150	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	6,300	**63,004**	60,991	2,013
8545	School Facilities (SB740)	-	-	-	-	-	-	128,907	-	-	-	64,454	-	64,454	**257,815**	250,793	
8550	Mandated Cost	-	-	-	-	-	5,447	-	-	-	-	-	-	336	**5,783**	5,783	-
8560	State Lottery	-	-	-	-	-	-	21,566	-	-	21,566	-	-	43,131	**86,263**	83,507	2,756
8599	Other State Revenue	-	58,613	58,613	105,503	105,503	105,503	105,503	105,503	105,503	105,503	105,503	105,503	127,839	**1,194,589**	1,173,451	21,138
		-	72,281	75,431	133,255	136,405	141,853	286,879	136,405	136,405	157,971	200,859	136,405	266,662	**1,880,813**	1,839,152	34,639
Other Local Revenue																	
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	26,304	-	**26,304**	25,464	840
		-	-	-	-	-	-	-	-	-	-	-	26,304	-	**26,304**	**25,464**	**840**
Total Revenue		**-**	**310,110**	**379,105**	**578,710**	**579,799**	**621,079**	**744,688**	**579,799**	**633,290**	**619,920**	**640,893**	**602,744**	**804,043**	**7,094,180**	**6,887,806**	**206,374**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	147,980	147,980	147,980	147,980	147,980	147,980	147,980	147,980	147,980	147,980	-	-	**1,479,802**	1,439,496	(40,306)
1170	Teachers' Substitute Hours	-	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	-	-	**55,203**	53,700	(1,504)
1200	Pupil Support Salaries	-	45,100	45,100	45,100	45,100	45,100	45,100	45,100	45,100	45,100	45,100	-	-	**450,998**	438,714	(12,284)
1300	Administrators' Salaries	25,619	25,619	25,619	25,619	25,619	25,619	25,619	25,619	25,619	25,619	25,619	25,619	-	**307,432**	299,059	(8,374)
		25,619	224,220	224,220	224,220	224,220	224,220	224,220	224,220	224,220	224,220	224,220	25,619	-	**2,293,435**	**2,230,968**	**(62,467)**
Classified Salaries																	
2100	Instructional Salaries	-	38,808	38,808	38,808	38,808	38,808	38,808	38,808	38,808	38,808	38,808	-	-	**388,079**	377,508	(10,570)
2200	Support Salaries	22,582	32,287	32,287	32,287	32,287	32,287	32,287	32,287	32,287	32,287	32,287	22,582	-	**368,036**	358,012	(10,024)
2300	Classified Administrators' Salaries	15,952	15,952	15,952	15,952	15,952	15,952	15,952	15,952	15,952	15,952	15,952	15,952	-	**191,419**	186,205	(5,214)
2400	Clerical and Office Staff Salaries	3,390	16,138	16,138	16,138	16,138	16,138	16,138	16,138	16,138	16,138	16,138	3,390	-	**168,159**	163,579	(4,580)
2900	Other Classified Salaries	4,079	16,013	16,013	16,013	16,013	16,013	16,013	16,013	16,013	16,013	16,013	16,013	-	**180,222**	175,313	(4,909)
		46,003	119,198	119,198	119,198	119,198	119,198	119,198	119,198	119,198	119,198	119,198	57,937	-	**1,295,915**	**1,260,618**	**(35,297)**
Benefits																	
3101	STRS	4,893	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	42,826	4,893	-	**438,046**	426,115	(11,931)
3301	OASDI	2,852	7,390	7,390	7,390	7,390	7,390	7,390	7,390	7,390	7,390	7,390	3,592	-	**80,347**	78,158	(2,188)
3311	Medicare	1,039	4,980	4,980	4,980	4,980	4,980	4,980	4,980	4,980	4,980	4,980	1,212	-	**52,046**	50,628	(1,418)
3401	Health and Welfare	27,194	27,194	27,194	27,194	27,194	27,194	27,194	27,194	27,194	27,194	27,194	27,194	-	**326,324**	317,436	(8,888)
3501	State Unemployment	2,132	2,132	2,132	2,132	2,132	2,132	10,658	8,526	4,263	2,132	2,132	2,132	-	**42,630**	42,630	-
3601	Workers' Compensation	573	2,747	2,747	2,747	2,747	2,747	2,747	2,747	2,747	2,747	2,747	668	-	**28,715**	27,933	(782)
		38,682	87,268	87,268	87,268	87,268	87,268	95,794	93,663	89,400	87,268	87,268	39,691	-	**968,108**	**942,900**	**(25,208)**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY27-28

Revised 9/06/24

ADA = 288.30

		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula Mat	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	2,266	-	**27,194**	26,453	(741)
4302	School Supplies	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	7,986	-	**95,828**	93,218	(2,610)
4305	Software	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	5,149	-	**61,789**	60,106	(1,683)
4310	Office Expense	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	-	**39,159**	38,092	(1,067)
4311	Business Meals	906	906	906	906	906	906	906	906	906	906	906	906	-	**10,877**	10,581	(296)
4400	Noncapitalized Equipment	3,472	3,472	3,472	3,472	3,472	3,472	3,472	3,472	3,472	3,472	3,472	3,472	-	**41,661**	40,526	(1,135)
4700	Food Services	21,799	21,799	21,799	21,799	21,799	21,799	21,799	21,799	21,799	21,799	21,799	21,799	-	**261,590**	254,465	(7,125)
		44,841	44,841	44,841	44,841	44,841	44,841	44,841	44,841	44,841	44,841	44,841	44,841	-	**538,098**	**523,441**	**(14,656)**
Subagreement Services																	
5103	Substitute Teacher	8,855	8,855	8,855	8,855	8,855	8,855	8,855	8,855	8,855	8,855	8,855	8,855	-	**106,260**	103,366	(2,894)
5105	Security	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	3,503	-	**42,031**	40,886	(1,145)
5106	Other Educational Consultants	25,698	25,698	25,698	25,698	25,698	25,698	25,698	25,698	25,698	25,698	25,698	25,698	-	**308,377**	299,977	(8,399)
		38,056	38,056	38,056	38,056	38,056	38,056	38,056	38,056	38,056	38,056	38,056	38,056	-	**456,667**	**444,229**	**(12,438)**
Operations and Housekeeping																	
5201	Auto and Travel	218	218	218	218	218	218	218	218	218	218	218	218	-	**2,611**	2,539	(71)
5300	Dues & Memberships	435	435	435	435	435	435	435	435	435	435	435	435	-	**5,221**	5,079	(142)
5400	Insurance	3,988	3,988	3,988	3,988	3,988	3,988	3,988	3,988	3,988	3,988	3,988	3,988	-	**47,861**	46,557	(1,304)
5501	Utilities	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	6,889	-	**82,669**	80,417	(2,252)
5502	Janitorial Services	9,572	9,572	9,572	9,572	9,572	9,572	9,572	9,572	9,572	9,572	9,572	9,572	-	**114,866**	111,738	(3,129)
5900	Communications	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	-	**26,106**	25,395	(711)
5901	Postage and Shipping	109	109	109	109	109	109	109	109	109	109	109	109	-	**1,305**	1,270	(36)
		23,387	23,387	23,387	23,387	23,387	23,387	23,387	23,387	23,387	23,387	23,387	23,387	-	**280,639**	**272,995**	**(7,644)**
Facilities, Repairs and Other Leases																	
5601	Rent	28,140	28,140	28,140	28,140	28,140	28,140	28,140	28,140	28,140	28,140	28,140	28,140	-	**337,676**	348,612	10,936
5603	Equipment Leases	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	3,263	-	**39,159**	38,092	(1,067)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	-	**14,141**	13,756	(385)
5610	Repairs and Maintenance	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	2,642	-	**31,708**	30,844	(864)
		35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	35,224	-	**422,684**	**431,305**	**8,621**
Professional/Consulting Services																	
5802	Audit & Taxes	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	-	**26,106**	25,395	(711)
5803	Legal	906	906	906	906	906	906	906	906	906	906	906	906	-	**10,877**	10,581	(296)
5804	Professional Development	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	6,100	-	**73,205**	71,212	(1,994)
5805	General Consulting	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	2,175	-	**26,106**	25,395	(711)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	21,621	21,621	21,621	-	-	-	**64,862**	63,096	(1,767)
5807	Bank Charges	54	54	54	54	54	54	54	54	54	54	54	54	-	**653**	635	(18)
5809	Other taxes and fees	218	218	218	218	218	218	218	218	218	218	218	218	-	**2,611**	2,539	(71)
5810	Payroll Service Fee	906	906	906	906	906	906	906	906	906	906	906	906	-	**10,877**	10,581	(296)
5811	Management Fee	10,957	10,957	10,957	10,957	10,957	10,957	10,957	10,957	10,957	10,957	10,957	10,957	-	**131,481**	127,900	(3,581)
5812	District Oversight Fee	-	2,378	2,580	4,331	4,187	4,187	4,331	4,187	4,388	4,297	4,153	4,153	4,297	**47,470**	45,953	(1,517)
		23,493	25,871	26,073	27,824	27,680	27,680	27,824	49,301	49,502	49,411	27,646	27,646	4,297	**394,250**	**383,287**	**(10,963)**
Depreciation																	
6900	Depreciation Expense	555	555	555	555	555	555	555	555	555	555	555	555	-	**6,661**	8,695	2,034
		555	555	555	555	555	555	555	555	555	555	555	555	-	**6,661**	**8,695**	**2,034**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**275,860**	**598,619**	**598,821**	**600,572**	**600,428**	**600,428**	**609,098**	**628,443**	**624,382**	**622,159**	**600,394**	**292,955**	**4,297**	**6,656,456**	**6,498,438**	**(158,018)**
Monthly Surplus (Deficit)		**(275,860)**	**(288,509)**	**(219,715)**	**(21,862)**	**(20,628)**	**20,651**	**135,590**	**(48,644)**	**8,909**	**(2,239)**	**40,499**	**309,788**	**799,746**	**437,724**	**389,369**	**48,356**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY27-28

Revised 9/06/24

ADA = 288.30

	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(275,860)	(288,509)	(219,715)	(21,862)	(20,628)	20,651	135,590	(48,644)	8,909	(2,239)	40,499	309,788	799,746	**437,724**		
Cash flows from operating activities																
Depreciation/Amortization	555	555	555	555	555	555	555	555	555	555	555	555	-	**6,661**		
Public Funding Receivables	446,104	62,698	41,754	-	-	-	231,912	-	-	-	-	-	(804,043)	**(21,575)**		
Accounts Payable	(4,161)	-	-	-	-	-	-	-	-	-	-	-	4,297	**137**		
Deferred Revenue	-	-	-	(19,880)	-	-	(19,880)	-	-	(19,880)	-	(19,880)	-	**(79,521)**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	166,638	(225,256)	(177,407)	(41,187)	(20,073)	21,206	348,177	(48,089)	9,464	(21,564)	41,054	290,463				
Cash, Beginning of Month	1,294,509	1,461,148	1,235,892	1,058,485	1,017,298	997,224	1,018,430	1,366,607	1,318,518	1,327,982	1,306,418	1,347,472				
Cash, End of Month	**1,461,148**	**1,235,892**	**1,058,485**	**1,017,298**	**997,224**	**1,018,430**	**1,366,607**	**1,318,518**	**1,327,982**	**1,306,418**	**1,347,472**	**1,637,935**				

Aspen Meadow Public

Monthly Cash Flow/Forecast FY28-29

Revised 9/06/24

ADA = 288.30

		Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Revenues																ADA =	288.30
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	225,478	225,478	405,860	405,860	405,860	405,860	405,860	405,860	405,860	405,860	405,860	405,860	**4,509,555**	4,353,400	156,155
8012	Education Protection Account	-	-	-	14,415	-	-	14,415	-	-	14,415	-	-	14,415	**57,660**	57,660	-
8096	In Lieu of Property Taxes	-	20,159	40,319	26,879	26,879	26,879	26,879	26,879	47,038	23,519	23,519	23,519	23,519	**335,988**	335,988	-
		-	245,637	265,796	447,154	432,739	432,739	447,154	432,739	452,898	443,794	429,379	429,379	443,794	**4,903,203**	**4,747,048**	**156,155**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	49,600	**49,600**	49,600	-
8220	Federal Child Nutrition	-	-	12,761	12,761	25,522	25,522	25,522	25,522	25,522	25,522	25,522	25,522	25,522	**255,217**	247,088	8,129
8290	Title I, Part A - Basic Low Income	-	-	31,094	-	-	31,094	-	-	31,094	-	-	-	31,094	**124,374**	120,413	3,962
8291	Title II, Part A - Teacher Quality	-	-	3,335	-	-	3,335	-	-	3,335	-	-	-	3,335	**13,339**	12,914	425
8296	Other Federal Revenue	-	-	-	-	-	2,500	-	-	-	7,500	-	-	-	**10,000**	10,000	-
		-	-	47,189	12,761	25,522	62,450	25,522	25,522	59,950	33,022	25,522	25,522	109,550	**452,531**	**440,015**	**12,516**
Other State Revenue																	
8311	State Special Education	-	14,118	14,118	25,412	25,412	25,412	25,412	25,412	25,412	25,412	25,412	25,412	25,412	**282,352**	273,359	8,993
8520	Child Nutrition	-	-	3,254	3,254	6,508	6,508	6,508	6,508	6,508	6,508	6,508	6,508	6,508	**65,077**	63,004	2,073
8545	School Facilities (SB740)	-	-	-	-	-	-	132,517	-	-	-	66,258	-	66,258	**265,034**	257,815	
8550	Mandated Cost	-	-	-	-	-	5,447	-	-	-	-	-	-	336	**5,783**	5,783	-
8560	State Lottery	-	-	-	-	-	-	22,275	-	-	22,275	-	-	44,550	**89,101**	86,263	2,838
8599	Other State Revenue	-	52,598	52,598	94,676	94,676	94,676	94,676	94,676	94,676	94,676	94,676	94,676	117,010	**1,074,286**	1,194,589	(120,303)
		-	66,715	69,969	123,341	126,595	132,043	281,387	126,595	126,595	148,870	192,854	126,595	260,074	**1,781,633**	1,880,813	(106,399)
Other Local Revenue																	
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	27,170	-	**27,170**	26,304	865
		-	-	-	-	-	-	-	-	-	-	-	27,170	-	**27,170**	**26,304**	**865**
Total Revenue		**-**	**312,352**	**382,955**	**583,256**	**584,856**	**627,232**	**754,063**	**584,856**	**639,443**	**625,686**	**647,754**	**608,666**	**813,418**	**7,164,536**	**7,094,180**	**70,356**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	-	152,124	152,124	152,124	152,124	152,124	152,124	152,124	152,124	152,124	152,124	-	-	**1,521,236**	1,479,802	(41,434)
1170	Teachers' Substitute Hours	-	5,675	5,675	5,675	5,675	5,675	5,675	5,675	5,675	5,675	5,675	-	-	**56,749**	55,203	(1,546)
1200	Pupil Support Salaries	-	46,363	46,363	46,363	46,363	46,363	46,363	46,363	46,363	46,363	46,363	-	-	**463,626**	450,998	(12,628)
1300	Administrators' Salaries	26,337	26,337	26,337	26,337	26,337	26,337	26,337	26,337	26,337	26,337	26,337	26,337	-	**316,041**	307,432	(8,608)
		26,337	230,498	230,498	230,498	230,498	230,498	230,498	230,498	230,498	230,498	230,498	26,337	-	**2,357,651**	**2,293,435**	**(64,216)**
Classified Salaries																	
2100	Instructional Salaries	-	39,894	39,894	39,894	39,894	39,894	39,894	39,894	39,894	39,894	39,894	-	-	**398,945**	388,079	(10,866)
2200	Support Salaries	23,215	33,191	33,191	33,191	33,191	33,191	33,191	33,191	33,191	33,191	33,191	23,215	-	**378,341**	368,036	(10,305)
2300	Classified Administrators' Salaries	16,398	16,398	16,398	16,398	16,398	16,398	16,398	16,398	16,398	16,398	16,398	16,398	-	**196,779**	191,419	(5,360)
2400	Clerical and Office Staff Salaries	3,485	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	16,590	3,485	-	**172,868**	168,159	(4,708)
2900	Other Classified Salaries	4,193	16,461	16,461	16,461	16,461	16,461	16,461	16,461	16,461	16,461	16,461	16,461	-	**185,268**	180,222	(5,046)
		47,291	122,535	122,535	122,535	122,535	122,535	122,535	122,535	122,535	122,535	122,535	59,559	-	**1,332,200**	**1,295,915**	**(36,286)**
Benefits																	
3101	STRS	5,030	44,025	44,025	44,025	44,025	44,025	44,025	44,025	44,025	44,025	44,025	5,030	-	**450,311**	438,046	(12,265)
3301	OASDI	2,932	7,597	7,597	7,597	7,597	7,597	7,597	7,597	7,597	7,597	7,597	3,693	-	**82,596**	80,347	(2,250)
3311	Medicare	1,068	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	5,119	1,245	-	**53,503**	52,046	(1,457)
3401	Health and Welfare	27,955	27,955	27,955	27,955	27,955	27,955	27,955	27,955	27,955	27,955	27,955	27,955	-	**335,462**	326,324	(9,137)
3501	State Unemployment	2,132	2,132	2,132	2,132	2,132	2,132	10,658	8,526	4,263	2,132	2,132	2,132	-	**42,630**	42,630	-
3601	Workers' Compensation	589	2,824	2,824	2,824	2,824	2,824	2,824	2,824	2,824	2,824	2,824	687	-	**29,519**	28,715	(804)
		39,706	89,652	89,652	89,652	89,652	89,652	98,178	96,047	91,784	89,652	89,652	40,742	-	**994,021**	**968,108**	**(25,913)**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY28-29

Revised 9/06/24

ADA = 288.30

		Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Books and Supplies																	
4100	Textbooks and Core Curricula Mat	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	-	**27,955**	27,194	(761)
4302	School Supplies	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	8,209	-	**98,511**	95,828	(2,683)
4305	Software	5,293	5,293	5,293	5,293	5,293	5,293	5,293	5,293	5,293	5,293	5,293	5,293	-	**63,519**	61,789	(1,730)
4310	Office Expense	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	-	**40,255**	39,159	(1,096)
4311	Business Meals	932	932	932	932	932	932	932	932	932	932	932	932	-	**11,182**	10,877	(305)
4400	Noncapitalized Equipment	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	3,569	-	**42,827**	41,661	(1,167)
4700	Food Services	22,410	22,410	22,410	22,410	22,410	22,410	22,410	22,410	22,410	22,410	22,410	22,410	-	**268,915**	261,590	(7,325)
		46,097	46,097	46,097	46,097	46,097	46,097	46,097	46,097	46,097	46,097	46,097	46,097	-	**553,164**	**538,098**	**(15,067)**
Subagreement Services																	
5103	Substitute Teacher	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	9,103	-	**109,235**	106,260	(2,975)
5105	Security	3,601	3,601	3,601	3,601	3,601	3,601	3,601	3,601	3,601	3,601	3,601	3,601	-	**43,207**	42,031	(1,177)
5106	Other Educational Consultants	26,418	26,418	26,418	26,418	26,418	26,418	26,418	26,418	26,418	26,418	26,418	26,418	-	**317,011**	308,377	(8,635)
		39,121	39,121	39,121	39,121	39,121	39,121	39,121	39,121	39,121	39,121	39,121	39,121	-	**469,454**	**456,667**	**(12,787)**
Operations and Housekeeping																	
5201	Auto and Travel	224	224	224	224	224	224	224	224	224	224	224	224	-	**2,684**	2,611	(73)
5300	Dues & Memberships	447	447	447	447	447	447	447	447	447	447	447	447	-	**5,367**	5,221	(146)
5400	Insurance	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	-	**49,201**	47,861	(1,340)
5501	Utilities	7,082	7,082	7,082	7,082	7,082	7,082	7,082	7,082	7,082	7,082	7,082	7,082	-	**84,984**	82,669	(2,315)
5502	Janitorial Services	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	9,840	-	**118,082**	114,866	(3,216)
5900	Communications	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	-	**26,837**	26,106	(731)
5901	Postage and Shipping	112	112	112	112	112	112	112	112	112	112	112	112	-	**1,342**	1,305	(37)
		24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	-	**288,497**	**280,639**	**(7,858)**
Facilities, Repairs and Other Leases																	
5601	Rent	28,206	28,206	28,206	28,206	28,206	28,206	28,206	28,206	28,206	28,206	28,206	28,206	-	**338,470**	337,676	(794)
5603	Equipment Leases	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	-	**40,255**	39,159	(1,096)
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	1,211	-	**14,537**	14,141	(396)
5610	Repairs and Maintenance	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	-	**32,596**	31,708	(888)
		35,488	35,488	35,488	35,488	35,488	35,488	35,488	35,488	35,488	35,488	35,488	35,488	-	**425,858**	**422,684**	**(3,174)**
Professional/Consulting Services																	
5802	Audit & Taxes	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	-	**26,837**	26,106	(731)
5803	Legal	932	932	932	932	932	932	932	932	932	932	932	932	-	**11,182**	10,877	(305)
5804	Professional Development	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	6,271	-	**75,255**	73,205	(2,050)
5805	General Consulting	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	-	**26,837**	26,106	(731)
5806	Special Activities/Field Trips	-	-	-	-	-	-	-	22,226	22,226	22,226	-	-	-	**66,679**	64,862	(1,816)
5807	Bank Charges	56	56	56	56	56	56	56	56	56	56	56	56	-	**671**	653	(18)
5809	Other taxes and fees	224	224	224	224	224	224	224	224	224	224	224	224	-	**2,684**	2,611	(73)
5810	Payroll Service Fee	932	932	932	932	932	932	932	932	932	932	932	932	-	**11,182**	10,877	(305)
5811	Management Fee	11,264	11,264	11,264	11,264	11,264	11,264	11,264	11,264	11,264	11,264	11,264	11,264	-	**135,163**	131,481	(3,681)
5812	District Oversight Fee	-	2,456	2,658	4,472	4,327	4,327	4,472	4,327	4,529	4,438	4,294	4,294	4,438	**49,032**	47,470	(1,562)
		24,151	26,607	26,809	28,622	28,478	28,478	28,622	50,704	50,906	50,815	28,445	28,445	4,438	**405,521**	**394,250**	**(11,271)**
Depreciation																	
6900	Depreciation Expense	122	122	122	122	122	122	122	122	122	122	122	122	-	**1,464**	6,661	5,197
		122	122	122	122	122	122	122	122	122	122	122	122	-	**1,464**	**6,661**	**5,197**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**282,354**	**614,162**	**614,364**	**616,177**	**616,033**	**616,033**	**624,703**	**644,654**	**640,592**	**638,370**	**615,999**	**299,952**	**4,438**	**6,827,831**	**6,656,456**	**(171,375)**
Monthly Surplus (Deficit)		**(282,354)**	**(301,810)**	**(231,409)**	**(32,921)**	**(31,177)**	**11,199**	**129,360**	**(59,798)**	**(1,149)**	**(12,684)**	**31,755**	**308,713**	**808,980**	**336,705**	**437,724**	**(101,019)**

Aspen Meadow Public

Monthly Cash Flow/Forecast FY28-29

Revised 9/06/24

ADA = 288.30

	Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(282,354)	(301,810)	(231,409)	(32,921)	(31,177)	11,199	129,360	(59,798)	(1,149)	(12,684)	31,755	308,713	808,980	**336,705**		
Cash flows from operating activities																
Depreciation/Amortization	122	122	122	122	122	122	122	122	122	122	122	122	-	**1,464**		
Public Funding Receivables	460,749	64,454	43,131	-	-	-	235,709	-	-	-	-	-	(813,418)	**(9,375)**		
Accounts Payable	(4,297)	-	-	-	-	-	-	-	-	-	-	-	4,438	**141**		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Cash flows from financing activities																
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash	174,220	(237,234)	(188,156)	(32,799)	(31,055)	11,321	365,190	(59,676)	(1,027)	(12,562)	31,877	308,835				
Cash, Beginning of Month	1,637,935	1,812,155	1,574,921	1,386,766	1,353,966	1,322,911	1,334,232	1,699,422	1,639,746	1,638,719	1,626,158	1,658,035				
Cash, End of Month	**1,812,155**	**1,574,921**	**1,386,766**	**1,353,966**	**1,322,911**	**1,334,232**	**1,699,422**	**1,639,746**	**1,638,719**	**1,626,158**	**1,658,035**	**1,966,870**				

Calculator Tab

Aspen Meadow Public (133942) - 2024/25 - 2028/29 Budget	v.25.2a				9/24/2024	CY	v.25.2a				CY1
LOCAL CONTROL FUNDING FORMULA						**2024-25**					**2025-26**
LCFF ENTITLEMENT CALCULATION											
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage	
Calculation Factors	1.07%		0.00%	84.87%	84.87%		2.93%		0.00%	87.01%	87.01%
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	180.42	$ 10,025	$ 1,043	$ 1,879	$ 2,149	$ 2,723,547	180.42	$ 10,319	$ 1,073	$ 1,982	$ 2,370	$ 2,840,661
Grades 4-6	107.88	10,177		1,727	1,976	1,497,414	107.88	10,475		1,823	2,179	1,561,815
Grades 7-8	-	10,478		1,779	2,034	-	-	10,785		1,877	2,244	-
Grades 9-12	-	12,144	316	2,115	2,419	-	-	12,500	325	2,232	2,668	-
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 2,906,606	$ 188,178	$ 525,309	$ 600,868	$ 4,220,961		$ 2,991,797	$ 193,591	$ 554,321	$ 662,767	$ 4,402,476
NSS Allowance		-				-		-				-
TOTAL BASE	288.30	$ 2,906,606	$ 188,178	$ 525,309	$ 600,868	$ 4,220,961	288.30	$ 2,991,797	$ 193,591	$ 554,321	$ 662,767	$ 4,402,476
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	16.74	TK Add-on rate	$ 3,077.00		51,509	TK ADA	16.74	TK Add-on rate	$ 3,167.00		53,016
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 4,272,470						$ 4,455,492
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 4,272,470**						**$ 4,455,492**
Local Revenue (including RDA)						(335,988)						(335,988)
Gross State Aid						**$ 3,936,482**						**$ 4,119,504**
Education Protection Account Entitlement						(57,660)						(57,660)
Net State Aid						**$ 3,878,822**						**$ 4,061,844**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2024-25 ADA		N/A			12-13 Rate	2025-26 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	288.30		$ -			$ -	288.30		$ -
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(335,988)						(335,988)
Less Education Protection Account Entitlement						(57,660)						(57,660)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						-						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-
Minimum State Aid Guarantee Before Proration Factor						**$ -**						**$ -**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ -**						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						4,220,961						4,402,476
Minimum State Aid plus Property Taxes including RDA						335,988						335,988
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ 3,878,822**						**$ 4,061,844**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 3,878,822**						**$ 4,061,844**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 4,272,470**						**$ 4,455,492**
Change Over Prior Year		8.77%	344,596					4.28%	183,022			
LCFF Entitlement Per ADA (excluding Categorical MSA)						14,820						15,454
Per-ADA Change Over Prior Year		1.88%	273					4.28%	634			
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
			Increase			2024-25			Increase			2025-26
State Aid		8.98%	319,636			$ 3,878,822		4.72%	183,022			$ 4,061,844
Education Protection Account						57,660						57,660
Property Taxes Net of In-Lieu Transfers		0.00%	-			-		0.00%	-			-
Charter In-Lieu Taxes		6.77%	21,304			335,988		0.00%	-			335,988
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		8.68%	340,940			**$ 4,272,470**		4.28%	183,022			**$ 4,455,492**

Calculator Tab

Aspen Meadow Public (133942) - 2024/25 - 2028/29 Budget	v.25.2a	CY2	v.25.2a	CY3
LOCAL CONTROL FUNDING FORMULA		**2026-27**		**2027-28**
LCFF ENTITLEMENT CALCULATION				
	COLA & Augmentation	3.08%	COLA & Augmentation	3.30%
	Base Grant Proration	0.00%	Base Grant Proration	0.00%
	Unduplicated Pupil Percentage	87.10% 87.10%	Unduplicated Pupil Percentage	87.10% 87.10%
Calculation Factors				
	Current Year ADA	Base / Grade Span / Supplemental / Concentration / Total	Current Year ADA	Base / Grade Span / Supplemental / Concentration / Total
Grades TK-3	180.42	$ 10,637 / $ 1,106 / $ 2,046 / $ 2,450 / $ 2,929,806	180.42	$ 10,988 / $ 1,143 / $ 2,113 / $ 2,531 / $ 3,026,609
Grades 4-6	107.88	10,798 / 1,881 / 2,253 / 1,610,866	107.88	11,154 / 1,943 / 2,327 / 1,663,975
Grades 7-8	-	11,117 / 1,937 / 2,320 / -	-	11,484 / 2,001 / 2,396 / -
Grades 9-12	-	12,885 / 335 / 2,303 / 2,758 / -	-	13,310 / 346 / 2,379 / 2,849 / -
Subtract Necessary Small School ADA and Funding	-	- / - / - / - / -	-	- / - / - / - / -
Total Base, Supplemental, and Concentration Grant		$ 3,084,016 / $ 199,544 / $ 571,997 / $ 685,115 / $ 4,540,672		$ 3,185,749 / $ 206,220 / $ 590,881 / $ 707,734 / $ 4,690,584
NSS Allowance		- / - / - / -		- / - / - / -
TOTAL BASE	288.30	$ 3,084,016 / $ 199,544 / $ 571,997 / $ 685,115 / $ 4,540,672	288.30	$ 3,185,749 / $ 206,220 / $ 590,881 / $ 707,734 / $ 4,690,584
ADD ONS:				
Targeted Instructional Improvement Block Grant		$ -		$ -
Home-to-School Transportation (COLA added commencing 2023-24)		-		-
Small School District Bus Replacement Program (COLA added commencing 2023-24)		-		-
Transitional Kindergarten (Commencing 2022-23)	TK ADA 16.74	TK Add-on rate $ 3,265.00 — 54,656	TK ADA 16.74	TK Add-on rate $ 3,373.00 — 56,464
ECONOMIC RECOVERY TARGET PAYMENT		-		-
LCFF Entitlement Before Adjustments		$ 4,595,328		$ 4,747,048
Miscellaneous Adjustments		-		-
ADJUSTED LCFF ENTITLEMENT		**$ 4,595,328**		**$ 4,747,048**
Local Revenue (including RDA)		(335,988)		(335,988)
Gross State Aid		**$ 4,259,340**		**$ 4,411,060**
Education Protection Account Entitlement		(57,660)		(57,660)
Net State Aid		**$ 4,201,680**		**$ 4,353,400**
MINIMUM STATE AID CALCULATION				
	12-13 Rate	2026-27 ADA — N/A	12-13 Rate	2027-28 ADA — N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	288.30 — $ -	$ -	288.30 — $ -
2012-13 NSS Allowance (deficited)	$ -	-	$ -	-
Minimum State Aid Adjustments		-		-
Less Current Year Property Taxes/In-Lieu		(335,988)		(335,988)
Less Education Protection Account Entitlement		(57,660)		(57,660)
Subtotal State Aid for Historical RL/Charter General BG		**$ -**		**$ -**
Categorical Minimum State Aid		-		-
Charter School Categorical Block Grant adjusted for ADA	- -	-	- -	-
Minimum State Aid Guarantee Before Proration Factor		**$ -**		**$ -**
Proration Factor		0.00%		0.00%
Minimum State Aid Guarantee		**$ -**		**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET				
LCFF Entitlement		4,540,672		4,690,584
Minimum State Aid plus Property Taxes including RDA		335,988		335,988
Offset		-		-
Minimum State Aid Prior to Offset		-		-
Total Minimum State Aid with Offset		-		-
State Aid Before Additional State Aid		**$ 4,201,680**		**$ 4,353,400**
ADDITIONAL STATE AID		**$ -**		**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee		**$ 4,201,680**		**$ 4,353,400**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Suppleme		**$ 4,595,328**		**$ 4,747,048**
Change Over Prior Year	3.14% 139,836		3.30% 151,720	
LCFF Entitlement Per ADA (excluding Categorical MSA)		15,939		16,466
Per-ADA Change Over Prior Year	3.14% 485		3.31% 527	
Basic Aid Status (school districts only)		-		-
LCFF SOURCES INCLUDING EXCESS TAXES				
	Increase	2026-27	Increase	2027-28
State Aid	3.44% 139,836	$ 4,201,680	3.61% 151,720	$ 4,353,400
Education Protection Account		57,660		57,660
Property Taxes Net of In-Lieu Transfers	0.00% -	-	0.00% -	-
Charter In-Lieu Taxes	0.00% -	335,988	0.00% -	335,988
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	3.14% 139,836	**$ 4,595,328**	3.30% 151,720	**$ 4,747,048**

Calculator Tab

Aspen Meadow Public (133942) - 2024/25 - 2028/29 Budget	v.25.2a					CY4
LOCAL CONTROL FUNDING FORMULA						**2028-29**
LCFF ENTITLEMENT CALCULATION						
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage	
Calculation Factors		3.29%		0.00%	87.10% 87.10%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	180.42	$ 11,350	$ 1,180	$ 2,183	$ 2,614	$ 3,126,157
Grades 4-6	107.88	11,521		2,007	2,404	1,718,724
Grades 7-8	-	11,862		2,066	2,475	-
Grades 9-12	-	13,748	357	2,457	2,943	-
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 3,290,652	$ 212,896	$ 610,318	$ 731,015	$ 4,844,881
NSS Allowance		-				-
TOTAL BASE	288.30	$ 3,290,652	$ 212,896	$ 610,318	$ 731,015	$ 4,844,881
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	16.74	TK Add-on rate	$ 3,484.00		58,322
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						$ 4,903,203
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						**$ 4,903,203**
Local Revenue (including RDA)						(335,988)
Gross State Aid						**$ 4,567,215**
Education Protection Account Entitlement						(57,660)
Net State Aid						**$ 4,509,555**
MINIMUM STATE AID CALCULATION						
			12-13 Rate	2028-29 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	288.30		$ -
2012-13 NSS Allowance (deficited)			$ -			-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						(335,988)
Less Education Protection Account Entitlement						(57,660)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**
Categorical Minimum State Aid						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						**$ -**
Proration Factor						0.00%
Minimum State Aid Guarantee						**$ -**
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						4,844,881
Minimum State Aid plus Property Taxes including RDA						335,988
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
State Aid Before Additional State Aid						**$ 4,509,555**
ADDITIONAL STATE AID						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 4,509,555**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Suppleme						**$ 4,903,203**
Change Over Prior Year			3.29%	156,155		
LCFF Entitlement Per ADA (excluding Categorical MSA)						17,007
Per-ADA Change Over Prior Year			3.29%	541		
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2028-29
State Aid			3.59%	156,155		$ 4,509,555
Education Protection Account						57,660
Property Taxes Net of In-Lieu Transfers			0.00%	-		-
Charter In-Lieu Taxes			0.00%	-		335,988
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			3.50%	156,155		**$ 4,903,203**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Aspen Meadow Public (133942) - 2024/25 - 2028/29 Budget	9/24/2024				
	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
General Assumptions					
COLA & Augmentation	*1.07%*	*2.93%*	*3.08%*	*3.30%*	*3.29%*
Base Grant Proration Factor	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Student Assumptions:					
Enrollment Count	*310*	*310*	*310*	*310*	*310*
Unduplicated Pupil Count (UPC)	*270*	*270*	*270*	*270*	*270*
Unduplicated Pupil Percentage (UPP)	*84.87%*	*87.01%*	*87.10%*	*87.10%*	*87.10%*
Current Year LCFF Average Daily Attendance (ADA)	*288.30*	*288.30*	*288.30*	*288.30*	*288.30*
Funded LCFF ADA	*288.30*	*288.30*	*288.30*	*288.30*	*288.30*
LCFF ADA Funding Method	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-
NSS ADA Funding Method(s)					

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Aspen Meadow Public (133942) - 2024/25 - 2028/29 Budget	9/24/2024				
	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
LCFF Entitlement Summary					
Base Grant	$2,906,606	$2,991,797	$3,084,016	$3,185,749	$3,290,652
Grade Span Adjustment	188,178	193,591	199,544	206,220	212,896
Adjusted Base Grant	$3,094,784	$3,185,388	$3,283,560	$3,391,969	$3,503,548
Supplemental Grant	525,309	554,321	571,997	590,881	610,318
Concentration Grant	600,868	662,767	685,115	707,734	731,015
Total Base, Supplemental and Concentration Grant	$4,220,961	$4,402,476	$4,540,672	$4,690,584	$4,844,881
Allowance: Necessary Small School	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-
Add-on: Transitional Kindergarten	51,509	53,016	54,656	56,464	58,322
Total Allowance and Add-On Amounts	$51,509	$53,016	$54,656	$56,464	$58,322
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$4,272,470**	**$4,455,492**	**$4,595,328**	**$4,747,048**	**$4,903,203**
Miscellaneous Adjustments	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 4,272,470**	**$ 4,455,492**	**$ 4,595,328**	**$ 4,747,048**	**$ 4,903,203**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 14,820	$ 15,454	$ 15,939	$ 16,466	$ 17,007
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	4,272,470	4,455,492	4,595,328	4,747,048	4,903,203
LCFF Sources Summary					
Funding Source Summary					
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 335,988*	*$ 335,988*	*$ 335,988*	*$ 335,988*	*$ 335,988*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 57,660	$ 57,660	$ 57,660	$ 57,660	$ 57,660
Net State Aid *(excludes Additional State Aid)*	$ 3,878,822	$ 4,061,844	$ 4,201,680	$ 4,353,400	$ 4,509,555
Additional State Aid	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 4,272,470**	**$ 4,455,492**	**$ 4,595,328**	**$ 4,747,048**	**$ 4,903,203**
Funding Source by Resource-Object					
State Aid (Resource Code 0000, Object Code 8011)	$ 3,878,822	$ 4,061,844	$ 4,201,680	$ 4,353,400	$ 4,509,555
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 57,660	$ 57,660	$ 57,660	$ 57,660	$ 57,660
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	335,988	335,988	335,988	335,988	335,988
Entitlement and Source Reconciliation					
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 4,272,470	$ 4,455,492	$ 4,595,328	$ 4,747,048	$ 4,903,203
Additional State Aid	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 4,272,470	$ 4,455,492	$ 4,595,328	$ 4,747,048	$ 4,903,203

Aspen Meadow Public (133942) - 2024/25 - 2028/29 Budget	9/24/2024				
	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
LCAP Percentage to Increase or Improve Services Calculation					
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 3,146,293	$ 3,238,404	$ 3,338,216	$ 3,448,433	$ 3,561,870
Supplemental and Concentration Grant funding in the LCAP year	$ 1,126,177	$ 1,217,088	$ 1,257,112	$ 1,298,615	$ 1,341,333
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 138,662	$ 152,946	$ 158,103	$ 163,323	$ 168,696
Percentage to Increase or Improve Services	35.79%	37.58%	37.66%	37.66%	37.66%

Aspen Meadow Public (133942) - 2024/25 - 2028/29 Budget	9/24/2024				
	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
PER-ADA FUNDING LEVELS					
Base, Supplemental and Concentration Rate per ADA					
Grades TK-3	$ 15,095.59	$ 15,744.71	$ 16,238.81	$ 16,775.35	$ 17,327.11
Grades 4-6	$ 13,880.36	$ 14,477.34	$ 14,932.01	$ 15,424.31	$ 15,931.81
Grades 7-8	$ 14,290.89	$ 14,905.79	$ 15,373.14	$ 15,880.65	$ 16,403.37
Grades 9-12	$ 16,994.13	$ 17,725.24	$ 18,281.28	$ 18,884.20	$ 19,505.10
Base Grants					
Grades TK-3	$ 10,025	$ 10,319	$ 10,637	$ 10,988	$ 11,350
Grades 4-6	$ 10,177	$ 10,475	$ 10,798	$ 11,154	$ 11,521
Grades 7-8	$ 10,478	$ 10,785	$ 11,117	$ 11,484	$ 11,862
Grades 9-12	$ 12,144	$ 12,500	$ 12,885	$ 13,310	$ 13,748
Grade Span Adjustment					
Grades TK-3	$ 1,043	$ 1,073	$ 1,106	$ 1,143	$ 1,180
Grades 9-12	$ 316	$ 325	$ 335	$ 346	$ 357
Supplemental Grant	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	$ 2,214	$ 2,278	$ 2,349	$ 2,426	$ 2,506
Grades 4-6	$ 2,035	$ 2,095	$ 2,160	$ 2,231	$ 2,304
Grades 7-8	$ 2,096	$ 2,157	$ 2,223	$ 2,297	$ 2,372
Grades 9-12	$ 2,492	$ 2,565	$ 2,644	$ 2,731	$ 2,821
Actual - 1.00 ADA, Local UPP as follows:	*84.87%*	*87.01%*	*87.10%*	*87.10%*	*87.10%*
Grades TK-3	$ 1,879	$ 1,982	$ 2,046	$ 2,113	$ 2,183
Grades 4-6	$ 1,727	$ 1,823	$ 1,881	$ 1,943	$ 2,007
Grades 7-8	$ 1,779	$ 1,877	$ 1,937	$ 2,001	$ 2,066
Grades 9-12	$ 2,115	$ 2,232	$ 2,303	$ 2,379	$ 2,457
Concentration Grant (>55% population)	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP					
Grades TK-3	$ 7,194	$ 7,405	$ 7,633	$ 7,885	$ 8,145
Grades 4-6	$ 6,615	$ 6,809	$ 7,019	$ 7,250	$ 7,489
Grades 7-8	$ 6,811	$ 7,010	$ 7,226	$ 7,465	$ 7,710
Grades 9-12	$ 8,099	$ 8,336	$ 8,593	$ 8,876	$ 9,168
Actual - 1.00 ADA, Local UPP >55% as follows:	*29.8700%*	*32.0100%*	*32.1000%*	*32.1000%*	*32.1000%*
Grades TK-3	$ 2,149	$ 2,370	$ 2,450	$ 2,531	$ 2,614
Grades 4-6	$ 1,976	$ 2,179	$ 2,253	$ 2,327	$ 2,404
Grades 7-8	$ 2,034	$ 2,244	$ 2,320	$ 2,396	$ 2,475
Grades 9-12	$ 2,419	$ 2,668	$ 2,758	$ 2,849	$ 2,943

Budget Narrative & Cash Flow Statement

Below is the financial information and narrative for the proposal of Aspen Meadow Public ("AMP"). The financial statements include a 5-year pro-forma annual budget and monthly cash flow statement (5 years of operations for 2024-25 through 2028-29 inclusive).

Students: Enrollment, Demographics and Average Daily Attendance

Revenues for AMP will largely depend on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. ADA is used to calculate many of the revenue sources. To allow for conservatism, this budget assumes a 93% attendance rate.

The following table shows AMP's projected enrollment and ADA.

Table A: Enrollment & ADA

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Projected Enrollment & ADA by Grade					
TK	18	18	18	18	18
K	44	44	44	44	44
1st Grade	44	44	44	44	44
2nd Grade	44	44	44	44	44
3rd Grade	44	44	44	44	44
4th Grade	44	44	44	44	44
5th Grade	36	36	36	36	36
6th Grade	36	36	36	36	36
Total Projected Enrollment	**310**	**310**	**310**	**310**	**310**
Average Daily Attendance (ADA)					
ADA %	93%	93%	93%	93%	93%
Total	**288.30**	**288.30**	**288.30**	**288.30**	**288.30**

Revenues

Factoring in all revenues at the school, per-pupil funding is expected to be around $22,000/ADA at AMP. LCFF state revenue streams provide the largest source of funding making up about 65% of AMP's total revenues. All revenues are monitored throughout the year as various funding estimates are refined and recalculated.

Table B: Summary of Projected Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Summary of Revenue Programs					
State Aid - Revenue Limit	$4,272,470	$4,455,492	$4,595,328	$4,747,048	$4,903,203
Federal Revenue	404,449	416,859	427,863	440,015	452,531
Other State Revenue	1,805,756	1,848,529	1,839,152	1,880,813	1,781,633
Other Local Revenue	24,000	24,703	25,464	26,304	27,170
Total Revenues	**$6,506,675**	**$6,745,584**	**$6,887,806**	**$7,094,180**	**$7,164,536**
State Revenues as % of Total	*65.7%*	*66.1%*	*66.7%*	*66.9%*	*68.4%*
Revenues per ADA	*$22,569*	*$23,398*	*$23,891*	*$24,607*	*$24,851*

State Revenues

State Revenues are estimated based on specific programs as identified below, with the majority of funding dependent upon the annual State budget and the school's student population.

Principal Apportionment

The LCFF FCMAT calculator (FCMAT Version v25.2a released 8/16/24) was used to determine the LCFF projections for each year of the above revenue projections which are based on expected student ADA and the expected unduplicated count of students at AMP of 87%. This rate is consistent with the demographics of Fresno Unified as a whole.

These projections show that in year 1, a total of $57,660 of the principal apportionment ADA funding will be disbursed via the Education Protection Account. Approximately 8% of the LCFF revenues (or $1,165 per ADA) are projected to be disbursed via In-Lieu Property Taxes (ILPT). This rate is consistent with the ILPT of Fresno Unified School District during P2 FY23-24.

Table C: Projected State Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
State Aid - Revenue Limit					
LCFF State Aid	$3,878,822	$4,061,845	$4,201,680	$4,353,400	$4,509,555
Education Protection Account	57,660	57,660	57,660	57,660	57,660
In Lieu of Property Taxes	335,988	335,988	335,988	335,988	335,988
Total State Revenue	**$4,272,470**	**$4,455,492**	**$4,595,328**	**$4,747,048**	**$4,903,203**

Federal Revenues

Special Education

AMP provides special education services and will work with the El Dorado Charter Special Education Local Planning Area (SELPA) to ensure resources are provided to ensure compliant, efficient and effective delivery of services. AMP's state special education funding includes general state aid of $865/ADA net of SELPA fees. The school's projected state special ed revenue, within the "Other State Revenue" category includes Educational Related Mental Health Services (ERMHS) level 2 funding at

approximately $75/ADA. In addition to state special education funding, the revenue projection for AMP also assumes $160/ADA of federal special education funding.

Free and Reduced-Price Meal Eligibility

The federally funded National School Lunch Program provides free and reduced-price meals for lunch and breakfast to eligible students, based on parent/guardian income levels. For this budget, we assume that the percentage of our students eligible to receive federal funding reimbursements will be about 87%. Food expenses for this program are shown below; serving staff expenses are included in classified salaries and benefits.

Title Programs

Based on roughly 87% of students qualifying for free and reduced prices meals, AMP has also included Federal Title funds.

Table D: Projected Federal Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Federal Revenue					
Special Education - Entitlement	$47,360	$49,600	$49,600	$49,600	$49,600
Federal Child Nutrition	225,442	232,048	239,195	247,088	255,217
Title I, Part A - Basic Low Income	109,864	113,083	116,566	120,413	124,374
Title II, Part A - Teacher Quality	11,783	12,128	12,502	12,914	13,339
Other Federal Revenue	10,000	10,000	10,000	10,000	10,000
Total Federal Revenue	**$404,449**	**$416,859**	**$427,863**	**$440,015**	**$452,531**

Other State Revenues

Lottery & Mandated Block Grant

Lottery funding is based upon a projection of $273 per ADA per year. Lottery funds are mainly allocated for general purpose use with nearly 30% of the funds restricted for instructional materials. Projections for the Mandate Block Grant are assumed at $20.06/ADA for grades K-8 (2024/25 rate.)

Charter School Facility Grant (SB740)

AMP is projecting to have a FRPM Eligibility of over the 55% requirement to qualify for the SB740 facility grant. As a result, the budget does include the SB740 funding based on the lesser of $ $1,432 per ADA or 75% of the budgeted lease cost.

After School Education and Safety (ASES) and Expanded Learning Opportunity Program (ELOP)

AMP participate in both the ASES and ELOP programs, extending the learning day to 9 hours and requiring the school to be open for 30 non-instructional days. ASES revenue is budgeted at $133,535 annually, and ELOP is budgeted starting at $620,000 annually (adjusted for COLA). Additional ELOP funding is available if the school increases eligible expenses. Extended day expenses have been included (discussed later) in the staff and contracted services expense categories.

California Community Schools Partnership Program (CCSPP)

The California Community Schools Partnership Program (CCSPP) Implementation Grant has been awarded to Aspen Public Schools for the years 2024-25 through 2028-29. Each 2024-25 through 2027-28, AMP has budgeted $250,000 and $187,000 in FY 2028-29 (Year 5) to support community schools in an effort to help the "whole-child" school improvement strategy where the local educational agency and schools work closely with teachers, students, and families. Community school partners with community agencies and local government to align community resources to improve student outcomes.

Learning Recovery Emergency Block Grant (LREBG)

The Learning Recovery Emergency Block Grant (LREBG) provides funding to AMP to be used for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being. As of 2024-25, AMP has budgeted $318,084, which the school plans to spend in equal portions ($79,521) over the next 4-years.

Prop 28 Arts and Music in Schools (AMS)

AMP has budgeted $49,011 annually for AMS funding to expand eligible arts and music programs.

Table E: Projected Other State Revenues

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Other State Revenue					
State Special Education	$249,411	$256,719	$264,626	$273,359	$282,352
Child Nutrition	57,485	59,169	60,991	63,004	65,077
School Facilities (SB740)	$237,017	$243,796	$250,793	$257,815	$265,034
Mandated Cost	5,417	5,447	5,783	5,783	5,783
State Lottery	$78,706	$81,012	$83,507	$86,263	$89,101
Other State Revenue	$1,177,721	$1,202,386	$1,173,451	$1,194,589	$1,074,286
Total Other State Revenue	**$1,805,756**	**$1,848,529**	**$1,839,152**	**$1,880,813**	**$1,781,633**

Other Local Revenues

Although AMP does intend to utilize fundraising, this revenue has been excluded from the budget to be conservative. Approximately $24,000 has been budgeted annually for E-Rate support for eligible communications expenses.

Expenditures

The projected expenditures through 2028-29 are shown below and are followed by a summary of assumptions for some of the larger expenses.

Table F: Summary of Projected Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Summary of Projected Expenses					
Certificated Salaries	$2,108,425	$2,168,726	$2,230,968	$2,293,435	$2,357,651
Classified Salaries	1,191,374	1,225,447	1,260,618	1,295,915	1,332,200
Employee Benefits	893,450	917,783	942,900	968,108	994,021
Total Compensation	**$4,193,248**	**$4,311,956**	**$4,434,486**	**$4,557,458**	**$4,683,873**
Books and Supplies	494,689	508,838	523,441	538,098	553,164
Subagreement Services	419,828	431,835	444,229	456,667	469,454
Operations and Housekeeping	258,000	265,379	272,995	280,639	288,497
Facilities, Repairs and Other Leases	494,173	486,171	431,305	422,684	425,858
Professional/Consulting Services	361,530	372,478	383,287	394,250	405,521
Depreciation	8,695	8,695	8,695	6,661	1,464
Interest	-	-	-	-	-
Total Non-Comp	**$2,036,915**	**$2,073,395**	**$2,063,952**	**$2,098,998**	**$2,143,958**
Total Expenses	**$6,230,163**	**$6,385,351**	**$6,498,438**	**$6,656,456**	**$6,827,831**

Total Compensation - Salaries and Employee Benefits

Total compensation costs (salary and benefits) at capacity remain relatively constant near 67% of total expenditures. “Compensation” includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including STRS, social security, Medicare, and workers’ compensation.

AMP’s teacher staffing levels are based upon enrollment projections. Ratios of Students to Certificated Teachers to is expected to be below 20:1 over the course of the full 5 years of operations. However, that ratio is below 10:1 when including all staff who are in Student/Program support roles.

Table G: Instructional Staff Ratio

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Instructional Staff Ratio					
School Attendance	310.0	310.0	310.0	310.0	310.0
Certificated Teacher	22.0	22.0	22.0	22.0	22.0
Certificated Pupil Support (including SPED)	6.0	6.0	6.0	6.0	6.0
Classified Instructional Aides	14.0	14.0	14.0	14.0	14.0
Total Instructional Staff	**42.0**	**42.0**	**42.0**	**42.0**	**42.0**
Student : Instructional Staff Ratio	*7.4*	*7.4*	*7.4*	*7.4*	*7.4*

The staffing tables associated with our financial projections are shown below:

Table H: Staffing Summary

Total Staffing					
Instructional Staff					
Teachers					
TK-K	3.0	3.0	3.0	3.0	3.0
1st Grade	2.0	2.0	2.0	2.0	2.0
2nd Grade	2.0	2.0	2.0	2.0	2.0
3rd Grade	2.0	2.0	2.0	2.0	2.0
4th Grade	2.0	2.0	2.0	2.0	2.0
5th Grade	2.0	2.0	2.0	2.0	2.0
6th Grade	2.0	2.0	2.0	2.0	2.0
Other - Specialties	7.0	7.0	7.0	7.0	7.0
Total Teacher	**22.0**	**22.0**	**22.0**	**22.0**	**22.0**
Other Instructional Staff					
Certificated Pupil Support (including SPED)	6.0	6.0	6.0	6.0	6.0
Classified Instructional Aides	14.0	14.0	14.0	14.0	14.0
Total Other Instructional Staff	**20.0**	**20.0**	**20.0**	**20.0**	**20.0**
Total Instructional Staff	**42.0**	**42.0**	**42.0**	**42.0**	**42.0**
Administrative Staff - Certified					
Site Director	1.0	1.0	1.0	1.0	1.0
Assistant Site Director	1.0	1.0	1.0	1.0	1.0
Academics/Student Services	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff - Certified	**3.0**	**3.0**	**3.0**	**3.0**	**3.0**
Support and Administrative Staff					
Support Staff - Classified (FTE)	8.0	8.0	8.0	8.0	8.0
Administrative - Classified (FTE)	2.0	2.0	2.0	2.0	2.0
Clerical Staff - Classified (FTE)	4.0	4.0	4.0	4.0	4.0
Extended Day - Classified (FTE)	4.0	4.0	4.0	4.0	4.0
Total Classified Staff	**18.0**	**18.0**	**18.0**	**18.0**	**18.0**
Total Staffing	**63.0**	**63.0**	**63.0**	**63.0**	**63.0**

The average salary structure for key FTE staff positions is listed in the table below. The budget assumes an approximately 2.8% cost of living adjustment every year based on current state guidance. Note that the projected total salary amounts in Table E also includes support staff costs.

Table I: Average Budgeted Salary by Position

	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Average Budgeted Salary by Position					
Teacher (including SPED)	$61,838	$63,606	$65,432	$67,264	$69,147
Administrative Staff - Certified	$94,211	$96,905	$99,686	$102,477	$105,347
Classified Staff (Support and Adminsitrative)	$37,230	$38,295	$39,394	$40,497	$41,631

Table J: Employee Benefits

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Employee Benefits					
STRS	$402,709	$414,227	$426,115	$438,046	$450,311
OASDI	73,865	75,978	78,158	80,347	82,596
Medicare	47,847	49,216	50,628	52,046	53,503
Health and Welfare	300,000	308,580	317,436	326,324	335,462
State Unemployment	42,630	42,630	42,630	42,630	42,630
Workers' Compensation	26,398	27,153	27,933	28,715	29,519
Total Benefits	**$893,450**	**$917,783**	**$942,900**	**$968,108**	**$994,021**

The table above lists the total projected annual employer costs for all employee benefits, on a year-by-year basis. Within employee benefits, most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. These benefits differ by type of employee (i.e. certificated or classified) and by whether they are full-time, part-time and/or hourly employees. AMP's employees participate in different combinations of STRS, Social Security, Medicare, and workers' compensation depending on position. For full-time certificated employees, who participate in the State Teachers' Retirement System (and not in the Federal Social Security system), the employer contribution is expected to remain at 19.10% per the Governor's proposed budget in 2024-25 and remains flat for all subsequential years.

Books and Supplies and Food Services

Many of the core programming cost projections are based upon a per pupil allotment for instructional supplies, online curricula, project materials and some assessments. These costs and additional enrichment/field trip opportunities for students may be supplemented in the future by private funding as it is secured, thus these estimates are conservative. AMP will provide breakfast and lunch for all students and will participate in the National Free and Reduced Lunch Program.

Table K: Books, Supplies, & Food Services

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Books & Supplies					
Textbooks and Core Curricula	$25,000	$25,715	$26,453	$27,194	$27,955
School Supplies	88,097	90,617	93,218	95,828	98,511
Software	56,804	58,429	60,106	61,789	63,519
Office Expense	36,000	37,030	38,092	39,159	40,255
Business Meals	10,000	10,286	10,581	10,877	11,182
Noncapitalized Equipment	38,300	39,395	40,526	41,661	42,827
Food Services	240,488	247,366	254,465	261,590	268,915
Total Books & Supplies	**$494,689**	**$508,838**	**$523,441**	**$538,098**	**$553,164**

Other Expenses

Many of the operating cost projections are based upon historical averages experienced at other independent charter schools, such as communication costs, utilities, insurance, and copier lease costs.

Table L: Subagreement Services

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Subagreement Services					
Substitutes	$97,688	$100,482	$103,366	$106,260	$109,235
Security	38,640	39,745	40,886	42,031	43,207
Other Educational Consultants - Extended Day	283,500	291,608	299,977	308,377	317,011
Total Subagreement Services	**$419,828**	**$431,835**	**$444,229**	**$456,667**	**$469,454**

Table M: Professional Services

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Professional Services					
Audit & Taxes	$24,000	$24,686	$25,395	$26,106	$26,837
Legal	10,000	10,286	10,581	10,877	11,182
Professional Development	67,300	69,225	71,212	73,205	75,255
General Consulting	24,000	24,686	25,395	26,106	26,837
Special Activities/Field Trips	59,630	61,335	63,096	64,862	66,679
Bank Charges	600	617	635	653	671
Other taxes and fees	2,400	2,469	2,539	2,611	2,684
Payroll Service Fee	10,000	10,286	10,581	10,877	11,182
Management Fee	120,875	124,332	127,900	131,481	135,163
District Oversight Fee	42,725	44,555	45,953	47,470	49,032
Total Professional Services	**$361,530**	**$372,478**	**$383,287**	**$394,250**	**$405,521**

Management Fee

AMP has contracted with Charter Impact to provide financial management services including financial reporting, accounts payable, and general accounting. Fees for these services are budgeted at 1.75% of total revenue. Charter Impact also provides hourly based support for attendance, CALPADS and other student data needs. These fees have also been included in the Management Fee account within the budget.

Authorizer Oversight Fee

AMP has projected that it will be required to pay a fee of 1% of general purpose revenues.

Table N: Facilities, Repairs and Other Leases Expenses

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Facilities, Repairs and Other Leases					
Rent	$416,023	$405,786	$348,612	$337,676	$338,470
Equipment Leases	36,000	37,030	38,092	39,159	40,255
Other Leases	-	-	-	-	-
Real/Personal Property Taxes	13,000	13,372	13,756	14,141	14,537
Repairs and Maintenance	29,150	29,984	30,844	31,708	32,596
Total Facilities, Repairs and Other Leases	**$494,173**	**$486,171**	**$431,305**	**$422,684**	**$425,858**

Table O: Operations and Housekeeping

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Operations and Housekeeping					
Auto and Travel	$2,400	$2,469	$2,539	$2,611	$2,684
Dues & Memberships	4,800	4,937	5,079	5,221	5,367
Insurance	44,000	45,258	46,557	47,861	49,201
Utilities	76,000	78,174	80,417	82,669	84,984
Janitorial Services	105,600	108,620	111,738	114,866	118,082
Communications	24,000	24,686	25,395	26,106	26,837
Postage and Shipping	1,200	1,234	1,270	1,305	1,342
Total Operations and Housekeeping	**$258,000**	**$265,379**	**$272,995**	**$280,639**	**$288,497**

Table P: Depreciation

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Depreciation & Interest					
Depreciation	$8,695	$8,695	$8,695	$6,661	$1,464
Total Depreciation & Interest	**$8,695**	**$8,695**	**$8,695**	**$6,661**	**$1,464**

Cash Flow

Ending Cash Balance

The cash balance at the end of 2024-25 through 2028-29 is projected to maintain a growing cash reserve, starting at 14%. At the end of Year 5, AMP is projected to have a cash balance of almost $2 million representing 29% of expenses.

Table Q: Statement of Activities & Cash Balance

	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Statement of Activities					
Revenues					
State Aid - Revenue Limit	$4,272,470	$4,455,492	$4,595,328	$4,747,048	$4,903,203
Federal Revenue	404,449	416,859	427,863	440,015	452,531
Other State Revenue	1,805,756	1,848,529	1,839,152	1,880,813	1,781,633
Other Local Revenue	24,000	24,703	25,464	26,304	27,170
Total Revenues	**$6,506,675**	**$6,745,584**	**$6,887,806**	**$7,094,180**	**$7,164,536**
Expenses					
Certificated Salaries	$2,108,425	$2,168,726	$2,230,968	$2,293,435	$2,357,651
Classified Salaries	1,191,374	1,225,447	1,260,618	1,295,915	1,332,200
Employee Benefits	893,450	917,783	942,900	968,108	994,021
Books & Supplies	494,689	508,838	523,441	538,098	553,164
Subagreement Services	419,828	431,835	444,229	456,667	469,454
Operations and Housekeeping	258,000	265,379	272,995	280,639	288,497
Facilities, Repairs and Other Leases	494,173	486,171	431,305	422,684	425,858
Professional Services	361,530	372,478	383,287	394,250	405,521
Depreciation and Interest	8,695	8,695	8,695	6,661	1,464
Total Expenses	**$6,230,163**	**$6,385,351**	**$6,498,438**	**$6,656,456**	**$6,827,831**
Increase/(Decrease) of Net Assets	**$276,512**	**$360,232**	**$389,369**	**$437,724**	**$336,705**
	4.4%	5.6%	6.0%	6.6%	4.9%
Beginning Cash Balance	989,577	871,093	991,756	1,294,509	1,637,935
Ending Cash Balance	**$871,093**	**$991,756**	**$1,294,509**	**$1,637,935**	**$1,966,870**
Cash Balance (% of Expenditures)	**14.0%**	**15.5%**	**19.9%**	**24.6%**	**28.8%**

Revenues

Since revenues fluctuate and are received from multiple sources, accurate cash projections are vital to maintenance of a healthy financial position. The greatest cash flow challenge is correctly predicting the flow of federal and state revenue sources. California law specifies the payment schedule for State Aid funds. Although this schedule is subject to legislative and regulatory change, the California Department of Education (CDE) has committed to a 5-5-9 payment schedule. We have used this schedule to project our cash flow position AMP. To be conservative, we have assumed that all funds will be received in the month following their scheduled payment. We assumed no deferrals in these projections.

Fund Balance

The fund balance is expected to be above the CDE-recommended levels in each year of operations and grow to 34%+ by the end of year 5.

Table R: Statement of Fund Balance

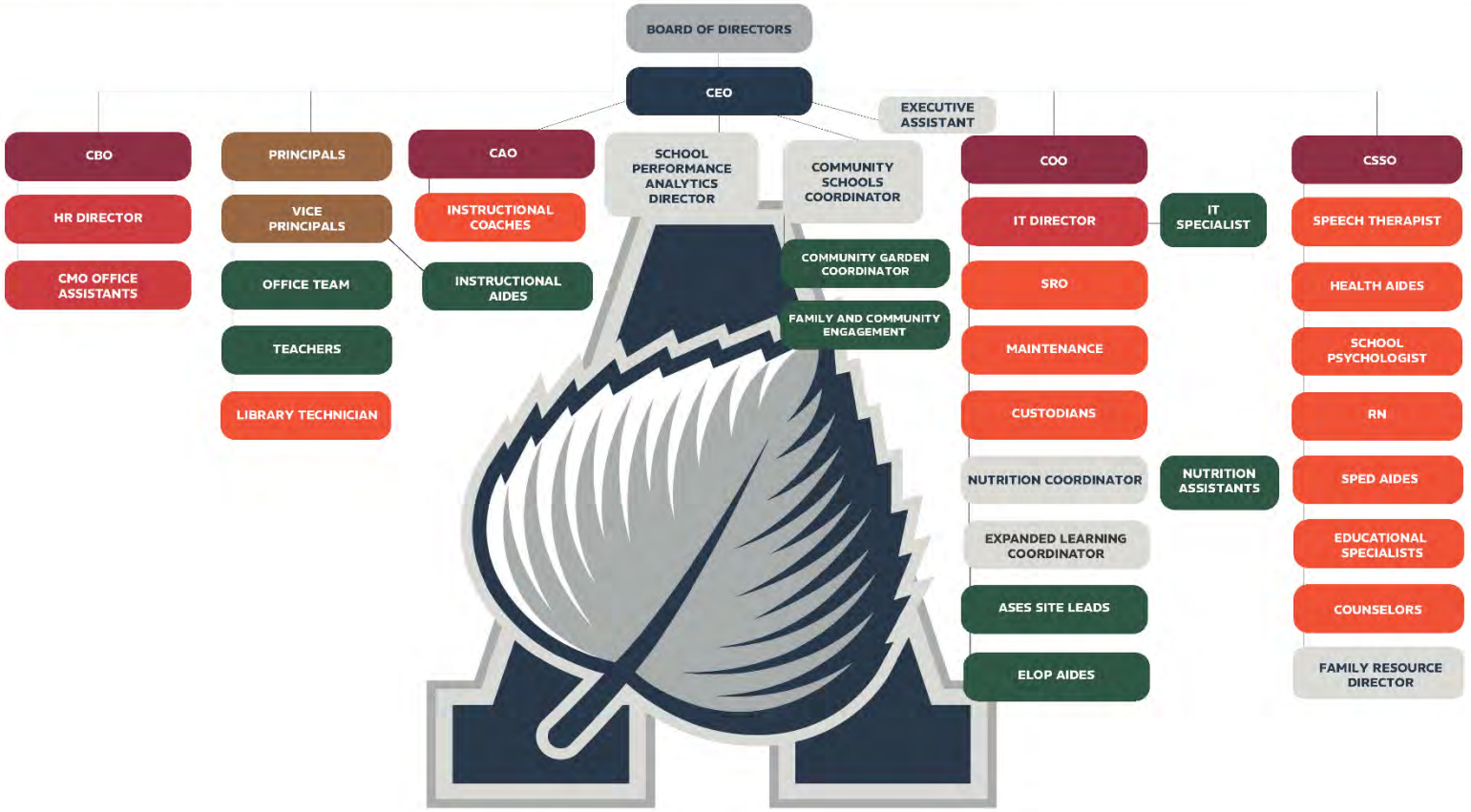
	2024-25	2025-26	2026-27	2027-28	2028-29
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Fund Balance					
Beginning Fund Balance	$569,281	$845,793	$1,206,025	$1,595,394	$2,033,119
Increase/(Decrease) in Net Assets	276,512	360,232	389,369	437,724	336,705
Ending Fund Balance	**$845,793**	**$1,206,025**	**$1,595,394**	**$2,033,119**	**$2,369,824**
Fund Balance (% of Expenditures)	**13.6%**	**18.9%**	**24.6%**	**30.5%**	**34.7%**

ASPEN | MEADOW PUBLIC SCHOOL

Transforming the Community by Developing Exceptional Leaders

ASPEN | PUBLIC SCHOOLS

Organizational Chart



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State of California

NOV 04 2015

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CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Valley Preparatory Academy, Incorporated, a California nonprofit public benefit corporation.

2. Article II of the Articles of Incorporation of this Corporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Valley Preparatory Academy Charter School and Aspen Public School.

3. The foregoing amendments of Articles of Incorporation have been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 10-27-15

John Grice, President

Date: 10/27/15

Carrie Zulewski, Secretary

I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

NOV 05 2015

Date: _____

ALEX PADILLA, Secretary of State

A0804407

next

Secretary of State
Certificate of Amendment of Articles of Incorporation
Name Change Only - Nonprofit

AMDT-NP-NA

IMPORTANT — Read Instructions before completing this form.

Filing Fee – $30.00

Copy Fees – First Page $1.00 & .50 for each attachment page;
Certification Fee – $5.00

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Secretary of State
State of California
OCT 19 2017

ICC

This Space For Office Use Only

1. Corporation Name (Enter the exact name of the corporation as it is currently recorded with the California Secretary of State)

ASPEN PUBLIC SCHOOLS

2. 7-Digit Secretary of State File Number

C2639965

3. New Corporation Name

Item 3a: Enter the number, letter, or other designation assigned to the provision in the Articles of Incorporation being amended (e.g., "I," "First," or "A"). **See Instructions** if the provision in the Articles of Incorporation being amended does not include a number, letter, or other designation. Any attachment is made part of this document.

Item 3b: Enter the new corporate name.

3a. Article 1 of the Articles of Incorporation is amended to read as shown in Item 3b below:

3b. The name of the corporation is ASPEN PUBLIC SCHOOLS INCORPORATED

4. Approval Statements

4a. The Board of Directors has approved the amendment of the Articles of Incorporation.

4b. Member approval was (**check one**):

☐ By the required vote of the members in accordance with California Corporations Code section 5812, 7812, or 12502.

☑ Not required because the corporation has no members.

5. Read, sign and date below (See instructions for signature requirements. Note: Both lines must be signed.)

We declare under penalty of perjury under the laws of the State of California that the matters set forth herein are true and correct of our own knowledge and we are authorized by California law to sign.

Date	Signature	Type or Print Name of President
10/18/2017	Shelly Lether	SHELLY LETHER
10/18/2017	Carrie Zulewski	CARRIE ZULEWSKI

Date	Signature	Type or Print Name of Secretary

I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

OCT 26 2017

Date: _____

ALEX PADILLA, Secretary of State

BYLAWS
OF
ASPEN PUBLIC SCHOOLS, INCORPORATED
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Aspen Public Schools, Incorporated.

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 4221 N. Hughes Ave., Fresno, 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, including, but not limited to, Aspen Valley Prep Academy and Aspen Meadow Public School. 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 School's Charter. 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, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

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. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

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. DESIGNATED 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(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated 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 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, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office for 2 years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election 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. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. 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 9. RESIGNATION OF DIRECTORS. Except as provided below, any director

may resign by giving written notice to the Chairman 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 10. 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 11. 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 of the removal questions 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). Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12. The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors 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.

Section 13. 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 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the boundaries of the granting agencies designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. 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 Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). 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 16. 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 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. 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 address 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.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, 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 19. 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 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 20. 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 boundaries of the school district in which the Charter School operates;

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;[1]

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. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. 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 any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as 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 23. 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 and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. 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 of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

[1] 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.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

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 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors 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. 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 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. 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 Chairman 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. Officers shall not also be directors (Board members).

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 Chairman 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.

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. CHAIRMAN OF THE BOARD. If a Chairman 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 Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman 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 Executive Director, 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. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

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 OFFICER. 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, Chairman 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 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 without the approval of the California Attorney General; provided, however, that 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 of the Board; 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. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. 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. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with 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 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Valley Preparatory Academy, Incorporated, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on May 30, 2017; and that these bylaws have not been amended or modified since that date.

Executed on June 28, 2017 at Fresno, California.

_____, President
John Grice

_____, Secretary
Carrie Zulewski

Aspen Public Schools | Academic 2025-2026 Calendar {FINAL}

For up to date info:
valley.aspenps.org
meadow.aspenps.org
ridge.aspenps.org

***Important:**
Aspen Ridge 9th-12th begins school on **8/14**
Aspen Ridge 7th – 8th begins school on **8/18**
Aspen Valley/Meadow begin **8/18**

1	Holiday/No School
1	Not in session/No School
1	Normal day
1	Minimum Day
1	First/Last Day of School
1	Parent Conferences (no school)
1	Student Led Conf.-afternoon

Valley/Meadow: 175 Student Days **Ridge:** 177 Student Days

July 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						10/12.

September 2025

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28	29	30				
						21

October 2025

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26	27	28	29	30	31	
						17

November 2025

Su	Mo	Tu	We	Th	Fr	Sa
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30						14

December 2025

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28	29	30	31			
						15

January 2026

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4	5	6	7	8	9	10
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						14

February 2026

Su	Mo	Tu	We	Th	Fr	Sa
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March 2026

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						19

April 2026

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						18

May 2026

Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30
31						20

June 2026

Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17	18	19	20
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28	29	30				
						9

SEMESTER 1: 8/18/24-12/19/24 **SEMESTER 2: 1/12/25-6/11/25**

8/15/24 Board Approved

LEASE AGREEMENT
(THE "LEASE AGREEMENT")
by and between

JACQUELYN GATES LLC
(THE "LESSOR")

And

ASPEN PUBLIC SCHOOLS INCORPORATED
(THE "LESSEE")

Dated as of October 1, 2022
relating to

CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(ASPEN PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2022A

And

CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(ASPEN PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2022B (TAXABLE)
(THE "BONDS")

and regarding

CERTAIN PROPERTY DESCRIBED IN EXHIBIT A FOR OPERATIONS OF ASPEN MEADOW PUBLIC SCHOOL

Certain of the rights, title and interest of the Lessor in and to this Lease Agreement are being assigned to the California School Finance Authority (the "Authority") to secure the Lessor's obligations under the Loan Agreement (as defined herein), and by the Authority to U.S. Bank Trust Company, National Association, as trustee under the Indenture (as defined herein), as security for the Bonds.

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LEASE AGREEMENT

THIS LEASE AGREEMENT, dated as of October 1, 2022 (this "**Lease Agreement**"), by and between **JACQUELYN GATES LLC**, a limited liability company (the "**Lessor**"), organized and existing under the laws of the State of California (the "**State**"), and **ASPEN PUBLIC SCHOOLS INCORPORATED**, a nonprofit public benefit corporation (the "**Lessee**"), organized and existing under the laws of the State, is made under the circumstances summarized in the following recitals (the capitalized terms not otherwise defined in this preamble or the Recitals are defined in Article II of this Lease Agreement). Lessee is entering into this Lease Agreement to provide for the use and occupancy of the Site (as defined below) by Aspen Meadow Public School (CDS Code 10 62166 0133942), a California public charter school operated by Lessee pursuant to charter petition approved by the Fresno Unified School District.

RECITALS

WHEREAS, the California School Finance Authority (the "**Authority**") is a public instrumentality of the State of California created pursuant to provisions of the California School Finance Authority Act (constituting Chapter 18 (commencing with 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California (the "**Act**") and is authorized to issue bonds and loan the proceeds thereof for purposes of financing or refinancing the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of educational facilities (as defined in the Act) to a participating party (as defined in the Act), including an entity that undertakes the financing or refinancing of a project (as defined in the Act) pursuant to the Act in conjunction with schools ("**charter schools**") established pursuant to the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the Education Code) (the "**Charter School Law**"); and

WHEREAS, the Lessor was established for the purpose, among others, of supporting the Lessee, an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "**Code**"), in connection with the (i) finance and/or refinance the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of (a) an approximately 44,638 square foot educational facility known as Aspen Valley Prep Academy, located at 4221 N Hughes Ave, Fresno, CA 93705 (the "**Aspen Valley Campus**"), designed to serve approximately 320 students in grades TK-6, and (b) an approximately 30,228 square foot educational facility known as Aspen Meadow Public School, located at 1400 E Saginaw Way, Fresno, CA 93704 (the "**Aspen Meadow Campus**" and, together with the Aspen Valley Campus, the "**Facilities**"), designed to serve approximately 300 students in grades TK-6; (ii) finance and/or refinance the costs of the construction, expansion, remodeling, renovation, improvement, furnishing and equipping of an approximately 18,992 square foot educational facility known as Aspen Ridge Public School, located at 3821 N Clark St, Fresno, CA 93726 (the "**Aspen Ridge Campus**"), designed to serve approximately 400 students in grades 7-12 (collectively, the "**Project**"); (iii) pay certain expenses incurred in connection with the issuance of the Series 2022 Bonds; (iv) pay capitalized interest on the Series 2022 Bonds; and (v) fund a debt service reserve fund and/or related working capital with respect to the Series 2022 Bonds. A deposit to a debt service reserve account for the Series 2022 Bonds in an amount of $1,000,000 will be funded by proceeds of a grant pursuant to the Authority's Charter School Facilities Credit Enhancement Program; and

WHEREAS, the Lessor has entered into the Master Trust Indenture (as herein defined); and

WHEREAS, the Lessee operates Aspen Meadow Public School (CDS Code 10 62166 0133942) (a "**Charter School**"), in accordance with the provisions of Section 47604(a) of the California Education Code and pursuant to a charter authorized by Fresno Unified School District Board of Education; and

WHEREAS, the Lessor and the Lessee desire that the Lessor lease the Project to the Lessee, to be operated by the Lessee as the Charter School at the site described in Exhibit A to this Lease Agreement (the "**Site**"), that will be owned by the Lessor, the sole member of which is the Lessee, being the occupant of the Project; and

WHEREAS, concurrently with the execution of this Lease Agreement, the Lessor will borrow money from the Authority under the Loan Agreement, dated as of October 1, 2022 (the "**Loan Agreement**"), by and between the Authority, as lender, and the Lessor, as borrower, with the borrowed money being derived by the Authority from the issuance and sale of bonds authorized under the Indenture, dated as of October 1, 2022 (the "**Indenture**"), by and between the Authority and U.S. Bank Trust Company, National Association, as trustee (the "**Trustee**"), designated as "California School Finance Authority Charter School Revenue Bonds (Aspen Public Schools – Obligated Group), Series 2022A" (the "**Tax-Exempt Bonds**"), and "California School Finance Authority Charter School Revenue Bonds (Aspen Public Schools – Obligated Group), Series 2022B (Taxable)" (collectively with the Tax-Exempt Bonds, the "**Bonds**"); and

WHEREAS, the Loan Agreement specifies the terms and conditions of the loan made pursuant to the Loan Agreement (the "**Loan**") to provide for, among other things, the financing of the Project and the payment to the Authority of amounts sufficient for the payment of the principal of, redemption price and interest on the Bonds, and certain related expenses; and

WHEREAS, under this Lease Agreement, the Lessor and the Lessee desire to provide for the payment by the Lessee, from legally available Gross Revenues, of Base Rent and Additional Rent for and in consideration of the Lessee's lease of the Project that are sufficient in time and amount to provide for the full and timely satisfaction of all obligations of the Lessor with respect to the Loan and, thereby, of the Authority with respect to the Bonds under the Indenture; and

WHEREAS, under the Loan Agreement and the Mortgages (as defined in the Master Trust Indenture), all rights of the Lessor under this Lease Agreement, including, without limitation, the Lessor's right to receive the rental payments and additional payments payable by or on behalf of the Lessee under this Lease Agreement and any remedies or remedial actions the Lessor may be entitled to under this Lease Agreement, are assigned by the Lessor to the Authority as security for the payment, performance and observance of the obligations of the Lessor under the Loan Agreement; and

WHEREAS, for and in consideration of the Loan, the Lessor agrees, among other things, to make the payments required to be made under the Loan Agreement, which are sufficient to pay the principal of and premium, if any, and interest on the Bonds; and

WHEREAS, the payment and other obligations of the Lessor under and pursuant to the terms of the Loan Agreement are intended to be funded primarily and to the extent necessary by payments to be made by the Lessee under this Lease Agreement, as provided in this Lease Agreement; and

WHEREAS, the Lessor and the Lessee have each duly authorized the execution, delivery and performance of this Lease Agreement;

NOW THEREFORE, for and in consideration of the mutual promises, covenants and agreements contained in this Lease Agreement and for other good and valuable consideration, the receipt and sufficiency of which are hereby mutually acknowledged, the Lessor and the Lessee do hereby agree as follows:

BASIC LEASE TERMS

Section 1.01. Effective Date. The date the Lessor acquires title to the Site.

Section 1.02. The Lessor. Jacquelyn Gates LLC, a California limited liability company, the Sole Member of which is the Lessee. The Lessor is the Borrower under the Loan Agreement.

Section 1.03. The Lessee. Aspen Public School Incorporated, a California nonprofit public benefit corporation duly organized and existing under the laws of the State, and any other lessee of the Project while the Loan is outstanding.

Section 1.04. The Site. As described in Exhibit A, attached hereto. Upon acquisition by the Lessor of the real property constituting Aspen Meadow Campus (as defined in the Indenture), this Lease Agreement shall be deemed to be amended to include such real property as part of the Site.

Section 1.05. Term (Article IV). From the Commencement Date, through the Termination Date.

(a) Commencement Date. October 1, 2022.

(b) Termination Date. The Termination Date of this Lease Agreement shall be June 30, 2062, subject to five consecutive five-year renewal options.

Section 1.06. Rent (Article V).

(a) Base Rent. Effective as of the Commencement Date, and until the Termination Date, the schedule of monthly installments in the amounts set forth in Exhibit B attached to this Lease Agreement to be paid under Article V.

(b) Additional Rent. In addition, under Section 5.02, the Lessee shall make payments sufficient for the Lessor to make all other payments required under Section 3.02 of the Loan Agreement. Such payments by Lessee are referred to herein as "Additional Rent."

Section 1.07. Use (Article VI). As office and classroom space and for any other uses necessary to operate one or more California public charter schools by a corporation that is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code and that qualifies as an "educational organization" as described under section 170(b)(1)(A)(ii) of the Code.

Section 1.08. The Lessor's Broker. None.

Section 1.09. The Lessor's Initial Address for Notices. Jacquelyn Gates LLC, 4221 N Hughes Avenue, Fresno, CA 93705.

Section 1.10.The Lessee's Initial Address for Notices. Aspen Meadow Public School, 1400 East Saginaw Way, Fresno, CA 93704-4459.

Section 1.11. The Trustee's Initial Address for Notices. U.S. Bank Trust Company, National Association, 633 West Fifth Street, 24th Floor, Los Angeles, California 90071, Attention: Corporate Trust Department.

Section 1.12. Exhibits. Exhibit A: Legal Description of Project and Site; Exhibit B: Schedule of Base Rent Payments.

Section 1.13. Construction. Notwithstanding anything contained herein to the contrary, the obligations of the Lessee referenced or contained in this Lease Agreement relate exclusively to the Charter Schools operated at facilities leased to the Lessee by the Lessor and are not to be construed to limit or to create any obligation in respect of, in any manner whatsoever, the Lessee's operation of or any revenue or other funds attributable to any other charter school that is not an Obligated Group School (as defined herein). In addition, the Aspen Ridge Campus (as defined in the Indenture) will not be acquired by the Lessor and will continue to be leased from an unrelated third party pursuant to the Aspen Ridge Campus Lease. Neither the Lessee's general revenues nor any revenues the Lessee may derive from its operation of the Aspen Ridge Public School or any other schools (other than the Obligated Group Schools pursuant to a Lease or other schools the Lessee may operate in the Facilities), nor from any schools the Lessee may operate in the future (other than schools the Lessee may operate in the Facilities), are pledged or otherwise available to make payments under the Leases and with respect to the Series 2022 Bonds.

ARTICLE II
CERTAIN DEFINITIONS

Terms not otherwise defined in this Article II have the meanings set forth in Section 1.01 of the Master Trust Indenture, dated as of October 1, 2022 (the "Master Trust Indenture"), by and among the Lessor as Obligated Group Representative, the Lessor as an initial Member of the Obligated Group and U.S. Bank Trust Company, National Association, as master trustee, in Section 1.01 of the Indenture or in the Mortgages. Unless otherwise expressly stated, references to numbered Articles and Sections are to the numbered Articles and Sections of this Lease Agreement.

"*Abandonment*" means the failure to occupy or conduct business within the Facilities for 20 consecutive days during the Term, excluding scheduled holidays, summer vacation and other scheduled breaks and during construction of the Facilities.

"*ADA*" has the meaning set forth in Section 13.02.

"*Additional Charges*" means all fines, penalties, interest and costs resulting from the Lessee's nonpayment or late payment of amounts due under this Lease Agreement as described in Section 5.07.

"*Additional Rent*" has the meaning set forth in Section 1.06(b).

"*Affiliate*" means a corporation, limited liability company, partnership, joint venture, association, business trust or similar entity organized under the laws of the United States of America or any state thereof, directly controlled by or under common control with a Member or any other Affiliate. For purposes of this definition, "control" means the power to direct the management and policies of a Person through the ownership of at least a majority of its voting securities, or the right to designate or elect at least a majority of the members of its board of directors by contract or otherwise.

"*Authority*" means the California School Finance Authority.

"*Average Daily Expenses for Obligated Group Schools*" means (A) cash requirements during such Fiscal Year related to or payable from revenues attributable to the Obligated Group Schools (excluding from such calculation all depreciation and other non-cash items), and including within such calculation on behalf of the Obligated Group Schools in the aggregate (i) all Operating Expenses for such Fiscal Year for the Obligated Group Schools, (ii) subordinated Support Office Management Fees, and (iii) the sum of the Base Rent and School Loan Repayments payable under the Lease and School Loan Agreements, respectively, for all Obligated Group Schools between any Lessee and any Member of the Obligated Group for that year, divided by (B) 365.

"*Base Rent*" has the meaning set forth in Section 1.06(a).

"*Bonds*" has the meaning given to it in the recitals hereof.

"*Breach*" means any default or breach of this Lease Agreement described in Section 21.01.

"*Cash and Cash Equivalents*" means the sum of cash, cash equivalents, liquid investments, and unrestricted marketable securities (valued at the lower cost of market value) of the Obligated Group Schools.

"*Charter School*" means Aspen Meadow Public School, as a California public charter school for TK-6 students, in accordance with the provisions of Section 47604(a) of the California Education Code and pursuant to a charter authorized by FUSDBE.

"*Charter School Law*" means the Charter Schools Act of 1992, constituting Part 26.8 of Division 4 of Title 2 of the Education Code of the State, as in effect on the date hereof and as it may from time to time hereafter be amended or supplemented.

"*Commencement Date*" has the meaning set forth in Section 1.05(a).

"*Consolidated Payment Obligations Coverage Ratio*" means the ratio determined by dividing Consolidated Net Operating School Revenue for such period by the Consolidated Payment Obligations (as such terms are defined in the Master Indenture).

"*Consolidated Days Cash on Hand*" means (i) the sum of Cash and Cash Equivalents of the Obligated Group Schools, as shown on Lessees' audited financial statements for each Fiscal Year, and any State payments accrued to such Fiscal Year and scheduled to be received within two months following the end of such Fiscal Year ("Cash on Hand"); divided by (ii) the Average Daily Expenses for Obligated Group Schools (as calculated for the most recent Fiscal Year ending before such date).

"*Construction Agreement*" means any agreement providing for the construction of the Facilities.

"*Continuing Disclosure Agreement*" means the Continuing Disclosure Agreement, dated as of October 1, 2022, among the Lessor, the Lessee and the Dissemination Agent (as such term is defined in the Continuing Disclosure Agreement), as originally executed and as it may be amended from time to time in accordance with the terms thereof.

"*Days Cash on Hand Requirement*" has the meaning given to it in Section 19.02.

"*Eliminated Expenses*" means any Operating Expenses that an Authorized Representative of the Lessee certifies will be eliminated as a result of any proposed Long-Term Indebtedness.

"*Expenses*" means all costs and expenses of the ownership, operation, maintenance, repair, or replacement, and insurance of the Facilities, as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Facilities, the aggregate of the "Maintenance Expenses" and the "General Expenses" set forth below:

(a) "*Maintenance Expenses*" means all costs of maintaining and repairing the Facilities, the parking area, athletic fields and other portions of the Facilities, deferred maintenance, installing or extending service systems and other built-in equipment, and improving the Facilities, including without limitation all of the following:

(i) All maintenance, replacement and repair costs of air conditioning, heating and ventilation equipment and systems, elevators (if any), landscaping, service

areas, parking lots, athletic fields, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, structural compliments of the Facility, and cost of compliance with applicable laws (including any required upgrades or retrofitting);

(ii) supplies, materials, labor, equipment, and utilities used in or related to the repair and maintenance of the Facilities and such common areas; and

(iii) capital improvements made to the Facilities (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Facilities; and

(b) "*General Expenses*" means all of the following, to the extent not included in Maintenance Expenses:

(i) gross receipts taxes, whether assessed against Lessor or assessed against Lessee and collected by Lessor;

(ii) water, sewage, and waste or refuse removal charges;

(iii) gas, electricity, telephone and other utilities;

(iv) the cost of monthly or annual contracts for systems or services such as alarm systems, security systems, internet services, janitorial services or landscaping services;

(v) all janitorial, cleaning, landscaping, sweeping and repair services relating to the Facilities;

(vi) the costs of signs and directories;

(vii) the cost of compliance with laws related to the Facilities as such, and not to the Charter Schools generally;

(viii) reasonable costs incurred by the Lessor for operating expenses, including the day- to-day management (if any), the cost of management personnel (if any), together with any of the Lessor's administrative expenses such as state filings, preparation of tax returns or notices, and all taxes, charges, or fees in connection therewith to the extent related to the Facilities;

(ix) Real Property Taxes and personal property taxes, if any;

(x) amounts required to be paid as deductibles in connection with any insurance required under the Loan Agreement or this Lease Agreement; and

(xi) any other costs or expenses incurred by Lessor under this Lease Agreement.

"*Extraordinary Monthly Rent Notice*" means any notice received by the Lessee under this Lease Agreement (an "Extraordinary Monthly Rent Notice") from either the Lessor or the Related Bond Trustee (as defined in the Master Indenture) stating the Related Bond Trustee has not received the payment of rent with respect to a Related Project on or before that date that such required payment is due.

"*Extraordinary Monthly Rent*" means the amount set forth in the applicable Extraordinary Monthly Rent Notice, which shall be the Lessee's Proportionate Share of the Extraordinary Monthly Rent.

"*FUSDBE"* means the Fresno Unified School District Board of Education, or any successor authorizer of the Charter School.

"*Governmental Issuer*" means any municipal corporation, political subdivision, state, territory or possession of the United States, or any constituted authority or agency or instrumentality of any of the foregoing empowered to issue obligations on behalf thereof, which obligations constitute Related Bonds.

"*Gross School Revenues*" means all revenue, income, receipts and money received by the Lessee or on behalf of Lessee from all lawfully available sources attributable to its operation of the applicable Obligated Group School and to any other charter school operated by Lessee in the properties subject to the Lease or related to the School Loan Agreement, including from any applicable district or county or from the State pursuant to the Charter School Law from any general purpose entitlement, revenue limit, or State educational funding sources; but excluding gifts, grants, bequests, donations and contributions, to the extent specifically restricted by the donor to a particular purpose inconsistent with their use for Rent payments or operating expenses. Any other income, revenue, receipts, contributions or other monies received by Lessee not specifically described in the immediately preceding sentence shall not constitute Gross School Revenues.

"*Indenture*" has the meaning specified in the recitals of this Lease Agreement.

"*Independent Consultant*" means a firm (but not an individual) which (1) is in fact independent, (2) does not have any direct financial interest or any material indirect financial interest in the Lessor or any affiliate thereof and (3) is not connected with the Lessor or any affiliate thereof as an officer, employee, promoter, underwriter, trustee, partner, director or Person performing similar functions, and designated by the Lessor, qualified to pass upon questions relating to the financial

affairs of facilities of the type or types operated by the Lessor and having a favorable reputation for skill and experience in the financial affairs of such facilities.

"*Insurance Consultant*" means a Person (which may be an insurance broker or agent of a Member) which (a) does not have any direct financial interest or any material indirect financial interest in any Member or any Affiliate and (b) is not connected with any Member or any Affiliate as an officer, employee, promoter, underwriter, trustee, partner, director or Person performing similar functions, and designated by the Obligated Group Representative, qualified to survey risks and to recommend insurance coverage for educational facilities and organizations engaged in such operations.

"*Intercept*" means the apportionment from the Controller of the State of California, pursuant to Section 17199.4 of the California Education Code (or any successor provision) and the Intercept Notice, of amounts specified in the Intercept Notice and payable directly to the Trustee, if applicable.

"*Intercept Notice*" means any notices from the Lessee on behalf of the Charter School to the Controller of the State of California, pursuant to Section 17199.4 of the California Education Code (or any successor provision), specifying a transfer schedule for the payment directly to the Trustee of one or more of the following: (a) principal of the Bonds, (b) interest on the Bonds and (c) other costs necessary or incidental to financing pursuant to the Act relating to the Bonds, including Additional Payments (as defined in the Indenture), in substantially the form set forth in this Lease Agreement or any applicable School Loan Agreement, as the same may be amended, supplemented or restated from time to time.

"*Interim Indebtedness*" means all Obligated Group School Indebtedness having an original maturity less than or equal to five years and not renewable at the option of Lessee for a term greater than five years from the date of original incurrence or issuance.

"*Lessee Parties*" means any of the Lessee's employees, students, customers or other invitees that enter the Facilities and/or the Site.

"*Lessee Property*" means all movable partitions, business and trade fixtures, machinery and equipment, communications equipment and office equipment located in the Facilities and on the Site and acquired by or for the account of the Lessee, without expense to the Lessor, that can be removed without structural damage to the Facilities, and all furniture, furnishings and other articles of movable personal property owned by the Lessee and located in the Facilities and on the Site.

"*Loan Agreement*" means the Loan Agreement, dated as of October 1, 2022, by and between the Authority and the Lessor.

"*Management Agreement*" means any agreement between the Lessee and a member of the Obligated Group or the Obligated Group Representative, pursuant to which the Lessee provides management services.

"*Master Trust Indenture*" means the Master Indenture of Trust, dated as of October 1, 2022, by and among the Lessor, U.S. Bank Trust Company, National Association, as Master Trustee, and the initial Members (as defined therein).

"*Master Trustee*" means U.S. Bank Trust Company, National Association, a national banking association organized and existing under and by virtue of the laws of the United States of America and, subject to the limitations contained in the Master Trust Indenture, any other corporation or association which may be co-trustee with U.S. Bank Trust Company, National Association and any successor or successors to said trustee or co-trustee in the trusts created thereunder.

"*Member*" means each signatory to the Master Trust Indenture (excluding the Master Trustee and the Obligated Group Representative) and, together with each other Person which is obligated thereunder to the extent and in accordance with the provisions of Section 3.09 or 3.11 thereof, from and after the date upon which such Person joins the Obligated Group, but excluding any Member which withdraws from the Obligated Group to the extent and in accordance with the provisions of Section 3.12 thereof, from and after the date of such withdrawal.

"*Mortgages*" means any mortgage, including any leasehold deed of trust, deed of trust, security agreement, assignment of rents and leases, and/or financing statement encumbering the Facilities or the Site, Plant and Equipment of the Lessor for the benefit of the Master Trustee executed and delivered in accordance with the provisions of the Master Trust Indenture.

"*Net Operating School Revenue*" means Gross School Revenues minus Operating Expenses; provided, that no determination thereof will take into account: (a) any gain or loss resulting from either the early extinguishment or refinancing of Obligated Group School Indebtedness or the sale, exchange or other disposition of capital assets not made in the ordinary course of business; (b) gifts, grants, bequests, donations or contributions, and income therefrom, to the extent specifically permanently restricted by the donor or by law to a particular purpose inconsistent with their use for the payment of Operating Expenses; (c) the net proceeds of insurance (other than business interruption insurance) and condemnation awards; (d) adjustments to the value of assets or liabilities resulting from changes in generally accepted accounting principles; (e) unrealized gains or losses that do not result in the receipt or expenditure of cash; and (f) nonrecurring items which involve the receipt, expenditure or transfer of assets.

"*Nonrecourse Indebtedness*" means all Obligated Group School Indebtedness with respect to which the obligee is prevented by applicable law or contractual arrangement from exercising recourse, or any other right or remedy exercisable by a creditor, against all or any part of the Site or Facilities in order to pay, satisfy or discharge all or any part of the Obligated Group School Indebtedness.

"*Obligated Group*" means all Members, which does not include the Obligated Group Representative.

"*Obligated Group Representative*" means the Lessor or such Member (or Members acting jointly) or other Person as may have been designated to act as Obligated Group Representative under the Master Trust Indenture.

"*Obligated Group School Indebtedness*" means Indebtedness (as such term is defined in the Master Indenture) related to or payable from revenues of the Obligated Group and that is an Obligated Group School by virtue of its operation by Lessee in the properties subject to the Lease or any applicable School Loan Agreement.

"*Official Records*" means the Official Records of Fresno County, California.

"*Operating Expenses*" means, except as provided below, all unrestricted expenses of the Lessee attributable to operations of the applicable Obligated Group School and to any other charter school that is an Obligated Group School by virtue of its operations by the Lessee in the Facilities subject to the Lease or any applicable School Loan Agreement, including maintenance, repair expenses, utility expenses, equipment lease and other rental expense (excluding the Base Rent, School Loan Repayments and the Extraordinary Monthly Rent, if any, but including Additional Rent and Expenses), administrative and legal expenses, miscellaneous operating expenses, advertising and promotion costs, payroll expenses (including taxes), the cost of material and supplies used for current operations of the Lessee, equipment leases and service contracts, taxes upon the operations of the Lessee not otherwise mentioned in the Lease, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with generally accepted accounting principles, all in such amounts as reasonably determined by the Lessee. Notwithstanding the foregoing, "Operating Expenses" shall *exclude* (i) all subordinated Support Office Management Fees, (ii) depreciation and amortization, (iii) one-time expenses, and (iv) any expenses which are treated as extraordinary in accordance with generally accepted accounting principles.

"*Person*" means any individual, corporation, partnership, limited liability company, joint venture, association, joint stock company, trust, unincorporated organization, government or any agency or political subdivision thereof or any other form of entity.

"*Prepayment*" has the meaning set forth in Section 5.1.

"*Proportionate Share*" means the amount required to be paid by the Lessee to ensure that all of the required Base Rent and School Loan Repayments (as such term is defined in the Master Trust Indenture) with respect to all of the Related Projects have been timely made, said amount to be determined from time to time for each Obligated Group School in proportion to its respective share of Gross School Revenues attributable to the operation of such Obligated Group School.

"*Real Property Taxes*" means any form of assessment, levy, penalty, charge or tax (other than estate, inheritance, net income, or franchise taxes) imposed by any authority having a direct or indirect power to tax or charge, including, without limitation, any city, county, state federal or any improvement or other district, whether such tax is: (a) determined by the value of Facilities and the Site or the rent or other sums payable under this Lease Agreement; (b) upon or with respect to any legal or equitable interest of the Lessor in the Facilities or the Site and or any part thereof; (c) upon this transaction or any document to which the Lessee is a party creating a transfer in any interest in the Facilities or the Site; (d) in lieu of or as a direct substitute in whole or in part of or in addition to any real property taxes on Facilities or the Site; (e) based on any parking spaces or parking

facilities provided in the Facilities or on the Site; or (f) in consideration for services, such as police protection, fire protection, street, sidewalk and roadway maintenance, refuse removal or other services that may be provided by any governmental or quasi-governmental agency from time to time that were formerly provided without charge or with less charge to property owners or occupants.

"*Related Bond Indenture*" means any indenture, trust agreement, bond resolution or other comparable instrument pursuant to which a series of Related Bonds are issued.

"*Related Bond Issuer*" means the Governmental Issuer of any issue of Related Bonds.

"*Related Bond Trustee*" means the trustee and its successors in the trusts created under any Related Bond Indenture, and if there is no such trustee, means the Related Bond Issuer.

"*Related Bonds*" means the revenue bonds or other obligations issued by any Governmental Issuer, pursuant to a single Related Bond Indenture, the proceeds of which are loaned or otherwise made available to a Member or Members (each as defined in the Master Trust Indenture) in consideration of the execution, authentication and delivery of an Obligation or Obligations to or for the order of such Governmental Issuer (each as defined in the Master Trust Indenture).

"*Related Project*" means any project financed by Indebtedness that remains Outstanding (each as defined in the Master Trust Indenture).

"*Rent*" means all Base Rent, all Additional Rent (including all Expenses) and all Extraordinary Monthly Rent.

"*School*" or "*Obligated Group School*" means individually, and "*Schools*" or "*Obligated Group Schools*" means collectively, each public charter school operated by a Lessee and located at one or more Facilities from and after the date upon which the Member that is the lessor or Lender under such Lease or School Loan Agreement, as applicable, joins the Obligated Group, but excluding any public charter school operated by a Lessee at premises that are not owned or leased by a Member that is part of the Obligated Group or is owned or leased by a Member that withdraws from the Obligated Group to the extent and in accordance with the Master Indenture, from and after the date of such withdrawal. As of the date of issuance of Obligation No 1 the Obligated Group Schools are Aspen Meadow, Aspen Ridge and Aspen Valley.

"*School Loan Agreement*" means any loan agreement pursuant to which the Lessee borrows money from a Member of the Obligated Group for the benefit of a Facility at which an Obligated Group School is located.

"*School Loan Repayments*" has the meaning given thereto in the applicable School Loan Agreement.

"*Short-Term Indebtedness*" means all Indebtedness having an original maturity less than or equal to one year and not renewable at the option of a Member for a term greater than one year from the date of original incurrence or issuance, provided however, that any Short-Term Indebtedness that

has been issued as revenue anticipation notes ("RANs") will not be included or counted as Short-Term Indebtedness to the extent that the RANs are secured by deferred state apportionment revenues expressly pledged and deposited in an intercept account to pay such RANs.

"*Sponsoring Entity*" means *FUSDBE* or any other chartering entity authorized under the Charter School Law to authorize a charter, including, without limitation, to the Lessee for its operation of the Charter Schools at the Facilities or any subsequent tenant with respect to the Facilities.

"*Support Office Management Agreements*" means any agreements, documents or instruments regarding school management services to be provided to the Obligated Group Schools by the Lessee.

"*Support Office Management Fees*" means all support office management fees, if any, paid to the Lessee in connection with management services provided and related to or payable from revenues attributable to the Obligated Group Schools operated by the Lessee at the Facilities and to any other charter school that is an Obligated Group School by virtue of its operation by Lessee in the Facilities or any applicable School Loan Agreement, but only to the extent that such fees are subordinate to the payment of Base Rent and Additional Rent due under this Lease Agreement.

"*Tax Certificate*" means the Tax Certificate and Agreement of the Authority and the Lessor dated the date of issuance of the Bonds, as the same may be amended or supplemented in accordance with its terms.

"*Tax-Exempt Bonds*" has the meaning given to it in the recitals hereof.

"*Term*" means the term of this Lease Agreement, commencing on the Commencement Date and ending on the Termination Date.

"*Termination Date*" has the meaning set forth in Section 1.05(b).

"*Termination Notice Period*" has the meaning set forth in Section 22.01(b).

"*Termination Option*" has the meaning set forth in Section 4.02.

"*Trustee*" means U.S. Bank Trust Company, National Association, a national banking association organized and existing under the laws of the United States of America, or its successor, as Trustee under the Indenture.

"*Underwriter*" means RBC Capital Markets, LLC, its successors and assigns.

ARTICLE III
SQUARE FOOTAGE

Section 3.01. Rent Independent of Actual Square Footage. The Site and the Facilities sit on an approximately 4.57 acre site with a main campus building of approximately 30,228 square feet. The Lessor does not represent or warrant that the actual square footage of the Facilities or the Site is

precisely as indicated. Notwithstanding the foregoing, the Lessor and the Lessee stipulate and agree that the amount of Base Rent and other charges under this Lease Agreement represent fair and adequate consideration for the Lessee's use and enjoyment of the Facilities and the Site.

ARTICLE IV
TERM AND POSSESSION

Section 4.01. Term. The term of this Lease Agreement is for the period set forth in Section 1.05(b), unless terminated earlier in accordance with the provisions of this Lease Agreement. The Lessee shall have the right for the optional renewal of this Lease Agreement after the Termination Date to the extent provided in Section 1.05(b) and shall exercise said right if at the Termination Date any Bonds are then Outstanding. All terms and Rent shall remain the same during any renewal option term.

Section 4.02. Options to Terminate. The Lessee shall have the right to terminate this Lease Agreement in whole or in part without penalty in the event Lessee's application for renewal of the charter petition for any of the Schools occupying the Facilities and Site is denied by the Chartering Authority or if any of such charters otherwise terminates ("**Termination Option**"). The Lessee may exercise the Termination Option by providing the Lessor and the Trustee with written notice of the Lessee's intent to exercise the Termination Option no later than 90 days prior to the scheduled expiration of the Charter School's charter, or within 10 days after notification of charter revocation or denial of charter renewal, whichever is earlier; such written notice shall also include sufficient evidence of the charter revocation or denial of charter renewal. For purposes of the preceding sentence and Section 21.01(g): (a) any denial of a charter renewal petition prior to the final year of the current charter term shall be disregarded, and (b) no charter petition denial or charter revocation shall be deemed to have occurred, (i) if the Lessee shall diligently pursue its administrative and legal remedies for maintaining the funding of the operation of the Charter Schools and (ii) until such administrative and legal remedies are exhausted. Notwithstanding the foregoing, if the Lessee exercises its Termination Option under this Section 4.02, the Lessee shall continue to pay Base Rent and all other amounts due under this Lease Agreement to the Lessor until the Lessor or the Lessee secures a tenant reasonably satisfactory to the Lessor that meets the requirements of the Loan Agreement, to lease the Facilities and the Site and such tenant enters into a lease with the Lessor and commences the payment of Base Rent, Additional Rent (including Expenses, Extraordinary Monthly Rent and all other amounts due under this Lease Agreement.

Section 4.03. Condition of the Facilities and Site. No representation, express or implied, respecting any matter or thing relating to Facilities, the Site or this Lease Agreement (including, without limitation, the condition of the Facilities or the Site) have been made to the Lessee by the Lessor, other than as may be contained in this Lease Agreement.

Section 4.04. Entry on the Facilities and the Site. Upon reasonable prior notice to the Lessee, the Lessor and the Trustee shall at any and all reasonable times have the right to enter the Facilities and the Site in order to do the following: (a) inspect the Facilities and the Site; (b) supply any service to be provided by the Lessor to the Lessee under this Lease Agreement; (c) show Facilities to prospective transferees, lenders, tenants, or other invitees of the Lessor; (d) post notices

of non-responsibility; and reinforce, alter, improve or repair the Facilities as required by law, or otherwise as the Lessor and the Lessee agree are necessary or desirable, and may for that purpose erect scaffolding and other necessary structures where reasonably required by the character of the work to be performed, subject to compliance with applicable laws and regulations, always providing that access to the Facilities and the Site shall not materially be blocked thereby, and further providing that the business of the Lessee shall not be interfered with unreasonably nor shall the Facilities or the Site be made unsafe or not in compliance with applicable laws and regulations by such work. The Lessor and the Trustee shall have the right to use any and all lawful means that the Lessor deems reasonable under the circumstances to gain access to the Facilities and the Site in an emergency without liability to the Lessor or the Trustee. No entry to the Facilities or the Site by the Lessor or the Trustee for the purposes described in this Section 4.04 shall be construed or deemed to be a forcible or unlawful entry into, or a detainer of, the Facilities or the Site, or an eviction of the Lessee from the Facilities, the Site or any portion thereof.

Section 4.05. Surrender of Possession. Upon the expiration or termination of this Lease Agreement, the Lessee shall peaceably vacate and surrender the Facilities and the Site to the Lessor in good condition (with the exception of ordinary wear and tear and acts of God) and shall surrender all keys and other entry codes or devices to the Facilities and the Site. Upon the Lessor's request, the Lessee shall remove all Lessee Property on or before the Termination Date and promptly repair all damage to the Facilities or the Site caused by such removal. If the Lessee abandons or surrenders the Facilities and the Site, or is dispossessed by process of law or otherwise, any of the Lessee Property left in the Facilities or on the Site shall remain property of the Lessee unless the law or judicial decision of the jurisdiction in which Site is located provides otherwise. If the Lessor elects to remove all or any part of Lessee Property, the cost of removal, including reasonable storage costs and the cost of repairing any damage to the Facilities or the Site caused by such removal, shall be paid by the Lessee to the Lessor.

Section 4.06. No Implied Termination. No act or conduct of the Lessor, including, without limitation, the acceptance of keys, codes or entry devices to the Facilities or the Site shall constitute an acceptance of the surrender of the Facilities or the Site by the Lessee before the expiration or termination of this Lease Agreement. Only a written notice from the Lessor to the Lessee shall constitute acceptance of the surrender of the Facilities and the Site and accomplish a termination of this Lease Agreement.

Section 4.07. No Holding Over. The Lessee shall have no right to retain possession of the Facilities, the Site or any part thereof, after expiration or termination of this Lease Agreement.

Section 4.08. Charters. The Lessee covenants and agrees to use its best efforts to: (a) maintain the charters authorized for the Charter School and (b) take any and all actions required to renew or extend the term of the charters granted for the Charter School for so long as the Loan remains outstanding. Any material revision of the charter granted for the Charter School shall be deemed consistent with the terms of the preceding sentence unless such material revision in and of itself (and not in connection with any transaction or act permitted under this Lease Agreement) materially and adversely affects the operations of the Charter School or the financial condition of the Lessor or the

Lessee. Not later than 10 Business Days after receipt, the Lessee covenants to provide the Trustee and the Underwriter with a copy of any notice received from FUSDBE relating to FUSDBE's intent to revoke or to deny renewal or extension of the term of a charter granted for the Charter School or any notice of any issues that, if not corrected or resolved, could lead to revocation or non-renewal of a charter granted for one of the Charter School.

Section 4.09.Books and Records. The Lessee covenants and agrees, at all times to keep, or cause to be kept, proper books of record and account, prepared in accordance with generally accepted accounting practices, consistently applied, in which complete and accurate entries shall be made of all transactions of or in relation to the business, properties and operations of the Lessee. Such books of record and account shall be available for inspection by the Trustee and its duly authorized agents, at reasonable hours and under reasonable circumstances.

ARTICLE V
BASE RENT AND OTHER PAYMENTS

Section 5.01. Base Rent. The Lessee shall pay, when due, all Base Rent and other charges as provided in this Lease Agreement, without offset or other limit. Amounts equal to Base Rent due under this Lease Agreement shall be paid to the Lessor in lawful currency of the United States of America as provided in the Loan Agreement. The failure of the Lessee to make any payment required under this Article V when due shall be deemed to be a default in payment of rent that shall give the Lessor all remedies under State law relating to a default in payment of rent. All payments received by the Lessor shall be applied as set forth in the Loan Agreement. Base Rent shall be payable to the Lessor in advance on the 20th calendar day of each applicable calendar month. Monthly payments of Base Rent shall be made as set forth in Exhibit B. Unless there shall occur an Event of Default as provided in the Loan Agreement, for the purpose of determining the timeliness of the payment of Base Rent hereunder, Base Rent shall be deemed paid to the Lessor as and when the Trustee draws funds from the Revenue Fund as provided in the Indenture. The Lessee may, at its option, prepay any or all portions of the Base Rent in advance of the due date ("**Prepayment**"). Any Prepayment will be applied as agreed upon by the Lessor and the Lessee. The Lessee's obligation to make any and all additional payments under this Lease Agreement (including without limitation, the payment of Additional Rent), shall survive the termination of this Lease Agreement.

Section 5.02. Additional Rent. As Additional Rent, the Lessee shall pay, or cause to be paid, and shall indemnify the Trustee and the Lessor against (a) all amounts required to be paid by the Lessor pursuant to Section 3.02 of the Loan Agreement and (b) all reasonable fees, costs and charges, including reasonable fees and expenses of attorneys, accountants, consultants and other experts, incurred in good faith and without negligence and arising out of or in connection with the Loan Agreement, the Indenture, this Lease Agreement, the Mortgages or the Bonds, which payments shall be made in each case directly to the parties entitled thereto or to reimburse the Trustee or the Lessor, as the case may be. These obligations shall survive the termination of this Lease Agreement.

Section 5.03. Extraordinary Monthly Rent. In the event that the Lessee receives an Extraordinary Monthly Rent Notice from either the Lessor or a Related Bond Trustee stating that the Related Bond Trustee has not received the payment of rent with respect to a Related Project on or

before that date that such required payment is due, then the Lessee shall pay the Extraordinary Monthly Rent to the Related Bond Trustee, but only from and to the extent of Gross School Revenues attributable to the Lessee's operation of any Obligated Group School in the Facilities and legally available for such purpose, within three Business Days after receipt of the Extraordinary Monthly Rent Notice. The Lessee covenants to immediately provide the Lessor with a copy of any Extraordinary Monthly Rent Notice received by the Lessee.

Section 5.04. Pledge of Gross School Revenues. To secure the payment and performance of its obligations hereunder, the Lessee hereby pledges to the Lessor and grants the Lessor a security interest in the Gross School Revenues, expressly excluding from such pledge and grant any State apportionment revenue pledged to secure Short-Term Indebtedness or Interim Indebtedness incurred pursuant to Section 19.04(c) hereof. From time to time, the Lessee may own or hold funds or other assets subject to a statutory, regulatory, grantor-imposed or donor-imposed restriction on use that prohibits the use of such funds or assets to satisfy the obligations of the Lessee under this Lease Agreement and/or prohibits the encumbrance of such funds or assets to secure such obligations. The foregoing pledge and grant of security interest shall not encumber, attach to, or transfer, and the holder of any claims of the Lessor under this Lease Agreement shall have no recourse under this Lease Agreement to, any funds or assets of the Lessee to the extent that any transfer of such funds or assets to or for the benefit of such holder would violate any such restriction on the use of such funds or assets.

Neither Lessee's general revenues nor any revenues Lessee may derive from its operation of schools (other than the Obligated Group Schools or any other charter school that is an Obligated Group School by virtue of its operation by Lessee in the Facilities or any applicable School Loan Agreement), nor from any schools Lessee may operate in the future, are pledged or otherwise available to make payments under the Lease and with respect to the Bonds.

Section 5.05. Additional Payments. During the term of this Lease Agreement, the Lessee shall pay all fees and expenses and other costs that are to be paid to the Trustee under the Loan Agreement.

Section 5.06. Partial Payments of Rent. The Lessee shall make all payments of Rent in full. Payment or receipt of a payment of Rent in an amount less than the amount stated in this Lease Agreement or in the Lessor's invoice shall be deemed to be nothing more than a partial payment on that month's account. Under no circumstances shall the Lessor's or any other payee's acceptance of a partial payment of Rent constitute accord and satisfaction, nor will the Lessor's or any other payee's acceptance of a partial payment of Rent forfeit the Lessor's right to collect the balance due on the account. The Lessor may accept any partial payment check with any conditional or restrictive endorsement or memorandum without prejudice to any right to recover the balance remaining due or to pursue any other remedy available under this Lease Agreement.

Section 5.07. Late Charges. The Lessee hereby acknowledges that any late payment by the Lessee to or for the account of the Lessor of Rent or other sums due under this Lease Agreement will cause the Lessor to incur costs not contemplated by this Lease Agreement, the exact amount of which is difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges

and late charges that may be imposed upon the Lessor by the terms of the Mortgages or any other mortgage or trust deed covering the Facilities and the Site. Accordingly, if any installment of Rent or other sum due from the Lessee shall not be received in full by the Lessor or the Lessor's designee on the date such amount is due, then the Lessee shall pay to the Lessor an amount equal to the costs incurred by the Lessor directly as a result of such late payment. Any payments of any kind returned for insufficient funds will be subject to an additional handling charge of $25.00, and thereafter, the Lessor may require the Lessee to pay all future payments of rent or other sums due by money order or cashier's check.

Section 5.08. Personal Property Taxes. The Lessee shall pay before delinquency all taxes, assessments, license fees and public charges levied, assessed or imposed upon its operations of the Project. The Lessee shall pay, or cause to be paid, before delinquency, any and all taxes levied or assessed and that become payable during the term of this Lease Agreement upon all Lessee Property. In the event any or all of the Lessee Property shall be assessed and taxed with the Facilities or the Site, the Lessee shall pay to the Lessor its share of such taxes within 10 days after delivery to the Lessee by the Lessor of a statement in writing setting forth the amount of such taxes applicable to the Lessee Property. Notwithstanding the foregoing, the Lessee may contest any tax or assessment in good faith, but only to the extent that doing so does not result in a foreclosure or other involuntary transfer of the Project or Lessee Property.

Section 5.09. Budgeting Rent. The Lessee covenants to take such action as may be necessary to include all such payments of Rent and, to the extent determined, Additional Rent due under this Lease Agreement in its annual budgets, and to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent and, to the extent determined, Additional Rent (including Expenses) and Extraordinary Monthly Rent.

Section 5.10. Source of Payments. The Lessee's payment obligations to pay Rent or any other payment obligation under this Lease Agreement, and the pledge contained in Section 5.04 hereof, shall be a special obligation limited solely to, and not in excess of, Gross School Revenues, and under no circumstances shall the Lessee be required to advance any moneys derived from any source of income other than, or pay Rent in excess of, the Gross Revenues, nor shall any other funds or property (other than the Facilities and the Site) of the Lessee be liable for the payment of the Rent or any other payment obligation under this Lease Agreement. Nothing contained in this Section 5.10 shall be construed to release the Lessor from the performance of any of the agreements on its part contained in this Lease Agreement, and in the event the Lessor shall fail to perform any such agreements on its part, the Lessee may institute such action against the Lessor as the Lessee may deem necessary to compel performance so long as such action does not abrogate the obligations of the Lessee. The Lessee may, however, at the Lessee's own cost and expense and in the Lessee's own name or in the name of the Lessor prosecute or defend any action or proceeding or take any other action involving third persons as the Lessee deems reasonably necessary in order to secure or protect the Lessee's right of possession, occupancy and use under this Lease Agreement, and in such event the Lessor hereby agrees to cooperate fully with the Lessee and to take such action necessary to effect the substitution of the Lessee for the Lessor in such action or proceeding if the Lessee shall so request.

While the Aspen Ridge Campus will not be pledged as collateral to secure the Series 2022 Bonds, the Lessee's revenues derived from the operation of the Aspen Ridge Public School will be pledged to make payments under the Leases representing debt service on the Series 2022 Bonds; provided that such revenues shall first be deposited in to the Ground Rent Account pursuant to the terms of the Bond Indenture. However, neither the Lessee's general revenues nor any revenues the Lessee may derive from its operation of any schools the Lessee may operate in the future (other than schools the Lessee may operate in the Facilities), are pledged or otherwise available to make payments under the Leases and with respect to the Series 2022 Bonds. Further, the pledge of the Lessee's revenues is subordinate to the CSFA Loan and the Receivables Loan.

Section 5.11. Covenant to Replenish Reserve Account; Funding of Repair and Replacement Requirement.

(a) If any moneys have been transferred from the Reserve Account to the Interest Account or the Principal Account pursuant to the provisions of Section 5.05(a) of the Indenture or if the Trustee has notified the Lessor of a deficiency in the Reserve Account pursuant to the provisions of Section 5.05(b) of the Indenture, the Lessee shall immediately pay to the Trustee for deposit into the Reserve Account the amount required to cause the total amount in the Reserve Account to equal the Reserve Account Requirement; provided, however, that in the event the balance in the Reserve Account shall be less than Reserve Account Requirement due to any valuation in accordance with the provisions of Section 5.05(d) of the Indenture, the amount that the Lessee shall pay to the Trustee for deposit into the Reserve Account shall include the amount necessary to increase the balance in the Reserve Account to the Reserve Account Requirement.

(b) Commencing July 1, 2027, the Lessee shall pay to the Trustee for deposit into the Repair and Replacement Fund such amounts as are specified in the definition of Repair and Replacement Fund requirement herein. If, at any time, the amount on deposit in the Repair and Replacement Fund equals or exceeds the Repair and Replacement Fund Requirement, no such payments shall be required to be made until the amount on deposit in the Repair and Replacement Fund is less than the Repair and Replacement Fund Requirement, in which case payments into the Repair and Replacement Fund shall recommence as provided herein.

ARTICLE VI
USE OF FACILITIES AND SITE

Section 6.01. Use. The Lessee shall use the Facilities and the Site solely for the purposes set forth in Section 1.07 and for no other purpose inconsistent with that use unless the Lessor and the Lessee agree in writing otherwise.

Section 6.02.Compliance with Laws. The Lessee shall, at its sole cost and expense, promptly comply with all laws, statutes, ordinances and governmental rules, regulations or requirements in force as of the date of this Lease Agreement or that may be in force after the date of this Lease Agreement, and with the requirements of any board of fire insurance underwriters or other similar bodies as of the date of this Lease Agreement or after the date of this Lease Agreement constituted, relating to, or affecting the condition, use or occupancy of the Facilities, excluding structural changes to the Facilities not related to or affected by the Lessee's improvements or acts.

ARTICLE VII
MORTGAGES, INDENTURE, LOAN AGREEMENT, CONTINUING DISCLOSURE AGREEMENT AND TAX CERTIFICATE

Section 7.01. Mortgages. The Lessee acknowledges that the Facilities and the Site are subject to the Mortgages as security in connection with the Bonds, and the provisions of Article XXIII apply with respect to the priority of the Mortgages.

Section 7.02. The Lessee's Performance under the Indenture and the Loan Agreement. The Lessee has examined the Master Indenture, the Indenture and the Loan Agreement and approves the form and substance thereof and agrees to be bound by their respective terms to the extent the same apply to the Lessee. The Lessee, for the benefit of the Authority and each Bondholder, shall do and perform all acts and things required or described in the Master Indenture, the Indenture and the Loan Agreement to be done or performed by the Lessee. Without limiting the generality of the foregoing, the Lessee acknowledges that the Lessor has assigned (but only to the extent provided in the Loan Agreement) this Lease Agreement and certain rights of the Lessor hereunder (including, without limitation, the pledge of Gross School Revenues as provided herein) to the Authority, and that upon notice from the Trustee, as assignee of the Authority under the Indenture and Master Indenture, and as provided in the Loan Agreement, the Lessee shall pay Base Rent and Additional Rent to the Trustee.

Section 7.03. Continuing Disclosure Agreement; Additional Disclosures. The Lessee agrees to enter into the Continuing Disclosure Agreement and maintain the Continuing Disclosure Agreement in full force and effect in accordance with its terms so long as the Bonds remain Outstanding. Without limitation on the foregoing, the Lessee shall provide the Lessor, and upon written request of the Trustee or the Master Trustee, the following information:

(a) quarterly unaudited financial information and operating data of the Obligated Group Schools not later than 60 days after the end of each fiscal quarter, commencing with the quarter ending December 31, 2022;

(b) quarterly, not later than 60 days after the end of each fiscal quarter, commencing with the quarter ending December 31, 2022, a report of the Obligated Group School's quarterly enrollment data and waitlist data by grade for the previous fiscal quarter;

(c) prior to the end of each Fiscal Year, a copy of the annual budget of the Charter Schools for the subsequent Fiscal Year;

(d) quarterly, not later than 60 days after the end of each fiscal quarter, commencing with the quarter ending December 31, 2022, a year-to-date comparison of the revenue and expenditures in the unaudited financial statements for such quarter to the annual budget for the applicable Fiscal Year;

(e) quarterly, not later than 60 days after the end of each fiscal quarter, commencing with the quarter ending December 31, 2022, a copy of any recommendations of any Independent Consultant received in accordance with this Lease Agreement or the Master Indenture;

(f) annually, no later than 180 days after the close of each Fiscal Year, commencing with the Fiscal Year ending June 30, 2022, copies of the audited financial statements of the Lessee and the Obligated Group Schools for the prior Fiscal Year prepared in accordance with generally accepted accounting principles applicable to nonprofit corporations from time to time, if available;

(g) annually, no later than 180 days after the close of each Fiscal Year, commencing with the Fiscal Year ending June 30, 2023, the certifications and calculations of the Consolidated Payment Obligations Coverage Ratio for the Obligated Group Schools; and

(h) such other information as may be reasonably requested by the Lessor, the Authority, the Trustee or the Master Trustee.

Section 7.04. Tax Certificate and Tax Covenants. The Lessee covenants and agrees that it shall at all times do and perform all acts and things permitted by law and this Lease Agreement, with respect to the Facilities and the Site, that are necessary in order to assure that interest paid on the Bonds secured by the Facilities and the Site in whole or in part will be excluded from gross income for federal income tax purposes and shall take no action with respect to the Facilities or the Site that would result in such interest not being excluded from gross income for federal income tax purposes. Without limiting the generality of the foregoing, the Lessee agrees to comply with and be bound by the provisions of the Tax Certificate and the covenants contained in Section 4.06 of the Loan Agreement. This covenant shall survive payment in full or defeasance of the Bonds.

ARTICLE VIII
FURTHER ACTION

Section 8.01. The Lessee's Consent Required for Further Action. Except as provided in the Loan Agreement, the Lessor shall take no action with respect to the Facilities or the Site, including without limitation, (a) selling or further mortgaging the Facilities or the Site; or (b) delegating, transferring or assigning its duties and obligations under this Lease Agreement without first obtaining

the Lessee's prior written consent (unless the Lessee shall then be in default with respect to its obligations under this Lease Agreement), provided that the Lessee shall not withhold its consent so long as such action will not interfere with the Lessee's ability to operate the Charter Schools and provide a safe and secure environment for all Lessee Parties.

ARTICLE IX
REPRESENTATIONS AND WARRANTIES

Section 9.01. Representations of the Lessor and the Lessee. The Lessor and the Lessee each represents and warrants that:

(a) It is duly organized and in good standing under the laws of the State.

(b) It has been duly authorized by proper action of its governing board (or, in the case of the Lessor, the governing board of its Sole Member) to execute and deliver this Lease Agreement and to observe and to perform the obligations contained in this Lease Agreement.

Section 9.02. Additional Representations and Warranties of the Lessee. The Lessee represents, warrants and covenants that:

(a) the Lessee's purposes, character, activities and methods of operation have not changed materially since the Lessee's organization and are not materially different from the purposes, character, activities and methods of operation contemplated at the time of determination by the Internal Revenue Service that the Lessee is an organization described in section 501(c)(3) of the Code;

(b) the Lessee has not operated, and will not operate, in a manner that would result in the Lessee being classified as an "action" organization within the meaning of Treasury Regulations section 1.501(c)(3)-1(c)(3), including, but not limited to, promoting or attempting to influence legislation by propaganda or otherwise as a substantial part of the Lessee's activities;

(c) none of the Lessee's directors, officers, organizers or incorporators, or any Affiliate or other Person having a private interest in the activities of the Lessee has acquired or received, nor will such Persons be allowed to acquire or receive, directly or indirectly, without due compensation, goods or services therefor, any of the income or assets of the Lessee, in any form;

(d) the Lessee has not received any indication or notice to the effect that its exemption from federal income taxation under section 501(a) of the Code has been revoked or modified, or that the Internal Revenue Service is considering revoking or modifying such exemption, and such exemption is still in full force and effect;

(e) the Lessee has timely filed and will timely file with the Internal Revenue Service all returns required to be filed by the Lessee to maintain its status as an organization described in section 501(c)(3) of the Code, and all returns filed prior to the date of this Lease Agreement were substantially complete in accordance with the instructions therefor;

(f) the Lessee has not devoted nor will it devote more than an insubstantial part of its activities in furtherance of a purpose other than an exempt purpose within the meaning of section 501(c)(3) of the Code;

(g) the Lessee has neither taken any action, nor knows of the existence of any condition, which would cause the Lessee to lose its exemption from federal income taxation under section 501(a) of the Code; and

(h) the Lessee shall be organized and shall conduct its operations in such a manner so as to qualify it as an organization described in section 501(c)(3) of the Code.

ARTICLE X
HAZARDOUS SUBSTANCES

Section 10.01. Prohibition on Use. The Lessee shall not introduce any Hazardous Substance in, on or adjacent to the Facilities or the Site without complying with all applicable federal, state and local laws, ordinances, rules, regulations or policies relating to the release, storage, use, disposal, transportation or clean-up of Hazardous Substances, including, but not limited to, the obtaining of proper permits; provided that (a) the amount of such Hazardous Substance does not exceed the normal and customary quantities necessary for the operation and maintenance of Facilities and the Site in the ordinary course of the Lessee's business; and (b) the use, storage and disposal of such Hazardous Substance otherwise strictly complies with all applicable laws, ordinances, rules, regulations and policies. The Lessee shall immediately notify the Lessor of any release or any inquiry, test, investigation or enforcement proceeding by or against the Lessee, the Facilities or the Site concerning a Hazardous Substance.

Section 10.02. Emissions. The Lessee shall not, in violation of any federal, state or local laws, ordinances, rules, regulations or policies, discharge, emit or permit to be discharged or emitted, any Hazardous Substances into the atmosphere, the ground or any body of water that is over, under or contiguous to the Site. If the Lessee's release, storage, use, disposal or transportation of any Hazardous Substance in, on or adjacent to the Facilities or the Site, or the soil or surface or groundwater in or about the Facilities or the Site, in violation of any such laws, ordinances, rules, regulations or policies, the Lessee shall clean-up all such contamination at its expense.

Section 10.03. Storage. Subject to the uses permitted and prohibited to the Lessee under this Lease Agreement, the Lessee shall store all Hazardous Substances in appropriate leak-proof containers.

Section 10.04. Indemnification by the Lessee. The Lessee shall indemnify, defend and hold the Authority, the Lessor, Holders of the Bonds and the Trustee harmless from and against any loss, liability, claims, suits, causes of action, costs, fees, including reasonable attorneys' fees and costs, arising out of or in connection with any such contamination, loss or damage to persons or property, clean-up work, inquiry or enforcement proceeding and any Hazardous Substances released, stored, used, disposed of or transported by the Lessee or any Lessee Parties. The Lessee's obligations under this Article X shall survive the termination of this Lease Agreement. Such indemnification shall extend to any fines, liens, injunctions, loss, liability, damage, expense or claim (including reasonable attorneys' fees) resulting from the Lessee's breach of the covenants in this Section 10.04; or (b) any such Hazardous Substances that were brought, or permitted to be brought, onto the Facilities or the Site by the Lessee or any Lessee Parties. The Lessee shall also defend, indemnify and hold the Lessor and Trustee harmless from any loss, claim, liability or expense, including reasonable attorneys' fees, expert's fees, and costs, arising out of or in connection with the Lessee's failure to observe or comply with the provisions of this Article X. The Lessee's indemnification shall not extend to any costs or liabilities that the Lessee may incur due to the negligence or willful misconduct of the Lessor or Trustee or their respective agents, employees or contractors if any such Person causes a release of Hazardous Substances in the Facilities or on the Site. Notwithstanding anything to the contrary in this Lease Agreement, the indemnification created by this Section 10.04 shall survive the termination of this Lease Agreement.

Section 10.05. Indemnification by the Lessor. The Lessor shall indemnify, defend and hold the Lessee harmless from and against any loss, liability, claims, suits, causes of action, costs, fees, including reasonable attorneys' fees and costs, arising out of or in connection with any such contamination, loss or damage to persons or property, clean-up work, inquiry or enforcement proceedings and any Hazardous Substances released, stored, used, disposed of, or transported by the Lessor or its agents, employees, contactors or invitees. Such indemnification shall extend to any fines, liens, injunctions, loss, liability, damage, expense or claim (including reasonable attorneys' fees) resulting from: (a) the Lessor's breach of the covenants in this Section 10.05; or (b) any such Hazardous Substances that were brought, or permitted to be brought, onto Facilities or the Site by the Lessor. The Lessor shall also defend, indemnify and hold the Lessee harmless from any loss, claim, liability or expense, including reasonable attorneys' fees, expert's fees, and costs, arising out of or in connection with the Lessor's failure to observe or comply with the provisions of this Article X. The Lessor's indemnification shall not extend to any costs or liabilities that the Lessor may incur due to the negligence or willful misconduct of the Lessee or any Lessee Parties if any such Person causes a release of Hazardous Substances in the Facilities or on the Site. Notwithstanding anything to the contrary in this Lease Agreement, the indemnification created this Section 10.05 shall survive the termination of this Lease Agreement.

Section 10.06. Information. The Lessee shall provide the Lessor with any and all information regarding Hazardous Substances used, stored, released or observed by the Lessee in the Facilities or on the Site, including, without limitation, copies of all filings and reports to governmental entities at the time they are originated, and any other information requested by the Lessor. In the event of any accident, spill or other incident involving Hazardous Matter, the Lessee shall immediately report the same to the Lessor and supply the Lessor with all information and reports with respect to the event.

All information described in this Section 10.06 shall be provided to the Lessor regardless of any claim by the Lessee that such information is confidential or privileged.

Section 10.07. Compliance with Law. Notwithstanding any other provision in this Lease Agreement to the contrary, the Lessee shall comply with all laws, statutes, ordinances, regulations, rules and other governmental requirements in complying with its obligations under this Lease Agreement, including, without limitation, those relating to the storage, use and disposal of Hazardous Substances.

ARTICLE XI
DISPOSAL OF WASTE

Section 11.01. Refuse Disposal. The Lessee shall not keep any trash, garbage, waste, or other refuse on the Facilities except in sanitary containers. The Lessee shall regularly and frequently remove same from the Facilities in accordance with any procedures, rules and regulations established by the Lessor for refuse and rubbish removal. The Lessee shall keep all containers or other equipment used for storage or disposal of such materials in a clean and sanitary condition.

Section 11.02. Sewage Disposal. The Lessee shall properly dispose of all sanitary sewage and shall not use the sewage disposal system for the disposal of anything except sanitary sewage not in excess of the amount reasonably contemplated by the uses permitted under this Lease Agreement or permitted by any governmental entity, whichever is less. The Lessee shall keep the sewage disposal system free of all obstructions and in good operating condition.

Section 11.03. Disposal of Other Waste. The Lessee shall properly dispose of all other waste or other matter delivered to, stored upon, located upon or within, used on, or removed from, the Facilities or the Site in such a manner that the waste or other matter does not, and will not, adversely affect: (a) the health or safety of Persons, wherever located, whether in the Facilities, on the Site or elsewhere; (b) the condition, use or enjoyment of Facilities, the Site or any other real or personal property, wherever located, whether in the Facilities, on the Site or elsewhere; or (c) the Facilities, the Site or any of the improvements thereto or thereon including buildings, foundations, pipes, utility lines, landscaping or parking areas.

ARTICLE XII
SERVICES AND UTILITIES

Section 12.01. Limitation of the Lessor's Liability. The Lessor shall not be liable for any losses, whether direct or consequential, arising from any interruption in any utility or service, including, without limitation, any business interruption or data loss, resulting from an interruption in electrical service. The provisions of the foregoing sentence shall not apply if such interruption is caused by the Lessor's intentional conduct, negligence or breach of any repair or maintenance obligations expressly set forth in this Lease Agreement.

ARTICLE XIII
REPAIRS AND MAINTENANCE

Section 13.01. Structural Maintenance and Repairs. The Lessee shall maintain in good condition and repair or, when necessary, replace the roof, foundations and structural portions of the Facilities and the Site, including the exterior and interior walls, mechanical and building systems, the unexposed electrical, plumbing and sewage systems, including those portions of the systems lying outside the Facilities or the Site, gutters and down spouts, and all heating, ventilating, air conditioning, elevator, life safety and security systems. The Lessee shall maintain all necessary reserves for replacement of such items.

Section 13.02. ADA, Seismic and Structural Work. The Lessee shall be responsible for all costs associated with compliance with requirements of the Americans with Disabilities Act (42 U.S.C. §§12101 et seq.) (the "**ADA**") or applicable seismic requirements including, without limitation, installation of improvements, change of use, or remodeling or reconfiguring portions of the Facilities or the Site, that give rise to or that cause the compliance to be required.

Section 13.03. The Lessee's Additional Obligations. Except as otherwise provided in this Lease Agreement, the Lessee shall, at the Lessee's sole cost and expense, maintain all parts of the Facilities and the Site in good, clean and secure condition and repair including, without limitation, any necessary repairs and/or alterations with respect to: (a) any carpet or other floor covering; (b) any interior wall surfaces or partitions; (c) any doors, locks or interior windows; (d) all plumbing, plumbing fixtures, pipes, pipe fixtures, electrical wiring, switches and any and all other fixtures; (e) all standard building furnishings and special items and equipment installed by or at the expense of the Lessee; (f) any telephone and computer or data cabling that serves the Lessee's equipment exclusively; (g) all private showers and kitchens, including any plumbing in connection therewith; (h) any alterations, additions or improvements performed or caused to be performed by the Lessee, including, without limitation, any costs, repairs or maintenance associated with the ADA, seismic laws, asbestos abatement or life safety laws and regulations, or any other law, ordinance, code or other governmental act requiring any repair, maintenance or remediation in the Facilities or on the Site, regardless whether such requirements exist as of the Commencement Date or arise due to new laws, rules or regulations enacted or promulgated after the Commencement Date.

Section 13.04. Repairs and Alterations Necessitated by the Lessee's Acts. In addition to the foregoing, the Lessee shall be responsible for all repairs and alterations in and to the Facilities and the Site, as well as any facilities and systems thereof, the need for which arises out of: (a) the Lessee's use or occupancy of the Facilities, including, but not limited to, any repairs or alterations required as a result of or incident to the application of any law, including, but not limited to, the ADA, to the Lessee's use of the Facilities or the Site; (b) the installation, removal, use or operation of Lessee Property in the Facilities or on the Site; (c) the moving of Lessee Property to or from the Facilities or the Site; or (d) the act, omission, misuse or negligence of the Lessee or any Lessee Parties.

Section 13.05. Certain Rights of the Lessor. If the Lessee fails to perform the Lessee's obligations under this Article XIII or any other Section of this Lease Agreement, the Lessor may at its

option (but shall not be required to) enter upon Facilities and/or the Site after 24 hours' prior written notice to the Lessee (except in the case of an emergency, in which case no notice shall be required), perform such obligations on the Lessee's behalf and put the same in good order, condition and repair. The Lessor shall have no liability to the Lessee for any damage, inconvenience, or interference with the use of the Facilities or the Site by the Lessee as a result of performing any such work.

ARTICLE XIV
CONSTRUCTION, ALTERATIONS, ADDITIONS OR IMPROVEMENTS

Section 14.01. By the Lessor. Unless specifically provided in this Lease Agreement, the Lessor shall have no obligation to construct or install any improvements in the Facilities, nor shall the Lessor be obligated to contribute to the cost or expense of any improvements, including improvements or alterations required by the ADA or seismic requirements or any other applicable law.

Section 14.02. By the Lessee. All work done by the Lessee with respect to any addition, alteration or improvement shall be done in a good and workmanlike manner by properly qualified and licensed personnel approved by the Lessor, in writing, prior to commencement of the work, and such work shall be diligently completed. In the event the Lessor consents to the making of any alterations, additions or improvements to the Facilities or the Site by the Lessee, these shall be made by the Lessee at the Lessee's sole cost and expense and must be done in accordance with all applicable laws, including, but not limited to, any work or improvements under the ADA and applicable provisions of Title 24 of the United States Code that are required incident to, as a condition of, or as a result of any alterations, improvements, or additions installed or constructed by the Lessee, regardless whether such work must be conducted within or outside of the Facilities or on the Site. The Lessee acknowledges that the Lessor has made no representation or warranty regarding the ability of the Lessee to obtain permits or approval to install any additions or improvements in the Facilities or on the Site, nor has the Lessor made any representation or warranty regarding the anticipated cost of any addition or improvement, all of which the Lessee agrees shall be the responsibility of the Lessee to fully investigate at the Lessee's sole cost and expense.

Section 14.03. Indemnification. The Lessee shall keep the Facilities and the Site free and clear of any liens of any kind other than Permitted Liens, and the Lessee shall indemnify, defend against and keep the Authority, the Lessor and the Trustee free and harmless from all liability, loss damage, costs, attorneys' fees and any other expenses incurred on account of claims by any person performing work or furnishing materials or supplies for the Lessee or any person claiming under the Lessee, except for any claims caused by the gross negligence or willful misconduct of the Trustee or the Lessor.

Section 14.04. No Removal of Lessee Improvements and Fixtures. Any alterations, additions or improvements to the Facilities, including but not limited to wall covering, paneling, and built-in cabinet work, but excepting movable furniture and trade fixtures, shall on the expiration of the Term become a part of the Facilities, as applicable, and at that time shall be and become the property of the Lessor and shall be surrendered with the Facilities and the Site. Upon the expiration or sooner termination of the Term, the Lessor may, by written notice, require the Lessee, at the Lessee's sole cost and expense, forthwith and with all due diligence to remove any and/or all alterations, additions

or improvements made by the Lessee and return the Facilities and the Site to their original condition (which may include removal of telephone and network wiring); and the Lessee shall, no later than 10 days after termination, and with due diligence at its sole cost and expense, repair any damage to the Facilities or the Site caused by such removal.

Section 14.05. Removal of Trade Fixtures and Personal Property. Lessee Property shall be and shall remain the property of the Lessee and may be removed by the Lessee at any time during the Term; provided that if any Lessee Property is removed, the Lessee shall promptly repair any damage to the Facilities or the Site resulting from such removal.

ARTICLE XV
INSURANCE

Section 15.01. Insurance Coverage. The Lessee covenants and agrees to procure, keep and maintain throughout the term of this Lease Agreement, including any renewal term:

(a) Insurance (including builder's all-risk insurance during any period of construction at the Facilities) against loss or damage to any structure constituting any part of the Facilities by fire and lightning, with extended coverage and vandalism and malicious mischief insurance. Said extended coverage insurance shall, as nearly as practicable, cover loss or damage by explosion, windstorm, riot, aircraft, vehicle damage, smoke and such other hazards as are normally covered by such insurance. All insurance provided pursuant to this subsection shall be in an amount equal to the lesser of (i) 100% of the replacement cost (without deduction for depreciation) of all buildings, structures and fixtures constituting any part of the Facilities, or (ii) the principal amount of the Bonds then Outstanding under the Indenture, and shall be subject to a deductible not to exceed $100,000 per occurrence.

(b) Business interruption insurance to cover loss, total or partial, of the use of any structures constituting any part of the Facilities as the result of any of the hazards covered by the insurance required by Section 15.1(a), in an amount sufficient to pay the Rent for a period of at least 12 months. Proceeds of such insurance in the amount of at least 12 months of Rent shall be deposited with the Master Trustee into the "Insurance and Condemnation Proceeds Fund" established pursuant to the Master Trust Indenture.

(c) (i) general liability insurance of no less than $1,000,000 per occurrence and $2,000,000 aggregate and (ii) worker's compensation insurance as required by the laws of the State.

Section 15.02. Insurance Consultant Review. An Insurance Consultant shall review the insurance requirements of the Lessee with respect to the Facilities from time to time (but not less frequently than once every five years) commencing July 1, 2027. If such review indicates that the Lessee should increase any of the coverages required by Section 15.1(a) hereof, the Lessee shall review such recommendation with its Governing Body and shall increase such coverage; provided,

however, that such coverage is available from reputable insurance companies at a reasonable cost on the open market.

Section 15.03. Insurance Policy Requirements. The insurance policies required by Section 15.1 hereof shall be carried by insurance companies which are financially responsible and capable of fulfilling the requirements of such policies. All such policies (except liability policies) shall name the Lessor and the Master Trustee as loss payees or additional insureds as their interests may appear, as applicable. Each policy shall be in such form and contain such provisions as are generally considered standard for the type of insurance involved and shall contain a provision to the effect that the insurer shall not cancel or substantially modify the policy provisions without first giving at least 30 days' prior written notice thereof to the Lessor, the Authority, the Trustee and the Master Trustee.

Section 15.04. Applications for Relief. The Lessee shall use its best efforts to apply for any grants, loans or other relief available from the State or the federal government to obtain amounts necessary to rebuild any portion of the Facilities destroyed or damaged in connection with an uninsured or underinsured calamity causing destruction or damage; provided, however, that the Lessee shall not be required to accept such amounts if doing so would jeopardize the integrity of the Lessee's programs.

Section 15.05. Notice of Cancellation. No policy of insurance required of the Lessee under this Lease Agreement shall be cancelable or subject to reduction of coverage or other material modification except after 30 days' prior written notice thereof to the Lessor and the Trustee. In the event of such cancellation or reduction of coverage, the Lessee, within 15 days prior to the cancellation or modification of such policy, shall furnish the Lessor with a renewal or replacement policy so that at all times, the insurance coverage required of the Lessee under this Lease Agreement shall be maintained. If the Lessee shall fail to procure and maintain such insurance, the Lessor may, but shall not be required to, procure and maintain same, but only at the expense of the Lessee.

Section 15.06. Waiver of Subrogation. To the extent not prohibited by or violative of any policy of insurance issued to the Lessor or the Lessee, each Party to this Lease Agreement waives the right to maintain a direct action against the other for damages covered by the respective insurance policies, whether or not such policies are actually in full force or effect at the time of any such claim. Such mutual waiver of subrogation shall apply only to the extent that proceeds are actually receivable under the applicable policy or policies and shall not apply to any portion of any claim that is not covered by the insurer by reason of a loss deductible provision or a denial of coverage.

ARTICLE XVI
INDEMNIFICATION

Section 16.01. By the Lessee. The Lessee shall indemnify, protect, defend, and hold the Authority, the Trustee, the Holders of the Bonds and the Lessor harmless against and from liability, claims, actions or proceedings of any kind for loss or damage to property of the Lessee or any other Person, or for any injury to or death of any person, arising out of: (a) the Lessee's use and occupancy

of the Facilities and the Site, or any work, activity or other things allowed or suffered by the Lessee to be done in, on or about the Facilities or the Site; (b) any breach or default by the Lessee of any of the Lessee's obligations under this Lease Agreement; (c) any negligent or otherwise tortious act or omission of the Lessee, any Lessee Parties or contractors; or (d) theft. The Lessee shall at the Lessee's expense, and by counsel selected by the Lessor (subject to approval of applicable insurer(s) that have accepted coverage unconditionally and without reservation), defend the Authority, the Trustee, and the Lessor in any action or proceeding arising from any such claim and shall indemnify the Authority, the Trustee and the Lessor against all costs, attorney's fees, expert witness fees and any other expenses incurred in such action or proceeding. As a material part of the consideration for the Lessor's execution of this Lease Agreement, the Lessee hereby assumes all risk of damage or injury to any person or property in, on or about the Facilities or the Site from any cause except for risk resulting from the intentional or negligent conduct of the Trustee or the Lessor, or as is otherwise imposed by operation of law.

Section 16.02. Regarding the Lessor. As material consideration to the Lessor, the Lessee agrees that the Lessor shall not be liable to the Lessee for any damage to the Lessee or the Lessee's property from any cause, and the Lessee waives all claims against the Lessor for damage to persons or property arising for any reason, except for damage resulting directly and solely from the Lessor's intentional or negligent conduct or breach of its express obligations under this Lease Agreement that the Lessor has not cured within a reasonable time after receipt of written notice of such breach from the Lessee.

Section 16.03. Indemnification of Authority and Trustee; **Acknowledgement of Joint and Several Obligation**. The Lessee and the Lessor, as their joint and several obligation, shall indemnify the Authority and the Trustee under the provisions of Section 3.05 of the Loan Agreement, which obligation shall survive the termination of this Lease Agreement.

ARTICLE XVII
DAMAGE OR DESTRUCTION

Section 17.01. Master Trust Indenture Controlling. The provisions of Section 3.03 of the Master Trust Indenture shall control as to any damage to or destruction of all or part of the Facilities and/or the Site. The Lessee shall take any and all actions for or on behalf of the Lessor as may be required for the Lessor's observance and performance of the Lessor's obligations under said Section 3.03. If under any circumstance any conflict shall exist between the provisions of said Section 3.03 and this Lease Agreement, the provisions of said Section 3.03 shall be controlling for all purposes and provisions of this Lease Agreement.

ARTICLE XVIII
CONDEMNATION

Section 18.01. Eminent Domain. The provisions of Section 3.03 of the Master Trust Indenture shall control as to any condemnation of all or part of the Facilities and/or the Site. The

Lessee shall take any and all actions for or on behalf of the Lessor as may be required for the Lessor's observance and performance of the Lessor's obligations under said Section 3.03. If under any circumstance any conflict shall exist between the provisions of said Section 3.03 and this Lease Agreement, the provisions of said Section 3.03 shall be controlling for all purposes and provisions of this Lease Agreement.

Section 18.02. Lease Agreement Continues. If this Lease Agreement is not terminated by either the Lessor or the Lessee, then it shall remain in full force and effect as to the portion of the Facilities and the Site remaining after condemnation; provided the Base Rent shall be reduced in proportion to the reduction, if any, in Loan Repayments due to the partial redemption of Bonds as a result of the condemnation. In the event this Lease Agreement is not so terminated, then the Lessor shall, at the Lessor's sole cost, but only to the extent of compensation or severance damages received by the Lessor in connection with such condemnation, restore the Facilities, as applicable, to the quality and character as existed prior to the condemnation as soon as reasonably possible. The Lessee shall pay any amount in excess of such severance damages required to complete such repair.

ARTICLE XIX
CERTAIN FINANCIAL COVENANTS

Section 19.01. Consolidated Payment Obligations Coverage Ratio. The Lessee covenants and agrees to calculate for each Fiscal Year its Consolidated Payment Obligations Coverage Ratio based on its audited financial statements for such Fiscal Year, and to provide a copy of such calculation for such period to the Lessor and the Master Trustee annually commencing with the later of the (a) Fiscal Year ending June 30, 2023, and (b) Fiscal Year ending June 30 of the Fiscal Year in which this Lease Agreement is executed. The Lessee also covenants to maintain its Net Operating School Revenue so that its Consolidated Payment Obligations Coverage Ratio at the end of each Fiscal Year is not less than 1.10 to 1.00; provided that, except as provided below, the Lessee's failure to achieve the required Consolidated Payment Obligations Coverage Ratio will not constitute an Event of Default under this Lease Agreement if the Lessee promptly engages an Independent Consultant to prepare a report, to be delivered to the Lessee, the Lessor and the Master Trustee within 45 days of engagement, with recommendations for meeting the required Consolidated Payment Obligations Coverage Ratio or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. The Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. In no event shall the Lessee be obligated to retain such an Independent Consultant more often than once during any 24-month period. The Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Notwithstanding the foregoing, the Lessee's failure to achieve a Consolidated Payment Obligations Coverage Ratio of 1.00 to 1.00 will constitute an Event of Default under this Lease Agreement.

Section 19.02. Days Cash on Hand Requirement.

(a) The Lessee shall calculate Consolidated Days Cash on Hand for the Obligated Group Schools as of the last day of each Fiscal Year, commencing with the later of the Fiscal

Year ending June 30, 2023, and the immediately succeeding Fiscal Year commencing after the effective date of this Lease Agreement based upon its audited financial statements for such Fiscal Year and file such reports with the Master Trustee. For each calculation date, the Obligated Group Schools will maintain Consolidated Days Cash on Hand as of the last day of each Fiscal Year equal to or greater than 45 days (each such requirement being a "Days Cash on Hand Requirement"). Any failure of the Obligated Group Schools to satisfy the Days Cash on Hand Requirement shall not constitute a default or Event of Default under this Lease Agreement.

(b) The Lessee shall provide a certificate to the Lessor and the Master Trustee at the time of delivery of its annual audited financial statements for each Fiscal Year indicating whether the Lessee, on behalf of the Obligated Group Schools, has met the requirement set forth in paragraph (a) of this Section 19.02. If the certificate indicates that such cash balance requirement has not been met, the Lessee covenants to retain an Independent Consultant at the expense of the Lessee, on behalf of the Obligated Group Schools, within 45 days, to make recommendations to increase such balances in the then-current Fiscal Year to the required level or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. The Lessee, on behalf of the Obligated Group Schools, agrees to implement the recommendations of the Independent Consultant, to the extent permitted by law. Notwithstanding the foregoing, the Lessee shall not be obligated to retain such an Independent Consultant more often than once during any 24-month period.

Section 19.03. Limitation on Liens on Gross School Revenues. Except as otherwise provided in this Lease Agreement or any related School Loan Agreement, the Lessee covenants and agrees that it will not create, assume or suffer to exist any lien upon or pledge of the Gross School Revenues (except State apportionment revenue pledged to secure Short-Term Indebtedness incurred pursuant to Section 19.04(c) hereof).

Section 19.04. Limitations on Obligated Group School Indebtedness. The Lessee covenants that it will not incur, assume or guarantee ("incur") any Obligated Group School Indebtedness (secured or unsecured), except Obligated Group School Indebtedness with respect to purposes benefiting the Lessee specifically, and except as provided in this Section 19.04.

(a) Long-Term Indebtedness may be incurred if, prior to the issuance of such Additional Indebtedness, an Independent Consultant selected by the Obligated Group Representative provides a written report to the Master Trustee setting forth projections which indicate that:

(i) the Consolidated Payment Obligations Coverage Ratio for each of the three consecutive full Fiscal Years beginning in the earlier of:

(A) the first full Fiscal Year following the estimated date of completion and initial use of all revenue-producing facilities to be financed with

such Additional Indebtedness, based upon a certified written estimated completion date by the consulting engineer for such Facility or Facilities; or

(B) the first full Fiscal Year in which the obligor of such Additional Indebtedness will have scheduled payments of interest on or principal of the Additional Indebtedness to be issued for the payment of which provision has not been made as indicated in the report of such Independent Consultant from proceeds of such Additional Indebtedness, investment income thereon or from other appropriate sources (other than Consolidated Net Operating School Revenue), provides for a Consolidated Payment Obligations Coverage Ratio, taking into account all Outstanding Long Term Indebtedness and the Additional Indebtedness to be issued, of not less than 1.20:1.00; and

(ii) the Consolidated Payment Obligations Coverage Ratio for the Fiscal Year immediately preceding the assumption of the proposed Additional Indebtedness is calculated to be at least 1.10:1.00 in such Fiscal Year, or would have been greater than it would otherwise have been, absent such proposed Additional Indebtedness. The report of the Independent Consultant shall take into account, as applicable, (1) the audited results of operations and verified enrollment of the Obligated Group Schools for the most recently completed Fiscal Year, (2) projected enrollment of the Obligated Group Schools and (3) Gross Revenues at the completion of such Facility or Facilities financed with such Additional Indebtedness. In addition, the report of the Independent Consultant shall assume that the Long Term Indebtedness then to be incurred shall have been outstanding for the entire year.

(b) Long Term Indebtedness may be incurred for the purpose of refunding any Outstanding Indebtedness, if prior to the incurrence thereof, there is delivered to the Trustee an Officer's Certificate demonstrating that (i) the Maximum Annual Debt Service will not increase by more than 10% after the incurrence of such proposed refunding Long Term Indebtedness and after giving effect to the disposition of the proceeds thereof; (ii) the total Debt Service on the Indebtedness being refinanced will not increase by more than 10% after the incurrence of such proposed refunding Long-Term Indebtedness and after giving effect to the disposition of the proceeds thereof; or (iii) the requirements of subsection (a)(i) above are met; provided that the foregoing shall not apply to any refinancing with Balloon Indebtedness.

(c) Short-Term Indebtedness may be incurred for working capital purposes which the Lessee in its judgement deems expedient, or Interim Indebtedness for working capital purposes or other business which the Lessee in its judgement deems expedient, which Short-Term Indebtedness and Interim Indebtedness shall constitute Non-Recourse Indebtedness, so long as such proposed Indebtedness, together with all Short-Term Indebtedness and Interim Indebtedness then outstanding, does not exceed the greater of (i) 25% of the Gross School Revenues for the fiscal year for which the most recent available audited financial statements of the Lessee are available, (ii) 85% of deferred principal apportionment due to the Lessee in any fiscal year based on the average daily attendance of the Lessee as of October 15 of such

fiscal year, calculated consistently with the requirements of the California Education Code for determination of Period I certification of principal apportionment and certified by the Lessee to the Lessor and the Trustee in writing prior to the incurrence of such Short-Term Indebtedness, or (iii) the maximum amount of deferred apportionment and principal apportionment due to the Lessee in any fiscal year that is deferred at any time or subject to deferral pursuant to Section 14041.6 of the California Education Code or Sections 16325.5 and 16326 of the California Government Code, or any subsequent legislation authorizing additional deferrals of such apportionments. Indebtedness incurred pursuant to this Section may be secured by a pledge of School Gross Revenues on parity with or senior to the security interest granted hereunder.

(d) Indebtedness consisting of purchase money obligations with respect to any item of equipment related to the Facilities may be incurred without limitation.

(e) Indebtedness consisting of leases (other than those described in paragraph (d) below) which are considered operating leases under generally accepted accounting principles, the term of which does not exceed two years, may be incurred without limitation.

(f) Leases for a charter school facility the term of which exceeds two years shall be deemed to be Indebtedness and may be incurred only if, prior to the incurrence of such Indebtedness, an Independent Consultant selected by the Borrower provides a written report to the Trustee indicating that the Consolidated Payment Obligations Coverage Ratios required to be met under the Long-Term Indebtedness provisions set forth in paragraph (a) above are satisfied, assuming only for the purposes of such calculation that such lease Indebtedness constitutes additional Long-Term Indebtedness.

(g) Subordinated Indebtedness may be incurred without limitation.

Section 19.05. Use of Public Moneys. The Lessee covenants that it will not use any public money, assets, and funds for support of the public school system that it receives through apportionments from the State in a manner that conflicts with or constitutes on its part or on the part of the Charter Schools a violation or breach of any California statute, rule or regulation governing the use of those moneys.

Section 19.06. Use of Intercept Moneys. The Lessee covenants that all funds subject to the Intercept shall be transferred only to the Trustee for the Bonds.

Section 19.07. Subordination of Support Office Management Fees. So long as Bonds remain Outstanding:

(a) in connection with the internal policies and protocols established under any Support Office Management Agreements, and notwithstanding the terms thereof, the Lessee hereby agrees that (i) the payment of all Support Office Management Fees under any Support Office Management Agreements shall be subordinated to the Lessee's obligations for the payment of operating expenses of the Obligated Group Schools, rent payments to the Lessor

under this Lease Agreement and any School Loan Repayments under any applicable School Loan Agreement; (ii) the obligation of the Lessee to pay Support Office Management Fees relating to the Obligated Group Schools shall be suspended for any such time as the payment of Support Office Management Fees would cause the Lessee to fail to meet any of the financial covenants contained in this Article XIX; and (iii) during any period of time when Support Office Management Fees remain unpaid, such fees shall accrue without interest. If Lessee has not engaged a separate manager with respect to the Schools, Lessee agrees that it shall not apply any Gross School Revenues to costs and expenses of management unless and until all Rent is fully paid and the Loan is not in default;

(b) the Lessee shall not enter into any Management Agreement for the payment of Support Office Management Fees to the Lessee or any supporting organization of the Lessee under Internal Revenue Code section 509(a)(3), or any of their respective affiliates, with respect to the Obligated Group Schools, unless the Management Agreement provides that: (i) the payment of all Support Office Management Fees under such Management Agreement shall be subordinated to the Lessee's obligations for the payment of operating expenses of the Obligated Group Schools, rent payments to the Lessor under this Lease Agreement and any School Loan Repayments under any applicable School Loan Agreement; (ii) the obligation of the Lessee to pay Support Office Management Fees relating to the Obligated Group Schools shall be suspended for any such time as the payment of Support Office Management Fees would cause the Lessee to fail to meet any of the financial covenants contained in this Article XIX; and (iii) during any period of time when Support Office Management Fees remain unpaid, such fees shall accrue without interest; and

(c) if the Lessee has not engaged a separate manager with respect to the Obligated Group Schools, the Lessee agrees that it shall not apply any Gross School Revenues to costs and expenses of management unless and until all Rent is fully paid and the Loan is not in default.

Section 19.08. Independent Consultants. Whenever this Lease Agreement provides for the retention or engagement of an Independent Consultant by the Lessee, such Independent Consultant will be engaged in the manner as set forth in this Section 19.8. Upon the selection by the Lessee of an Independent Consultant as required under the provisions of this Lease Agreement or School Loan Agreement, the Lessor will notify the Obligated Group Representative, who will notify the Master Trustee of such selection. The Master Trustee is required to, as soon as practicable but in no case longer than five Business Days after receipt of notice, notify the Holders of all Outstanding Related Bonds of such selection. Such notice (which shall be provided by the Obligated Group Representative) will (a) include the name of the Independent Consultant and a brief description of the Independent Consultant, (b) state the reason that the Independent Consultant is being engaged including a description of the covenant(s) of this Lease Agreement that require the Independent Consultant to be engaged, and (c) state that the Holder of the Outstanding Related Bonds will be deemed to have consented to the selection of the Independent Consultant named in such notice unless such Holder submits an objection to the selected Independent Consultant in writing (in a manner acceptable to the Master Trustee) to the Master Trustee within 15 days of the date that the notice is sent to the Holders. No later than two Business Days after the end of the 15-day objection period, the Master Trustee is

required to notify the Obligated Group Representative of the number of objections. If 66.6% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have been deemed to have consented to the selection of the Independent Consultant, the Lessor is required to cause the Lessee to engage the Independent Consultant within three Business Days. If 33.4% or more in aggregate principal amount of the Holders of the Outstanding Related Bonds have objected to the Independent Consultant selected, the Lessee will select another Independent Consultant which may be engaged upon compliance with the procedures described herein.

ARTICLE XX
ASSIGNMENT AND SUBLETTING

Section 20.01. Assignment by the Lessee.

(a) The Lessee shall not mortgage, pledge, hypothecate or encumber this Lease Agreement or any interest in this Lease Agreement. The Lessee shall not assign this Lease Agreement or sublet, or suffer any other Person (the agents, servants of the Lessee and Lessee Parties excepted) to occupy or use the Facilities or the Site, or any part thereof, or any right or privilege appurtenant thereto without the prior written consent of the Lessor first had and obtained, together with a written determination in form and substance satisfactory to them that such actions will have no material adverse effect on the tax status of the Tax-Exempt Bonds. The Lessor's consent to one assignment or subletting shall not be deemed to be a consent to any subsequent assignment or subletting, nor shall the Lessor's consent release the Lessee from any of its obligations under this Lease Agreement unless such consent expressly so provides. Any assignment, subletting, occupation or use without the prior written consent of the Lessor or without a written determination that such actions will have no material adverse effect on the tax status of the Tax- Exempt Bonds shall be void and, at the option of the Lessor, shall cause the termination of this Lease Agreement. Notwithstanding anything to the contrary in this Section 20.01, the Lessee shall have the right to assign this Lease Agreement to an entity of which the Lessee is the Sole Member and/or a supporting organization of the Lessee, in either case subject to the Lessee's general supervision and control. In no event shall such an assignment release the Lessee of or from any of its obligations under this Lease Agreement.

(b) Except as provided in this Section 20.01, no interest of the Lessee in this Lease Agreement shall be assignable by involuntary assignment through operation of law. Each of the following acts shall be considered an involuntary assignment: (i) if the Lessee is or becomes bankrupt or insolvent, makes an assignment for the benefit of creditors, or institutes proceedings under the United States Bankruptcy Code in which the Lessee is the debtor; or if the Lessee is a partnership or consists of more than one Person, if any partner of the partnership or other Person is or becomes bankrupt or insolvent, or makes an assignment for the benefit of creditors; or (ii) if a writ of attachment or execution is levied on this Lease Agreement; or (iii) if in any proceeding or action to which the Lessee is a party, a receiver is appointed with authority to take possession of Facilities or the Site. An involuntary assignment shall constitute a default by the Lessee and the Lessor shall have the right to elect to terminate this Lease Agreement, in which case this Lease Agreement shall not be treated as an asset of the Lessee.

(c) No subletting or assignment (other than as expressly permitted under this Section 20.01) shall release the Lessee of or from any of its obligations under this Lease Agreement or alter the primary liability of the Lessee to pay the Rent and to perform all other obligations to be performed by the Lessee under this Lease Agreement. The acceptance of Rent by the Lessor from any other Person shall not be deemed to be a waiver by the Lessor of any provision of this Lease Agreement. The Lessor's consent to one assignment or subletting shall not be deemed to be consent to any subsequent assignment or subletting, nor shall the Lessor's consent release the Lessee of or from any of its obligations under this Lease Agreement unless such consent expressly so provides. In the event of default by an assignee or subtenant of the Lessee or any successor of the Lessee in the performance of any of the terms of this Lease Agreement, the Lessor may proceed directly against the Lessee without the necessity of exhausting remedies against such assignee, subtenant or successor.

(d) Either the Lessor or the Lessee may request the other's permission to license to a third party certain areas of the Facilities or the Site for uses, other than during regular school hours, by Persons for purposes that are determined to be consistent with the Charter Schools' mission, purpose and presence in the local community and not to constitute or result in the violation of any other covenant of the Lessor or the Lessee under the Loan Agreement or this Lease Agreement.

Section 20.02. Assignment by the Lessor. Other than assignment to a lender (including to the Trustee), to which the Lessee hereby consents, or by the terms of applicable law, the Lessor shall not assign this Lease Agreement in whole or in part to any other party, without providing the Lessee with prior written notice. The Lessee acknowledges that the Property is subject to one or more Mortgages in favor of the Master Trustee and that certain of the Lessor's rights under this Lease Agreement are assigned to the Master Trustee as security for the Bonds.

ARTICLE XXI
DEFAULT

Section 21.01. Default. The occurrence of any one or more of the following events shall constitute a default and breach of this Lease Agreement by the Lessee:

(a) the occurrence of an Event of Default under the Loan Agreement, the Indenture or the Mortgages;

(b) the Abandonment of the Facilities by the Lessee;

(c) the failure of the Lessee timely to vacate and surrender possession of the Facilities and the Site upon termination or expiration of the Lessee's right thereto or expiration or termination of this Lease Agreement;

(d) the failure by the Lessee to make any payment of Rent or any other payment required to be made by the Lessee (including without limitation any payment of Additional Rent) to or for the account of the Lessor under this Lease Agreement, as and when due; (i) becoming insolvent as defined by applicable State law; (ii) the making by the Lessee of any general assignment or general arrangement for the benefit of creditors; (iii) the filing by or against the Lessee of a petition to have the Lessee adjudged a bankrupt, or a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in the case of a petition filed against the Lessee, the same is dismissed or withdrawn within 60 days); (iv) the appointment of a trustee or a receiver to take possession of substantially all of the Lessee's assets located at the Facilities or on the Site or of the Lessee's interest in this Lease Agreement, where possession is not restored to the Lessee within 30 days; or (v) the attachment, execution or other judicial seizure of substantially all of the Lessee's assets located at the Facilities or on the Site or of the Lessee's interest in this Lease Agreement, where such seizure is not discharged in 30 days;

(e) the failure of the Lessee to timely observe or perform any other covenant, condition or provision of this Lease Agreement and such failure shall continue for a period of 30 days after written notice thereof by the Lessor to the Lessee; provided, however, that if the nature of the Lessee's default is such that more than 30 days are required for its cure, then the Lessee shall not be deemed to be in default if the Lessee commences such cure within said 30-day period and completes such cure within 60 days after such written notice;

(f) except as set forth in Section 4.02, the failure of the Lessee to maintain the charters to operate the Charter Schools in the Facilities and at the Site or otherwise comply with the requirements of the California Education Code and such failure continues for a period of 30 days after written notice thereof by the Lessor to the Lessee; provided, however, that if the nature of the Lessee's default is such that more than 30 days are required for its cure, then the Lessee shall not be deemed to be in default if the Lessee commences such cure within such 30-day period and completes such cure within 60 days after such written notice;

(g) failure of the Lessee to maintain the required Consolidated Payment Obligations Coverage Ratio to the extent provided in Section 19.01; and

(h) the failure of the Lessee to make the payments required by Section 5.11.

ARTICLE XXII
REMEDIES IN DEFAULT

Section 22.01. Liability of the Lessee. In the event of any such default or breach by the Lessee, the Lessor may at any time thereafter, and without limiting any right or remedy that the Lessor may have by reason of such default or breach, now or later allowed by law, exercise any such right or remedy including but not limited to:

(a) recover from the Lessee all damages incurred by the Lessor by reason of the Lessee's default including, but not limited to: the cost of recovering possession of the Facilities; expenses of re-letting, including broker's commissions and necessary renovation and alteration of the Facilities, the remaining unamortized value of any improvement made to the Facilities for the Lessee for which the Lessor paid and any brokerage commission paid in connection with this Lease Agreement, amortized over the life of the Term; consequential damages, including damages caused by the loss of a new tenant that is caused by reason of delay in the Lessee's surrender of possession or loss of financing that is caused by the Lessee's delay in execution of an estoppel certificate or subordination agreement;

(b) terminate the Lessee's right to possession of the Facilities by any lawful means and by providing no less than 30 days' written notice ("**Termination Notice Period**"), in which case this Lease Agreement shall terminate on the last day of the Termination Notice Period and the Lessee shall immediately surrender possession of the Facilities and the Site to the Lessor. In such event, the Lessor shall be entitled to recover from the Lessee all damages incurred by the Lessor by reason of the Lessee's default including, but not limited to, the cost of recovering possession of the Facilities and the Site; expenses of reletting, including necessary renovation and alteration of the Facilities, reasonable attorney's fees, any real estate commission actually paid; and the worth at the time of award of the amount by which the unpaid Base Rent for the balance of the Term after the time of such award exceeds the amount of such rental loss for the same period that the Lessee proves could be reasonably avoided; maintain the Lessee's right to possession, in which case this Lease Agreement shall continue in effect whether or not the Lessee shall have abandoned the Facilities. In such event the Lessor shall be entitled to enforce all of the Lessor's rights and remedies under this Lease Agreement, including the right to recover Base Rent and any other payments due the Lessor, the Trustee or the Holders of the Bonds under this Lease Agreement as the same become due under this Lease Agreement; and

(c) pursue any other remedy as of the date of this Lease Agreement or after the date of this Lease Agreement available to the Lessor under the laws or judicial decisions of the State.

Section 22.02. Liability of the Lessor. Except as set forth in Article IV, the Lessor's liability to the Lessee shall be limited to a partial or total abatement of Base Rent or Operating Expenses based upon the level to which the Lessee's quiet enjoyment of the Facilities and the Site is prevented by the Lessor's default or the reasonable amount advanced by the Lessee to cure the Lessor default; provided, however, that in the event damage to the Lessee or Lessee Property results from the Lessor's willful misconduct or grossly negligent acts or omissions or breach of its express obligations under this Lease Agreement that the Lessor has not cured within a reasonable time after receipt of written notice of such breach from the Lessee, the Lessee shall have the right to pursue payment for the costs resulting from such damage under any of the Lessor's applicable insurance policies. Except as otherwise provided expressly in this Lease Agreement, the Lessor shall not be liable to the Lessee, or anyone claiming through or on behalf of the Lessee, for any special, indirect or consequential damages, including, without limitation, lost profits or revenues. In no event shall any individual partner, officer, shareholder, trustee, beneficiary, director, manager, member or similar party, of either the Lessor or the Lessee be liable to the other party, or anyone claiming by through or under the other party for the performance of or by a party under this Lease Agreement or any amendment, modification or

agreement with respect to this Lease Agreement. In all other cases, the Lessee is entitled to pursue any remedy now or hereafter available under the laws or judicial decisions of the State including termination of this Lease Agreement.

ARTICLE XXIII
SUBORDINATION

Section 23.01. Delivery of Subordination Documents. The Lessee covenants and agrees to execute and deliver, within 10 days of written demand from the Lessor or the Trustee, and in the form requested by the Lessor or the Trustee, any additional documents evidencing the priority or subordination of this Lease Agreement with respect to the Mortgages.

Section 23.02. Subordination. Upon written request of the Lessor or the Trustee or any successor beneficiary under the Mortgages, the Lessee will in writing subordinate its rights under this Lease Agreement to the Mortgages.

Section 23.03. Lease Is Subject to Mortgages. Without the necessity of any additional document being executed by the Lessee for the purpose of effecting a subordination, this Lease Agreement shall be subject and subordinate automatically and at all times to the lien of the Mortgages and to any other deed of trust now or hereafter entered into with respect to the Lessor or the Project. In the event that the Mortgages is foreclosed or a conveyance in lieu of foreclosure is made for any reason, the Lessee shall, notwithstanding any subordination, attorn to and become the Lessee of the successor-in-interest to the Lessor, at the option of such successor-in-interest; provided, however, that at the option of the Trustee or any successor beneficiary under the Mortgages, this Lease Agreement shall be terminated upon such foreclosure or conveyance.

ARTICLE XXIV
NOTICE

Section 24.01. Means and Timing. Any notice given under this Lease Agreement shall be in writing and served either personally or sent by prepaid certified first-class mail, overnight delivery service, courier or electronic means addressed as set forth in Article I. The Lessor and the Lessee may change their respective notice address by notification to the other party. Notice by mail shall be deemed to be communicated five Business Days from the date of mailing. Notice by overnight delivery service shall be deemed to be communicated three Business Days from the date of shipping. Notice by courier or electronic means shall be deemed to be communicated two Business Days from the date of transmittal.

Section 24.02. The Trustee. Notwithstanding the provisions of Section 24.01, the Trustee shall not be required to take notice or be deemed to have notice of any default or breach pursuant to Section 21.01 unless a Responsible Officer of the Trustee has actual notice thereof or a Responsible Officer or the Trustee shall be specifically notified in writing. All notices or other instruments required by this Lease Agreement to be delivered to the Trustee must, in order to be effective, be delivered at the address

of said Trustee provided for in Article I, and, in the absence of such notice so delivered, the Trustee may conclusively assume that there is no default or breach under this Lease Agreement except as aforesaid. Upon receipt of notice of a default or breach under this Lease Agreement, the Trustee shall serve written notice of such default or breach upon the Lessee unless the Lessee has expressly acknowledged the existence of such default or breach in a writing delivered by the Lessee to the Trustee or filed by the Lessee in any court.

ARTICLE XXV
WAIVER

Section 25.01. Effect of Waiver, Consent or Approval. No delay or omission in the exercise of any right or remedy by the Lessor or the Lessee shall impair either's right or remedy or be construed as a waiver. Neither the Lessor's consent to or approval of any act by the Lessee requiring the Lessor's consent or approval nor the Lessee's consent to or approval of any act by the Lessor requiring the Lessee's consent shall be deemed to waive or render unnecessary the Lessor's consent to or approval of any subsequent act by the Lessee or the Lessee's consent to or approval of any subsequent act by the Lessor. Any waiver by the Lessor or the Lessee of any default must be in writing and shall not be a waiver of any other default concerning the same or any other provision of this Lease Agreement.

ARTICLE XXVI
GOVERNMENT ENERGY OR UTILITY CONTROLS

Section 26.01. Restrictions on Use or Consumption. In the event of imposition of federal, State or local government controls, rules, regulations or restrictions on the use or consumption of energy or other utilities during the Term, both the Lessor and the Lessee shall be bound thereby. In the event of a difference in interpretation by the Lessor and the Lessee of any such controls, the interpretation of the Lessor shall prevail, and the Lessor shall have the right to enforce compliance therewith, including, subject to the provisions of Section 4.4, the right of entry into the Facilities and the Site to effect compliance.

ARTICLE XXVII
ADDITIONAL COVENANTS

Section 27.01. Additional Covenants. The Lessee hereby covenants:

(a) to maintain books and records separate from any other unrelated Person or entity;
(b) to maintain its accounts separate from any other unrelated Person or entity;
(c) not to commingle assets with those of any other unrelated entity;
(d) to conduct its own business in its own name;
(e) to pay its own liabilities out of its own funds;
(f) to observe all corporate formalities;
(g) to maintain an arm's-length relationship with its Affiliates;

(h) to pay the salaries of its own employees and maintain a sufficient number of employees in light of its contemplated business operations;

(i) not to guarantee or become obligated for the debts of any other entity or hold out its credit as being available to satisfy the obligations of others, except to the extent permitted hereunder;

(j) not to acquire obligations or securities of its partners or members, if any; to allocate fairly and reasonably any overhead for shared office space;

(k) to use separate stationery, invoices, and checks;

(l) except as otherwise expressly permitted hereunder, not to pledge its assets for the benefit of any other entity or make any loans or advances to any entity;

(m) to hold itself out as a separate entity;

(n) to correct any known misunderstanding regarding its separate identity; and

(o) to maintain adequate capital in light of its contemplated business operations.

ARTICLE XXVIII
MISCELLANEOUS PROVISIONS

Section 28.01. The Lessor's Consent. Except where otherwise stated to the contrary in this Lease Agreement, any consent required by the Lessor under this Lease Agreement must be granted in writing and may be withheld or conditioned by the Lessor in its reasonable discretion.

Section 28.02. The Lessee's Consent. Except where otherwise stated to the contrary in this Lease Agreement, any consent required by the Lessee under this Lease Agreement must be granted in writing and may be withheld or conditioned by the Lessee in its reasonable discretion.

Section 28.03. The Lessor's Successors. In the event of a sale or conveyance by the Lessor of the Facilities and the Site, such sale or conveyance shall operate to release the Lessor from any liability under this Lease Agreement, except as to any issues arising out of or related to Hazardous Substances, and in such event the Lessor's successor in interest shall be solely responsible for the Lessor's obligations under this Lease Agreement.

Section 28.04. Interpretation. This Lease Agreement shall be construed and interpreted in accordance with the laws of the State. When required by the content of this Lease Agreement, the singular shall include the plural, and any gender-related identifier shall include all gender-related identifiers. The enforceability, invalidity or illegality of any provision of this Lease Agreement shall not render the other provisions of this Lease Agreement unenforceable, invalid or illegal. Any ambiguity in this Lease Agreement shall not be interpreted against the Lessor or the Lessee. Deletions or strike-outs from the original text shall not be used in interpreting the meaning of the remaining text.

Section 28.05. Addenda. If any provision contained in an addendum to this Lease Agreement is inconsistent with any other provision of this Lease Agreement, the provision contained in the addendum shall control, unless otherwise provided in the addendum.

Section 28.06. Survival of Lessor's Representations and Warranties. All representations and warranties by the Lessor, as well as all agreements by the Lessor to indemnify or hold the Lessee harmless, shall survive the termination of this Lease Agreement.

Section 28.07. Survival of Lessee's Representations and Warranties. All representations and warranties by the Lessee, as well as all agreements by the Lessee to indemnify or hold the Authority, Lessor and Trustee harmless, shall survive the termination of this Lease Agreement.

Section 28.08. Attorneys' Fees. In the event of any action or proceeding brought by the Lessor or the Lessee against the other under or with respect to this Lease Agreement, the prevailing party in such action or proceeding shall be entitled to recover all costs and expenses, including reasonable attorneys' fees incurred on account of such action or proceeding. Wherever referenced in this Lease Agreement, any attorney's fees recoverable by the Lessor or the Lessee shall be reasonable and shall include the attorney's costs and expenses associated with such fees.

Section 28.09. Consent. Notwithstanding anything contained in this Lease Agreement to the contrary, the Lessee does not waive the right to any claim against the Lessor for money damages by reason of any refusal, withholding or delaying by the Lessor of any consent, approval or statement of satisfaction with respect to any obligation requiring such consent under this Lease Agreement. In such event, the Lessee is entitled to any equitable or legal remedy provided under the law of or any judicial discretion in the State.

Section 28.10. Third-Party Beneficiaries. Notwithstanding anything contained in this Lease Agreement to the contrary, the Authority, the Trustee and any beneficiary under the Mortgages shall be third-party beneficiaries of this Lease Agreement. For so long as the Bonds are Outstanding, this Lease Agreement may be amended, waived or modified only in accordance with the terms of the Master Indenture, the Indenture and the Loan Agreement.

Section 28.11. Estoppel.

(a) By the Lessee. The Lessee shall, within 10 Business Days after the Lessor's request from time to time, sign and deliver to the Lessor a certificate in such form as the Lessor shall require in conformity with the provisions of this Section 28.11, directed to such Person(s) as the Lessor shall request, containing any or all of the following statements (identifying in reasonable detail any exceptions that may exist at the time), as requested by the Lessor: (i) this Lease Agreement has not been amended, constitutes the entire agreement between the Lessor and the Lessee relating to the Facilities and the Site, and is in full force and effect (with a copy of the entire Lease Agreement and all amendments attached as exhibit(s), if requested by the Lessor); the Lessor has fully performed all of the Lessor's agreements in this Lease Agreement; (iii) neither the Lessor nor the Lessee is in default under this Lease Agreement and to the best of the Lessee's knowledge no facts or circumstances exist that, with the passage of time or the giving of notice,

would constitute defaults under this Lease Agreement by the Lessor or the Lessee, and the Lessee has no offsets, defenses, claims, counterclaims or recoupment rights against the Lessor's enforcement of this Lease Agreement; (iv) there are no unfulfilled conditions to the Lessee's obligations under this Lease Agreement; (v) the Lessee has no rights to the Facilities or the Site except as stated in this Lease Agreement; (vi) the Lessee has paid all rent required to be paid under this Lease Agreement; (vii) the Commencement Date or any other then-ascertainable date relevant to this Lease Agreement; (viii) the date when the Term shall expire; (ix) confirmation that this Lease Agreement is subordinate to any underlying financing; (x) confirmation of the exact location and size (in rentable square feet) of the Facilities and the Site and that the Lessee has entered into occupancy of the Facilities and the Site; (xi) all property attached to the Facilities and the Site owned by the Lessee; and (xii) such other matters as the Lessor shall request. The Lessee irrevocably appoints the Lessor as the Lessee's attorney-in-fact to execute such a writing if the Lessee shall fail to do so within 10 Business Days after the Lessor's request.

(b) By the Lessor. Upon notice by the Lessee, provided that the Lessee is not in default under this Lease Agreement, the Lessor agrees to deliver to the Lessee, within 10 Business Days, an estoppel certificate similar in form and scope to the estoppel certificate required of the Lessee under the provisions of paragraph (a) of this Section 28.11, to the extent applicable under the circumstances in the Lessor's reasonable judgment.

Section 28.12. Counterparts. This Lease Agreement may be executed in multiple counterparts, all of which shall constitute one and the same Lease Agreement.

Section 28.13. Cumulative Remedies. No remedy or election under this Lease Agreement shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies or elections at law or in equity.

Section 28.14. Delay in Enforcement. The Lessor and the Lessee may delay the enforcement or fail to enforce any or all of their respective rights under this Lease Agreement without waiving or relinquishing any or all of those rights.

Section 28.15. Inability to Perform. This Lease Agreement and the obligations of the Lessor and the Lessee under this Lease Agreement shall not be affected or impaired because the Lessor and/or the Lessee are unable to fulfill any of their respective obligations under this Lease Agreement or is delayed in doing so, if such delay, hindrance or prevention is caused by reason of strike, labor troubles, acts of God, inability to procure materials, earthquake, failure of power, restrictive governmental law or regulations, riots, insurrection, terrorism, war, unforeseen concealed conditions, severe weather or other reason of a like nature not the fault of the party so delayed, hindered or prevented from performance. In any event, the provisions of this Section 28.15 shall be limited to the Lessor's and/or the Lessee's inability to fulfill any of their respective obligations under this Lease Agreement for a period of not more than 180 days.

Section 28.16. Headings, Captions and Titles. The headings, captions and titles of this Lease Agreement are not a part of this Lease Agreement and shall have no effect upon the construction or interpretation of any provision of this Lease Agreement.

Section 28.17. Plats and Riders. Clauses, plats and riders, if any, signed by the Lessor and the Lessee and endorsed on or affixed to this Lease Agreement are a part of this Lease Agreement.

Section 28.18. Prior Agreements. This Lease Agreement contains all of the agreements of the Lessor and the Lessee with respect to any matter covered or mentioned in this Lease Agreement, and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose. Except as provided under Section 1.04 of this Lease Agreement, no provision of this Lease Agreement may be amended or added to except by an agreement in writing signed by the Lessor and the Lessee or their respective successors in interest.

Section 28.19. Severability. Any provision of this Lease Agreement that shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision of this Lease Agreement and such other provision shall remain in full force and effect.

Section 28.20. Successors and Assigns. The covenants and conditions contained in this Lease Agreement, subject to the provisions of this Lease Agreement as to assignment, apply to and bind the respective successors, administrators and assigns of the Lessor or the Lessee, as applicable.

Section 28.21. Traffic Control. The Lessee shall solely be responsible for the preparation of any and all required traffic plans as a result of the Lessee's use of the Facilities and the Site, and the Lessor shall be responsible for compliance with all applicable traffic requirements, including but not limited to the installation of traffic signals.

IN WITNESS WHEREOF, the parties hereto have executed this Lease Agreement as of the date first stated above.

LESSOR:

JACQUELYN GATES LLC

By: _____
Terri Martin
Authorized Signatory

LESSEE

ASPEN PUBLIC SCHOOLS INCORPORATED, A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

By: _____
Shelly Lether
Authorized Signatory

EXHIBIT A
LEASED PREMISES AND LEGAL DESCRIPTION

The Land referred to herein below in situated in the County of Fresno, State of California, and is described as follows:

PARCEL 1:

THAT PORTION OF THE NORTH HALF OF THE SOUTHEAST QUARTER OF THE NORTHEAST QUARTER OF SECTION 21, TOWNSHIP 13 SOUTH, RANGE 20 EAST, MOUNT DIABLO BASE AND MERIDIAN, IN THE CITY OF FRESNO, COUNTY OF FRESNO, STATE OF CALIFORNIA, ACCORDING TO THE OFFICIAL PLAT THEREOF DESCRIBED AS FOLLOWS:

BEGINNING AT A POINT 873.65 FEET WEST AND 30 FEET NORTH OF THE SOUTHEAST CORNER OF THE NORTH HALF OF THE SOUTHEAST QUARTER OF THE NORTHEAST QUARTER OF SAID SECTION 21, THENCE NORTH 135.44 FEET; THENCE WEST 102.73 FEET: THENCE SOUTH 135.44 FEET; THENCE EAST 102.73 FEET TO THE POINT OF BEGINNING.
PARCEL 2: THE WEST 5 ACRES OF THE NORTH HALF OF THE EAST HALF OF THE SOUTH HALF OF THE SOUTH HALF OF THE NORTHEAST QUARTER OF SECTION 21, TOWNSHIP 13 SOUTH, RANGE 20 EAST, MOUNT DIABLO BASE AND MERIDAN, IN THE CITY OF FRESNO, COUNTY OF FRESNO, STATE OF CALIFORNIA, ACCORDING TO THE OFFICIAL PLAT THEREOF.

TOGETHER WITH THAT PORTION OF NORTH GLEN AVENUE (ABANDONED) WHICH WOULD PASS BY A CONVEYANCE OF SAID LAND UNDER SECTIONS 831 AND 1112 OF THE CIVIL CODE, LYING BETWEEN LANSING WAY AND SAGINAW WAY, THAT LIES ADJACENT TO AND EAST OF THE PROPERTY DESCRIBED HEREINABOVE, AS DESCRIBED BY RESOLUTION NO. 98-34, RECORDED OCTOBER 8, 2002, INSTRUMENT NO. 2002-0177016, OF OFFICIAL RECORDS

PARCEL 3:
THE EAST TWO AND ONE-HALF ACRES OF THE WEST SEVEN AND ONE-HALF ACRES OF THE NORTH HALF OF THE EAST HALF OF THE SOUTH HALF OF THE SOUTH HALF OF THE NORTHEAST QUARTER OF SECTION 21, TOWNSHIP 13 SOUTH, RANGE 20 EAST, MOUNT DIABLO BASE AND MERIDIAN, IN THE CITY OF FRESNO, COUNTY OF FRESNO, STATE OF CALIFORNIA, ACCORDING TO THE UNITED STATES GOVERNMENT TOWNSHIP PLAT.

TOGETHER WITH THAT PORTION OF NORTH GLEN AVENUE (ABANDONED) WHICH WOULD PASS BY A CONVEYED OF SAID LAND UNDER SECTIONS 831 AND 1112 OF THE CIVIL CODE, LYING BETWEEN LANSING WAY AND SAGINAW WAY, THAT LIES ADJACENT TO AND WEST OF THE PROPERTY DESCRIBED HEREINABOVE, AS DISCLOSED BY RESOLUTION NO. 98-34,

RECORDED OCTOBER 8, 2002, INSTRUMENT NO. 2002-0177016, OF OFFICIAL RECORDS.

PARCEL 4:
PARCEL B OF PARCEL MAP NO. 68-38 IN THE CITY OF FRESNO, COUNTY OF FRESNO, STATE OF CALIFORNIA, ACCORDING TO THE MAP THEREOF RECORDED IN BOOK 1, PAGE 25 OF PARCEL MAPS, AND ACCORDING TO THE AMENDED MAP THEREOF RECORDED IN BOOK 1, PAGE 45 OF PARCEL MAPS, FRESNO COUNTY RECORDS.

EXHIBIT B
SCHEDULE OF RENT PAYMENTS

Payment Date	**Base Rent**	**Additional Rent**	**Scheduled Payment**
10/20/2022	35,406.09	558.99	35,965.08
11/20/2022	35,406.09	558.99	35,965.08
12/20/2022	27,551.87	742.27	28,294.14
1/20/2023	27,551.87	742.27	28,294.14
2/20/2023	27,551.87	742.27	28,294.14
3/20/2023	27,551.87	742.27	28,294.14
4/20/2023	27,551.87	742.27	28,294.14
5/20/2023	27,551.87	742.27	28,294.14
6/20/2023	26,649.04	1,440.00	28,089.04
7/20/2023	26,649.04	1,440.00	28,089.04
8/20/2023	26,649.04	1,440.00	28,089.04
9/20/2023	26,649.04	1,440.00	28,089.04
10/20/2023	26,649.04	1,440.00	28,089.04
11/20/2023	26,649.04	1,440.00	28,089.04
12/20/2023	26,649.04	1,440.00	28,089.04
1/20/2024	26,649.04	1,440.00	28,089.04
2/20/2024	26,649.04	1,440.00	28,089.04
3/20/2024	26,649.04	1,440.00	28,089.04
4/20/2024	26,649.04	1,440.00	28,089.04
5/20/2024	26,649.04	1,440.00	28,089.04
6/20/2024	24,980.58	1,354.71	26,335.29
7/20/2024	24,980.58	1,354.71	26,335.29
8/20/2024	24,980.58	1,354.71	26,335.29
9/20/2024	24,980.58	1,354.71	26,335.29
10/20/2024	24,980.58	1,354.71	26,335.29
11/20/2024	24,980.58	1,354.71	26,335.29
12/20/2024	24,980.58	1,354.71	26,335.29
1/20/2025	24,980.58	1,354.71	26,335.29
2/20/2025	24,980.58	1,354.71	26,335.29
3/20/2025	24,980.58	1,354.71	26,335.29
4/20/2025	24,980.58	1,354.71	26,335.29
5/20/2025	24,980.58	1,354.71	26,335.29
6/20/2025	24,167.81	1,314.39	25,482.20
7/20/2025	24,167.81	1,314.39	25,482.20
8/20/2025	24,167.81	1,314.39	25,482.20
9/20/2025	24,167.81	1,314.39	25,482.20
10/20/2025	24,167.81	1,314.39	25,482.20
11/20/2025	24,167.81	1,314.39	25,482.20
12/20/2025	24,167.81	716.56	24,884.37
1/20/2026	24,167.81	716.56	24,884.37
2/20/2026	24,167.81	716.56	24,884.37

3/20/2026	24,167.81	716.56	24,884.37
4/20/2026	24,167.81	716.56	24,884.37
5/20/2026	24,167.81	716.56	24,884.37
6/20/2026	23,642.81	330.20	23,973.01
7/20/2026	23,642.81	330.20	23,973.01
8/20/2026	23,642.81	330.20	23,973.01
9/20/2026	23,642.81	330.20	23,973.01
10/20/2026	23,642.81	330.20	23,973.01
11/20/2026	23,642.81	330.20	23,973.01
12/20/2026	23,642.81	330.20	23,973.01
1/20/2027	23,642.81	330.20	23,973.01
2/20/2027	23,642.81	330.20	23,973.01
3/20/2027	23,642.81	330.20	23,973.01
4/20/2027	23,642.81	330.20	23,973.01
5/20/2027	23,642.81	330.20	23,973.01
6/20/2027	23,709.44	329.76	24,039.20
7/20/2027	23,709.44	329.76	24,039.20
8/20/2027	23,709.44	329.76	24,039.20
9/20/2027	23,709.44	329.76	24,039.20
10/20/2027	23,709.44	329.76	24,039.20
11/20/2027	23,709.44	329.76	24,039.20
12/20/2027	23,709.44	329.76	24,039.20
1/20/2028	23,709.44	329.76	24,039.20
2/20/2028	23,709.44	329.76	24,039.20
3/20/2028	23,709.44	329.76	24,039.20
4/20/2028	23,709.44	329.76	24,039.20
5/20/2028	23,709.44	329.76	24,039.20
6/20/2028	23,756.07	329.28	24,085.35
7/20/2028	23,756.07	329.28	24,085.35
8/20/2028	23,756.07	329.28	24,085.35
9/20/2028	23,756.07	329.28	24,085.35
10/20/2028	23,756.07	329.28	24,085.35
11/20/2028	23,756.07	329.28	24,085.35
12/20/2028	23,756.07	329.28	24,085.35
1/20/2029	23,756.07	329.28	24,085.35
2/20/2029	23,756.07	329.28	24,085.35
3/20/2029	23,756.07	329.28	24,085.35
4/20/2029	23,756.07	329.28	24,085.35
5/20/2029	23,756.07	329.28	24,085.35
6/20/2029	23,649.48	328.78	23,978.26
7/20/2029	23,649.48	328.78	23,978.26
8/20/2029	23,649.48	328.78	23,978.26
9/20/2029	23,649.48	328.78	23,978.26
10/20/2029	23,649.48	328.78	23,978.26
11/20/2029	23,649.48	328.78	23,978.26
12/20/2029	23,649.48	328.78	23,978.26
1/20/2030	23,649.48	328.78	23,978.26
2/20/2030	23,649.48	328.78	23,978.26
3/20/2030	23,649.48	328.78	23,978.26
4/20/2030	23,649.48	328.78	23,978.26
5/20/2030	23,649.48	328.78	23,978.26

6/20/2030	23,728.59	328.24	24,056.83
7/20/2030	23,728.59	328.24	24,056.83
8/20/2030	23,728.59	328.24	24,056.83
9/20/2030	23,728.59	328.24	24,056.83
10/20/2030	23,728.59	328.24	24,056.83
11/20/2030	23,728.59	328.24	24,056.83
12/20/2030	23,728.59	328.24	24,056.83
1/20/2031	23,728.59	328.24	24,056.83
2/20/2031	23,728.59	328.24	24,056.83
3/20/2031	23,728.59	328.24	24,056.83
4/20/2031	23,728.59	328.24	24,056.83
5/20/2031	23,728.59	328.24	24,056.83
6/20/2031	23,659.47	327.68	23,987.15
7/20/2031	23,659.47	327.68	23,987.15
8/20/2031	23,659.47	327.68	23,987.15
9/20/2031	23,659.47	327.68	23,987.15
10/20/2031	23,659.47	327.68	23,987.15
11/20/2031	23,659.47	327.68	23,987.15
12/20/2031	23,659.47	327.68	23,987.15
1/20/2032	23,659.47	327.68	23,987.15
2/20/2032	23,659.47	327.68	23,987.15
3/20/2032	23,659.47	327.68	23,987.15
4/20/2032	23,659.47	327.68	23,987.15
5/20/2032	23,659.47	327.68	23,987.15
6/20/2032	23,716.10	327.08	24,043.18
7/20/2032	23,716.10	327.08	24,043.18
8/20/2032	23,716.10	327.08	24,043.18
9/20/2032	23,716.10	327.08	24,043.18
10/20/2032	23,716.10	327.08	24,043.18
11/20/2032	23,716.10	327.08	24,043.18
12/20/2032	23,716.10	327.08	24,043.18
1/20/2033	23,716.10	327.08	24,043.18
2/20/2033	23,716.10	327.08	24,043.18
3/20/2033	23,716.10	327.08	24,043.18
4/20/2033	23,716.10	327.08	24,043.18
5/20/2033	23,716.10	327.08	24,043.18
6/20/2033	23,757.73	326.44	24,084.17
7/20/2033	23,757.73	326.44	24,084.17
8/20/2033	23,757.73	326.44	24,084.17
9/20/2033	23,757.73	326.44	24,084.17
10/20/2033	23,757.73	326.44	24,084.17
11/20/2033	23,757.73	326.44	24,084.17
12/20/2033	23,757.73	326.44	24,084.17
1/20/2034	23,757.73	326.44	24,084.17
2/20/2034	23,757.73	326.44	24,084.17
3/20/2034	23,757.73	326.44	24,084.17
4/20/2034	23,757.73	326.44	24,084.17
5/20/2034	23,757.73	326.44	24,084.17
6/20/2034	23,651.15	325.78	23,976.93
7/20/2034	23,651.15	325.78	23,976.93
8/20/2034	23,651.15	325.78	23,976.93

9/20/2034	23,651.15	325.78	23,976.93
10/20/2034	23,651.15	325.78	23,976.93
11/20/2034	23,651.15	325.78	23,976.93
12/20/2034	23,651.15	325.78	23,976.93
1/20/2035	23,651.15	325.78	23,976.93
2/20/2035	23,651.15	325.78	23,976.93
3/20/2035	23,651.15	325.78	23,976.93
4/20/2035	23,651.15	325.78	23,976.93
5/20/2035	23,651.15	325.78	23,976.93
6/20/2035	23,648.31	325.08	23,973.39
7/20/2035	23,648.31	325.08	23,973.39
8/20/2035	23,648.31	325.08	23,973.39
9/20/2035	23,648.31	325.08	23,973.39
10/20/2035	23,648.31	325.08	23,973.39
11/20/2035	23,648.31	325.08	23,973.39
12/20/2035	23,648.31	325.08	23,973.39
1/20/2036	23,648.31	325.08	23,973.39
2/20/2036	23,648.31	325.08	23,973.39
3/20/2036	23,648.31	325.08	23,973.39
4/20/2036	23,648.31	325.08	23,973.39
5/20/2036	23,648.31	325.08	23,973.39
6/20/2036	23,629.16	324.34	23,953.50
7/20/2036	23,629.16	324.34	23,953.50
8/20/2036	23,629.16	324.34	23,953.50
9/20/2036	23,629.16	324.34	23,953.50
10/20/2036	23,629.16	324.34	23,953.50
11/20/2036	23,629.16	324.34	23,953.50
12/20/2036	23,629.16	324.34	23,953.50
1/20/2037	23,629.16	324.34	23,953.50
2/20/2037	23,629.16	324.34	23,953.50
3/20/2037	23,629.16	324.34	23,953.50
4/20/2037	23,629.16	324.34	23,953.50
5/20/2037	23,629.16	324.34	23,953.50
6/20/2037	23,726.92	323.54	24,050.46
7/20/2037	23,726.92	323.54	24,050.46
8/20/2037	23,726.92	323.54	24,050.46
9/20/2037	23,726.92	323.54	24,050.46
10/20/2037	23,726.92	323.54	24,050.46
11/20/2037	23,726.92	323.54	24,050.46
12/20/2037	23,726.92	323.54	24,050.46
1/20/2038	23,726.92	323.54	24,050.46
2/20/2038	23,726.92	323.54	24,050.46
3/20/2038	23,726.92	323.54	24,050.46
4/20/2038	23,726.92	323.54	24,050.46
5/20/2038	23,726.92	323.54	24,050.46
6/20/2038	23,666.97	322.70	23,989.67
7/20/2038	23,666.97	322.70	23,989.67
8/20/2038	23,666.97	322.70	23,989.67
9/20/2038	23,666.97	322.70	23,989.67
10/20/2038	23,666.97	322.70	23,989.67
11/20/2038	23,666.97	322.70	23,989.67

12/20/2038	23,666.97	322.70	23,989.67
1/20/2039	23,666.97	322.70	23,989.67
2/20/2039	23,666.97	322.70	23,989.67
3/20/2039	23,666.97	322.70	23,989.67
4/20/2039	23,666.97	322.70	23,989.67
5/20/2039	23,666.97	322.70	23,989.67
6/20/2039	23,723.92	321.80	24,045.72
7/20/2039	23,723.92	321.80	24,045.72
8/20/2039	23,723.92	321.80	24,045.72
9/20/2039	23,723.92	321.80	24,045.72
10/20/2039	23,723.92	321.80	24,045.72
11/20/2039	23,723.92	321.80	24,045.72
12/20/2039	23,723.92	321.80	24,045.72
1/20/2040	23,723.92	321.80	24,045.72
2/20/2040	23,723.92	321.80	24,045.72
3/20/2040	23,723.92	321.80	24,045.72
4/20/2040	23,723.92	321.80	24,045.72
5/20/2040	23,723.92	321.80	24,045.72
6/20/2040	23,756.40	320.85	24,077.25
7/20/2040	23,756.40	320.85	24,077.25
8/20/2040	23,756.40	320.85	24,077.25
9/20/2040	23,756.40	320.85	24,077.25
10/20/2040	23,756.40	320.85	24,077.25
11/20/2040	23,756.40	320.85	24,077.25
12/20/2040	23,756.40	320.85	24,077.25
1/20/2041	23,756.40	320.85	24,077.25
2/20/2041	23,756.40	320.85	24,077.25
3/20/2041	23,756.40	320.85	24,077.25
4/20/2041	23,756.40	320.85	24,077.25
5/20/2041	23,756.40	320.85	24,077.25
6/20/2041	23,631.16	319.85	23,951.01
7/20/2041	23,631.16	319.85	23,951.01
8/20/2041	23,631.16	319.85	23,951.01
9/20/2041	23,631.16	319.85	23,951.01
10/20/2041	23,631.16	319.85	23,951.01
11/20/2041	23,631.16	319.85	23,951.01
12/20/2041	23,631.16	319.85	23,951.01
1/20/2042	23,631.16	319.85	23,951.01
2/20/2042	23,631.16	319.85	23,951.01
3/20/2042	23,631.16	319.85	23,951.01
4/20/2042	23,631.16	319.85	23,951.01
5/20/2042	23,631.16	319.85	23,951.01
6/20/2042	23,756.06	318.77	24,074.83
7/20/2042	23,756.06	318.77	24,074.83
8/20/2042	23,756.06	318.77	24,074.83
9/20/2042	23,756.06	318.77	24,074.83
10/20/2042	23,756.06	318.77	24,074.83
11/20/2042	23,756.06	318.77	24,074.83
12/20/2042	23,756.06	318.77	24,074.83
1/20/2043	23,756.06	318.77	24,074.83
2/20/2043	23,756.06	318.77	24,074.83

3/20/2043	23,756.06	318.77	24,074.83
4/20/2043	23,756.06	318.77	24,074.83
5/20/2043	23,756.06	318.77	24,074.83
6/20/2043	23,715.09	317.63	24,032.72
7/20/2043	23,715.09	317.63	24,032.72
8/20/2043	23,715.09	317.63	24,032.72
9/20/2043	23,715.09	317.63	24,032.72
10/20/2043	23,715.09	317.63	24,032.72
11/20/2043	23,715.09	317.63	24,032.72
12/20/2043	23,715.09	317.63	24,032.72
1/20/2044	23,715.09	317.63	24,032.72
2/20/2044	23,715.09	317.63	24,032.72
3/20/2044	23,715.09	317.63	24,032.72
4/20/2044	23,715.09	317.63	24,032.72
5/20/2044	23,715.09	317.63	24,032.72
6/20/2044	23,649.64	316.43	23,966.07
7/20/2044	23,649.64	316.43	23,966.07
8/20/2044	23,649.64	316.43	23,966.07
9/20/2044	23,649.64	316.43	23,966.07
10/20/2044	23,649.64	316.43	23,966.07
11/20/2044	23,649.64	316.43	23,966.07
12/20/2044	23,649.64	316.43	23,966.07
1/20/2045	23,649.64	316.43	23,966.07
2/20/2045	23,649.64	316.43	23,966.07
3/20/2045	23,649.64	316.43	23,966.07
4/20/2045	23,649.64	316.43	23,966.07
5/20/2045	23,649.64	316.43	23,966.07
6/20/2045	23,692.95	315.15	24,008.10
7/20/2045	23,692.95	315.15	24,008.10
8/20/2045	23,692.95	315.15	24,008.10
9/20/2045	23,692.95	315.15	24,008.10
10/20/2045	23,692.95	315.15	24,008.10
11/20/2045	23,692.95	315.15	24,008.10
12/20/2045	23,692.95	315.15	24,008.10
1/20/2046	23,692.95	315.15	24,008.10
2/20/2046	23,692.95	315.15	24,008.10
3/20/2046	23,692.95	315.15	24,008.10
4/20/2046	23,692.95	315.15	24,008.10
5/20/2046	23,692.95	315.15	24,008.10
6/20/2046	23,703.60	313.79	24,017.39
7/20/2046	23,703.60	313.79	24,017.39
8/20/2046	23,703.60	313.79	24,017.39
9/20/2046	23,703.60	313.79	24,017.39
10/20/2046	23,703.60	313.79	24,017.39
11/20/2046	23,703.60	313.79	24,017.39
12/20/2046	23,703.60	313.79	24,017.39
1/20/2047	23,703.60	313.79	24,017.39
2/20/2047	23,703.60	313.79	24,017.39
3/20/2047	23,703.60	313.79	24,017.39
4/20/2047	23,703.60	313.79	24,017.39
5/20/2047	23,703.60	313.79	24,017.39

6/20/2047	23,681.62	312.35	23,993.97
7/20/2047	23,681.62	312.35	23,993.97
8/20/2047	23,681.62	312.35	23,993.97
9/20/2047	23,681.62	312.35	23,993.97
10/20/2047	23,681.62	312.35	23,993.97
11/20/2047	23,681.62	312.35	23,993.97
12/20/2047	23,681.62	312.35	23,993.97
1/20/2048	23,681.62	312.35	23,993.97
2/20/2048	23,681.62	312.35	23,993.97
3/20/2048	23,681.62	312.35	23,993.97
4/20/2048	23,681.62	312.35	23,993.97
5/20/2048	23,681.62	312.35	23,993.97
6/20/2048	23,760.23	310.81	24,071.04
7/20/2048	23,760.23	310.81	24,071.04
8/20/2048	23,760.23	310.81	24,071.04
9/20/2048	23,760.23	310.81	24,071.04
10/20/2048	23,760.23	310.81	24,071.04
11/20/2048	23,760.23	310.81	24,071.04
12/20/2048	23,760.23	310.81	24,071.04
1/20/2049	23,760.23	310.81	24,071.04
2/20/2049	23,760.23	310.81	24,071.04
3/20/2049	23,760.23	310.81	24,071.04
4/20/2049	23,760.23	310.81	24,071.04
5/20/2049	23,760.23	310.81	24,071.04
6/20/2049	23,664.80	309.19	23,973.99
7/20/2049	23,664.80	309.19	23,973.99
8/20/2049	23,664.80	309.19	23,973.99
9/20/2049	23,664.80	309.19	23,973.99
10/20/2049	23,664.80	309.19	23,973.99
11/20/2049	23,664.80	309.19	23,973.99
12/20/2049	23,664.80	309.19	23,973.99
1/20/2050	23,664.80	309.19	23,973.99
2/20/2050	23,664.80	309.19	23,973.99
3/20/2050	23,664.80	309.19	23,973.99
4/20/2050	23,664.80	309.19	23,973.99
5/20/2050	23,664.80	309.19	23,973.99
6/20/2050	23,669.96	307.47	23,977.43
7/20/2050	23,669.96	307.47	23,977.43
8/20/2050	23,669.96	307.47	23,977.43
9/20/2050	23,669.96	307.47	23,977.43
10/20/2050	23,669.96	307.47	23,977.43
11/20/2050	23,669.96	307.47	23,977.43
12/20/2050	23,669.96	307.47	23,977.43
1/20/2051	23,669.96	307.47	23,977.43
2/20/2051	23,669.96	307.47	23,977.43
3/20/2051	23,669.96	307.47	23,977.43
4/20/2051	23,669.96	307.47	23,977.43
5/20/2051	23,669.96	307.47	23,977.43
6/20/2051	23,634.32	305.66	23,939.98
7/20/2051	23,634.32	305.66	23,939.98
8/20/2051	23,634.32	305.66	23,939.98

9/20/2051	23,634.32	305.66	23,939.98
10/20/2051	23,634.32	305.66	23,939.98
11/20/2051	23,634.32	305.66	23,939.98
12/20/2051	23,634.32	305.66	23,939.98
1/20/2052	23,634.32	305.66	23,939.98
2/20/2052	23,634.32	305.66	23,939.98
3/20/2052	23,634.32	305.66	23,939.98
4/20/2052	23,634.32	305.66	23,939.98
5/20/2052	23,634.32	305.66	23,939.98
6/20/2052	23,691.11	303.72	23,994.83
7/20/2052	23,691.11	303.72	23,994.83
8/20/2052	23,691.11	303.72	23,994.83
9/20/2052	23,691.11	303.72	23,994.83
10/20/2052	23,691.11	303.72	23,994.83
11/20/2052	23,691.11	303.72	23,994.83
12/20/2052	23,691.11	303.72	23,994.83
1/20/2053	23,691.11	303.72	23,994.83
2/20/2053	23,691.11	303.72	23,994.83
3/20/2053	23,691.11	303.72	23,994.83
4/20/2053	23,691.11	303.72	23,994.83
5/20/2053	23,691.11	303.72	23,994.83
6/20/2053	23,682.79	301.66	23,984.45
7/20/2053	23,682.79	301.66	23,984.45
8/20/2053	23,682.79	301.66	23,984.45
9/20/2053	23,682.79	301.66	23,984.45
10/20/2053	23,682.79	301.66	23,984.45
11/20/2053	23,682.79	301.66	23,984.45
12/20/2053	23,682.79	301.66	23,984.45
1/20/2054	23,682.79	301.66	23,984.45
2/20/2054	23,682.79	301.66	23,984.45
3/20/2054	23,682.79	301.66	23,984.45
4/20/2054	23,682.79	301.66	23,984.45
5/20/2054	23,682.79	301.66	23,984.45
6/20/2054	23,757.73	299.46	24,057.19
7/20/2054	23,757.73	299.46	24,057.19
8/20/2054	23,757.73	299.46	24,057.19
9/20/2054	23,757.73	299.46	24,057.19
10/20/2054	23,757.73	299.46	24,057.19
11/20/2054	23,757.73	299.46	24,057.19
12/20/2054	23,757.73	299.46	24,057.19
1/20/2055	23,757.73	299.46	24,057.19
2/20/2055	23,757.73	299.46	24,057.19
3/20/2055	23,757.73	299.46	24,057.19
4/20/2055	23,757.73	299.46	24,057.19
5/20/2055	23,757.73	299.46	24,057.19
6/20/2055	23,641.15	297.14	23,938.29
7/20/2055	23,641.15	297.14	23,938.29
8/20/2055	23,641.15	297.14	23,938.29
9/20/2055	23,641.15	297.14	23,938.29
10/20/2055	23,641.15	297.14	23,938.29
11/20/2055	23,641.15	297.14	23,938.29

12/20/2055	23,641.15	297.14	23,938.29
1/20/2056	23,641.15	297.14	23,938.29
2/20/2056	23,641.15	297.14	23,938.29
3/20/2056	23,641.15	297.14	23,938.29
4/20/2056	23,641.15	297.14	23,938.29
5/20/2056	23,641.15	297.14	23,938.29
6/20/2056	23,741.07	294.66	24,035.73
7/20/2056	23,741.07	294.66	24,035.73
8/20/2056	23,741.07	294.66	24,035.73
9/20/2056	23,741.07	294.66	24,035.73
10/20/2056	23,741.07	294.66	24,035.73
11/20/2056	23,741.07	294.66	24,035.73
12/20/2056	23,741.07	294.66	24,035.73
1/20/2057	23,741.07	294.66	24,035.73
2/20/2057	23,741.07	294.66	24,035.73
3/20/2057	23,741.07	294.66	24,035.73
4/20/2057	23,741.07	294.66	24,035.73
5/20/2057	23,741.07	294.66	24,035.73
6/20/2057	23,641.15	292.05	23,933.20
7/20/2057	23,641.15	292.05	23,933.20
8/20/2057	23,641.15	292.05	23,933.20
9/20/2057	23,641.15	292.05	23,933.20
10/20/2057	23,641.15	292.05	23,933.20
11/20/2057	23,641.15	292.05	23,933.20
12/20/2057	23,641.15	292.05	23,933.20
1/20/2058	23,641.15	292.05	23,933.20
2/20/2058	23,641.15	292.05	23,933.20
3/20/2058	23,641.15	292.05	23,933.20
4/20/2058	23,641.15	292.05	23,933.20
5/20/2058	23,641.15	292.05	23,933.20
6/20/2058	23,749.41	289.25	24,038.66
7/20/2058	23,749.41	289.25	24,038.66
8/20/2058	23,749.41	289.25	24,038.66
9/20/2058	23,749.41	289.25	24,038.66
10/20/2058	23,749.41	289.25	24,038.66
11/20/2058	23,749.41	289.25	24,038.66
12/20/2058	23,749.41	289.25	24,038.66
1/20/2059	23,749.41	289.25	24,038.66
2/20/2059	23,749.41	289.25	24,038.66
3/20/2059	23,749.41	289.25	24,038.66
4/20/2059	23,749.41	289.25	24,038.66
5/20/2059	23,749.41	289.25	24,038.66
6/20/2059	23,649.48	286.29	23,935.77
7/20/2059	23,649.48	286.29	23,935.77
8/20/2059	23,649.48	286.29	23,935.77
9/20/2059	23,649.48	286.29	23,935.77
10/20/2059	23,649.48	286.29	23,935.77
11/20/2059	23,649.48	286.29	23,935.77
12/20/2059	23,649.48	286.29	23,935.77
1/20/2060	23,649.48	286.29	23,935.77
2/20/2060	23,649.48	286.29	23,935.77

3/20/2060	23,649.48	286.29	23,935.77
4/20/2060	23,649.48	286.29	23,935.77
5/20/2060	23,649.48	286.29	23,935.77
6/20/2060	23,616.17	283.15	23,899.32
7/20/2060	23,616.17	283.15	23,899.32
8/20/2060	23,616.17	283.15	23,899.32
9/20/2060	23,616.17	283.15	23,899.32
10/20/2060	23,616.17	283.15	23,899.32
11/20/2060	23,616.17	283.15	23,899.32
12/20/2060	23,616.17	283.15	23,899.32
1/20/2061	23,616.17	283.15	23,899.32
2/20/2061	23,616.17	283.15	23,899.32
3/20/2061	23,616.17	283.15	23,899.32
4/20/2061	23,616.17	283.15	23,899.32
5/20/2061	23,616.17	283.15	23,899.32
6/20/2061	23,641.15	279.81	23,920.96
7/20/2061	23,641.15	279.81	23,920.96
8/20/2061	23,641.15	279.81	23,920.96
9/20/2061	23,641.15	279.81	23,920.96
10/20/2061	23,641.15	279.81	23,920.96
11/20/2061	23,641.15	279.81	23,920.96
12/20/2061	23,641.15	279.81	23,920.96
1/20/2062	23,641.15	279.81	23,920.96
2/20/2062	23,641.15	279.81	23,920.96
3/20/2062	23,641.15	279.81	23,920.96
4/20/2062	23,641.15	279.81	23,920.96
5/20/2062	23,641.15	279.81	23,920.96
6/20/2062	0.00	0.00	
7/20/2062	0.00	0.00	
8/20/2062	0.00	0.00	
9/20/2062	0.00	0.00	

Fresno Unified
School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.
Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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? XYes ☐ 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 became familiar with Aspen when I was employed by Rescue the Children. Later, after I resigned at RTC, a board member invited to join.
2. Explain why you wish to serve on the board.
   I love the mission of Aspen Public Schools, and I think the commitment to leadership for students as individuals really makes a difference in the community and our world.
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.
   NA
4. Describe your understanding of the appropriate role of a public charter school board member.
   My role is to help the school grow and do better at developing policies that support our students and organization. I have oversight of the CEO and the financials.
5. Indicate the specific knowledge and expertise that you would bring to the board
   I have twenty years of non-profit experience, including over five years at Rescue the Children. I have attended charter school conferences with the Aspen team and continue to receive annual training, including Brown Act.

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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: Alicia Varela	
Name: Alicia Varela	
Position on the Board: President Interim	Date: 8/19/2024

Alicia M. Varela

| 559-779-5169 | aliciamvarela6@gmail.com |

SUMMARY

Experienced professional with a passion for helping others and teaching the next generation. An attentive eye for detail and a strong background in project management and process development; excelling in managing and developing staff, both full time and volunteer.

SKILLS

- Exceptional and professional oral and written communication
- Project management skills especially influencing, leading, negotiating and delegating
- Advanced in Microsoft Office Package
- Web-based database input and maintenance experienced
- Proficient critical thinking, decision-making and problem solving
- Organized and dependable with great attention to detail
- Excellent phone skills, including multi-line
- Flexible, innovative and resourceful
- Understand and maintain confidentiality

PROFESSIONAL EXPERIENCE

Director of Children's Ministry May 2011 – April 2015 & February 2021-Present
The Word Community Church Fresno, California
Oversite of all ministry, across two campuses, to families and children up to sixth grade, Volunteer Recruitment and Training, Curriculum selection and implementation

Program Support August 2015 – January 2021
Rescue the Children, Fresno Mission Fresno, California
Assistant to Program Director, Support of program and staff needs, Web-based database entry and maintenance, Oversight of Client Admissions process, Event coordination, Engagement with public regarding services offered

Site Lead, Mission Care Program August 2012 – August 2015
Care Fresno Fresno, California
Oversite of site staff, volunteers and process, Facilitation of curriculum for children and teens

EDUCATION

Master of Arts, Peacemaking and Conflict Studies ***Fresno Pacific University***
Anticipated Graduation: May 2022 *August 2019 - Present*
Fresno, California

Bachelor of Arts, Business Administration ***Fresno Pacific University***
Emphasis: Organizational Leadership *December 2018*
Fresno, California

Associate of Arts, Communication ***Fresno City College***
Fresno, California *December 2015*

Fresno Unified
School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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? XYes ☐ 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.
    a. I became aware of serving on the board through a friend, Deb Torres, who was in the middle of transitioning out of the board. After hearing about the mission and scope of Aspen, it felt like a great space to plug in and serve.

2. Explain why you wish to serve on the board.
    a. As a former charter school student, I've seen the need for alternative options to traditional school settings that offer smaller class sizes and more individualized support. AS someone who greatly benefited from these supports, finding ways to support the great work of Aspen in both my professional and personal endeavors made a lot of sense.

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've served on multiple non-profit boards over the years, however, this is my first time serving on a school board.

4. Describe your understanding of the appropriate role of a public charter school board member.
    a. I find that the board is responsible for ensuring that Aspen's academic programming is on track to be serving students well so that they thrive both in the classroom and beyond the classroom. It is also to ensure that policies, procedures and compliance are ethically followed when it comes to Aspen's program, budget and operations are faithful to the terms of the charter, ensuring that Aspen is a viable institution in the present and long-term.

5. Indicate the specific knowledge and expertise that you would bring to the board.
    a. As a former business owner doing professional development and curriculum development in 38 states and more than 330 schools districts, as well as a champion of community schools in my current role, I find that this and our deep programming in communities and neighborhoods lends well to serving on Aspen's 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 time as a board member for the above referenced Charter School. • Is an indication of my knowledge and understanding that the information provided herein 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: **Carlos Huerta**	
Position on the Board:Vice Chair	Date: 08/21/2024

Carlos Huerta

5820 E. Alta, Fresno, CA 93727 | P: 559-259-3159 | E: Carlos.huerta@fresno.edu

Professional Summary

Carlos is a high-energy, passionate, self-starter with a drive to help institutions and people become the best version that they can become to experience the fullness of God's intended design for their lives, their family's wellbeing and for the health of their neighborhoods and regions. Carlos has a depth of experience in system development, curriculum writing, grant writing, training, and teaching. With rich experience in both corporate, for-profit, and non-profit institution., Carlos has done well taking existing systems and scaling operations sustainably and optimally while developing strong workplaces that promote employee well-being and employee commitment to the organization.

Experience

Executive Director

Fresno Pacific University, Center for Community Transformation, Fresno, CA

September 2022 – Present

Oversee all eight initiative areas that seek to pursue the shalom of Central Valley communities through faith-based efforts and programs. This includes 8 key initiative, social enterprise training, teaching and development, microenterprise training, teaching and development, financial literacy training, teaching and institutional development, work readiness training, teaching and institutional development, overseeing a Certificado in community transformation delivered all in Spanish for Spanish-speaking leaders, coordinating the Mayor of Fresno Faith-Based Partnership Cabinet, human trafficking research in partnership with the City of Fresno and the Economic Opportunities Commission and community schools work with school districts. Duties also include fundraising, grant writing, community outreach and community wide development of institutional partnerships.

Associate Director

Fresno Pacific University, Center for Community Transformation, Fresno, CA

August 2019 – September 2022

Oversee all eight initiative areas that seek to pursue the shalom of Central Valley communities through faith-based efforts and programs. This includes 8 key initiative, social enterprise training, teaching and development, microenterprise training, teaching and development, financial literacy training, teaching and institutional development, work readiness training, teaching and institutional development, overseeing a Certificado in community transformation delivered all in Spanish for Spanish-speaking leaders, coordinating the Mayor of Fresno Faith-Based Partnership Cabinet, human trafficking research in partnership with the City of Fresno and the Economic Opportunities Commission and homelessness research and training, as well as other joint-projects in the Central San Joaquin region.

Adjunct Faculty

Fresno Pacific University, Biblical Seminary Fresno, CA

August 2017 – Present

Teach Ministry 738 course, *Collaborative Leadership,* in a seminary cohort live classroom.

Entrepreneurship Instructor

Fresno Pacific University, Center for Community Transformation, Fresno, CA

August 2020 – Present

Taught eight (8) cohorts, with a ninth currently running. Cohorts are designed to provide a pragmatic, instructional experience for people in low-to-moderate income neighborhoods and other barriers that have prevented them to start their own businesses to fill the need of providing basic income for their families. To date, having started seventy-three businesses and serve ninety-six individuals through the eight cohorts, with another seventeen in the current cohort.

Adjunct Faculty

Fresno Pacific University, Humanities Religion and Social Sciences, Fresno, CA

August 2017 – Present

Teach Social Work 420 course, *Becoming a Change Agent,* in the traditional undergraduate setting.

Program Director
Fresno Pacific University, Center for Community Transformation, Fresno, CA
November 2017 – August 2019
Direct programs in three key initiative areas: Social Enterprise, Financial Literacy and City-Shaping (civic renewal). In this role, the CCT invests in the development of new start-ups in a Social Enterprise focus. Up to date starting over 30 Social Businesses, the CCT continues to want to spark more creative Social Businesses through Social Business Plan workshops, leading up to a Spark Tank Pitch Fest. The focus on Financial Literacy looks to build the capacities of CBOs to inoculate Fresno's most vulnerable from being targets of predatory lending. In City-Shaping foci include GED development for CBO's, ABCD training, City Summit, the region's largest gather of civic-minded individuals and a job-readiness training program, called *Work Life.*

Financial Literacy National Trainer
The Chalmers Center, Shadow Mountain, Georgia
August 2016 – Present
Have trained over 250 facilitators nationwide in the Faith & Finances program, a TOT training model designed to implement financial literacy programs in churches and community benefit organizations. The work in Fresno seeks to inoculate low-to-moderate income populations against payday lending.

Regional Marketing Director
RTUI, Freeman Marketing, Fresno, CA
March 2016 – July 2017
Development and management of 50+ business marketing portfolios for all major supermarkets under the Save Mart and Safeway umbrellas. Producing over $1,600,000 in sales with a significant positive renewal ratio on 6-month and 1-year contracts. Caseloads covered the general area between Delano and Merced.

National Director of Training, Development, Team Support, and Migrant Ed.
Family Leadership Inc., Fresno, CA
March 2014 – June 2016
Direct and support the support staff to provide quality assistance and support to our clients across thirty-eight states and over 250 school districts nationwide. Also provided district and conference presentations to promote product and develop meaningful, result-driven relationships with prospective districts and managed sales, both cross-selling and upselling. Also lead trainings and in-services for district and school staff. The Team Support Specialist role that Carlos was tasked to develop originally had a staff of two. With the success of Carlos' leadership, the department grew to five members and in this time, Family Leadership Inc. grew from a 4-person, $400,000 organization to a multi-layered twenty-two staff, $7,000,000 organization.

Team Support Manager
Family Leadership Inc., Fresno, CA
June 2013 – March 2014
Direct and support the support staff to provide quality assistance and support to clients across thirty-eight states and over 250 school districts nationwide. Hosting district and conference presentations to promote product sales and develop meaningful, result-driven relationships with prospective districts and managed sales, both cross-selling and upselling. Also lead trainings and in-services for district and school staff. The Team Support Specialist role developed originally had a staff team of two; with success the department grew to five members. Overall, in 3 years, Family Leadership Inc. grew from a 4-person, $400,000 organization to a multi-layered twenty-two staff, $7,000,000 organization.

Head Coach Track & Cross Country
Caruthers High School, Caruthers, CA
August 2013 – June 2017
Coach between 20-60 high school athletes at a time; both male and female varsity track & field and cross-country programs.

Case Manager II
County of Fresno
December 2012 – June 2023

Based at Community Medical Regional center serving youth impacted in the system.

Youth Pastor
Life Point Church, Sanger, CA
January 2011 – July 2012
Youth Pastor and Community Outreach Coordinator in both Sanger and Centerville CA. Ministered to two separate youth groups of 40 and 50 youth, respectively.

Administrative Assistant
Fresno Pacific University, Office of Spiritual Formation, Fresno, CA
August 2009 – May 2012
Functioned as the direct support to the Coordinator of College Hour and the University Pastor. Manage in office duties like answering phones, greeting students, and advising students.

Education

Master of Arts, Business Administration
Fresno Pacific University, May 2020

Bachelor of Arts of Social Work
Fresno Pacific University, Fresno, CA, May 2013

High School Diploma
Caruthers High School, June 2009

Key Highlights

Featured Speaker, Texas Statewide Parental Involvement Conference 2014
San Marcos, Tx

Day 2 Plenary Speaker, National Title I Conference 2015
Salt Lake City, UT

DRIVE Executive Committee ($4.3 billion investment portfolio)
Fresno, CA

Thriving Congregations, Lilly Foundation - $ $990,280, 2020
Fresno, CA

References

Randy White, Executive Director, Fresno Pacific University
559-285-9206; Randy.white@fresno.edu

David Porter, Director, Family Leadership Inc.
559-408-2633; dsp1975@hotmail.com

Ryan Kenny, Pastor Midtown Church
559-304-7456, Ryan@midtownfresno.church

Additional Experience

DRIVE Executive Committee

Central Valley Community Foundation
July 2022 – Present

DRIVE Building Wealth for Communities of Color Steering Committee
Central Valley Community Foundation
July 2019 – Present

DRIVE Betting Big on Small Business Steering Committee
Central Valley Community Foundation
July 2019 – Present

Vice Chair
Aspen Public Schools
November 2020 – Present

Chair of the Board
Midtown Church Fresno
August 2019 – Present

Board Member
Jubilee Impact Fund
October 2019 – June 2022

Vice Chair
NextGen Philanthropy, Central Valley Community Foundation
August 2017 – November 2020

Board President
4141 Ministries
August 2017 – Sept 2020

Intern
Center for Community Transformation, Fresno, CA
February 2012 – December 2014
Train and facilitate financial literacy workshops. Develop other trainers in a TOT model, through Chalmers Center, targeting twenty-two of Fresno's concentrated poverty neighborhoods as identified by Brookings Institute.

Intern
Fresno Interdenominational Refugee Ministry, Fresno CA
December 2012-June 2013
Organized and facilitated FIRM's afterschool program for children for the surrounding neighborhood.

Intern
The Pink House, Fresno CA
August 2012-June 2013
Participated in an 11-month incarnational ministry training program in downtown Fresno.

Intern
MB Mission
February 2012 – June 2013
Coordinated and lead mission trips to Guadalajara, Mexico and Santa Cruz, CA. In charge of recruiting participants and coordinating between partner churches and community organizations.

Other Highlights

Speaker, Annual California Association for Bilingual Education Conference 2014

Anaheim, CA
Presented on the USDOE Dual-Capacity Building Framework and the best practices for developing parent-leaders to bridge the student achievement gap and how to effectively develop family-school partnerships. The key goal being to explore the ways to build the capacity of parents as leaders.

Speaker, National Association of State Directors of Migrant Education Conference 2014
San Antonio, TX
Presented on strategic opportunities to help support and effectively raise parent-leaders within migrant communities nationwide. Strategies were gathered from twenty-two states and more than one hundred school districts nationwide implementing the Parenting Partners program.

Speaker, ACET 2015 Fall Conference
Houston, TX
Presented on the USDOE Dual-Capacity Building Framework as well as the opportunities that Texas House Bill 5 provided for Parent Engagement programs. The end goal being to develop more parent-leaders who are effectively engaged for their children's academic achievement.

Speaker, California State Migrant Parent Conference 2015
Los Angeles, CA
Presented on the efficacy and importance of Parent Engagement. Overall looking to encourage and provide key data and resources to educators as to what migrant children need to succeed.

Speaker, Annual California Association for Bilingual Education Conference 2015
San Diego, CA
Presented on the USDOE Dual-Capacity Building Framework and the best practices for developing parent-leaders to bridge the student achievement gap and how to effectively develop family-school partnerships. The key goal being to explore the ways to build the capacity of parents as leaders. Presented in both San Diego and Anaheim.

Preconference Speaker, HB5 Texas Parent Engagement Region 5 Conference 2015
Beaumont, TX
Presented on the efficacy and importance of Parent Engagement. Overall looking to encourage and provide key data and resources to educators as to what migrant children need to succeed specific to Texas region five.

Preconference Speaker, 21st Century Community Learning Centers 2016 Spring Conference
Monmouth, OR
Presented on strategic opportunities to help support and effectively raise parent-leaders within our migrant communities nationwide. Strategies were gathered from our thirty-eight states and 250 school districts nationwide implementing our Parenting Partners program.

Guest Speaker, Christian Community Development Association 2017
Detroit, MI
Presented on alternative forms to poverty alleviation through Christ-centered church-led approaches.

Curriculum Designer, The Chalmers Center, 2020
Lookout Mountain, Georgia
Writer and developer of the *Fe y Finanzas* curriculum used in online formats.

Plenary Speaker, Lilly Endowment National Conference, 2021
Indianapolis, IN
Session on economic development work at the CCT.

Curriculum Designer, Princeton University, 2022
Princeton, New jersey
Co-designer of the *Teaching Spiritual Entrepreneurship* curriculum being used in seminaries in Princeton's network.

Fresno Unified
School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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.
   About twelve years ago, I came to know about the school from my brother's children, I later enrolled my own children at Valley Prep. A board member asked me to join the board. I have served ever since.
2. Explain why you wish to serve on the board.
   To help make an impact on the Fresno community by developing student leaders locally.
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. **N/A**
4. Describe your understanding of the appropriate role of a public charter school board member.
   Financial oversight and board input on policy, approval of policy. Oversight of management.
5. Indicate the specific knowledge and expertise that you would bring to the board.
   I have many years of charter board oversight. Financial expertise, risk mitigation, as president of the board for many years. I have joined the Aspen team at many charter school conferences and board training workshops.

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 time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: John Grice	
Name: John Grice	
Position on the Board: President	Date: 8/15/24

John Grice

(559)225-7737

contactjohng@yahoo.com

SUMMARY OF QUALIFICATIONS

- Highly creative, energetic, resourceful and personable leader with extensive experience in sales, marketing and management
- Successfully collaborates with ability to build and motivate cross-functional teams to achieve bottom line results
- Creative problem solver with the ability to get buy-in from partners, investors and clients
- Dynamic communication and relationship skills and able to interact on a consultative basis with senior management
- Effective customer and sales focus approach with a track record of success

SOFTWARE SKILLS

- Microsoft: Word, Excel, Outlook, Access, Project, PowerPoint and Publisher

PROFESSIONAL EXPERIENCE

Self – Employed - Fresno, CA January 2011 – Present

Work directly with startup companies to assist in the development of the overall business plan and strategies

Business Consultant

- Prepare industry and market research for business plans to present to investors for various startup companies and projects
- Evaluate and restructure existing business plans in accordance with newly established company goals and strategies
- Build, maintain and strengthen collaborative relationships with B2B service providers
- Recommend and negotiate business terms with investors
- Attend weekly networking functions

Key Achievements:

- Developed a business plan and secured first stage funding for a hydrogen based fuel saving device for large diesel trucks
- Created a business plan and presentation for a solar based energy reduction project

Admatha Capital Management – Singapore December 2006 – December 2010

Investment banking, project management and consulting company servicing businesses throughout South East Asia

Managing Director

- Developed and implemented the overall company business and strategic plans and utilized leadership skills to train and inspire employees to accomplish company goals
- Prepared business and marketing plans for healthcare, mining, toll road, and housing development projects
- Cold called on small to medium size companies and sold consulting service contracts
- Represented the company at various functions, trade shows and conventions
- Hired management teams to assist with overseeing construction projects

- Set up and managed a branch office in Jakarta Indonesia with 5 administrative staff and 14 sales consultants, managed payroll and office equipment

Key Achievements:

- Raised over $34 million for client projects
- Established independent agents in Malaysia, Philippians, Thailand and Hong Kong
- Increased company revenue by 29% in 8 months by adding new services

Lepont Management – Europe August 2000 – November 2006
A project management and consulting firm based in London UK that helped secure funding for real estate projects for clients in France, Germany, Belgium, Spain, Netherlands, Luxembourg and Switzerland ***Senior Consultant***

- Cold called on small to medium size businesses and sold consulting service contracts
- Developed and maintained relationships with other professional service providers
- Prepared business plans, feasibility studies and proposals
- Negotiated terms between clients, banks, financial institutions and investors
- Expanded company services to include asset management
- Hired and trained 9 employees *Key Achievements:*
- Increased sales by 38% and revenue by 23% in 10 months
- Reduced operating expenses by 17%
- Raised over $19 Million for client projects
- Trained and mentored two of the top producing sales consultants

California Numismatic Investments – Los Angeles, CA May 1996 to June 1999
Investment company specializing in the sale of gold, silver and rare coins

Investment Consultant

- Assisted clients in diversifying their investment portfolios
- Provided investment consultations to clients
- Prepared and distributed sales and marketing materials
- Sold Gold, Platinum, Rare Coins, Silver and other rare items

EDUCATION

California Polytechnic State University

- Completed 2 years of Agri-Business courses with concentration in marketing

Westec College

- Accounting course

Duties: Founded and operated Bouquet of Fruits and bouquetoffruits.com. Developed the concept, product line, customer base, distribution and technology. Sold the business and the brand in 2006 and the brand in 2010.

Job Title: QC/Grower relations

Employer: The Produce Edge, REEDLEY, CA.

Dates: 5/98 to 1/99

Duties: Oversee grower relations between sales office and growers and ran QC opts for all orders shipped from cold storage. Specifically in the stone fruit arena

Job Title: Managing Partner

Employer: Pipco Fruit Co, FRESNO, CA.

Dates: 1/80 to 12/97

Duties: Managed over 1500 acres of diversified stone fruit crops from field to administrative duties.

Skills: Highly Creative, Excellent people skills, creative thinking in solving business challenges, Photography skills, Networking skills. Marketing

Education: Post high school

Fresno City college for 1 year and Fresno State for 2 years

References: Available on request

Recent projects:: Strategic marketing and business development for Homegrown Organic Farms.

Strategic planning for the Food Commons.

Re launch Bouquet of Fruits as California Gourmet Company as a community retailer that focuses on the locally grown produce, locally made gourmet foods and specialty items. This new hybrid retail store consolidating all operational functions (retail show room, chocolate productions, basket production, IT and photography studio and administrative office (sales and marketing and accounting in one location creating an efficient and cohesive business environment and just in time product for business and retail customers for the local, regional market place.

Working with Fresno State and the Fresno Food Expo on various projects relating to Organic farming and value added product development.

Working with top local business representatives on several key value added and agricultural projects in the greater downtown Fresno area to develop a public market place promoting and celebrating agriculture.

Fresno Unified School District

Fresno Unified School District
Request for 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 charter school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and prudently spent.

Providing the requested information for each board member, will assist the authorizing District's Board in determining whether the petitioners are able to demonstrate that the charter 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? XYes □ 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 recommended by a former Aspen board member from the Fresno Mission. An employee at Aspen (Homeless Liason) also recommended me to the Aspen Board.

2. Explain why you wish to serve on the board.

I appreciate the heart and Vision of Aspen Charters and how they are focused on serving some of the most vulnerable youth in our City with intentionality. I love how collaborative the work is with parners at City Center. City Church is one of those partners. As the pastor of City Church our heart is to see the peace of our City resored by God's grace. This is an opportunity to help establish that peace on an educaitonal level with other board members.

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.

NA

4. Describe your understanding of the appropriate role of a public charter school board member.

I understand the appropriate role of a board member from annual training and experience from being on the board at Aspen.

5. Indicate the specific knowledge and expertise that you would bring to the board.

As a local pastor, I have many relationships with families in the heart of our city. And I have experience working with youth in our City.

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 time as a board member for the above referenced Charter School. • Is an indication of my knowledge and understanding that the information provided herein 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: Mark Snee	
Position on the Board: Interim Secretary	Date: 8/15/24

Lether, S

Mark Snee

2066 E. Burlingame Ave.
Fresno Ca. 93710
(805) 405-5975
mark@thewellcommunity.org
snee.mark@gmail.com



PERSONAL INFORMATION

Born: December 23, 1980
Married to Caitlin & Father to six children

WORK HISTORY

08. 2021 – PRESENT

THE WELL COMMUNITY CHURCH – FRESNO, CA
Local Missions Director

- Community engagement with our local church and ministry partnerships in the Cities of Fresno and Clovis.
- Building church planting partnerships with members of The Well and Fresno Mission staff and guests.
- Collaborative work with Fresno Mission to implement City Center pastoral presence and church plant.

11. 2015 – 08. 2021

THE WELL COMMUNITY CHURCH – FRESNO, CA
College & Career Campus Pastor

- Serve as campus pastor for the North PM campus and gatherings.
- Designed and implemented a successful college internship program.
- Development of leaders and oversight of paid intern staff.
- Plan and execute outside events for outreach and discipleship training purposes, including international exposure trips every other year.

09. 2010 – 11. 2015

CORNERSTONE CHURCH – SIMI VALLEY, CA
Student Ministries Pastor

- Serve as director of student ministries, encompassing middle school, high school, and college level students. Approximately 225-250 students combined.
- Lead and mentor four paid directors, four interns and more than 55 volunteer leaders.
- Write and deliver sermons and lessons as teaching pastor for high school and college ministries regularly.
- Plan and execute outside events for outreach and discipleship training purposes, including multiple domestic and international mission trips each year.
- Designed and implemented a very successful weekly outreach program involving intermural sports at each of Simi Valley's three large high schools. Program focused on mentoring students and sharing the Gospel.
- Conduct weekly discipleship training with students, paid staff, and volunteers.

- Meet one-on-one continuously throughout the year with students, parents, and staff to guide, direct, encourage, teach, and counsel as needed.

09. 2005 – 09. 2010 **CORNERSTONE CHURCH – SIMI VALLEY, CA**
High School Pastor

- Oversaw weekly program ministry and teaching ministry.
- Supervised and mentored paid interns & volunteer leaders.
- Planned and executed local and global group missions trips including venues in the Inner city of LA, Papua New Guinea, Poland, Mexico, and the Dominican Republic.
- Developed and carried out small group leader training and weekly discipleship training with students and leaders.

08.2004 – 09.2005 **CORNERSTONE CHURCH – SIMI VALLEY, CA**
High School Ministry Director

- Oversaw male students and leader involvement.
- Worked with volunteers in the ministry by helping engage them in consistent and committed interaction with students within small groups.
- Developed, organized, and administered weekly community engagement activities.

02.2004 – 08.2004 **CORNERSTONE CHURCH – SIMI VALLEY, CA**
High School Ministry Worship Intern

- Facilitated and lead worship with multiple musicians for worship team.

08.2000 – 05.2005 **REDS BBQ & GRILLERY – SIMI VALLEY, CA**
Server

- Worked at restaurant as a server/waiter.

EDUCATION

09.2004 – 07.2008 **ETERNITY BIBLE COLLEGE – SIMI VALLEY, CA**
Bachelor's Degree, Biblical Studies

09.2003 – 05.2004 **CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**
Communication Studies

09.1999 – 05.2003 **MOORPARK JR. COLLEGE**
General education requirements completed for transfer

ADDITIONAL PASTORAL QUALIFICATIONS

Write and preach sermons for Sunday worship service approximately once a quarter.

Well-versed and experienced in crisis counseling for individuals and families.

Premarital and Marital counseling with my wife for couples from within, and outside of our church.

Perform weddings and funerals regularly.

Provide hospital visitation and care ministry services to the church and community.

Fresno Unified
School District

Fresno Unified School District
Request for Board Member Information

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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? XYes □ 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. **Recommended by a fellow board member.**

2. Explain why you wish to serve on the board. **After touring the school and meeting with the school leadership, I volunteered to serve. I have many years of experience as an educator and have a passion for reading instruction. I love Aspen because they offer a level playing field, so students can go further in life.**

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.
   NA
4. Describe your understanding of the appropriate role of a public charter school board member.
   The board has oversight of the programs, including financial and academic success. We hire the Executive Director and support however we can. We approve all policies, budgets, etc.
5. Indicate the specific knowledge and expertise that you would bring to the board.
   I look closely at the finances for the children. I make sure when we spend money, it furthers their education. I have a lot of experience in education and non-profits.

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:

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- Is valid during my entire time as a board member for the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided herein 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: R Dayton	
Name: **Renee Dayton**	
Position on the Board: Treasurer	Date: 8/15/24

RENEE D DAYTON

6513 North Barton Avenue, Fresno, CA 93710 • 559-297-0340 • 510-332-2041 • reneedayton@mac.com

PROFILE

Senior Program/Project Manager, Director of Operations, and Adjunct Professor for fortune 500 business, non-profits, and education institution with over 30 years comprehensive experience including staff hiring, retention, and development, budget development and management, program protocol/procedure development, and equity in education and community. Applicant is an experienced advocate for equity and inclusion with proven experience collaborating with colleagues, community leaders and stakeholders to conduct strategic planning in order to support and further the organizational objectives. Candidate has broad knowledge of leadership of business and educational organizations, including strategic planning and development. Candidate has excellent ability in decision-making, team building, problem solving, motivation, and budget management and analyses.

CORE COMPETENCIES

- Staff Management & Development
- Curriculum Development
- Group Facilitator
- Community Engagement
- Collaboration (Diverse Groups)
- Fiscal Management & Development of Budgets
- Strategic Planning
- Innovative Forward Thinker
- Training and Development
- Staff Retention
- Mentorship Development
- Student Achievement

CERTIFICATIONS

- Substitute Teaching ~ CBEST (September 2019)

SUMMARY OF ACCOMPLISHMENTS

- Thirty years of experience in staff hiring, management, and development with a turnover rate of zero percent
- Strong record of improving departmental productivity by streamlining processes and holding employees accountable for meeting performance standards
- Exceptional ability to develop and foster relationships with people; with the ability to effectively listen to and work with people of different backgrounds/cultures to ensure that all parties are satisfied with the outcome
- Developed outreach learning programs for children in underserved communities
- Developed group prenatal care program for high-risk pregnant women, including protocols and procedures. Participant return rate was 90%; return rate at local physician offices was 37%

EDUCATION

BA, Christian Ministry & Leadership, 2015
Fresno Pacific University Fresno, CA

MA, Leadership & Organizational Studies, 2017
Fresno Pacific University Fresno, CA
Capstone Project: The Hiring Practices of Churches and Nonprofits

PROFESSIONAL EXPERIENCE

Fresno Regional Workforce Development Board • Fresno, CA 2021 – Present
Program Coordinator
- Developed, implemented, and managed Fatherhood Program
- Facilitated group sessions
- Staff management and development
- Outreach program development and collaboration with community leaders and other non-profit agencies

Fresno Unified School District • Fresno, CA 2020 – Present
Credentialed Substitute Teacher

Fresno Pacific University • Fresno, CA 2018 – Present
Adjunct Professor
- Class and syllabus preparation
- Class lecturer
- Spiritual guidance for students and myself
- Professional development
- Student evaluation and grading

First 5 Fresno County • Fresno, CA 2017 – 2018
Senior Program Manager
- Developed, implemented, and managed group prenatal care program
- Wrote program protocols and operational procedures
- Developed and managed annual budget
- Facilitated group sessions
- Developed session materials dealing with social and emotional milestones, issues and concerns during pregnancy
- Staff management and development
- Outreach program development and collaboration with community leaders and other non-profit agencies

The Word Community Church • Fresno, CA 2012 – 2017
Office Manager
- Managed day-to-day business operations of the building/facility and ministries
- Coordinated board meetings
- Developed and managed annual ministry budgets, accounts payables, accounts receivables, and payroll
- Benefits coordination
- Responsible for managing internal marketing social media platforms
- Organized community outreach programs
- Administrative assistant to the Senior Pastor

Delaney Matrix • Fresno, CA 2008 – 2009
Senior Production Manager
- Managed internal creative staff
- Developed project timelines
- Developed and managed project budgets
- Main client contact, ensuring all milestones were met and delivered on time
- Produced client project proposals

TEACHING EXPERIENCE

Fresno Pacific University • Fresno, CA — 2018 – Present
Adjunct Professor

- **Communications and Marketing** – Examines and analyzes the complete background of creating and executing an effective and efficient marketing plan. The framework provides an understanding of organizational culture, setting goals, demographic analysis, market research, competitive analysis, and budgeting. The course goes in depth to help understand why people buy what they buy, the perceptions that have been created for them by brands, and how effective communications and marketing leads to those perceptions. Weekly group work and presentations, and analysis of modern day marketing and advertising techniques used by top companies are used to enhance the learning experience.

- **World of Marketing** – This course surveys the major marketing methods and practices. The four main areas of marketing (product, price, promotion, and physical distribution) are explored in depth. An emphasis on building student skills in real-world marketing decisions-making, problem solving, communication, role playing, marketing research, and case study analysis are integrated during the course.

- **Organization Behavior** – This course focuses on organizational structure and design. Primary emphasis is placed on understanding the organization as an open system. Emphasis is also placed on teaching students how to use a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design.

- **Conflict, Collaboration, and Negotiations** – This in an introduction to resolving conflict, collaboration, and negotiating within an organization. Includes basic theory and methodologies, as well as the opportunity to develop skills in such areas as listening and mediation through interviews and case studies. Prepares leaders to collaborate and manage conflict.

SELECTED PRESENTATIONS

Black Infant Health – Speaker — August 2017
- Group Prenatal Care in the Central Valley

Preterm Birth Initiative – Speaker — November 2017
- Group Prenatal Care in the Central Valley

2018 Preterm Birth Initiative Annual Symposium, Kigali, Rwanda -- Speaker — October 2018
- Preterm Birth: Through the Lens of Quality, Equity, and Dignity

COMMUNITY SERVICE & OUTREACH

- Fellowship of Christian Athletes
- Mentorship Program ~ Fort Miller Junior High School
- Mentorship/Leadership Program ~ The Word Community Church
- Fresno Pacific University Alumni Council Member
- Tutor / College Students and Student Athletes
- Field Supervisor ~ Fresno Pacific University – Christian Ministry & Leadership Program
- Children's Program Development ~ The Word Community Church

LCFF Budget Overview for Parents

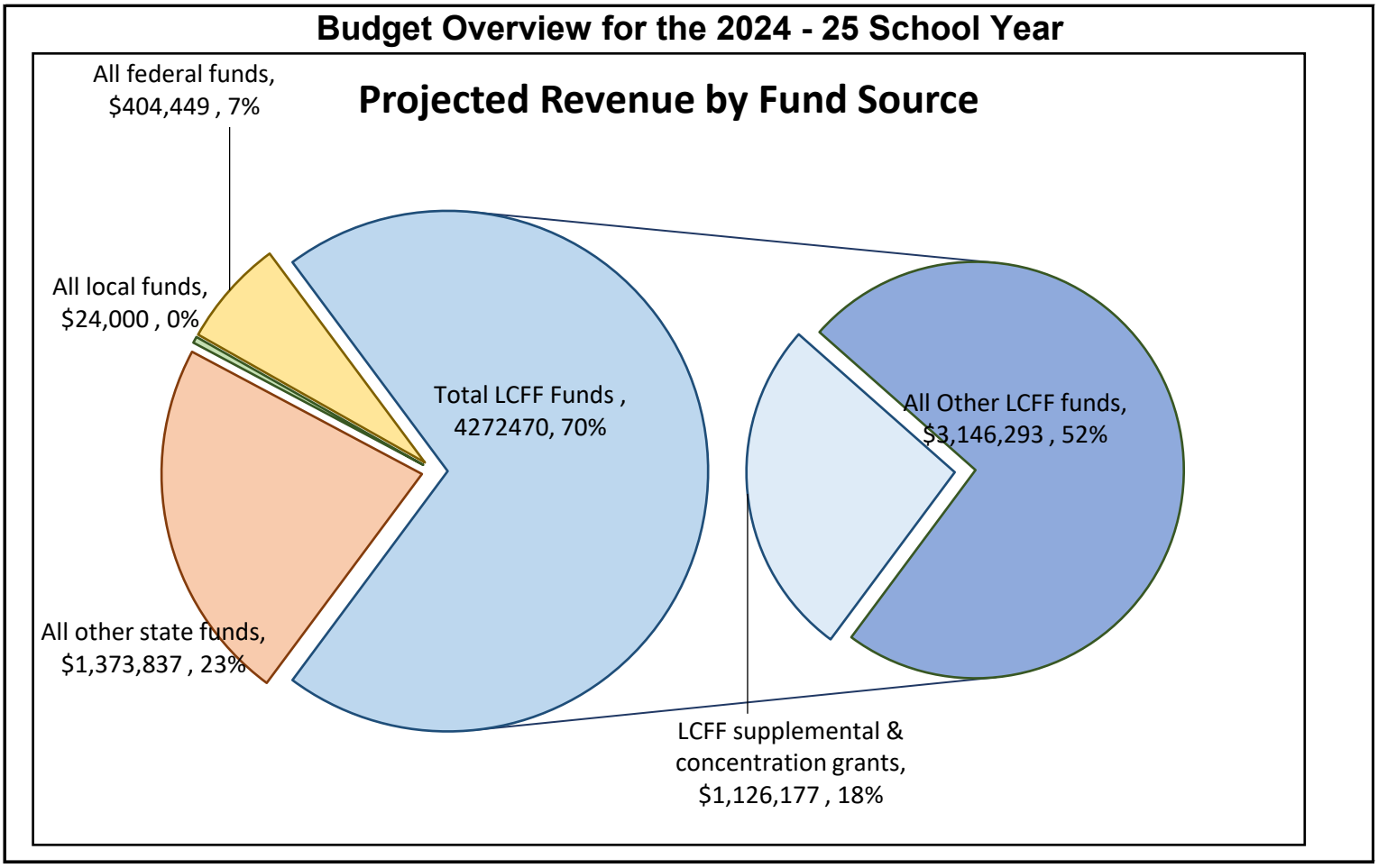
Local Educational Agency (LEA) Name: Aspen Meadow Public School

CDS Code: 10 62166 0133942

School Year: 2024 - 25

LEA contact information: Lisa Taylor, Site Director lisa.taylor@aspenps.org

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).

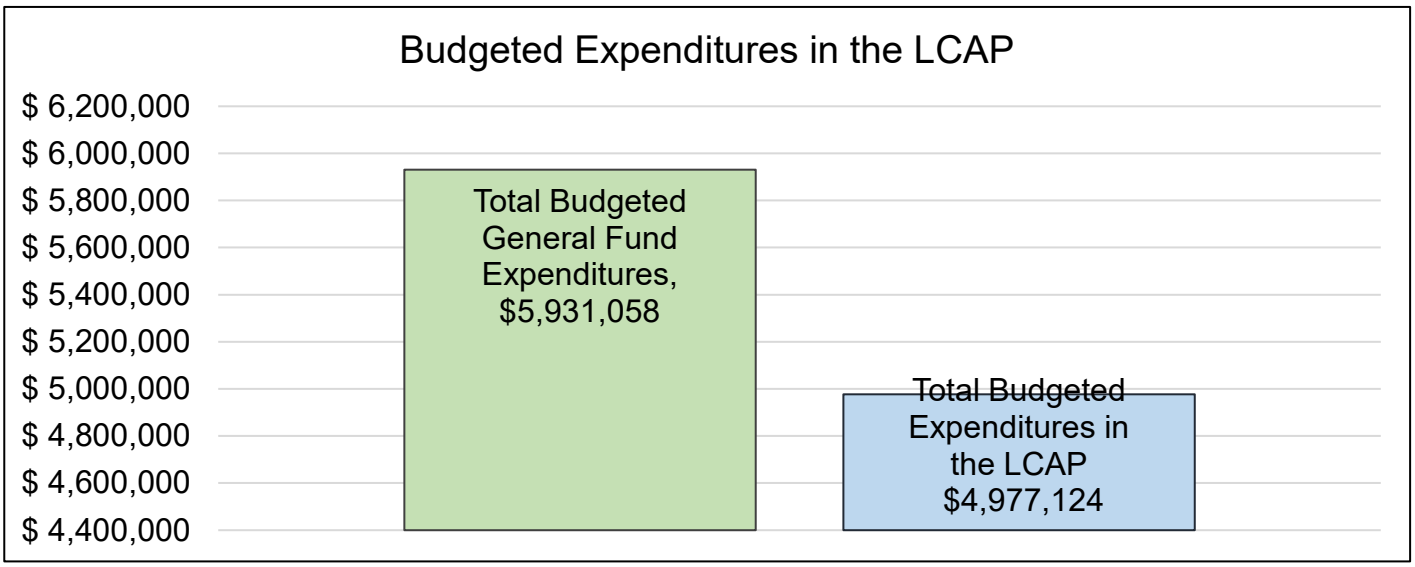


This chart shows the total general purpose revenue Aspen Meadow Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Meadow Public School is $6,074,756.00, of which $4,272,470.00 is Local Control Funding Formula (LCFF), $1,373,837.00 is other state funds, $24,000.00 is local funds, and $404,449.00 is federal funds. Of the $4,272,470.00 in LCFF Funds, $1,126,177.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aspen Meadow Public School plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Meadow Public School plans to spend $5,931,058.00 for the 2024 - 25 school year. Of that amount, $4,977,124.00 is tied to actions/services in the LCAP and $953,934.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

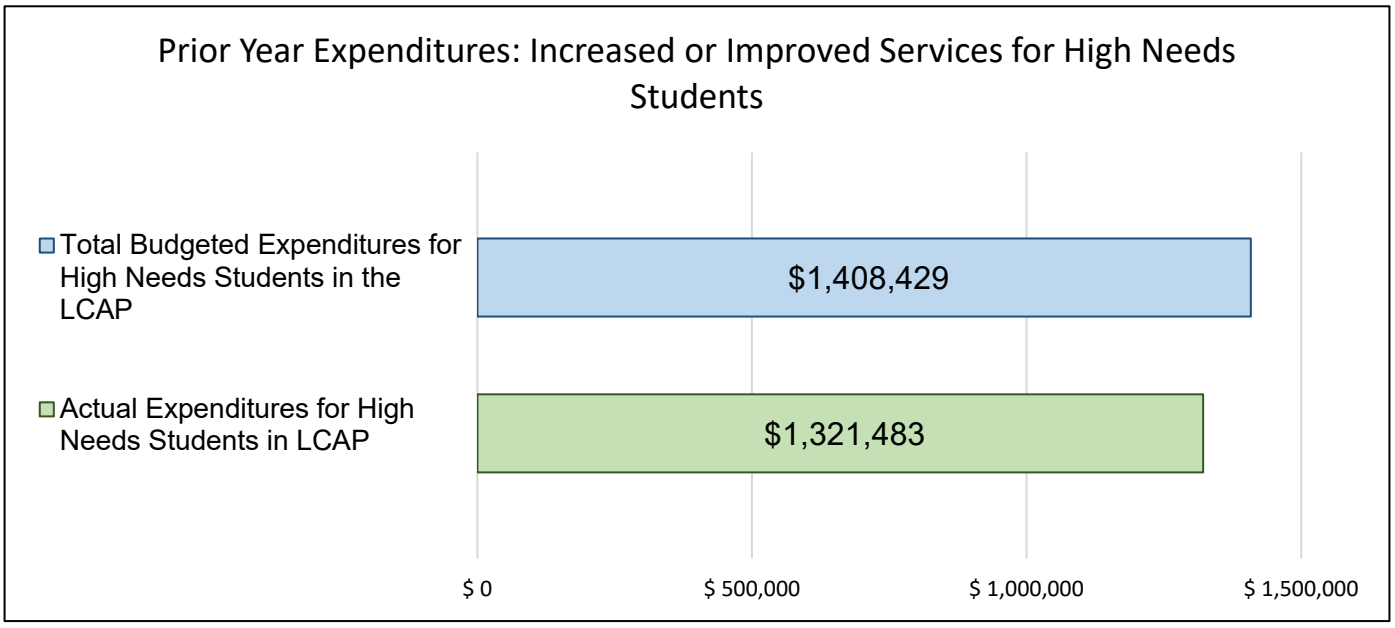
Budgeted General Fund Expenditures not included in the 2024-25 plan include meals program, operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024 - 25 School Year

In 2024 - 25, Aspen Meadow Public School is projecting it will receive $1,126,177.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Meadow Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Meadow Public School plans to spend $1,408,429.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023 - 24



This chart compares what Aspen Meadow Public School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspen Meadow Public School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023 - 24, Aspen Meadow Public School's LCAP budgeted $1,408,429.00 for planned actions to increase or improve services for high needs students. Aspen Meadow Public School actually spent $1,321,483.00 for actions to increase or improve services for high needs students in 2023 - 24. The difference between the budgeted and actual expenditures of $86,946.00 had the following impact on Aspen Meadow Public School's ability to increase or improve services for high needs students:

Due to reduced enrollment, Aspen Meadow received reduced supplemental and concentration funding for high need students. Aspen Meadow's expenditures exceeded their allocation and % to increase services.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Meadow Public School	Lisa Taylor, Site Director	lisa.taylor@aspenps.org 559-369-2456

Goals and Actions

Goal

Goal #	Description
1	Using a whole child approach continue to strengthen and expand schoolwide MTSS and PBIS to ensure the academic, social-emotional, behavioral, and mental health needs of all students are met. Continue to expand partnerships that support our shift to a Community School and ensure all students are College & Career Ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2019-20: Not administered	2020-21: 16.54% Met or exceeded standard	2021-22: 20.81% Met or exceeded standard	2022-23: 28.86% Met or exceeded standard	25%
CAASPP Math Source: CDE	2019-20: Not administered	2020-21: 8.6% Met or exceeded standard	2021-22: 15.34% Met or exceeded standard	2022-23: 22.15% Met or exceeded standard	15%
CA Science Test: Gr 5 Source: CDE	2019-20: Not administered	2020-21: 16.0% Met or exceeded standard	2021-22: 8.82% Met or exceeded standard	2022-23: 16.22% Met or exceeded standard	20%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2019-20: Not administered	2020-21: 2.17% Proficient	2021-22: 11.11% Proficient	2022-23: 14.52% Proficient	20%
Reclassification Rate Source: Dataquest	2019-20: 4.3%	2020-21: 0%	2021-22: 5.2%	2022-23: 4.4%	6%

<table>
<tr><td>% EL with access to CCSS & ELD Standards
Source: textbook inventory</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td>2022-23: 100%</td><td>2023-24: 100%</td><td>100%</td></tr>
<tr><td>Attendance Rate
Source: CALPADS</td><td>2019-20: 93.7%</td><td>2020-21: 92.9%</td><td>2021-22: 85%</td><td>2022-23: 91.38%</td><td>95%</td></tr>
<tr><td>Chronic absenteeism Rate
Source: Dataquest</td><td>
<table>
<tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr>
<tr><th></th><th colspan="2">2018-19</th></tr>
<tr><th></th><th>Count</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>19</td><td>10.1%</td></tr>
<tr><td>African-American</td><td>3</td><td>12.5%</td></tr>
<tr><td>Hispanic</td><td>13</td><td>9.7%</td></tr>
<tr><td>White</td><td>0</td><td>0.0%</td></tr>
<tr><td>Two or More Races</td><td>*</td><td>*</td></tr>
<tr><td>EL</td><td>4</td><td>10.5%</td></tr>
<tr><td>HY</td><td>*</td><td>*</td></tr>
<tr><td>SWD</td><td>2</td><td>6.5%</td></tr>
<tr><td>SED</td><td>19</td><td>11.9%</td></tr>
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</td><td>
<table>
<tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr>
<tr><th></th><th colspan="2">2020-21</th></tr>
<tr><th></th><th>Count</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>55</td><td>21.0%</td></tr>
<tr><td>African-American</td><td>8</td><td>26.7%</td></tr>
<tr><td>Hispanic</td><td>39</td><td>20.7%</td></tr>
<tr><td>White</td><td>2</td><td>9.5%</td></tr>
<tr><td>Two or More Races</td><td>4</td><td>33.3%</td></tr>
<tr><td>EL</td><td>9</td><td>18.0%</td></tr>
<tr><td>HY</td><td>1</td><td>9.1%</td></tr>
<tr><td>SWD</td><td>9</td><td>21.4%</td></tr>
<tr><td>SED</td><td>52</td><td>24.2%</td></tr>
</table>
</td><td>
<table>
<tr><th colspan="3">2021-22 CHRONIC ABSENTEEISM</th></tr>
<tr><th></th><th>Number</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>145</td><td>52.0%</td></tr>
<tr><td>African American</td><td>13</td><td>52.0%</td></tr>
<tr><td>Asian</td><td>3</td><td>25.0%</td></tr>
<tr><td>Hispanic</td><td>121</td><td>56.8%</td></tr>
<tr><td>White</td><td>5</td><td>25.0%</td></tr>
<tr><td>English Learners</td><td>28</td><td>42.4%</td></tr>
<tr><td>Homeless Youth</td><td>14</td><td>51.9%</td></tr>
<tr><td>SWD</td><td>24</td><td>58.5%</td></tr>
<tr><td>SED</td><td>133</td><td>57.8%</td></tr>
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<table>
<tr><th colspan="3">2022-23 CHRONIC ABSENTEEISM</th></tr>
<tr><th></th><th>Number</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>75</td><td>25.0%</td></tr>
<tr><td>African American</td><td>10</td><td>47.6%</td></tr>
<tr><td>Asian</td><td>0</td><td>0.0%</td></tr>
<tr><td>Hispanic</td><td>57</td><td>24.7%</td></tr>
<tr><td>White</td><td>7</td><td>33.3%</td></tr>
<tr><td>Two or More Races</td><td>1</td><td>7.7%</td></tr>
<tr><td>EL</td><td>9</td><td>13.2%</td></tr>
<tr><td>Homeless Youth</td><td>12</td><td>18.2%</td></tr>
<tr><td>SWD</td><td>13</td><td>29.5%</td></tr>
<tr><td>SED</td><td>62</td><td>25.1%</td></tr>
</table>
</td><td>10%</td></tr>
</table>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Action 1: Aspen Meadow Public School (AMPS) has fully implemented this action. After each trimester, assessment results are reviewed, discussed, analyzed which informs instructional decision-making and identification for interventions, as needed.

- Action 2: This action was fully implemented. Aspen Meadow Public School has fully implemented this action and received a YELLOW Performance Level for the ELA and Math Academic Indicators for the "all students" category on the 2023 CA School Dashboard. This year all teachers were trained on utilizing the iReady Teacher Toolbox in combination with iReady assessments. The Intervention teacher provided Tier 2 Intervention 3-4 times per week for 30 minutes each, with students in grades 2-6, who performed two or more years below grade level. The TK teacher also provides support with phonics and high frequency words. We offer a comprehensive ELOP/ASES program that takes place afterschool during intersession and summer programming and includes academic support in ELA and Math, with instruction provided by teachers and Instructional Aides.

- Action 3: This action was fully implemented. AMPS received a YELLOW Performance Level for the Chronic Absenteeism Indicator for all students. This year we revised our attendance policy to address chronic absenteeism. We presented the attendance policy to the entire staff and

to all families. We have established a SART Team that meets to address students at-risk of chronic absenteeism and when families are unresponsive. The Family Resource Counselor conducts home visits when they are requested by administrators. AMPS received a YELLOW Performance Level for the Suspension Rate Indicator for all students. We continue to implement Second Step SEL Curriculum in combination with PBIS, Restorative Practices and Community Circles. The PBIS team is led by the Assistant Site Director and meets bi-monthly with the school Climate & Culture Team to discuss ways in which the PBIS pillars are integrated into the instructional day, embedded in school culture and expectations. We've implemented PBIS strategies that include positive behavior charts and have trained teacher on how to implement verbal de-escalation techniques and 2x10 method (2 minutes per day for 10 days of intentionally having a relational conversation with a student to build rapport and trust.

- Action 4: This action was fully implemented. AMPS SWD received an ORANGE Performance Level for Chronic Absenteeism; and RED Performance Level for the Suspension Rate indicator on the 2023 CA School Dashboard. AMPS has fully implemented this action. This year, members of the SPED Team attended Student Success Team meetings and collaborated with the general education teacher, leadership and families to support the needs of SWD. The Special Education staff has provided professional development workshops on strategies to support SWD in the general education setting. Our SELPA has provided CPI Training to administrators, the special education team, the school resource officers, counselor, and psychologist. This year the Special Education Team has participated in the CDE's Special Education Monitoring Processes and the Small LEA Cyclical Monitoring. To further support the academic needs of SWD, additional instructional aides were added to the Learning Lab (4-6th grade) to support small group instruction. Education Specialists have been reviewing testing accommodations to determine the appropriate level of support needed for SWD on standardized tests. A new 4th-6th grade Education Specialist was hired this year and has had success with building relationships with the students and providing more support for students with more behavioral needs. Additionally, the school psychologist has conducted Functional Behavioral Analysis and created BIPs for SWD with behavioral issues that have led to suspension. We also added more services to students' IEPs, such as Psychological Services and Counseling and Guidance, with our school counselor to teach more skills in self-regulation, self-monitoring, and self-advocacy.

- Action 5: This action was fully implemented. AMPS EL student group received a RED Performance level for ELA, ORANGE for Mathematics, YELLOW for the ELPI, YELLOW for Chronic Absenteeism Rate; and GREEN for the Suspension Rate Indicator on the 2023 CA School Dashboard. AMPS provides all ELs with designated and integrated ELD instruction. Instructional Aides were assigned to support ELs that are struggling academically with language acquisition. The Reading Intervention Teacher was assigned to support ELs performing two or more years below grade level four times/week for 30 minutes each. We also prioritized ELs for our ELOP afterschool program where they receive reading and math tutoring services; and we monitor their progress. The site and assistant site leaders met individually with each teacher monthly to provide feedback, coaching and discuss the progress of EL students. Currently, ELs that were performing below grade level received Tier 1.5 intervention from their classroom teacher. ELs performing two or more years below grade levels receive additional tiered support in ELA and Math instruction. EL performing two or more years below grade level in Math are assigned math intervention four times per week (30 minutes). The Intervention Team made up the Site Director, Assistant Site Director, Counselor, Psychologist, SPED Education Specialist, Nurse, and Intervention Teacher meet monthly to discuss and monitor EL student progress and next steps. In addition, over 76% speak a second language; and receive monthly training on effective instructional strategies to support ELs. The Every Neighborhood Program provides reading intervention that includes EL students during the after-school program. To further reduce chronic absenteeism and improve daily attendance, classrooms with perfect attendance were rewarded. Teachers also contacted families when a student is absent.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 2: AMPS overestimated the costs of intervention materials for this action therefore resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Successes include an improvement in the number of English Learners that are growing in their English proficiency as seen in their ELPAC scores. This may be due to the implementation of a new ELD curriculum last year. The implementation was also observed in the classroom by administrators. I-Ready assessments have shown continual student growth in Math and ELA. The implementation of Tier 1.5 intervention in the classroom and Tier 2 outside the classroom with a Reading Intervention teacher has had an impact on student growth. Monthly Intervention Meetings include school site leaders, the counselor, the school psychologist, the Reading Intervention teacher, Special Education teachers, and the speech pathologist. The Intervention Team discusses the MTSS Referrals and reviews academic, instructional, and behavioral data to determine next steps (SST Meeting, Attendance Meeting, etc.). Over the past three years, EL Students have had steady growth. In addition, the EL population grew significantly from 2020-2021 (45 students) to 2022-2023 (63 students). In 2023, 43.1% Of EL students made progress towards English language proficiency (51 students tested). This was a 7% increase. I-Ready Reading Diagnostic, fall to winter shows that English Language Learners who performed at early grade level grew by 3%, students one grade-level below decreased by 6%, students two grade-levels below decreased by 5%, and students three grade levels below decreased by 4%. I-Ready Math Diagnostic, fall to winter shows that English Language Learners who performed at early grade level grew by 7%, students one grade-level below decreased by 2%, and students three grade levels below decreased by 5%.

Challenges: Challenges include making sure that teachers have adequate time to analyze their data to plan more targeted instruction and appropriate intervention. Another challenge has been the concentrated amount of testing done around the same time. This has been taxing on students and teachers, creating stress that is counterproductive. An additional challenge is the number of students who have never been a traditional school setting are entering school in Grades 1st-3rd. Each year since 2020-2021, an average of 26 students enrolls in grades 3rd-6th. It takes time for the school to get to know the student and identify achievement gaps to provide the appropriate supports. I-Ready Diagnostics from fall to winter show that 0% of English Learners performed at above and on grade-level in Reading and Math.

- Action 2: Schoolwide IReady Scores show growth over the last two years. In 2021-2022, 36% of students were on grade level in Reading in the spring. In 2022-2023- 43% of students were on grade level in Reading in spring. In 2021-2022- 17% of students were on grade level in Math and in 2022-2023- 31% of students were on grade level in Math. This year, there is growth, but the rate is slower.

Challenges: The challenge has been teacher turnover and an increase of students who are reentering school after being at home during COVID. The school also needs to do a better job of intentionally preparing the students to take the iReady and other online tests by establishing personal,

class, and schoolwide goals. Also, communicating the importance of this test to new teachers, students and parents before testing could be helpful to student performance.

- Action 3: Over the past three years, the school employed an assistant site director that is highly qualified and is familiar with the school culture (being a former APS teacher). This has helped the Climate & Culture Team to become stronger, as she was the leader of the Climate & Culture Team of our other elementary school. The schoolwide suspension rate decreased from 2021-2022 (4.5%-287 students) to 2022-2023 (3.9%-309 students). This is a 0.6% decrease. In 2021-2022, SED students had a 7.3% suspension rate (236 students) and in 2022-2023, SED suspension rate was 5.1% (255 students). This is a 1.2% decline and an increase in 19 students. Chronic absenteeism rates have declined over last year. In 2021-2022 (post-COVID), 52% of students (279) were chronically absent. In 2022-2023- 25% of students (300) were chronically absent. This is a 27% decline.

Challenges: The challenge over the past three years is the increase in suspension rate among Students with Disabilities. In 2021-2022, the suspension rate was 7.3% (41 students) and in 2022-2023, the suspension rate was 10.9% (46 students). This is a 3.6% increase. The number of new teachers needing training in special needs has compounded this challenge. Most suspensions were for "caused, attempted or threatened physical injury" and "harassment and intimidation." We had SWDs who according to their level of need, struggled to be safe when they were mainstreamed into the gen ed setting. The academic work would sometimes cause them to become agitated and then they may be escalated.

- Action 4: Over the past three years the breadth and depth of training has increased. Certificated and classified staff are being trained in the topics listed to better support students. Special education staff and general education teachers collaborate regarding shared students. This is helping the general education teachers to improve their behavior management and relationship building skills. Special education students showed growth on 2022-2023 iReady fall to spring Diagnostic Math data (6% growth). For the 2023-2024 iReady Math Diagnostic, fall to winter, there was a 5% growth of students are on and above grade level. Special education students showed growth on 2022-2023 iReady fall to spring Diagnostic Reading data (13% growth). For the 2023-2024 iReady Reading Diagnostic, fall to winter, there was a 3% growth of students are on and above grade level.

Challenges: Challenges include having new teachers who need training and an increased number of students enrolling at Meadow who have moderate needs. Some students with special needs struggle being in the general education classroom, which often requires more support from the school counselor, special education case managers, and administrators.

- Action 5: In 2021-2022, 42.4% of EL Learners were chronically absent. In 2022-2023, 13.2% of EL Learners were chronically absent. This is a 29.2% decrease. ELPAC Scores also showed improvement over the last year. In 2022-2023, 43.1% In 2021-2022, 36.2 %of students made progress of at least one ELPI level.

Challenges: EL students have scored very low in ELA on the SBAC over the last three years. In Math, they have scored low on the SBAC. More targeted intervention is needed, along with parent partnership around EL student academic growth.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2024-25 LCAP, Goal #1 was revised to align to the CA MTSS Framework and CA Community Schools Framework to ensure fidelity to the multi-year initiatives Aspen Meadow Public School has been engaged in to improve student outcomes. Actions and metrics were revised to align to the revised goal. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (grade 5 assessment). With the return of the CA School Dashboard performance levels, our LCAP will use the distance from standard (DFS) measurement for the ELA and Math (CAASPP) Academic Indicators, which is an accurate measure of student performance.

For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level. This change was made for purposes of transparency and alignment between the LCAP metrics and the CA School Dashboard. Additionally, for the 2024-25 LCAP, Aspen Meadow Public School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students.

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>% Of Fully credentialed & Appropriately assigned Teachers
Source: CalSAAS</td><td>2020-21: 100%</td><td>2021-22: 83%</td><td>2022-23: 85%</td><td>2023-24: 83%</td><td>100%</td></tr>
<tr><td>% Of students with access to Standards-aligned materials
Source: SARC</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td>2022-23: 100%</td><td>2023-24: 100%</td><td>100%</td></tr>
<tr><td>Implementation of the Academic content & performance Standards – measured using (Source) CDE’s Local Indicator self-reflection tool for Priority 2 (source)</td><td>
<table>
<tr><th colspan="2">2020-21: Implementation Academic Standards</th></tr>
<tr><td>ELA</td><td>4</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>Math</td><td>4</td></tr>
<tr><td>NGSS</td><td>3</td></tr>
<tr><td>History</td><td>3</td></tr>
<tr><td>Health</td><td>4</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>5</td></tr>
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</td><td>
<table>
<tr><th colspan="2">2021-22: Implementation Academic Standards</th></tr>
<tr><td>ELA</td><td>4</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>Math</td><td>4</td></tr>
<tr><td>NGSS</td><td>3</td></tr>
<tr><td>History</td><td>3</td></tr>
<tr><td>Health</td><td>4</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
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<table>
<tr><th colspan="2">2022-23 Implementation Academic Standards</th></tr>
<tr><td>ELA</td><td>4</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>Math</td><td>5</td></tr>
<tr><td>NGSS</td><td>3</td></tr>
<tr><td>History</td><td>3</td></tr>
<tr><td>Health</td><td>3</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
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</td><td>
<table>
<tr><th colspan="2">2023-24 Implementation Academic Standards</th></tr>
<tr><td>ELA</td><td>5</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>Math</td><td>5</td></tr>
<tr><td>NGSS</td><td>3</td></tr>
<tr><td>History</td><td>3</td></tr>
<tr><td>Health</td><td>2</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
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</td><td>
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<tr><th colspan="2">2023-24: Implementation Academic Standards</th></tr>
<tr><td>ELA</td><td>4</td></tr>
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<tr><td>Math</td><td>4</td></tr>
<tr><td>NGSS</td><td>4</td></tr>
<tr><td>History</td><td>4</td></tr>
<tr><td>Health</td><td>4</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
</table>
</td></tr>
<tr><td>% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study.
Source: Master Schedule</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td>2022-23: 100%</td><td>2023-24: 100%</td><td>100%</td></tr>
</table>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Action 1: This action was fully implemented. Aspen Meadow Public School employed a Site Director and 18 classroom teachers All teachers participated in 4-days of Summer Professional Learning; 2 additional days were provided for teachers new to the profession and scheduled to have 8 non-instructional days and weekly professional development throughout the year. Substitute teachers were hired and contracted to maintain continuity of instruction and allow for teachers to participate in peer observations and coaching.

- Action 2: This action was fully implemented. AMPS provided its teachers and leadership with robust professional development. We employed ELA and Math Instructional Coaches that provide instructional coaching for our teachers, participate in classroom observations, and feedback cycles. We support our teachers in clearing their credential through induction.

- Action 3: This action was fully implemented. AMPS provided all students with standards-aligned curricular and instructional materials, including consumables. Annually purchases are made to ensure sufficient inventories for all students.

- Action 4: This action was fully implemented. Each student in grades K-6 was provided a device (Chromebook) and headphones to access instructional and curricular materials. All virtual meetings were held on the Microsoft Team platform. IT worked to ensure high internet quality and bandwidth, and they have also implemented a safety software that all educational staff uses to monitor student online activities.

- Action 5: This action was partially implemented. The job postings for teacher openings were more specific and the interview process is more rigorous. Teachers go through more than one interview and model a demonstration lesson with one of our classes, so administrators can observe the "teacher" - "student" interaction. The music teacher position remained vacant; and classroom teacher provided this enrichment during the instructional day.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- **Action 1**: AMPS incurred additional costs for substitute teachers, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 2: Due to budget constraints (see action 1) attendance for conferences that were planned were cancelled, and professional development training programs were funded by a philanthropic support resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- **Action 3**: The total costs for curriculum were less than budgeted for, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- **Action 5**: Music teacher position remained vacant, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: The job postings for teacher openings are more specific and the interview process is more rigorous. Teachers go through more than one interview and model a demonstration lesson with one of our classes, so administrators can observe the "teacher" - "student" interaction.

Challenges: The staff has shared through verbal feedback and surveys that they feel more time is needed to prepare for the school year. There is a lot of training, which has felt overwhelming to many of the teachers as noted through conversations and surveys.

- Action 2: As teachers are professionally learning about how to better instruct their students, evidence can be seen in the classroom per site administrators teacher observations and feedback and through collaborating with instructional coaches about trends and patterns. Student academic and social-emotional growth is seen in the decrease of suspension data (0.6% decrease in 2022-2023). When teachers can manage their classes well, and deliver engaging lessons, students usually want to learn, and they perform better.

Challenges: One of the biggest challenges is making sure that there is adequate time before school to give all the appropriate professional development to new and returning staff. Training should include Human Resources discussing the personnel management system, time off, and the Employee Handbook. The CEO and CBO need time to discuss organizational policies and procedures. Site directors need time for collaborating and building community, along with facilitating a shared vision. The Climate & Culture team need time to share, review, and discuss PBIS, Restorative Practices, and Parent Communication with staff. The Special Education Department needs time to share the Intervention and MTSS Referral Process with the teachers. The teachers also need time to set up their rooms in preparation for the students to arrive to an inviting classroom.

- Action 3: Returning teachers are becoming more fluent and engaging in their instructional practices as they become more and more familiar with the content. This quality teaching helps teachers engage the students in higher level thinking and academic rigor. The teachers' professional growth can be seen in the academic growth of the students. The site leader has participated in professional development in the past year in the area of Educational Leadership.

Challenges: The challenge has been ensuring that teachers understand the curriculum well and are able to internalize the lessons to deliver quality instruction. Navigator math is very detailed and scripted and can feel overwhelming to implement for teachers, especially new teachers.

Summit Learning has a lot of components to the platform and the teacher must participate in a week-long summer training to understand and deliver the curriculum well.

- Action 4: The IT team implemented an online help ticket system for the staff if there is a need. The IT's response time is very good and very helpful. They send a Welcome Informational email with login information, etc. is sent to new employees, enabling them to get started as a new employee. Staff training is also arranged by IT for school registrars and office receptionist as well as for the educational staff.

The IT team has set up all learning platforms on clever for students to access from their school Chromebook and from home as well as setting up the parent portal, that connects to our student information system, so families can stay engaged in their child's learning.

Challenges: Challenges over the years include the expense of keeping up with technology or learning platforms (including professional development). This is a timely and costly expense that is needed so that we can continue to improve our outcomes on digital websites like CAASSP and iReady.

- Action 5: The art teacher received an Innovation Grant Award from the Fresno County Office of Education for $1000 to purchase a 3D printer. The teacher facilitates multi-cultural art lessons for the students (Dia de los muertos, Native American Heritage, Black History Month, Diwali, Alebrijes-Oaxacan).

Challenges: The music teacher that we are hiring was unable to start working with our school until 2024-2025. Since general education teachers have prep time while their students are at Music, this has been challenging.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2024-25 LCAP, Goal 2 was revised to align to the school's shift to CA MTSS Framework and CA Community Schools Framework, to ensure fidelity to the work the school is accomplishing to build educator and leadership capacity and expertise and strengthen high teacher retention rates. Actions and metrics were revised to align to this goal (Priority 1 and 2).

Based on feedback from our educational partners, for Priority 1 - (Basic Teachers), we will use the CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is pre-populated by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, and alignment of the CA School Dashboard Local Indicators with our school's LCAP.

Additionally, for the 2024-25 LCAP, Aspen Meadow Public School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide program and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and school safety through ongoing communication.

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>Facilities in "good" repair as measured by FIT (Source)</td><td>2020-21: Good</td><td>2021-22: Good</td><td>2022-23: Exemplary</td><td>2023-24: Exemplary</td><td>Good</td></tr>
<tr><td>Suspension Rate
Source: Dataquest</td><td>
<table>
<tr><th colspan="3">SUSPENSION RATE</th></tr>
<tr><th rowspan="2">Source; Dataquest</th><th colspan="2">2019-20</th></tr>
<tr><th>Count</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>13</td><td>5.3%</td></tr>
<tr><td>African-American</td><td>3</td><td>9.7%</td></tr>
<tr><td>Hispanic</td><td>5</td><td>2.9%</td></tr>
<tr><td>White</td><td>3</td><td>15.0%</td></tr>
<tr><td>Two or More Races</td><td>*</td><td>*</td></tr>
<tr><td>EL</td><td>4</td><td>10.8%</td></tr>
<tr><td>HY</td><td>0</td><td>0.0%</td></tr>
<tr><td>SED</td><td>18</td><td>8.7%</td></tr>
<tr><td>SWD</td><td>4</td><td>11.8%</td></tr>
</table>
</td><td>2020-21: 0%</td><td>
<table>
<tr><th colspan="3">2021-22 SUSPENSION</th></tr>
<tr><th></th><th>Number</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>16</td><td>4.5%</td></tr>
<tr><td>African American</td><td>6</td><td>11.5%</td></tr>
<tr><td>Asian</td><td>0</td><td>0.0%</td></tr>
<tr><td>Hispanic</td><td>9</td><td>4.1%</td></tr>
<tr><td>White</td><td>1</td><td>5.0%</td></tr>
<tr><td>EL</td><td>3</td><td>7.3%</td></tr>
<tr><td>SWD</td><td>3</td><td>7.3%</td></tr>
<tr><td>SED</td><td>12</td><td>5.1%</td></tr>
</table>
</td><td>
<table>
<tr><th colspan="3">2022-23 SUSPENSION</th></tr>
<tr><th></th><th>Number</th><th>Rate</th></tr>
<tr><td>Schoolwide</td><td>13</td><td>4.2%</td></tr>
<tr><td>African American</td><td>1</td><td>4.8%</td></tr>
<tr><td>Asian</td><td>0</td><td>0.0%</td></tr>
<tr><td>Hispanic</td><td>11</td><td>4.6%</td></tr>
<tr><td>White</td><td>1</td><td>4.8%</td></tr>
<tr><td>EL</td><td>1</td><td>1.5%</td></tr>
<tr><td>Homeless Youth</td><td>2</td><td>3.0%</td></tr>
<tr><td>SED</td><td>11</td><td>4.3%</td></tr>
<tr><td>SWD</td><td>5</td><td>10.9%</td></tr>
</table>
</td><td><1%</td></tr>
<tr><td>Expulsion Rate
Source: Dataquest</td><td>2019-20: 0%</td><td>2020-21: 0%</td><td>2021-22: %</td><td>2022-23: 0%</td><td>0%</td></tr>
<tr><td>Student Survey: Student Perception of School Safety & Connectedness
Source: Internal Survey</td><td>2020-21:
Not reported</td><td>2021-22:
97% Sense of safety
60% School connectedness</td><td>2022-23:
70% Sense of safety
64% School connectedness</td><td><u>2023-24:</u>
77% Sense of Safety
79% School connectedness</td><td>>75%</td></tr>
</table>

Parent Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: Not reported	2021-22: 89% Sense of safety 91% School connectedness	2022-23: 83% Sense of safety 93% School connectedness	<u>2023-24:</u> 78% Sense of Safety 90% School connectedness	>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: Not reported	2021-22: 92% Sense of safety 96% School connectedness	2022-23: 97% Sense of safety 100% School connectedness	<u>2023-24:</u> 95% Sense of Safety 73% School connectedness	>75%
Parent Input in Decision-making including UP & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 4 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 4 8. 3	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 4 8. 4	Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 5	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 3 4. 4	Rating of 4+

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Action 1: AMPS has fully implemented this action. We hosted numerous events to increase student engagement, a positive school culture; and improve the health and safety of our students. This year the annual Jog-a-thon fundraiser took place to fund field trips or guest speaker. All students participated in at least one field trip annually. AMPS has partnered with the Big Smiles dental care to provide dental services and screening for our students. This spring our students will participate in See2Succeed that provides vision screening and access to prescription glasses at no cost. We also reviewed and revised the Comprehensive School Safety Plan; which was presented to the entire staff. The School

Resource Officers conduct safety trainings, drills, and supervision throughout year; and ensure PBIS practices are implemented. We administered a school climate survey in Spring 2024 to students, staff and parents/families.

- Action 2: This action was fully implemented. AMPS solicits parent input in decision-making through its PAC, and ELAC. The Community Schools Advisory Council is an advisory group that weighed in on implementing the community school model and collaborated with Aspen Regional staff, students, families and community members.

- Action 3: This action was fully implemented. AMPS continued to provide families with numerous opportunities to engage in their child's education. This year we've hosted 7 Community Advisory Council meetings that included parents, staff, and students in addition to meetings with student teams to develop a needs and gap analysis assessment focus groups as part of the planning phase of Community Schools. This school year, the Community School Coordinator developed a Community Education Resource List that included opportunities for parent education/parenting classes, launching a small business, English language classes, and human-trafficking. All materials sent to families is translated to Spanish. There are 4 Pillars of Community Schools: 1. Integrated Student Supports "Students must be well known to be well served." 2. Family and Community Engagement "If not developed with us, it's not for us." 4 PILLARS 3. Collaborative Leadership Practices for Educators and Administrators "Culture of professional learning, collective trust and shared responsibility for outcomes." 4. Extended/Expanded Learning Time and Opportunities "Academic support, enrichment, and real-world learning opportunities." Aspen Meadows Community Advisory Council collaboratively agreed that Aspen Public Schools will contract with a tutoring services provider to lead supplemental academic support services for students requiring targeted academic interventions to meet grade-level standards. These new academic support services were provided during the regular school day, after school program, and summer expanded learning program. Aspen Public Schools braided CCSPP funds with existing and projected funding streams supporting expanded learning time and opportunities. CCSPP funding enabled each school to provide new after school and summer academic support, develop enhanced youth enrichment clubs, offer college and career field trips, provided cooking classes and nutrition education to students and their families, and establish new sports and physical fitness programming. One of the centerpieces of Aspen Public School's CCSPP-related community engagement efforts was the establishment of the Aspen Community Garden (Fall 2023), a new community garden designed to make a transformative difference in the lives of Aspen students and families by providing opportunities for students.

- Action 4: This action was fully implemented. AMPS annually completes the FIT Report and results are reported on the school's SARC, LCAP and Local Indicators Report. We employed a full-time janitorial and maintenance team that ensues our campus is clean and safe for all students and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- **Action** 1: There were additional costs incurred to provide additional security with the Campus Resource Officer, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Over the past three years, the PBIS practices have grown. In the 2022-2023 school year, Meadow started a Monday morning (before school) practice of recognizing students who had been an exemplary student for the week's PBIS focus (Be Safe, Be Responsible, Be Ready to Learn, Be Respectful). Students receive a certificate and 10 Owl Bucks A picture of them holding the Aspen Owl and their certificate is taken and sent to their family through Parentsquare. The School Leadership Team is also meeting bi-weekly with the school counselor and a teacher to demonstrate leadership in the school. These students greet visiting teams to show them the facilities, and they also work at the Owl Perch Student Store.

Challenges: In a Student Mental Health Survey (4-6), 38% of students indicated that "Students at this school stop and think before doing anything when they get angry. With several students who have experienced trauma and 26% with insecure housing, more social-emotional support and training is needed for our staff and students to change this outlook. A challenge is finding an age-appropriate way to give a Climate Survey to students TK-3rd. It is important that we also get their input as well. The school site director has been collaborative talking to teachers to come up with a solution. Another challenge is finding additional ways to raise funds for field trips. The one annual Jog-a-Thon event is not sufficient to provide the number of experiences that teachers would like to give their students. Transportation is also a challenge. APS has discouraged parents driving on field trips due to liability and since APS does not have its own transportation system, buses must be rented from FUSD ($250). The hours of transportation must fall between 9:00am-1:30pm due to the school buses needing to be on track for their regular after student pick-up schedule. In addition, charter buses cost about $1200.

- Action 2: This school year, a group of ELPAC committee member parents created an ELAC booth for a family Trunk-or-Treat Event. They shared a collaboratively made pamphlet about the ELAC group and collected parents' signatures and phone numbers. At a later date, a parent called the parents from school to encourage them to go out to the next ELAC Meeting.

Parents sign in to the meetings. Minutes are kept and an Agenda is shared. The presentation and/or notes are sent out through Parentsquare to parents who could not attend. The agenda is shared at least 72 hours advance of the meeting through Parentsquare.

Meadow is still in the process of selecting the DELAC member to represent the school at school board meetings.

Challenges include the sustainability of the school site directors leading all the parent meetings. With all the other responsibilities it becomes very challenging to be adequately prepared. In addition, it appears that the same parents come to all three meeting types. Getting other families involved has been a challenge.

- Action 3: In March 2023, the Community School Advisory Council was launched. This includes families, students, and staff. The meetings have been in the evening from 5-7pm to accommodate working parents. Dinner is provided for the attendees. As a team, the needs assessment report, that was facilitated in partnership with Every Neighborhood Partnership, was reviewed for school improvement and community engagement planning. A number of Meadow staff has attended the Advisory Council meetings.

Challenges: Challenges would include scheduling and transportation for families. Community engagement could be a challenge for the number of families who do not have reliable transportation. One of the greatest challenges is the number of needs there are and our capacity to meet them- lack of funding that could help hire more staff, more SRO hours, more engagement opportunities. The need for sustainable staff for the

opportunities is a challenge. Aligning all the initiatives and surveying the parents so much that they become confused about the goals of each project and the language about what they mean is also a challenge. Having solid ways to show parents that they are being heard and that their feedback is translated into actual results.

- Action 4: 2023-24 Updates:

- Wing 1 had the HVAC ducting completely redone

- All classrooms received new paint

- TK and Kinder received a new playground with a new rubber flooring instead of EWF

- Wing 1 and Wing 2 received new updated electrical panels

- We are still in the process to install three new modulars and a bathroom building on the eastside of the campus.

- Art has a new kiln with its own area for firing

Challenges: One of the biggest challenges is the need for funding to expand our facilities and upgrade some of our buildings. There are internal spaces that could have a better use of external doorways could be added, but it would be expensive to have the proper inspections and permits to make the changes. More gate/fencing for security is needed behind the school to allow students to use an additional exit/entry point into the cafeteria.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2024-25 LCAP, Goal 3 was revised to align to the school's shift to CA MTSS Framework, CA Community Schools Framework, to strengthen parent engagement, communication by establishing home-school connections. For Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 from the CDE's Local Indicators Priority 3 to questions #9-12 which provides a more accurate indicator for measuring the state priority.

Additionally, for the 2024-25 LCAP, Aspen Meadow Public School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        - The reasons for the ineffectiveness, and

        - How changes to the action will result in a new or strengthened approach.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Meadow Public School	Lisa Taylor, Site Director	lisa.taylor@aspenps.org 559-369-2456

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Aspen Meadow Public School currently serves 296 students in grades TK-6 with the following demographics: 72% Hispanic, 10% African American, 6% White, 6% Asian, 6% Two or More Races, 23% English Learners, 26% Homeless, 15% Students with Disabilities (SWD), 1% Foster Youth, and 84% Socioeconomically Disadvantaged (SED).

The ***mission*** of Aspen is to transform the community by developing exceptional leaders, and our vision leads to greater quality of life for all people in Fresno, regardless of race or economic status. Aspen is focused on the promise of equal educational opportunity for all children. With its college-preparatory focus, the Aspen approach is attaining academic gains throughout the network.

Aspen's approach to teaching and learning enables every student to succeed at the highest levels. This involves:

1. Recruiting and developing successful teachers and school leaders who strategically use student data to drive instruction and leadership development.
2. Creating a school culture where joy and belonging mark the student experience, with an emphasis on developing leadership that focuses students on college and their futures.
3. Providing students with grade-level curriculum, a facilitated learning environment that demands more student cognitive lift, and intense intervention when they are struggling, so that every child has a path to success.

We envision a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities. Our community has been severely impacted by the pandemic resulting in an increase in homeless youth, high levels of childhood trauma, anxiety, and a lack of emotional regulation. For our young learners social distancing negatively affected learning and growth, and some experienced increased separation anxiety. This past year, chronic absenteeism rates, although higher than pre-pandemic levels, continue to decline, resulting from our attendance schoolwide initiative, communicating with families on the impact of daily attendance on student academic outcomes, socialization, and school culture, and schoolwide events recognizing students for perfect attendance, and positive behavior.

Aspen Meadow Public School uses the nationally acclaimed Summit (Gradient) Learning Platform as our primary academic curriculum for sixth-grade students. Summit Learning is a comprehensive program that guides students in becoming their best selves, supports teachers in doing their best work, and helps communities make their vision for education a reality.

Aspen Meadow Public School is the recipient of the CA Community Schools Partnership Program Implementation Grant and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. AMPS will continue to align and strengthen its MTSS, Community Schools, and PBIS Initiative with its Expanded learning Opportunities Program (ELOP) and the Universal transitional kindergarten program (UTK).

Aspen Meadow Public School is not eligible for Equity Multiplier Funds, however, is eligible for ATSI based on the school's performance on the 2022 and 2023 CA School Dashboard. Aspen Meadow Public School's 2024-25 LCAP was developed in consultation with its educational partners and adheres to the California Department of Education's (CDE) ATSI Planning Summary, as it applies to charter schools.

Aspen Meadow Public School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Aspen Meadow Public School's performance on the 2023 CA School Dashboard by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Yellow	N/A	Yellow	Yellow
English Learners	Yellow	Yellow	Green	N/A	Red	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Yellow	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Red	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Orange	Yellow
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Aspen Meadow Public School is eligible for Additional Targeted Support and Improvement (ATSI) resulting from the school's performance on the 2022 and 2023 CA School Dashboards for the Students with Disabilities (SWD) student group: Suspension Rate Indicator

2022 CA School Dashboard:

- Students with Disabilities (SWD): "Very High" Suspension Rate Indicator

2023 CA School Dashboard:

- Students with Disabilities (SWD): RED Performance Level Suspension Rate Indicator

Aspen Meadow Public School's 2024-25 LCAP was developed in consultation with its educational partners and adheres to the California Department of Education's (CDE) ATSI Planning Summary, as it applies to charter schools.

Suspension Rate Indicator & ATSI: Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. To further reduce suspension rates, we identified the need to implement SEL curriculum that aligns to the schoolwide needs and prepares our students to be responsible citizens; strengthen PBIS implementation including incentives through Owl bucks); implement and communicate the behavior policy schoolwide; provide counseling services and provide ongoing training and coaching for staff on addressing student behavior challenges including de-escalation techniques. (See Goal 1, Action 3)

2022-23: Suspension		
Student Group	**Total**	**Rate**
All Students	12	3.9%
Hispanic	10	4.2%
EL	1	1.5%
SED	10	3.9%
SWD	5	10.9%

The Students with Disabilities (SWD) student group received a "Very high" status on the 2022 CA School Dashboard, and a RED performance level on the 2023 CA School Dashboard for the Suspension Rate indicator resulting in eligibility for ATSI. A review of Aspen Meadow's dashboard indicated that the Students with Disabilities student group will need to be closely monitored for Suspensions in 2024-2025. After conducting a root cause analysis, the following were identified as needs:

1. A discipline matrix that includes restorative practices.
2. A formalized and systematic multi-tier system of behavioral support.
3. Training for behavior management.

A discipline matrix, which guides administrator decision-making in student discipline incidents, needs to be implemented and embedded with restorative practices. A system that embraces the concept of restorative practices benefits all students. This way, students learn strategies to make better behavior choices and restore relationships. A formalized and systematic multi-tiered system of behavioral support for students will be created by the administrative team in collaboration with the school counselor and school psychologist, creating a formalized system of support. All students, especially students with disabilities, will receive customized supports that are responsive to their needs. All teachers and relevant staff will receive professional development in classroom culture and de-escalation strategies. This will support staff in effectively responding to escalations in student behavior. Special education staff will also offer to conduct Functional Behavioral Assessments and add Behavior Intervention Plans to support staff in addressing specific student behavior with positive interventions and strategies. (See Goal 1, Action 4)

English Language Arts Academic Indicator: Aspen Meadow Public School (AMPS) received a RED performance level on the ELA Academic indicator for the English Learner (EL) student group on the 2023 CA School Dashboard.

A comprehensive needs assessment was conducted that included an analysis of multiple types of data, and root cause analysis. The Leadership identified significant learning gaps schoolwide and achievement gaps among our student groups. The educational impacts of the pandemic were

not only historically large but were disproportionately worse in communities with high proportion of low-income and minority students. Test sores declined in in communities where COVID death rates were higher, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of families were most significantly restricted.

2022-23 ELA CAASPP	
Student Group	**DFS**
All Students	-51.5
Hispanic	-59.4
EL	-92.5
SED	-60.4

For reading, there's a need to train educators in phonics and phonemic awareness, the foundational skills of linking the sounds of spoken English to the letter that appears on a page. AMPS will continue to strengthen MTSS to identify students with learning gaps for tiered intervention, using local and state mandated assessments in ELA/Reading and mathematics. Classroom teachers will implement Tier 1.5 intervention using the iReady Teacher Toolbox Intervention, a resource of tools to support struggling learners in reading and mathematics, while challenging high performing students performing above grade level. Under the supervision of the classroom teacher, Instructional aides will provide individual high dose tutoring and/or small group instruction. (See Goal 1, Action 2)

The English Learner (EL) student group received a red performance level for the ELA Academic Indicator on the 2023 CA School Dashboard. As a result of an analysis of EL academic performance, AMPS will implement the following services to support and improve EL language acquisition needs: (See Goal 1, Action 5)

- To improve the delivery of designated English Language Development (dELD), AMPS will hire an ELD teacher/EL Interventionist to deliver designated ELD, for ELs who received a Level 1 or 2. ELs who received a Level 3 or 4 on the Summative ELPAC will receive dELD from their classroom teacher. This credentialed teacher will also provide tiered language support for ELs at-risk of long-term EL status and provide training for teachers on implementing effective evidence-based tiered support for struggling EL students.

- ELs will be prioritized for academic tutoring, offered afterschool, during intersession and summer programming via ELOP.

- Bilingual Instructional Aides will provide small group instruction to support the language acquisition needs of ELs.

Using the Alliance for Resource Equity - 10 Dimensions of Education Resource Equity Tool, Aspen Valley Preparatory Academy identified the following ***resource inequities:***

- Positive & Inviting School Climate – AMPS will continue to implement PBIS, restorative practices and implement strategies to reduce suspension rates and reduce chronic absenteeism rates. (See Goal 1, Action 3)

- Student Supports & Intervention – we continue to provide tiered interventions and will continue to strengthen the delivery of instruction and tiered intervention. (See Goal 1, Action 2; Goal 1, Action 5)

To address these resource inequities, AMPS will provide robust professional learning opportunities combined with the additional Instructional Coaches and continue to strengthen this year's initiatives to further build teacher capacity, and continuity.

Aspen Meadow Public School will continue to strengthen the delivery of designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. We will continue to monitor our new ELD programs and their effectiveness.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Aspen Meadow Public School is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.
School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.
An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.
LCAP Public Hearing; LCAP Adoption; and approval of 2024-25 Budget took place on: 6/27/24

Educational Partner(s)	Process for Engagement
Administrators, Principal	**Monthly meetings (January 2024 – May 2024)** took place on the discussion of the 2024-25 LCAP Goals, Actions, metrics, and to analyze the 2023 Dashboard findings, eligibility for ATSI, specifically SWD student group (suspension rate), local data to measure program effectiveness, and to reflect/complete the 2023-24 LCAP Midyear update, LCAP survey analysis, professional development planning, with Aspen Public School (APS) Administration, the Site Director, and school's leadership team. Feedback from these meetings has identified the following: • Need for instructional coaches to support teachers with the delivery of instruction and implementation of the content standards through scaffolded lessons to address the diverse learning needs of our students. • Revise the testing schedule for 2024-25 to minimize student testing fatigue and ensure assessment results accurately reflect student performance not student fatigue. Bimonthly meetings: Aspen Meadow Leader check-in meeting with the Principal and CEO **(January – May 2024)** where discussion focused on the 2023 CA School Dashboard indicators and progress on those indicators in the current year including chronic absenteeism, daily student attendance, school's budget, school policies and procedures, SPED Program, educational partner concerns, and academic programmatic needs. Feedback from these meetings has identified the following: • Need for an additional school administrator to assist with the diverse learning and social-emotional needs of students. • Need to continue to ensure Resource Officers (security) are fully staffed.

	• Hire full-time Guidance & Learning Specialist to provide instructional coaching for all teachers PBIS strategies, classroom management and ensure modifications and accommodations are implemented effectively to support student learning.
Teachers	Climate and Culture Team meetings took place in **May 2024**, with teachers and school administrators to discuss ways to improve Positive Behavior Supports and Intervention (PBIS) implementation schoolwide. Identified need for training on PBIS schoolwide and in the classroom, and support students with SEL and/or behavioral needs; and eligibility for ATSI (Dashboard) performance for SWD. Feedback from this meeting has identified the following: • Need additional training and coaching on PBIS, and de-escalation techniques to promote a healthy social-emotional school climate, and student engagement. • Strengthen PBIS, alternatives to suspension and training on restorative practices. **During Bi-Weekly mini-meetings (March – April 2024**) for all general education and special education teachers reviewed and analyzed student behavioral incidents. • Feedback provided is the need to train staff and continue to implement verbal de-escalation, community circles; trauma-informed practices, and restorative practices.
Other School Personnel	Staff Survey administered **April 2024** to solicit input for the 2024-25 LCAP and eligibility for ATSI (suspension rate). Feedback provided: • Need to train support staff on PBIS and de-escalation techniques. • Need to continue with instructional coaches. • Need to continue with Resource Officers (security/supervision) Biweekly School Resource Officer with Admin. Meeting (**February 2024-May 2024)** discussion on schoolwide safety needs, including students eloping and solicited feedback for the upcoming 2024-25 LCAP. Feedback from this meeting has identified the following: • Need to develop and implement more secure protocols as part of the School Safety Plan.

Students	Student survey administered in **April 2024** to measure school climate, student connectedness and belonging, and solicit input for the 2024-25 LCAP. Feedback provided: • Students feel cared for by school staff/teachers and recognized for making positive choices • Students feel safe on campus. • Would like to have more options in the food/lunch menu.
Parent Advisory Committee (PAC)	**Date: 1/25/24** – Presented the 2023-24 LCAP Midyear Update (goals, metrics, & Actions) including eligibility for ATSI (Suspension Rate indicator – SWD), & 2023 CA School Dashboard. Feedback provided: • Increase schoolwide events that include families. • Implement Leader in Me (Covey) schoolwide, to address increase in student behavioral issues. • Prioritize mental health needs of students **Date: 4/25/24**: Solicited input for the 2024-25 LCAP Goals, metrics & actions, reviewed school climate survey results. Feedback provided: • Need to address school connectedness especially among 6th grade students • Need to strengthen behavior policy to address student disruptive and unsafe behavior. • Need to add mental health services. • Need to provide academic support for EL with language acquisition, and hire an ELD teacher (standalone) • Need to address suspension rates especially among SWD (red performance level) – collaborate with mental health team to determine the best course of action. • PAC agreed with the revised goals that align to MTSS, CCSPP (community schools); and the school's strategic plan. **Date: 5/22/24:** The 2024-25 LCAP was presented to the Parent Advisory Committee for review and approval. The PAC agreed with the contents and no additional feedback was provided. The PAC approved the 2024-25 LCAP for submission to the APS Board of Directors.

ELAC, DELAC & EL-PAC	**Date: 3/14/24**: Review of 2024-25 LCAP Goals, metrics and 2023 Dashboard, resources from Attendance Works (chronic absenteeism), and ATSI eligibility. Feedback provided: • Requested a Parent Engagement Coordinator position to provide workshops for parents on addressing the needs of ELs; and continue math & reading tutoring – afterschool program. • Concerned about attendance rates/chronic absenteeism • Concerned with EL performance state mandated assessments: ELA & Math CAASPP. – and need for additional academic intervention for English Learners with language acquisition. • Would like to continue offering after-school tutoring services. Aspen Meadow Public School does not meet the eligibility requirements to form an English Learner Parent Advisory Committee. CA EC 52062(a)(1)
Parents including those representing Unduplicated Pupils	During Snack chat with Parent meetings **(February 2024)** Feedback provided: • There is a need to implement Leader In Me for the 2024-25 school year. • Student recognition for perfect attendance during Awards assembly. • Need to prioritize mental health and behavioral needs of students. • Establish a community garden, to invite the community and have students learn integrated math/science/health content standards with the garden. **4/26/24:** A parent meeting Community Schools Coordinator was held to review and discuss the proposed 2024-25 LCAP goals, actions and ATSI eligibility. Feedback provided: • Revise LCAP Goals. Need for the Community Schools Coordinator to educate parents on the CA Community Schools Framework; and the 4 Pillars of Community Schools and how it aligns to the school's MTSS. • Parents would like to participate in professional learning opportunities for the leadership program.
SELPA Administrator	Student Services Officer attends El Dorado County Charter SELPA's Professional Learning Network Virtual **Meetings: 9/27/23, 11/1/23, 2/21/24, 4/10/24, 5/22/24**. These meetings provided guidance from SELPA

	on CDE monitoring requirements, legal updates, upcoming professional learning training opportunities, federal and state news, and resources for SPED programming. **Date: 4/25/24** EP: SELPA Administrator (El Dorado Charter SELPA) Topics discussed: SPED Department, identified needs of SWD; and LCAP Goal 1, Action 4 (SWD); 2023 Dashboard; and eligibility for ATSI – Suspension Rate Indicator for SWD. Feedback provided by Educational Partner: • Reviewed LCAP Goal 1, Action 4 – recommended adding a Teacher Academy, Education Specialist PLC; and School Psychologist PLC to address communication, chronic absenteeism and supporting student behavior. These recommendations were added to Goal 1, Action 4.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Intervention Teacher, Instructional Aides and tutors to provide academic support; afterschool tutoring – ELOP, and online learning (intervention) platforms.

- Goal 1, Action 3: PBIS implementation, addressing behavior challenges, SEL curriculum adoption (Leader In Me); Counseling services, partnership with All4youth for counseling and behavior interventionist, Mental health services, and Family Resource Counselor (Homeless & Foster Youth Liaison).

- Goal 1, Action 4: Education Specialist PLC, School Psychologist PLC, addition of a Teacher Academy: SWD

- Goal 1, Action 5: Strengthening EL Program, tutoring, EL support with Language acquisition; and providing professional development for teachers to improve delivery of dELD to support English Learners with language acquisition.

- Goal 1, Action 6: Music Program

- Goal 2, Action 2: Professional development & Instructional Coaching for teachers to support SWD, EL, struggling learners, and addressing student behavior challenges, and de-escalation techniques. Professional learning opportunities for Instructional Aides to support the learning needs of students and addressing behavior challenges.

- Goal 3, Action 1: Field trips, schoolwide events on diversity and inclusion, leadership clubs, and school safety.

- Goal 3, Action 2: Parent decision-making (leadership) opportunities

- Goal 3, Action 3: Parent workshops, resources for families, ELPAC workshop

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using a whole child approach continue to strengthen schoolwide MTSS and PBIS in alignment with the CA Community Schools Framework, and the 4 Pillars of Community Schools to address the academic, social-emotional, behavioral, and mental health needs of our students to improve student mastery in ELA and Mathematics.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

As a school eligible for ATSI, there is a need to strengthen systems and protocols schoolwide in alignment with the MTSS Framework, and the CA Community Schools Framework, to ensure universal screeners are used to identify student needs whether academic, social-emotional, behavioral, and/or mental health needs and to measure the effectiveness of programs. In addition, there is an urgent need to fully implement, train and coach all staff on Leader in Me, PBIS, alternatives to suspension and trauma informed practices to effectively address student behavioral challenges, and improve school climate, student engagement, and school safety. There is also a need to improve communication with educational partners (staff, parents, students) on the behavior policy and attendance policy and ensure systems are in place to ensure implementation of policies and practices, and hold all adults accountable, to improve student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CAASPP website	**2022-23 ELA CAASPP** **Student Group** / **DFS** All Students: -51.5 Hispanic: -59.4 EL: -92.5 SED: -60.4			**2023-24 ELA CAASPP** **Student Group** / **DFS** All Students: -48 Hispanic: -57 EL: -88 SED: -58	
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CAASPP website	**2022-23 Math CAASPP** **Student Group** / **DFS** All Students: -57.6 Hispanic: -63.8 EL: -84.7 SED: -70.1			**2023-24 Math CAASPP** **Student Group** / **DFS** All Students: -55 Hispanic: -60 EL: -82 SED: -65	
3	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** **Student Group** / **%** All Students: 16.2% Hispanic: 12.1% SED: 9.7%			**2023-24 CAST % Proficient** **Student Group** / **%** All Students: 18.0% Hispanic: 15.0% SED: 12.0%	
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	43.1% Source: 2023 Dashboard			2023-24: 45% Source: 2024 Dashboard	
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 14.52% Proficient			2023-24: 16% Proficient	

<table>
<tr><td>6</td><td>Reclassification Rate
Source: Dataquest</td><td>2022-23: 4.4%</td><td></td><td></td><td>2023-24: 7.9%</td><td></td></tr>
<tr><td>7</td><td>Attendance Rate
Source: CALPADS</td><td>2022-23: 91.38%</td><td></td><td></td><td>2023-24: 92%</td><td></td></tr>
<tr><td>8</td><td>Chronic Absenteeism Rates
Source: Dashboard</td><td><table><tr><th colspan="2">2022-23: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>25.0%</td></tr><tr><td>Hispanic</td><td>24.7%</td></tr><tr><td>EL</td><td>13.2%</td></tr><tr><td>SED</td><td>25.1%</td></tr><tr><td>SWD</td><td>29.5%</td></tr></table></td><td></td><td></td><td><table><tr><th colspan="2">2023-24: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>24%</td></tr><tr><td>Hispanic</td><td>23%</td></tr><tr><td>EL</td><td>14%</td></tr><tr><td>SED</td><td>25%</td></tr><tr><td>SWD</td><td>14%</td></tr></table></td><td></td></tr>
<tr><td>9</td><td>Suspension Rate
Source: Dashboard</td><td><table><tr><th colspan="2">2022-23: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>3.9%</td></tr><tr><td>Hispanic</td><td>4.2%</td></tr><tr><td>EL</td><td>1.5%</td></tr><tr><td>SED</td><td>3.9%</td></tr><tr><td>SWD</td><td>10.9%</td></tr></table></td><td></td><td></td><td><table><tr><th colspan="2">2023-24: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>6%</td></tr><tr><td>Hispanic</td><td>5%</td></tr><tr><td>EL</td><td>8%</td></tr><tr><td>SED</td><td>6%</td></tr><tr><td>SWD</td><td>2%</td></tr></table></td><td></td></tr>
<tr><td>10</td><td>Expulsion Rate
Source: Dataquest</td><td>2022-23: 0%</td><td></td><td></td><td>2023-24: 0%</td><td></td></tr>
<tr><td>11</td><td>% students participating in an enrichment or elective course.
Source: Master Schedule
CALPADS</td><td>2023-24: 100%</td><td></td><td></td><td>2024-25: 100%</td><td></td></tr>
<tr><td>12</td><td>% students participating in all 5 Components of the Physical</td><td>2022-23: 0%
Note: participation rate in each of the 5 components varied from 0% - 76%</td><td></td><td></td><td>2023-24: 100%</td><td></td></tr>
</table>

	Fitness Test (PFT): Grade 5 Source: SARC					

Note: Aspen Meadow Public School currently serves grades TK-6, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ASSESSMENTS OF LEARNING**	To establish baseline, identify learning gaps, monitor student progress and develop annual growth targets, inform instruction, the following assessments will be administered and utilized as part of the MTSS process: • iReady Reading & Math: Grades K-6 (3 times/year) • ESGI Assessments (TK & Kinder) • Leap Math formative & summative assessments • Gradient Learning assessments: Gr 6 • State-mandated assessments: CAASPP, ELPAC, CAST, PFT. The State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source. iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. iReady provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. iReady's online lessons provide tailored instruction and practice for each student to accelerate growth.	$20,194	N

2	**MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	Aspen Meadow Public School (AMPS) received a RED performance level on the ELA Academic indicator for the English Learner (EL) student group on the 2023 CA School Dashboard. A comprehensive needs assessment was conducted that included an analysis of multiple types of data, and root cause analysis. The Leadership identified significant learning gaps schoolwide and achievement gaps among our student groups. The educational impacts of the pandemic were not only historically large but were disproportionately worse in communities with high proportion of low-income and minority students. Test sores declined in in communities where COVID death rates were higher, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of families were most significantly restricted. For math we identified that students lacked foundational skills in math facts and fluency, and implemented Reflex and Frax intervention, an interactive online math solution. Reflex focuses on math facts problem; and Frax focuses on fractions, helping students build confidence with their math skills. AMPS will continue to utilize Reflex and Frax; and in partnership with the Eurgubian Center, will provide math tutors to also focus on Number sense, for our struggling learners in the classroom during the instructional day and afterschool. For reading, there's a need to train educators in phonics and phonemic awareness, the foundational skills of linking the sounds of spoken English to the letter that appears on a page. AMPS will continue to strengthen MTSS to identify students with learning gaps for tiered intervention, using local and state mandated assessments in ELA/Reading and mathematics. Classroom teachers will implement Tier 1.5 intervention using the iReady Teacher Toolbox Intervention, a resource of tools to support struggling learners in reading and mathematics, while challenging high performing students performing above grade level. Under the supervision of the classroom teacher, Instructional aides will provide individual high dose tutoring and/or small group instruction. Instructional Aides will receive coaching on evidence-based pedagogical strategies to provide intervention; and on addressing student behavior	$961,237	Y

		challenges, led by the PBIS team, to ensure behavior expectations are adhered to. The Intervention Teacher will provide Tier 2 intervention for students in grades 2-6, reading two or more years below grade level as measured by iReady reading assessment, and provide coaching for teachers and Instructional Aides on evidence-based reading strategies for struggling readers. To further accelerate learning, students will have access to AIMS reading intervention program during the intervention block. AIMS reading is tailored to a student's reading gaps, using iReady diagnostic assessment results. The Intervention block will take place, four times per week during the instructional day, in 8-week cycles, where teachers and the leadership will assess each student's progress and identify next steps. Students will also have access to tutoring offered afterschool, intersession and summer programming through the Expanded Learning Opportunities Program (ELOP). Struggling learners will be strongly encouraged to participate in academic support offered during ELOP, and teachers will communicate this offering with families, to improve student academic outcomes.		
3	**MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	Through our MTSS, Aspen Meadow Public School is committed to providing social-emotional, behavioral, and mental health services to support the needs of our students, re-engage them back to school and to address student behavioral challenges. Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. To further reduce suspension rates, we identified the need to implement SEL curriculum that aligns to the schoolwide needs and prepares our students to be responsible citizens; strengthen PBIS implementation including incentives through Owl bucks); implement and communicate the behavior policy schoolwide; provide counseling services and provide ongoing training and coaching for staff on	$525,151	Y

		addressing student behavior challenges including de-escalation techniques. Teachers, parents, and the Community School Advisory Committee feedback all indicated a need for additional support in both academic achievement and social-emotional learning. The Leader in Me program directly addresses these concerns by equipping students with the skills necessary to become successful learners and well-rounded individuals. AMPS will adopt, train all staff and implement Covey's Leader in Me program in combination with PBIS. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement. The PBIS team that will be led by the Assistant Site Director and a teacher will participate in extensive and ongoing training through Navigate 360. The PBIS team will train the entire staff, and provide parent workshops, as part of our initiative to improve school climate, culture, engagement and reduce suspension rates. PBIS implementation will also include training on restorative practices including community circles, and daily wellness checks, to ensure all students are ready to learn each morning. Discussions with our educational partners identified the need to increase student accessibility to mental health and counseling services. In partnership with All4Youth, students will have access to a full-time associate Therapist and a part-time behavior interventionist. Our SEL Counselor will provide small group counseling and lead the implementation of Leader In Me schoolwide, including training for staff, and students, and workshops for parents to ensure fidelity schoolwide. AMPS plans to hire a Guidance and Learning Specialist that will provide staffwide coaching on de-escalation techniques, evidence-based strategies to increase student engagement, revise, present, and implement the behavior policy, and ensure that student behavior plans (action steps and goals) are adhered to by all teachers. The Family Resource Counselor (FRC), serving Homeless and Foster Youth, will conduct home visits, meet with families regularly to ensure family and student needs are met to prevent barriers to daily attendance and learning. The FRC's strategy directly supports students' physical and social-emotional needs. This is achieved by providing essential resources such as		

		bus passes, gas cards, and food, clothing, and school supplies. For the upcoming year (2024-2025), the program aims to expand its reach and serve a greater number of foster and homeless students.		
4	**SERVICES TO SUPPORT SWD**	The Students with Disabilities (SWD) student group received a "Very high" status on the 2022 CA School Dashboard, and a RED performance level on the 2023 CA School Dashboard for the Suspension Rate indicator resulting in eligibility for ATSI. A review of Aspen Meadow's dashboard indicated that the Students with Disabilities student group will need to be closely monitored for Suspensions in 2024-2025. After conducting a root cause analysis, the following were identified as needs: • A discipline matrix that includes restorative practices. • A formalized and systematic multi-tier system of behavioral support. • Training for behavior management. A discipline matrix, which guides administrator decision-making in student discipline incidents, needs to be implemented and embedded with restorative practices. A system that embraces the concept of restorative practices benefits all students. This way, students learn strategies to make better behavior choices and restore relationships. A formalized and systematic multi-tiered system of behavioral support for students will be created by the administrative team in collaboration with the school counselor and school psychologist, creating a formalized system of support. All students, especially students with disabilities, will receive customized supports that are responsive to their needs. All teachers and relevant staff will receive professional development in classroom culture and de-escalation strategies. This will support staff in effectively responding to escalations in student behavior. Special education staff will also offer to conduct Functional Behavioral Assessments and add Behavior Intervention Plans to support staff in addressing specific student behavior with positive interventions and strategies. SELPA input was gathered by an email sent on 4/24/2024, and the SELPA responded on 4/22/2024. The input from SELPA was to continue with our participation with the Special Education Teacher Academy, Education Specialist PLC, and School Psychologist PLC from our SELPA. These	$336,031	N

		training and meetings will include discussions on communication, absenteeism, and supporting student behavior.		
5	**STRENGTHENING EL PROGRAM & SERVICES**	The English Learner (EL) student group received a red performance level for the ELA Academic Indicator on the 2023 CA School Dashboard. As a result of an analysis of EL academic performance, AMPS will implement the following services to support and improve EL language acquisition needs: • To improve the delivery of designated English Language Development (dELD), AMPS will hire an ELD teacher/EL Interventionist to deliver designated ELD, for ELs who received a Level 1 or 2. ELs who received a Level 3 or 4 on the Summative ELPAC will receive dELD from their classroom teacher. This credentialed teacher will also provide tiered language support for ELs at-risk of long-term EL status and provide training for teachers on implementing effective evidence-based tiered support for struggling EL students. • ELs will be prioritized for academic tutoring, offered afterschool, during intersession and summer programming via ELOP. • Bilingual Instructional Aides will provide small group instruction to support the language acquisition needs of ELs. AMPS will provide all teachers with the following professional development aimed at improving the language and learning needs of ELs through targeted instruction, evidence-based strategies to improve English language proficiency, and increase reclassification rates: • Professional development will include culturally and linguistically responsive practice domains: instructional, language, and cultural knowledge. • Evidence-based strategies such as think-pair-share, sentence frames, visual anchor charts, and metacognitive strategies	$2,900	N

6	**BROAD COURSE OF STUDY**	Aspen Meadow Public School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following enrichment by grade level: • Art: TK-6 • Music: TK-4 • Band/Choir: Gr. 5-6 Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support. The music teacher will design a choral and band program. Through the music program, learning English language through song will support the language acquisition of the English Learner students. The Art teacher will offer ceramic classes using the school kiln, through the after-school program providing students an opportunity to create more extensive projects. Multicultural and diverse music and art forms will be taught to students to create an understanding of various cultural traditions and activities.	$165,839	N

Goal

Goal #	Description	Type of Goal
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students, and improve student academic outcomes.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

With teacher and staff turnover, post-pandemic, there is a need to support all teachers to strengthen implementation of Tiered supports, differentiation, address EL/LtEL language acquisition needs (reading, writing, speaking, and listening) to address the diverse learning needs, and gaps of our students. There is also a need for general education teachers to collaborate with Special Education educators implementing Universal Design for Learning (UDL), ensure appropriate accommodations and modifications are implemented to provide equitable and differentiated lessons that will increase student engagement and improve student learning. Teachers also need additional training on the ELD standards to strengthen designated ELD instruction to support the language acquisition needs of ELs, to increase English Language proficiency, resulting in higher reclassification rates, and an improvement on the ELPI (Dashboard). With the new adoption of Leader In Me schoolwide, and Summit (Gradient) learning for grade 6, there is a need to ensure coaching, observation and feedback cycles take place regularly to ensure fidelity to program implementation, improve student outcomes, engagement, school climate, and support teacher retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 71.9%			2022-23: 90%	

14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
15	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 3 Math: 5 Social Science: 3 Science: 3 CTE: NA Health: 2 PE: 4 VAPA: 4 World Language: N/A			2024-25: ELA: 5 ELD: 3 Math: 5 Social Science: 3 Science: 4 CTE: NA Health: 3 PE: 4 VAPA: 4 World Language: N/A	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	Aspen Meadow Public School (AMPS) will employ a principal, and appropriately credentialed teachers, to serve grades TK-6 with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, and Physical Education. AMPS's educators will participate in nine days of Summer Professional Learning; 4 non-instructional days and weekly professional development/ PLCs embedded in the school year.	$1,507,821	N
2	**PROFESSIONAL LEARNING**	Aspen Meadow Public School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes nine days of Summer Professional Learning: 4 non-instructional days and weekly professional development during the school year.	$242,042	Y

		All teachers will receive instructional coaching from the ELA and Math Instructional Coaches, and 6th grade teachers will receive coaching from the Summit Director, including training on the Summit Gradient Learning new curriculum adoption. Education Partners will continue to provide coaching, observation and feedback cycles for ELA instruction for teachers in grades K-5. Substitute Teachers will be employed to allow teachers to participate in peer observations, instructional coaching, and to maintain continuity of instruction. Based on an analysis of students and educator needs including feedback from our educational partners, professional learning will focus on the following key areas: • PBIS: SEL, Trauma Informed Practices (TIPs), restorative practices, and community circles • MTSS Referral, process & flow chart • Leader In Me SEL Implementation • Equitable outcomes and behavior approach: Fair Schools • iReady Coaching: Data analysis and application • Implementing Tier 1 and 2 Intervention • Core Knowledge; CKLA Coaching • Leap Math; Math Coaching • Amplify Science • Gradient Learning- Math/Science, ELA/History- 6th grade • Health & Safety • Designated/Integrated ELD, strategies to support ELs • SWD: Universal Design for Learning (UDL) Tier 1 • SWD: Accommodations & Modifications: Inclusion Model The Administrative & Leadership Team will participate in additional professional learning through workshops, conferences, throughout the year including strategic planning and core competencies, and Leadership Coaching.		

		To support teacher effectiveness and credential clearance, AMPS will fund teacher induction expenses and participate in the Marshall Residency Program, a teacher pipeline – to fill teaching positions.		
3	**CORE CURRICULAR PROGRAM NEEDS**	Aspen Meadow Public School will ensure that all students have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed.	$86,800	N
4	**CLOSING THE DIGITAL DIVIDE**	Aspen Meadow Public School will ensure all students have a technology device to access instructional & curricular materials. The IT Team will provide technical support, ensure schoolwide internet connectivity, accessibility, and availability of technology devices for staff and students, and access to Microsoft Teams for virtual meetings.	$94,714	N

Goal

Goal #	Description	Type of Goal
3	Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide program and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and school safety through ongoing communication.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation. There is a need to continue improving school climate through restorative practices, alternatives to suspension, and implement attendance and behavior policies with fidelity. There is a need to communicate and partner with families on an ongoing basis and engage them in their child's education to improve student outcomes. The Community Schools Coordinator will continue to increase parent engagement and communication to support student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Exemplary			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12)	2023-24: 9. 3 10.4 11.3			2024-25: 9. 4 10.4 11.3	

	Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	12.3			12.3	
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 3 3. 3 4. 4			2024-25: 1. 4 2. 4 3. 3 4. 4	
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 77% Sense of Safety 79% School connectedness			2024-25: 79% Sense of Safety 81% School connectedness	

20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 78% Sense of Safety 90% School connectedness			2024-25: 80% Sense of Safety >90% School connectedness	
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 95% Sense of Safety 73% School connectedness			2024-25: >90% Sense of Safety 75% School connectedness	

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY**	Aspen Meadow Public School will provide all students with opportunities to engage in outdoor learning opportunities through field trips and expanded learning opportunities to enhance learning, deepen student engagement and motivation. Aspen Meadow Public School will continue to provide a School Nurse and Health Aides, as requested by our educational partners. Through our partnership with Big Smiles students will have access to onsite dental care, and vision services through our partnership with See2Succeed. The School Safety Plan will be reviewed and revised and communicated to our educational partners: staff, students and families. The School Resource Officer (SRO) will lead schoolwide safety training, drills, lock-down, fire drill procedures, provide security, and supervision in alignment with our school-wide PBIS practices. To further monitor and ensure safety for students and staff, visitors will be required to check-in using our online visitor security program. There is a correlation between a positive school environment, physical and emotional safety, and a student's well-being. To increase student engagement, AMPS must ensure a positive and welcoming school environment that will include: • Assemblies: recognizing student growth • Multi-cultural events, celebrations of diversity • School Ambassadors: provide school tours, meet/greet guest speakers and assist with student recruitment • Student, staff & parent survey	$278,483	Y

		• Increased school-wide activities such as dances and family fun nights. • Family Circle Assemblies: quarterly to celebrate and bring awareness to the PBIS pillars- Be Safe, Be Responsible, Be Ready to Learn, Be Respectful • Monday Morning Gathering- student leadership shares announcements and students are recognized with a certificate for demonstrating a PBIS Pillar the previous week. • School Ambassadors (student leadership): an extra-curricular group of student leaders that design, develop and implement schoolwide initiatives and facilitate assemblies; and Monday morning gatherings to promote a safe and positive learning environment for all students. • The school community will recognize and promote Anti-bullying and Kindness Week to promote a safer and healthier school environment.		
2	**PARENT INPUT IN DECISION-MAKING**	At Aspen Meadow Public School parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Engagement Initiative (CEI) team • El Dorado Charter SELPA Community Advisory Committee: is a group formed to advise the Charter SELPA about the Special Education Local Plan, annual priorities, parent education, and other special education related activities. Interpreter services will be available for all committee meetings and upon request.	$52,000	N

3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Aspen Meadow Public School will provide all parents, including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through Snack Chat with Parents and Administrators, parent workshops, assemblies open to families, weekly newsletters, messaging through ParentSquare, surveys, and volunteer opportunities. The Community School Coordinator will facilitate parent meetings, workshops, communicate with families (outreach), seek partnerships with community-based organizations to provide resources for families/students. The Leadership team will host family nights/events and Coffee with the Leadership to communicate and build partnerships with families. The Leadership team will host Coffee with the Leadership to communicate schoolwide initiatives build partnerships with families; that will include attendance policy and student behavior policy. Parent workshops will focus on topics and areas that support schoolwide initiatives and as requested by our educational partners. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.	$75,901	N
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITY**	Aspen Meadow Public School strives to provide all students and staff with a safe and clean school facility site. Annually, the Facility Inspection Tool (FIT) report will be completed, and any issues/findings will be addressed in a timely manner. FIT results will be reported annually in the SARC, Local Indicators Report, and LCAP.	$627,511	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,126,177	$138,662

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.79%	0%	$0	35.79%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	Aspen Meadow Public School (AMPS) received a RED performance level on the ELA Academic indicator for the English Learner (EL) student group on the 2023 CA School Dashboard. A comprehensive needs assessment was conducted that included an analysis of multiple types of data, and root cause analysis. The Leadership identified significant learning gaps schoolwide and achievement gaps among our student groups. The educational impacts of the pandemic were not only historically large but	For math we identified that students lacked foundational skills in math facts and fluency, and implemented Reflex and Frax intervention, an interactive online math solution. Reflex focuses on math facts problem; and Frax focuses on fractions, helping students build confidence with their math skills. AMPS will continue to utilize Reflex and Frax; and in partnership with the Eurgubian Center, will provide math tutors to also focus on Number sense, for our struggling learners in the classroom during the instructional day and	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

were disproportionately worse in communities with high proportion of low-income and minority students. Test sores declined in in communities where COVID death rates were higher, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of families were most significantly restricted.

There are significant achievement gaps among EL, SED and SWD in ELA and Math as evidenced in the following charts. (Source 2023 CA School Dashboard – Distance from Standard)

2022-23 ELA CAASPP	
Student Group	**DFS**
All Students	-51.5
Hispanic	-59.4
EL	-92.5
SED	-60.4
SWD	-120

2022-23 Math CAASPP	
Student Group	**DFS**
All Students	-57.6
Hispanic	-63.8
EL	-84.7
SED	-70.1
SWD	-127.7

afterschool. For reading, there's a need to train educators in phonics and phonemic awareness, the foundational skills of linking the sounds of spoken English to the letter that appears on a page.

AMPS will continue to strengthen MTSS to identify students with learning gaps for tiered intervention, using local and state mandated assessments in ELA/Reading and mathematics.

Classroom teachers will implement Tier 1.5 intervention using the iReady Teacher Toolbox Intervention, a resource of tools to support struggling learners in reading and mathematics, while challenging high performing students performing above grade level. Under the supervision of the classroom teacher, Instructional aides will provide individual high dose tutoring and/or small group instruction.

Instructional Aides will receive coaching on evidence-based pedagogical strategies to provide intervention; and on addressing student behavior challenges, led by the PBIS team, to ensure behavior expectations are adhered to.

To further accelerate learning, students will have access to AIMS reading intervention program during the intervention block. AIMS reading is tailored to a student's reading gaps, using iReady diagnostic assessment results. The Intervention block will take place, four times per week during the instructional day, in 8-week cycles, where teachers and the leadership will assess each student's progress and identify next steps.

Students will also have access to tutoring offered afterschool, intersession and summer programming through the Expanded Learning Opportunities Program (ELOP). Struggling

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<td>learners will be strongly encouraged to participate in academic support offered during ELOP, and teachers will communicate this offering with families, to improve student academic outcomes.

These actions will be provided on a schoolwide basis because these strategies will benefit all students and we expect assessment results to improve in ELA and Math.</td>
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<tr>
<td>Goal 1, Action 3</td>
<td>Through our MTSS, Aspen Meadow Public School is committed to providing social-emotional, behavioral, and mental health services to support the needs of our students, re-engage them back to school and to address student behavioral challenges.

Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. There is a need to further reduce Chronic absenteeism rates and Suspension Rates across all student groups as evidenced in the following charts. (Source: 2023 CA School Dashboard)

<table>
<tr><th colspan="2">2022-23: Chronic Absenteeism</th></tr>
<tr><th>Student Group</th><th>Rate</th></tr>
<tr><td>All Students</td><td>25.0%</td></tr>
<tr><td>Hispanic</td><td>24.7%</td></tr>
<tr><td>EL</td><td>13.2%</td></tr>
<tr><td>SED</td><td>25.1%</td></tr>
<tr><td>SWD</td><td>29.5%</td></tr>
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<td>Through our MTSS, Aspen Meadow Public School is committed to providing social-emotional, behavioral, and mental health services to support the needs of our students, re-engage them back to school and to address student behavioral challenges.

Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. To further reduce suspension rates, we identified the need to implement SEL curriculum that aligns to the schoolwide needs and prepares our students to be responsible citizens; strengthen PBIS implementation including incentives through Owl bucks); implement and communicate the behavior policy schoolwide; provide counseling services and provide ongoing training and coaching for staff on addressing student behavior challenges including de-escalation techniques.

Teachers, parents, and the Community School Advisory Committee feedback all indicated a need for additional support in both academic achievement and social-emotional learning. The</td>
<td>The metrics that will be used to monitor effectiveness are:
• #8: Chronic Absenteeism Rate
• #9: Suspension Rate</td>
</tr>
</table>

2022-23: Suspension	
Student Group	**Rate**
All Students	3.9%
Hispanic	4.2%
EL	1.5%
SED	3.9%
SWD	10.9%

Leader in Me program directly addresses these concerns by equipping students with the skills necessary to become successful learners and well-rounded individuals.

AMPS will adopt, train all staff and implement Covey's Leader in Me program in combination with PBIS. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement.

The PBIS team that will be led by the Assistant Site Director and a teacher will participate in extensive and ongoing training through Navigate 360. The PBIS team will train the entire staff, and provide parent workshops, as part of our initiative to improve school climate, culture, engagement and reduce suspension rates. PBIS implementation will also include training on restorative practices including community circles, and daily wellness checks, to ensure all students are ready to learn each morning.

Discussions with our educational partners identified the need to increase student accessibility to mental health and counseling services. In partnership with All4Youth, students will have access to a full-time associate Therapist and a part-time behavior interventionist. Our SEL Counselor will provide small group counseling and lead the implementation of Leader In Me schoolwide, including training for staff, and students, and workshops for parents to ensure fidelity schoolwide.

AMPS plans to hire a Guidance and Learning Specialist that will provide staffwide coaching on de-escalation techniques, evidence-based strategies to increase student engagement, revise,

		present, and implement the behavior policy, and ensure that student behavior plans (action steps and goals) are adhered to by all teachers. The Family Resource Counselor (FRC), serving Homeless and Foster Youth, will conduct home visits, meet with families regularly to ensure family and student needs are met to prevent barriers to daily attendance and learning. The FRC's strategy directly supports students' physical and social-emotional needs. This is achieved by providing essential resources such as bus passes, gas cards, and food, clothing, and school supplies. For the upcoming year (2024-2025), the program aims to expand its reach and serve a greater number of foster and homeless students. These actions will create an opportunity to significantly increase attendance rates for low-income students because they are designed to address their identified needs. However, these actions are being provided on a schoolwide basis to maximize their impact in increasing overall attendance rates and reduce chronic absenteeism rates for all students.	
Goal 2, Action 2	Professional development is critical to transform school culture, school climate, and student academic outcomes. Feedback from our educational partners (Leadership, teachers, parents) indicated the need for Instructional coaching to improve student outcome and build teacher capacity and expertise. (See Engaging Educational Partners section)	Aspen Meadow Public School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes nine days of Summer Professional Learning: 4 non-instructional days and weekly professional development during the school year. All teachers will receive instructional coaching from the ELA and Math Instructional Coaches, and 6th grade teachers will receive coaching from the Summit Director, including training on the Summit Gradient Learning new curriculum adoption. Education Partners will continue to	The metrics that will be used to monitor effectiveness are: • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access. • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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<td>provide coaching, observation and feedback cycles for ELA instruction for teachers in grades K-5. Substitute Teachers will be employed to allow teachers to participate in peer observations, instructional coaching, and to maintain continuity of instruction.

These actions will create an opportunity to build teacher capacity and strengthen the delivery of instruction using evidence-based strategies that we anticipate will improve reading proficiency and math instruction; and strategies to support ELs and SWD using effective tiered intervention.</td>
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<td>Goal 3, Action 1</td>
<td>There is a correlation between a positive school environment, physical and emotional safety, and a student's well-being. Feedback from our educational partners indicated the need to ensure there are School Resource Officers to support our PBIS and SEL initiatives.

<table>
<tr><th colspan="2">2022-23: Suspension</th></tr>
<tr><th>Student Group</th><th>Rate</th></tr>
<tr><td>All Students</td><td>3.9%</td></tr>
<tr><td>Hispanic</td><td>4.2%</td></tr>
<tr><td>EL</td><td>1.5%</td></tr>
<tr><td>SED</td><td>3.9%</td></tr>
<tr><td>SWD</td><td>10.9%</td></tr>
</table>
</td>
<td>The School Resource Officer (SRO) will lead schoolwide safety training, drills, lock-down, fire drill procedures, provide security, and supervision in alignment with our school-wide PBIS practices. To further monitor and ensure safety for students and staff, visitors will be required to check-in using our online visitor security program.

These actions will create an opportunity to significantly decrease chronic absenteeism rates, increase attendance rates for low- income students because they are designed to address their identified needs. However, these actions will be provided on a schoolwide basis to maximize their impact in increasing overall attendance rates for all students</td>
<td>The metrics that will be used to monitor effectiveness are:
The metrics that will be used to monitor effectiveness are:
• #9: Suspension Rate
• #10: Expulsion Rate
• #19: Other Local Measure - Student Survey: Sense of safety & school connectedness</td>
</tr>
</table>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to fund additional instructional Aides to provide direct services to students (Goal 1, Action 2).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,971,169.00	$ 5,106,638.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ASSESSMENTS OF LEARNING	Yes	$ 22,090	$ 17,912
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 763,758	$ 867,996
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORALSTUDENT NEEDS	Yes	$ 256,157	$ 253,820
1	4	SERVICES TO SUPPORT SWD	No	$ 581,272	$ 545,300
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 3,000	$ 3,000
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,396,877	$ 1,498,949
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 190,050	$ 210,408
2	2	PROFESSIONAL LEARNING	Yes	$ 318,220	$ 233,770
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 30,000	$ 14,817
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 140,411	$ 153,597
2	5	BROAD COURSE OF STUDY	Yes	$ 112,785	$ 72,553
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Yes	$ 272,702	$ 302,175
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 45,064	$ 44,693
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 9,283	$ 8,403
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 829,500	$ 879,245

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,017,745	$ 1,408,429	$ 1,321,483	$ 86,946	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ASSESSMENTS OF LEARNING	Yes	$ 424	$ -	0.00%	
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 268,926	$ 312,662.00	0.00%	0.00%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORALSTUDENT NEEDS	Yes	$ 256,157	$ 166,253.00	0.00%	0.00%
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 3,000	$ 3,000.00	0.00%	0.00%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 190,050	$ 210,408.00	0.00%	0.00%
2	2	PROFESSIONAL LEARNING	Yes	$ 294,189	$ 209,739.00	0.00%	0.00%
2	5	BROAD COURSE OF STUDY	Yes	$ 112,785	$ 72,553.00	0.00%	0.00%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Yes	$ 237,834	$ 302,175.00	0.00%	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 45,064	$ 44,693.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,910,129	$ 1,017,745	0.00%	34.97%	$ 1,321,483	0.00%	45.41%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 3,146,293	$ 1,126,177	35.794%	0.000%	35.794%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,558,882	$ 1,239,149	$ -	$ 179,093	$ 4,977,124.00	$ 3,713,095	$ 1,264,029

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	No					$ -	$ 20,194	$ -	$ 444	$ -	$ 19,750	$ 20,194	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No					$ 355,228	$ 146,034	$ -	$ 410,352	$ -	$ 90,910	$ 501,262	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	AMP	Ongoing	$ 425,180	$ 34,795	$ 459,975	$ -	$ -	$ -	$ 459,975	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No					$ 166,575	$ 13,530	$ 11,530	$ 147,588	$ -	$ 20,987	$ 180,105	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	AMP	Ongoing	$ 329,576	$ 15,470	$ 345,046	$ -	$ -	$ -	$ 345,046	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					$ 300,031	$ 36,000	$ 101,826	$ 186,759	$ -	$ 47,446	$ 336,031	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	No					$ -	$ 2,900	$ 2,000	$ 900	$ -	$ -	$ 2,900	0.000%
1	6	BROAD COURSE OF STUDY	All	No					$ 165,839	$ -	$ 116,828	$ 49,011	$ -	$ -	$ 165,839	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 1,410,133	$ 97,688	$ 1,507,821	$ -	$ -	$ -	$ 1,507,821	0.000%
2	2	PROFESSIONAL LEARNING	All	No					$ -	$ 76,000	$ 53,969	$ 22,031	$ -	$ -	$ 76,000	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	AMP	Ongoing	$ 166,042	$ -	$ 166,042	$ -	$ -	$ -	$ 166,042	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 86,800	$ 86,800	$ -	$ -	$ -	$ 86,800	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 60,284	$ 34,430	$ 77,914	$ 16,800	$ -	$ -	$ 94,714	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					$ 53,569	$ 69,800	$ 40,540	$ 82,829	$ -	$ -	$ 123,369	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	Yes	Schoolwide	All	AMP	Ongoing	$ 155,114	$ -	$ 155,114	$ -	$ -	$ -	$ 155,114	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ 52,500	$ -	$ 52,500	$ -	$ -	$ -	$ 52,500	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 73,024	$ 2,877	$ 2,877	$ 73,024	$ -	$ -	$ 75,901	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					$ -	$ 627,511	$ 378,100	$ 249,411	$ -	$ -	$ 627,511	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,146,293	$ 1,126,177	35.794%	0.000%	35.794%	$ 1,126,177	0.000%	35.794%	**Total:**	$ 1,126,177
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,126,177

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	AMP	$ 459,975	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONA	Yes	Schoolwide	All	AMP	$ 345,046	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	AMP	$ 166,042	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIM	Yes	Schoolwide	All	AMP	$ 155,114	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:

- The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.

        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

SAFE SCHOOL PLAN COVER GUIDELINES

SAFETY COORDINATORS- Safety Plans are to be fully signed and completed by March 1.

***STEP 1*- Create your school's 2024-2025 Safe School Plan (SSP) with your Leadership Team.**

***STEP 2*- Read the School Site Plan (SSP) Checklist on Page 1.**

Upon completion, including review and signatures from the Parent Advisory Council, please:

- Upload the completed document into the Parent Advisory Council TEAMS folder in your appropriate 2024-25 folder, i.e., Elementary Schools, Middle Schools, High Schools, Alt. Ed Sites or Specialty Schools.
- **Post in the chat that your completed SSP is completed and turned in – be sure to note your school site. (ex. McLane High School's SSP is complete and uploaded)**

This information will be reviewed and presented to the Board of Education before the completion of the current school year for approval.

MAKE COPIES OF THE ENTIRE SAFE SCHOOL PLAN AND DISTRIBUTE TO ALL THOSE ON THE SAFE SCHOOL LEADERSHIP TEAM – KEEP A HARD COPY ON HAND FOR SCHOOL RECORD AND USE.

Safe School Plan Checklist

E	CDS Code (pg. 2)
E	Safe School Leadership Team (pg. 7)
E	School Safety Walk (pg. 8&9)
E	Stage II Evacuation fill in & holding areas (pg. 10 & pg. 11)
E	Threat Assessment Management Team (pg. 12)
E	First Aid Responders (pg. 13)
E	Name of person responsible for monthly AED checks (pg. 13)
E	Immediate Care Responders (pg.15)
E	Pandemic Influenza Parent Reunification Plan including: (pg. 16-19)
E	Fire Drill Schedule (pg. 23)
E	Lockdown Drill Schedule (pg. 23)
E	Earthquake Drill Schedule (pg. 23)
E	Reunification Drill (pg. 24) / Lockdown Procedure, Including RUN-HIDE-FIGHT (pg.24)
E	Phone Tree – Off Campus / After Hours (pg. 25)
E	Campus Visibility Deployment of Staff (pg. 26 - 27)
E	Signature Page (pg. 28)
E	Off Campus Evacuation Map (map of site, you can draw route and site, give name and address)
E	Upload your completed and signed SSP to the School Site Safety Plan TEAMS page

E=Electronically

Note: Print hard copies of entire plan (pages 1-53) including Threat Assessment Procedures and Protocol - give to your administration and leadership teams. Keep a Hard Copy In Your Front Office.

Aspen Public Schools
Comprehensive Safe School Plan
(Education Code Section 32280-32288)
At Aspen Meadow Public School
CDS Code
10 62166 0133942
From: 2024 TO 2025

FUSD Core Belief: A safe learning and working environment is crucial to student learning.
Aspen Public Schools: Transforming the Community by Developing Exceptional Leaders

Contact Person: Matthew Flores

Position: Chief Operating Officer

Telephone Number: 559-981-6120

E-Mail address: matt.flores@aspenps.org

ASPEN MEADOW PUBLIC SCHOOL

Aspen Public Schools

Comprehensive Safe School Plan

Board of Directors
John Grice
Mark Snee
Carlos Huerta
Renee Dayton
Alicia Varela

Executive Director/CEO
Shelly Lether

Chief Operating Officer
Matt Flores

Chief Business Officer
Terri Martin

Chief Academic Officer
Nicole Rivera

SRO/School Safety Coordinator
Tim Morgan

March 2024

Purpose and Scope
The Aspen Public Schools Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty, and staff with emergency management responsibilities. The ERP, along with the School Comprehensive Safe School Plan, shall be used during an emergency incident involving an APS School facility.

Key Emergency Contact
After contacting 911, it is imperative during an emergency to contact Matt Flores, Chief Operating Officer, 559-981-6120, as quickly as possible. Matt will respond immediately and alert the appropriate members of the District Safety Team.

Safe School Leadership Team (SSLT)
Each APS facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility, and reduce the risk of physical injury, property damage and business interruption. The team consists of the Principal and/or designee, office manager, school nurse, SRO / Probation Officer (if applicable), and certificated and classified employee. Each person has an alternate should they not be on campus.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional and State.**

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the District are positioned to integrate services when an incident occurs on an area, regional or state level.
By standardizing key elements of the emergency management system, SEMS is intended to:

- ❑ Facilitate the flow of information within and between levels of the system,
- ❑ Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration.** The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.
Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, always assign an alternate for each role to assure coverage. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined above in this document will also assist the Incident Commander if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

Directions

1. **Establish:**

   - ✓ **Safe School Leadership Team**
   - ✓ **Safety Walk**
   - ✓ **Threat Assessment Team/Student Wellness Team**
   - ✓ **First Aid Responders**
   - ✓ **Pandemic Influenza Management Plan with reunification team and on campus location established for student/parent reunification.**

2. **Complete School Safety Walk**

3. **Stage 1 Site Evacuation maps are developed by School Resource Officer. If you need to adjust your evacuation map, please notify S.R.O. Tim Morgan at tim.morgan@aspenps.org**

4. **Stage 2 Off campus evacuation (map of site and plan).**

5. **Establish:**

   - ✓ **2024-2025 Fire Drill Schedule – Once per month at the elementary and middle school level and three times per year at the high school. (before/after school, lunch, instructional time)**
   - ✓ **2024-2025 Lockdown drill – Four times per school year, One per quarter. – (before school, after school, lunch time and instructional time).**
   - ✓ **2024-2025 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle school level and two times at the high school)**
   - ✓ **2024-2025 Reunification Drill – Two times during the school year**
   - ✓ **School Phone Tree**
   - ✓ **Visibility of staff deployment plan**

6. **Update the templates of the plan to reflect current areas of responsibility at your site.**

7. **Work closely with the school site council. Remember, the school site council is responsible for approving the final plan and must be involved in its development. (SSC meeting for approval must be prior to March 1.) Please calendar a meeting in January or February to discuss and approve the plan.**

8. **Submit electronically your Comprehensive Safe School Plan to Carla.Sewell@fresnounified.org Secretary of Safety Office. Completed plans must be submitted no later than March 1 of the school year.**

Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on the staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officer etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the instructional Superintendent. Safe School Leadership Team is listed below.

Safe School Leadership Team

		Name	Phone
Incident Command	School Resource Officer	Tim Morgan	(559) 369-2456 EXT 1206
	Site Director	Lisa Taylor	(559) 369-2456 EXT 1201
	Assistant Site Director	Allyson Perez	(559) 369-2456 EXT 1202
	After School / ASES Site Lead	Miriam Ceballos-Zavala	(559) 369-2456 EXT 1215
	Teacher	Christina Wattenbarger	(559) 369-2456 EXT 2209
Planning/Intelligence	Office Manager	Monica Tovar	(559) 369-2456 EXT 1204
	Receptionist	Ana Sanchez	(559) 369-2456 EXT 1200
	Nutrition Coordinator	Marisela Linton	(559) 369-2456 EXT 2231
Operations	COO	Matt Flores	(559) 225-7737 EXT 1010
	IT Director	Mike Lee	(559) 225-7737 EXT 1017
	School Resource Officer	Nicolas Pena	(559) 369-2456 EXT 1206
Nurse's Station / Medical	R/N	Jessica Poveamaciel	(559) 369-2456 EXT 1205
	Nurse	Amanda Thomas	(559) 369-2456 EXT 1205
SPED	Program Specialist	Sarah Crantz	(559) 369-2456 EXT 2236
	Psychologist	Beth White	(559) 369-2456 EXT 2236

			(559) 369-2456

SCHOOL SAFETY WALK

After establishing your Safe School Leadership Team, the "Safety Walk" of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system etc… This information is vital in the development of your Safety Plan. The "Safety Walk" should be done twice a year. Once at the start of the school year and once during the second semester.

Exterior of School Building	***Checked & in order***	***Needs Attention***	***J-Order in process***
Gates - lockable	X		
Fences - stable and no broken areas	X		
Appropriate school zone signs in position	X		
Free of graffiti	X		
External utilities secured and locked	X		
Roof hatches secured and locked	N/A		
Shrubs trimmed	X		
Doors and windows in working order and lockable from inside	X		
Outdoor lighting illuminate all areas of use during night hours	X		
Exterior security cameras have clear view, no blocking from landscape, trees, etc.	X		
Exterior security cameras in good working order where applicable	X		
PA system in good working order and has the ability to be used outdoors (i.e. field area)	X		
Playground equipment safe and fall-protection material placed on the ground below equipment	X		
Athletic facilities & external building are secured & illuminated at night	X		
Dumpsters and garbage cans are secured	X		
Parking lots are well-lit	X		

No parking zone within 5ft. of the building	X		
Sidewalks free from cracks and tripping hazards		X	
Fields are free from potholes	X		
Bike racks secured and placed in a locked cage	X		
Gym bleachers are safe and in working condition	N/A		
Interior of School	***Checked & in order***	***Needs Attention***	***J-Order in process***
Doors and windows are in working order and lockable from inside	X		
Exit lights in working order	X		
Universal evacuation signage is posted in every room near the door and in hallways	X		
The Central Monitoring Station's number is posted in every room	X		
Computer/server rooms secured and appropriately ventilated	X		
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	X		
Visitor pass protocol is in effect	X		
Staff wear ID badges	X		
Student are issued ID badges (grades 7-12)	N/A		
Classroom	***Checked & in order***	***Needs Attention***	***J-Order in process***
Classroom emergency guide is posted	X		
Emergency folder is easily accessible	X		
Evacuation map is posted	X		
Classroom phone has the emergency phone # sticker	X		
Doors and windows are lockable from the inside	X		
Peepholes are installed	X		
Equipment Needs	***Have enough***	***Need***	***How many?***
Vests	X		
Radios	X		
Crossing guard signs	X		
Cones for parking	X		

Caution signs	X		
Golf carts	N/A		
First aid kits	X		
Other			

BP 2250 Principal's Designee
NOTES:

Stage One (On Campus) / Stage Two (Off-Campus) Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus at the large soccer field on the west side of campus.

Stage Two Relocation: At the direction of the School Resource Officer / Site Director all students and staff are relocated to a determined location off campus at time of event. Coordinate with Transportation Department, Police and Fire Department. (Examples: gas leak, fallen aircraft.)

Stage One Evacuation Plans shall be based on the current "Key Plan" maps obtained from the Department of Maintenance and Operations SharePoint page, under Site Key Plans. Stage Two Evacuation Plans shall be created by the Safe School Leadership and can be created on Google Earth.
Include a map of the Stage One and Stage Two Evacuation Routes.

Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
  - Evacuation routes
  - Designated areas for each teacher and class
  - Areas of supervision
  - Transportation points (for both busses and autos)
  - Student Release area
  - Press area
- ❑ Teams
  - Crisis Response Team

- Student Release Team

- ❑ Emergency cards (Always ready to be taken to student release area)
- ❑ Parent/Guardian sign out log or forms
- ❑ Impaired mobility list (Location of these students throughout the school day)
- ❑ Classroom evacuation materials (laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books must be located in a standard site in all classrooms. Recommended placement to be next to the classroom exit).
- ❑ Communication Plan (How teachers will communicate to the Safe School Leadership team and visa versa)

Stage 2 Evacuation (Off Campus)

In the case of a Stage 2 Evacuation, Off-Campus Evacuation, all students/staff will travel to the following site and wait for instructions.

SITE – East parking lot of the school campus, Saginaw Way and Blackstone Ave

ALTERNATE SITE – Fort Miller School

Contact Person: School Resource Officer – Tim Morgan Phone: (559) 369-2456 EXT 1206

Aspen Public Schools
Site-Based Crisis Team
(Student Wellness Team)

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Intervention Team
The task of the Intervention Team is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the FUSD 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Lisa Taylor	School Principal	Site Director / Assistant Site Director	Allyson Perez
Kalyn Tachovaka	School Counselor	School Counselor or Student Assistants, Trained in Threat Assessment	Sarah Crantz
Sheila Temple	School Psychologist	School Counselor or Student Assistants, Trained in Threat Assessment	Beth White
Tim Morgan	School Resource Officer	School Social Worker or other staff determined by the principal	Nico Pena

FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR-First Aid-AED.** In an emergency situation, any staff member may provide assistance. Ensure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the **2024-2025** school year at Aspen Meadow School.

x	x		Tim Morgan	School Resource Officer	(559) 369-2456 EXT 1206
x	x		Nicolas Pena	School Resource Officer	(559) 369-2456 EXT 1206
x	x		Monica Tovar	Office Manager	(559) 369-2456 EXT 1204
x	x		Ana Sanchez	Receptionist	(559) 369-2456 EXT 1200
x	x		Marisela Linton	Nutrition Coordinator	(559) 369-2456 EXT 2231
x	x		Miriam Ceballos-Zavala	After School Site Lead	(559) 369-2456 EXT 1215
x	x		Lisa Taylor	Site Director	(559) 369-2456 EXT 1201
X	X		Jessica Poveamaciel	School Nurse	(559)369-2456 EXT 1205

AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who will be responsible for the monthly AED maintenance check.

NAME: Jessica Poveamaciel	**TITLE School R/N**
NAME: Tim Morgan	**TITLE: SRO**

Emergency First Aid Guidelines for California Schools is the guide for providing first aid.

The guidelines and first aid supplies are in the health office. Additional first aid supplies can be found in the Main Office.

The guidelines chart contains Universal Precautions for bloodborne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or emergency employee accident reports are to be completed as per usual District policy.

IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding etc.). Staff will need to provide for the medical needs of these students, if they remain at school for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the **2024-2025** school year at Aspen Meadow School.

NAME	TITLE	ROOM/PHONE
Lisa Taylor Allyson Perez	Site Director Assistant Site Director	(559) 369-2456 EXT 1201 (559) 369-2456 EXT 1202
Jessica Poveamaciel Amanda Thomas	School R/N School Nurse	(559) 369-2456 EXT 1205
Tim Morgan Nicolas Pena	School Resource Officer School Resource Officer	(559) 369-2456 EXT 1206

*A confidential list of all students in the category must be kept in the nurse's office and with the school safety coordinator.

Each school has an Emergency First Aid Bag (for disaster only) stocked with first aid supplies. High schools have two bags. The "Emergency First Aid Guidelines for California Schools" and the Emergency Bags are located in the health and Security office (high schools should store the second bag in the gym or shop areas or in the Safety Coordinators office.

Communication

List the modes of communication with your staff in case of a crisis.

Primary – Radios or Intercom
Alternate – Phone System
Alternate – Personal Cell Phone

Pandemic Influenza Management Plan

The Fresno Unified School District Pandemic Influenza Management Plan consists of several components, including the Fresno Unified School District Comprehensive Safe School Plan, Appendixes, Emergency Support Functions, Support Annexes, and Incident Annexes. The Pandemic Influenza Management Plan is one of several Incident Annexes and, therefore, serves to augment the FUSD Comprehensive Safe School Plan and other components. In order to ensure efficient and effective emergency management, the FUSD Pandemic Influenza Management Plan document must be implemented in its entirety.

PHASES OF A PANDEMIC

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures that the WHO will take and recommends actions that countries around the world should implement.

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
Interpandemic Period		
Phase 1 – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.	Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.	**Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.**
Phase 2 – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.	Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.	Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.

Pandemic Phases	Public Health Goals	Fresno Unified School District Goals
Pandemic Alert Period ***Phase 3*** – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact. ***Phase 4*** – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans. ***Phase 5*** – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).	Ensure rapid characterization of the new virus subtype and early detection, notification and response to additional cases. Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development. Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement response measures.	Ensure all personnel are knowledgeable about the latest epidemiological information. Review and update business continuity plans per Base Plan. Ensure that best practices for infection detection and control measures are followed. Ensure adequate resources for staff/student protection. Ensure that FUSD is implementing best practice for social distancing techniques per LHO guidelines, including reducing the school activity calendar. Maximize communications with parents related to health and safety.
Pandemic Period ***Phase 6*** – Pandemic is declared. Increased and sustained transmission in the general population.	Implement response measures including social distancing to minimize pandemic impacts.	Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and school functions. Follow LHO and FCOEDHS, social distancing, isolation and quarantine measures. Ensure maximum support and education for ill and affected students.

Public Employees as Emergency Disaster Workers

During an emergency/crisis, the welfare of all district employees is as important as student well-being. However, employees become emergency service workers under the Emergencies and Disasters Preparedness Plan (Government Code 3100, AR 4212) which states: "A public employee becomes emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared".

If a state of emergency is declared, our employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Please remind your staff of their district obligations and for them to develop their person/family needs plan in the case they are called upon for after hour duty.

1. Aspen Public Schools assumes the following responsibilities:

    a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Local Health Officer.

    b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.

    c. Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.

    d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Fresno County Department of Public Health and the Fresno County Office of Education Director of Health Services.

    e. Develop and implement support plans for Health Clinics designated to be used as "immunization clinics" or "flu clinics" to triage/evaluate and/or treat influenza patients not requiring hospital care.

2. Each Aspen Public Schools assumes the following responsibilities:

    a. The Principal/Designee will develop a response plan that will:

        - Identify chain of command in case of illness with a minimum of 2 back ups.

- Review and best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.

- Review procedures for sending ill individuals home and make adjustments if necessary.

- Report the number of staff and students daily absent with pandemic flu to the FUSD Chief Information Officer.

- Designate office staff who will document actions taken.

- Working with the FUSD Communications Office, provide information to all stakeholders on the extent of infection at school site and potential changes that might take place at school.

b. Develop a recovery plan that provides for educational support and emotional support for staff and students. If there is loss of life, implement procedures located in the Comprehensive Safe School Plan.

PARENT REUNIFICATION TEAM

Location (must be able to accommodate all parents: North/East Parking Lot of School Campus

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all of the appropriate documentation such as sign-out sheets, emergency cards, and reunification forms, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- ✓ Set up tables with appropriate signs:

a) 1 for reunification, Team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
b) 1 for reunification of student to parent, Team #2 (Parents will sign out the release form for their child)
c) 1 table for health services/nurse at student-parent meeting location

✓ Have interpreters speaking Spanish and Hmong (hearing impaired on as-needed basis on site available to assist)

Please fill in your re-unification team members in the chart below assigning an emergency task from the letters (a-c) above. Please ensure the team lead is a strong member of your management team.

STAFF MEMBER	**ALTERNATE**	**TITLE**	**EMERGENCY TASK** **(list corresponding letter from above)**
Monica Tovar		Office Manager	A
	Christina Wattenbarger	Teacher	A
Allyson Perez		VP	B
	Rainy Yang	Teacher	B
Jessica Poveamaciel		School Nurse R/N	C
	Ana Sanchez	Receptionist	C

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance**. It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.

2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.

3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself**.

4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.

5. Establishes a communications system consisting of the following elements:

    a. System of specific disaster warning signals that are well known to staff and students and includes both bell and voice signals.
    b. An alternative system for written communication with staff in the event voice-to-voice communication is not available.
    c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
    d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

    The following guidelines should be adhered to:

    - Include a sign-in sheet for all media to complete. (PC 627.2)
    - Notify Matt Flores at 559-981-6120, who will notify the Instructional Superintendent(s) and appropriate support staff.
    - Follow the directions of the Instructional Superintendent. Only the CEO or designee and Matt Flores, COO, or designee, are authorized to release information. **All other personnel should cordially refer the media to the CMO Office (899-3176).**
    - Designate a person to record incidents for documentation purposes, including debriefing.

6. Ensure that the emergency phones are in working order and that precautions are taken to keep that number private.

7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system that summarizes the information on the emergency card). (See Student Release Team page)

8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

9. Assigns the following duties to school staff:
   a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas and prohibit unauthorized persons from entering campus.
   b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
   c. Conduct search-and-rescue operations to systematically search every room to locate trapped/injured persons and to recover critical supplies and equipment.
   d. Establish/coordinate Communication Center.
   e. Administer first aid.
   f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
   g. Supervise Student Release Procedures.
   h. Check building utility systems and appliances for damage.

10. Schedule regular emergency drills, review the emergency plan with staff, students, and parents, and schedule regular site inspections for safety hazards.

11. Plan alternate classroom evacuation routes if standard routes are obstructed.

12. Ensure that other personnel who provide services to students and staff are aware of emergency procedures.

13. Review and update the site-level plan annually, paying particular attention to the site's unique characteristics.

2024-2025 Fire Drill Schedule

Month	Date	Time
July	N/A	
August	8/20/2024	9:30
September	9/17/2024	4:30 (After School)
October	10/09/2024	10:00
November	11/04/2024	11:45 (Lunch)
December	12/13/2024	8:30
January	1/13/2025	1:30
February	2/19/2025	4:00 (After School)
March	3/11/2025	8:10
April	4/21/2025	11:15 (Lunch)
May	5/14/2025	10:45 (Unless CST TESTING Scheduled)
June	N/A	

2024-2025 Lockdown Drill Schedule / 4 Drills for the School Year

Semester	Date	Time
Before School	8/28/2024	7:45
Lunch	11/26/2024	11:30
Instructional Time	2/06/2025	10:15
After School	5/02/2025	4:15

2024-2025 Earthquake Drill Schedule

Per AR 3516.3 Drop, Cover and Hold procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)

Date	Time
8/14/2024	1:00
10/24/2024	10:30
3/31/2025	4:00 ASES
5/28/2025	12:30

Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder/assailant on campus, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, ***RUN-HIDE-FIGHT*** *in the event of an Active Assailant.* ***RUN:*** *If a safe path is available.* ***HIDE:*** *If you cannot get out safely.* ***FIGHT:*** *If your life is in danger.*
   An announcement will be made over the PA System to indicate when the lockdown will be lifted.
2. The school nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place (if other than the library, indicate gathering place: Cafeteria
   In the nurse's absence Giselle Nunez will be in charge.
3. The Office Manager will maintain phone communication with the district office and Central Monitoring Station for internal communications.
4. The Principal will serve as an emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the Chief Executive Officer.
6. The Assistant Site Director will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
   - Proceed immediately to homerooms
   - Direct as many students as possible into rooms
   - Supervise the area outside room until students are in rooms
   - Lock doors and follow classroom emergency guide instructions
   - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
   - Notify the front office of any additional outbreaks
   - Students are to remain in the classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to get under desks and away from windows.
10. School staff should stay until the crisis is declared over

STAFF CRISIS MANAGEMENT PLAN

(Site-specific safety procedures)

Please include in this section school site safety procedures and pertinent information from these procedures on the template pages in the Safe School Plan. It is recommended that you account for the School Resource Officer and Probation Officer on campus as well as the personnel that make up the multi-disciplinary team at your site.
These key individuals, as well as other personnel who provide services to students and staff on campus should review the Safe School Plan.

EMERGENCY RESPONSE PROCEDURES

Site-specific response procedures should be included for the following:

1. Shelter In Place
2. Building Evacuation
3. Duck, Cover, and Hold
4. Lockdown
5. Re-Unification Procedure

Each procedure should contain the following elements:

1. Verbal command used to initiate
2. Description of incidents that will trigger the emergency response
3. Description of action to be taken by teachers, students, and CRT
4. Procedure and signal to rescind emergency response

Recommendations and Assurances

The Parent Advisory Counci (PAC)I recommends this Comprehensive School Safety plan to the district governing board for approval, and assures the board of the following:

1. The Parent Advisory Council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. Under California Education Code 32281, the Parent Advisory Council or its delegates formed a school safety planning committee with the minimum of the following members:

    - The principal or the principal's designee
    - One teacher who is a representative of the recognized certificated employee organization
    - One parent whose child attends the school
    - One classified employee who is a representative of the recognized classified employee organization
    - Other members, if desired

3. The Parent Advisory Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Aspen Public Schools Comprehensive Safe School Plan template have been met.

4. This school plan was adopted by the PAC on: _____

Attested:

Lisa Taylor

_____
Typed name of Site Director

Lisa Taylor 3-14-24
Signature of Site Director Date

Jessica Pittman

_____
Typed name of PAC Member

Jessica Pittman 3/14/24
Signature of PAC Member Date

FRESNO UNIFIED SCHOOL DISTRICT
2-WAY RADIO PROCEDURES

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting.
- Minimize transmissions. Keep sentences short.
- Speak slowly and clearly into the radio.
- Use clear "sign-off" terms.
- During normal use, use only the channel assigned to your school.
- It is suggested that the Incident Commander use two radios. One for general staff/student monitoring and one for campus clearance procedures.

Aspen Public Schools
Threat Assessment
Procedures

THREAT ASSESSMENT PROCEDURES

E.C. 48900.7 **Suspension: Terroristic Threats**

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

For the purposes of this section, "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 his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)

California Welfare and Institutions Code 5150

When any person, as a result of mental disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.

Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he or she knows to be false.

STEP ONE: EVALUATE THE THREAT

1. Obtain an account of the threat and the context from the student and witness
2. Write down exact threat
3. Obtain student's explanation of the threat's meaning and his/her intentions
   a. Threat directed toward others (homicidal)
   b. Threat directed toward self (suicidal)
4. Obtain witness perceptions of the threat's meaning
5. Administrator to begin consulting Site Threat Assessment Team (STAT) members
6. Administrator may place the student who made the threat on suspension while threat assessment is completed (up to 5 days of suspension).
7. Document information on the Student Threat Inquiry form (supplemental)
   a. Threat assessment/safety evaluation must be completed, immediately if deemed substantive.
   b. Threat assessment/safety evaluation must be completed within 2 days if deemed as transient.
   c. The outcome of threat assessment determines final disciplinary action (if appropriate).

STEP TWO: TRANSIENT OR SUBSTANTIVE?

STAT determines whether the threat is **transient** or **substantive**:

Factors to consider when determining type of threat:

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his or her behavior
- Credibility of witness accounts

TRANSIENT	**SUBSTANTIVE**
Often are rhetorical remarks, not genuine expression of intent to harm	Express intent to physically injure someone else or self beyond the immediate situation
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self
Usually can be resolved on the scene or in the office	Require that you take protective action, including warning intended victims and parent and/or protection of student from self-harm
After resolution, the threat no longer exists	May be legal violations and require police consultation
Usually ends with an apology or clarification	

Emergency Early Release

In the event of a campus dismissal the following steps will be taken.

Step 1: Parents are notified through parent square that the campus will be having a dismissal and pick up their children within 45 minutes.

Step 2: A call to all staff will be made via intercom system and radio informing them we are conducting a release of students from campus. All staff will immediately report to assigned areas.

Step 3: Teachers/Aids will obtain their daily class roster and escort their students to their normal release area. Teachers/Aids will line their class up in a fashion as if the same during a Fire Drill. Teacher/Aid will check each child of their daily roster as they are released to parent/guardian

Step 4: Any students not picked up in a timely manner will be directed to the cafeteria as a staging area until a responsible adult is able to pick them up. Assigned staff will assist in contacting a parent/guardian to pick up student.

Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

Star areas of concern	*Eleven Key Areas*
1.	**What are the student's motive(s) and goals?**
	• What motivated the student to make the statement or take the actions that caused him/her to come to attention?
	• Does the situation or circumstance that led to these statements or actions still exist?
	• Does the student have a major grievance or grudge? Against whom?
	• What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2.	**Has the student shown inappropriate interest in any of the following?**
	• School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.

3.	Have there been any communications suggesting ideas or intent to attack?
	• What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
	• Have friends been alerted or "warned away"?
4.	**Has the student engaged in attack-related behaviors? These behaviors might include:**
	• Developing an attack idea or plan
	• Making efforts to acquire or practice with weapons
	• Casing or checking out, possible sites and areas for an attack
	• Rehearsing attacks or ambushes
5.	**Is the student's conversation and "story" consistent with his or her actions?**
	• Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

6.	**Does the student have the capacity to carry out an act of targeted violence?**
	• How organized is the student's thinking and behavior?
	• Does the student have the means; e.g., access to a weapon, to carry out an attack?
7.	**Is the student experiencing hopelessness, desperation and/or despair?**
	• Is there information to suggest that the student is experiencing desperation and/or despair?
	• Has the student experienced a recent failure, loss and/or loss of status?
	• Is the student known to be having difficulty coping with a stressful event?
	• Is the student now, or has the student ever been, suicidal or "accident-prone"?
	• Has the student engaged in behavior that suggests that he or she has considered ending their life?

8.	**Does the student have a trusting relationship with at least one responsible adult?**
	• Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
	• Is the student emotionally connected to–or disconnected from–other students?
	• Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
9.	**Are other people concerned about the student's potential for violence?**
	• Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	• Are those who know the student concerned about a specific target?
	• Have those who know the student witnessed recent changes or escalations in mood and behavior?

10.	What circumstances might affect the likelihood of an attack?
	• What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
	• What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)
11.	**Does the student see violence as an acceptable–or desirable–or the only–way to solve problems?**
	• Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
	• Has the student been "dared" by others to engage in an act of violence?

Aspen Public Schools
Valley-Meadow-Ridge

PART I. THREAT REPORTED

Instructions:
This form should be completed by the school threat assessment team following a preliminary assessment by the school administrator.

Administrator completing form:

Position:

School:

Source of report: ☐ Teacher, instructional staff ☐ Support staff (bus driver, cafeteria, maintenance) ☐ Student ☐ Anonymous ☐ Other (specify):

Date assessment completed:

Information on student making threat/engaging in concerning behavior:

Name of student:

Date of birth: Grade:

Address:

Home phone:

Emergency contact: Relationship:

Is there a history of violent behavior in school? ☐ Yes ☐ No ☐ Unknown

Is there a history of violent behavior away from school? ☐ Yes ☐ No ☐ Unknown

Is there a history of discipline referrals? ☐ Yes ☐ No ☐ Unknown

Other information:

Information about the threat/concerning behaviors:

Date threat occurred: Date administrator learned of threat:

Where the threat was made:

Who reported the threat:

What was reported (quote as closely as possible; use quotation marks to identify direct quotes):

Information on target/recipient(s) of threat:

Has the intended target and/or victim(s) been identified? ☐ Yes ☐ No

Name(s) and grade of victim(s):

Primary recipient(s) of the threat (check all that apply):
☐ Student ☐ Teacher ☐ Parent ☐ Administrator ☐ Other

PART II. FINDINGS FROM INTERVIEWS

Student Interview

What exactly was said or done:

What was meant by what was said or done:

Student's understanding of how what was said/done would make target feel:

Reason student said or did concerning act:

What student now plans:

Witness Interview

What exactly the student said or did:

What witness thinks student meant:

What witness thinks was motive for what student said/did:

Threat Recipient(s) Interview (if applicable)

What exactly the student said or did, if witnessed:

Nature of relationship with student; whether there is history of conflict or prior threats:

What recipient thinks was motive for what student said/did:

PART III. ANALYSIS OF FINDINGS

1. What are the student's motive(s) and goals?

2. Have there been any communications suggesting ideas or intent to attack?

3. Has the subject shown inappropriate interest in: ☐ school attacks or attackers ☐ weapons (including recent acquisition of any relevant weapon) ☐ incidents of mass violence (terrorism, workplace violence, mass murderers	If yes, describe:
4. Has the student engaged in attack-related behaviors such as ☐ developing an attack idea or plan ☐ making efforts to acquire or practice with weapons ☐ casing, or checking out, possible sites and areas for attack ☐ rehearsing attacks or ambushes	If yes, describe:

5. Does the student have the means to carry out an act of targeted violence?

6. Is the student experiencing hopelessness, desperation, and/or despair?

7. Does the student have a trusting relationship with at least one responsible adult?

8. Does the student see violence as an acceptable – or desirable – or the only – way to solve problems?

9. Is the student's conversation and "story" consistent with his or her actions?

10. Are other people concerned about the student's potential for violence?

11. What circumstances might affect the likelihood of an attack?

12. Are any of the following indicators of potential for violence present?

Indicators		**Comments**
Ideas or plans about injuring him/herself or attacking a school or persons at school	☐ Yes ☐ No ☐ Unknown	
Communications or writings that suggest that the student has an unusual or worrisome interest in school attacks	☐ Yes ☐ No ☐ Unknown	
Comments that express or imply the student is considering mounting an attack at school	☐ Yes ☐ No ☐ Unknown	
Recent weapon-seeking behavior, especially if weapon-seeking is linked to ideas about attack or expressions about interest in attack	☐ Yes ☐ No ☐ Unknown	
Communications or writings suggesting the student condones or is considering violence to redress a grievance or solve a problem	☐ Yes ☐ No ☐ Unknown	
Rehearsals of attacks or ambushes	☐ Yes ☐ No ☐ Unknown	

Elevated threat (admin, school counselor, school psychologist)

PART IV. DETERMINATION OF THREAT LEVEL

Check one:

☐ Imminent threat ☐ High risk threat ☐ Moderate risk threat ☐ Low risk threat

Basis for determination:

PART V. RESPONSE

Once the threat is classified, follow **all corresponding, prescribed responses specified below.**

Imminent Threat Response

Steps taken to contain the threat:

Low Risk Moderate Risk High Risk/Imminent

RESPONSES TO LOW RISK THREAT	RESPONSES TO MODERATE RISK THREAT	RESPONSES TO HIGH RISK/IMMINENT THREAT
☐ Consult with threat assessment team, as needed ☐ Contact subject student's parents and/or guardians, if necessary ☐ Notify intended victim(s)'s parents and/or guardians, if necessary ☐ See that threat is resolved through explanation, apology, or making amends ☐ Consult with Safety and Security specialist and/or SRO, if necessary ☐ Refer subject student for services to resolve problem, if appropriate ☐ Follow discipline procedures as per conduct policy ☐ Develop behavior intervention plan and/or contract, as appropriate ☐ Refer for school- or community-based services, as appropriate ☐ Assign a case manager to monitor student and status of intervention, as appropriate ***Documentation*** ☐ Complete appropriate Parts of Student Threat Assessment and Response Report and maintain with student's discipline record	☐ Mobilize threat assessment team ☐ Notify subject student's parents and/or guardians ☐ Provide direct supervision of subject student until parents and/or guardians assume control ☐ Caution the subject student about the consequences of carrying out the threat ☐ Protect and notify intended victim(s) and parents and/or guardians of victim(s) ☐ Consult with SRO to assist in monitoring/ supervising subject student and determining need for law enforcement action. ☐ Notify superintendent or designee ☐ Follow discipline procedures as per conduct policy ☐ If needed, refer subject student for mental health assessment ☐ Assign a team member to monitor student and status of intervention, as appropriate ☐ If warranted by findings of mental health assessment, develop/monitor safety plan. ***Documentation*** ☐ Submit report to [designated administrative office] within 72 hours of receipt of threat. ☐ Submit updated report every 30 days until resolution and closure of case ☐ Maintain threat assessment documentation in the Student Threat Assessment and Response Report.	☐ Notify law enforcement per regulation to contain threat; and consult with Safety and Security ☐ Mobilize threat assessment team ☐ Provide direct supervision of subject student until removed from campus by law enforcement or parent/guardian. ☐ Caution the subject student about the consequences of carrying out the threat ☐ Protect and notify intended victim(s) and parents and/or guardians of victim(s) ☐ Notify subject student's parents and/or guardians ☐ Notify superintendent or designee ☐ Follow discipline procedures as per conduct policy ☐ Refer subject student for mental health assessment, notifying parents of requirements for re-admission to school ☐ Assign team member to monitor student and intervention/safety plan. ☐ Develop/monitor safety plan ***Documentation*** ☐ Submit report to [designated administrative office] within 72 hours of receipt of threat. ☐ Submit updated report every 30 days until resolution and closure of case ☐ Maintain threat assessment documentation in the Student Threat Assessment and Response Report.

Print name of administrator: _____ Date:

Signature of administrator: _____

(Signature indicates agreement with identified level of threat and the above actions have been taken.)

Elevated threat (admin, school counselor, school psychologist)

PART VI. STUDENT THREAT ASSESSMENT AND RESPONSE REPORT UPDATE

Instructions:
*This section should be completed by the administrator **and** other team members such as the school psychologist, school social worker, or others, as appropriate, within one week of incident.*

Date of Update

Disciplinary action(s) taken:

Student suspended? ☐ Yes ☐ No

Student recommended for expulsion? ☐ Yes ☐ No

Student recommended for further disciplinary action and/or consideration? ☐ Yes ☐ No

Comment:

Special Education? If yes:

Recommendation to reconvene IEP team? ☐ Yes ☐ No

Develop Functional Behavioral Assessment and/or Behavior Intervention Plan for IEP? ☐ Yes ☐ No

If no, should the student be referred to Child Study or Local Screening? ☐ Yes ☐ No

Comment:

Actions with potential victim(s) of the threat or students impacted by the threat:

Case Manager Name:

Case Manager Job Title:

Offered or provided brief supportive counseling? ☐ Yes ☐ No ☐ Provided ☐ Declined

Communicated with victim(s) and parent(s) or guardian(s)? ☐ Yes ☐ No

Altered schedule to minimize contact with student who made the threat? ☐ Yes ☐ No

Advised victim(s) and/or parent(s) or guardian(s) of their right to contact police? ☐ Yes ☐ No

Name of staff member who provided this information:

Student services staff to monitor student at regular intervals? ☐ Yes ☐ No

Name of staff member who will monitor student:

Informed victim(s) and parent(s) or guardian(s) of re-entry date and plan for re-entry of student who made the threat, if applicable? ☐ Yes ☐ No

Additional Comments:

Actions with student making the threat:

Case Manager Name:

Case Manager Job Title:

Alter schedule to minimize contact with threatened student? ☐ Yes ☐ No

Student services staff to monitor? ☐ Yes ☐ No

Name of staff member who will monitor student:

School-based supportive counseling offered or planned? ☐ Yes ☐ No

Name/position of staff member who will provide counseling to student:

Referral for private or community-based mental health services? ☐ Yes ☐ No

Consult with any other agency? ☐ Yes ☐ No

Agency & Name of Contact:

Other actions planned:

Follow up and revision (admin, school counselor, school psychologist)

Print name of administrator: _____ Date:_____

Signature of administrator: _____
(Signature indicates agreement with identified level of threat and the above actions have been taken.)

PART VII. VERIFICATION OF CASE CLOSURE

This case has been resolved and necessary actions have been taken to provide support or assistance to the student who made the threat and to any impacted students.

Signature of case manager (if appropriate): _____ Date: _____

Signature of administrator: _____ Date: _____

Follow up and revision (admin, school counselor, school psychologist)

CODE RED HARD LOCKDOWN

(Only Announced W/ Armed Subject/Active Shooter)

- Barricade Doors
- Arm Yourself
- Await Further Instruction From PA/Radio or Law Enforcement

Hard Lockdown Check List

- Check outside area/ Look for stray children
- Check Door/Locked
- Close Blinds
- Turn Off Electronics/Lights
- Secure Children/Remain Quiet
- Check All Students/Roll Call
- Front Office Staff: When a Soft/Hard Lockdown is called, announce it over the all-call/all-page system. Activate the automated system for the appropriate lockdown. Lock and secure the front and back office doors. Monitor radio for updates from SRO's and Admin, it is okay to continue to answer office phones. During a soft lockdown, students can be released to their parents.
- Await All Clear/Further Instructions Via PA and Radio.

SOFT LOCKDOWN CHECKLIST

- Check outside area/ Look for stray children
- Check Door/Locked
- Close Blinds
- Check All Students/Roll Call
- Continue Learning/Activities Inside Classroom
- Check All Students Leaving Classroom Accompanied By Adult
- Be Prepared To Transition To Hard Lockdown
- Await All Clear/Further Instructions Via PA and Radio.

Lock Down Operations Plan
Aspen Public Schools

LOCKDOWN PROCEDURES FOR DEALING WITH EMERGENCIES

In the event of a crisis situation occurring, the Site Director, Assistant Director, or School Resource Officer will decide if it is the best interest for safety and welfare of the students and staff to evacuate, or to remain inside and implement a "lock down". One standardized plan is to be implemented, with the use of simple, calm, direct commands over the intercom/phone system along with radios universal for Aspen Public Schools.

In the event of an emergency, the Site Director, Assistant Director or SRO may deliver a message over radio and intercom/phone system.

Example:
"Attention Teachers and Staff this is not a test, please secure your classrooms, we are on lockdown".

IN CLASSROOM: Upon hearing this message, teachers are expected to:

- Make a quick visual sweep of the outside hallways for students and staff. Secure them in the classroom.
- Lock classroom doors and do not open for any reason.
- Move students away from doors and windows.
- Take attendance of all students.

OUTSIDE BUILDING: Upon hearing the message teachers and aides are expected to:

- Move students to a safe location. (Depending on the situation this could be either away from or back inside the school building.)
- Take attendance of all students.
- Teachers and instructional aides are expected to remain calm and to control their classrooms while awaiting further instructions from the Site Director or SRO.

Aspen Public Schools
Lock-Down Protocol

Hard Lockdown procedures may be implemented in situations involving dangerous intruders, nearby threats or incidents that may result in harm to a person, student or staff inside the school building(s).

- If a lockdown is deemed necessary by Administration/Staff. They will first notify the School Resource Officer on duty of the situation.
- The Site Director and SRO will determine if a lockdown is necessary.
- Once the Site Director and SRO determines a lockdown will be in effect, the following will occur:
- The School Resource Officer, Administration and Office staff will remain in constant contact with each other via radio.
- Administration/Front office Staff will notify all classrooms via radio and phone (Page All) to "Lockdown".
- The SRO will notify staff via radio of "Lockdown"
- All students, staff, administration and visitors will remain in a secured locked area (classroom or office) during lockdown. Staff will be responsible for locking their classrooms or offices. Wherever they are located during the lockdown. Cover windows of classrooms, including the window to doors. Move all persons away from the windows and doors. Remind students to keep quite while on lockdown. Allow no one including students and visitors out of the classroom during the lockdown until the "All-Clear" has been given over the classroom phone from Administration.
- The SRO/Admin/Assigned Staff will physically check all classroom and office doors to ensure they are locked. While monitoring the campus and staying in contact with Administration via radio.
- If a lockdown should occur while students are out on the quad, front of school office or during P.E. (on the parking lot). Yard duty Staff will immediately direct students to the nearest secured location (inside the building). The SRO will assist the P.E. Staff on escorting the Students during P.E. out on the parking lot to the nearest secured location (into the building).
- If a lockdown should occur while students are on lunch. Yard duty staff will assist in escorting students into the building and assisting the Cafeteria Staff to lockdown and secure the cafeteria.
- Once the SRO determines the situation is safe/secure and no longer a threat.
  The School Resource Officer will notify Administration and give an "AllClear" via radio.

- Once an "All-Clear" is given by the School Resource Officer via radio. The Site Director and Administration / Front Office Staff will contact the classrooms via radio and phone (Page All) "All-Clear". Classroom can resume their curriculum accordingly.
- If a HardLockdown were to occur during student drop off/dismissal, SRO/Admin will notify parents and move parents and students to a secure location.

Soft Lockdown procedures may be implemented in situations involving a missing student "Code Adam", an intermediate threat monitored by the SRO, a serious medical situation assisting the school Nurse or medical incident when EMS is on school campus. Please note, you will continue curriculum inside the classroom during a Soft Lockdown.

- If a Soft Lockdown should be implemented by the Site Director and SRO. They will contact the Front Office Staff to notify all classrooms via radio and phone
  (Page All) to "Soft Lockdown" and the following will occur:
- Teachers will lock their classroom doors. Take attendance and notify the Front Office Staff of any missing or out of class students. The SRO and Administration will conduct a campus sweep for any students out of class.
  Teachers, allow no one out of classroom until the Front Office Staff or Administration gives an "All-Clear" call via phone. While on Soft Lockdown staff can proceed with their curriculum and monitor their classrooms while waiting for "All-Clear" call or for further instructions. Students can use the restroom, see the nurse and released to parent/guardian during a soft lockdown. They must be escorted by a staff member.
- If a Soft Lockdown were to occur during P.E. If the class is out front of the office they are to return to the quad, if not already there and wait for further instruction via radio. If the P.E. class is out on the parking lot they are to remain in the parking lot for further instructions via radio.
- Soft Lockdowns maybe upgraded to a Hard Lockdown if the SRO deems necessary.

Hard Lockdown/Code Red implemented **ONLY** with an armed individual/active shooter on campus.

- Same protocol as Hard Lockdown with following additions
- Barricade Doors

- Arm Yourself
- Await Further Instruction From PA/Radio or Law Enforcement

*** Please follow the attached lockdown checklist. ***

Lost / Missing Student

“Code Adam"

West

1. Lock down the facility w**here the student was last seen.**

2. Staff the exit so no one leaves.

3. Conduct a systematic search of the facility.

4. Contact other staff for assistance.

5. Expand the search to campus and parking Lots.

6. Stop people from exiting the property in vehicles, if possible.

7. Notify se**curity and law enforcement.**

Fire Protocol

CHECK LIST

1. GRAB CLIP BOARD
2. LINE-UP STUDENTS / QUICK COUNT
3. QUICK LOOK AROUND CLASS ROOM
4. CHECK YOUR PERSONAL RESTROOM/IF IT APPLIES
5. REMOVE THE STUDENTS OUT OF THE CLASS ROOM
6. LOCK DOOR
7. PROCEED TO FIRE SAFETY AREA/ REMIND STUDENTS TO KEEP QUIT WHILE WALKING TO THE SECURE AREA.

INSIDE FIRE SAFETY AREA

CHECK LIST

8. COUNT YOUR STUDENTS / ROLL-CALL

9.CHECK FOR MISSING, INJURIES, MEDICAL

10. HOLD UP CARD RED-MISSING-GREEN-ALL COUNTED
BLUE- MEDICAL

Fresno Unified
School District

Notice of Intent to Submit a Renewal Charter Petition

Please submit the following Notice of Intent to the Charter Office a minimum of *60 days in advance of the delivery of the petition.* This will assist our office in more effectively communicating and scheduling your board dates. Thank you.

Charter School Information			
Name:	Aspen Meadow Public	Charter # 1792	Current Charter Expires: 06-30-2025

Instructional Start Date:	Month: TBD	Day:	Year: 2025-2026

(Must be academic year immediately following petition submission)

Non-Profit Organization Name (if applicable): Aspen Public Schools, INC.			
Charter 501C3 Name (if applicable): Aspen Public Schools, INC.			
Grade Levels:	TK-6th Grade	Total Projected Enrollment:	330

Designated Contact

Name:	Shelly Lether	Position:	CEO/Executive Director
Address:	567 W Shaw. Ave Fresno, Ca 93704		
Telephone Numbers	Mobile: 559-470-4750	Office: 559-899-3176	
Email:	shelly.lether@aspenps.org		

Lead petition writer contact information (*if different from above*)

Name:		Position:	
Address:			
Telephone Numbers	Mobile:	Office:	
Email:			

Are you planning to work with a charter management organization (CMO) or educational management organization (EMO)? Yes ☐ No ☒
If so, please provide contract information for CMO or EMO. Use additional pages, if necessary: _____

Will you be submitting an application to another authorizer? Yes ☐ No ☒
If so: Name of Other Authorizer: _____ Date Submitted: _____

Are there any "sister" charters? Yes ☐ No ☒ Include satellite location/resource centers.
If yes, indicate address of site(s):

Will there be any changes to the grade levels currently being served? Yes ☐ No ☒
If so, what are they? _____

Will the renewed petition reflect a change of location? Yes ☐ No ☒
If yes, indicate address of site(s): _____

Does your current location or proposed location require a lease? Yes ☒ No If yes, submit a draft of a boiler plate lease of the current or proposed location.

By signing this form, the Board of the above named charter is noticing the District of its intent to seek renewal of its current charter.

Print Name: Carlos Huerta Signature of Board President: _____ Date: 07/15/2024

Aspen Meadow Public Academy – Fresno Unified Authorized

Academic Performance Framework – California Department of Education (CDE)*

Response N/A when a section does not apply.

ELA & MATH: Is the school's achievement performance meeting state expectation? Are students making gains over time? How is this school compared to a similar FUSD school? Is the school providing an equitable education to all students in the area of state assessments? Is this school meeting petition goals in the area of state assessments?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
ELA Performance: N size: 148 students Status: Low 55 points below standard Maintained/Increased/Decreased by NA points **Equity Group(s):** Very Low status: English Learner Low status: Hispanic, Socioeconomically Disadvantaged	**ELA Performance:** N size: 148students Color/Status: orange 51.5 points below standard Increased by 3.4 points **Equity Group(s):** RED status: student group(s) English Learners ORANGE status: student group(s) Hispanics	**ELA Performance level:**	25% Met or Exceeded	N/A	20.81 %	29%
MATH Performance: N size: 149 students Status: Low 66.2 points below standard Maintained/Increased/Decreased by NA points **Equity Group(s):** Very Low status: NA Low status: English Learners, Hispanic, Socioeconomically Disadvantage	**MATH Performance:** N size: 148 students Color/Status: orange 57.6 points below standard Increased by 8.6 points **Equity Group(s):** RED status: student group(s) N/A ORANGE status: student group(s) English Learners	**Math Performance level:**	15% Met or Exceeded	N/A	15.34 %	22%
English Learner Progress N size: 47 EL students Making Progress towards Eng Lang Proficiency: 36.2% Status: Low Progressed one ELPI level: 36.2% Maintained ELPI Level 4: 0% Maintained ELPI 1, 2L, 2H, 3L, 3H: 23.4% Decreased one ELPI level: 40.4%	**English Learner Progress:** N size: 51 EL students Making Progress towards Eng Lang Proficiency: 43.1% Performance Level: orange Progressed one ELPI level: 43.1% Maintained ELPI Level 4: N/A% Maintained ELPI 1, 2L, 2H, 3L, 3H: 35.3% Decreased one ELPI level: 21.6%	**English Learner Progress**	20%	N/A	36.2%	43.1%

Data Source (*if not from CDE*):

NOTES:

Chronic Absenteeism: Is the school providing an equitable education to all students in the area of chronic absenteeism? Is this school meeting petition goals in the area of chronic absenteeism? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
Chronic Attendance: N size: 279 students Status: Very High Chronically Absent: 52% **Equity Group(s):** Very High status: EL, Hispanic, Socioeconomically Disadvantaged, Student with Disabilities High status: NA	**Chronic Attendance:** N size: 300 students Color/Status: orange Chronically Absent: 25% Declined by 27% **Equity Group(s):** Red Status: student group(s) N/A Orange Status: student group(s) Students with Disabilities	**Chronic Attendance**	10%	N/A	52.0%	23.9%

Data Source *(if not from CDE)*:

NOTES:

Suspension Rate: Is the school providing an equitable education to all students in the area of suspension? Is this school meeting petition goals in the area of suspension rate? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2024 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
Suspension Rate: N size: 287 students Status: High Suspended at least once: 4.5% **Equity Group(s):** Very High status: Students with Disabilities High status: Hispanic, Socioeconomically Disadvantaged	**Suspension Rate:** N size: 309 students Color/Status: orange Suspended at least once: 3.9% Declined by 0.6% **Equity Group(s):** Red Status: student group(s) Students with disabilities Orange Status: student group(s) Hispanics	**Suspension Rate**	<1%	N/A	4.5%	8.1%

Data Source *(if not from CDE)*:

NOTES:

Graduation Rate: Is the school providing an equitable education to all students in the area of graduation rate? Is this school meeting petition goals in the area of graduation rate? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
Graduation Rate N/A students N/A Cohort graduated N/A graduated Equity Groups: N/A	**Graduation Rate:** N size: N/A students Color/Status: N/A Graduated: N/A **Maintained** by N/A **Equity Group(s):**	**Graduation Rate:**	N/A	N/A	N/A	N/A

	Red Status: N/A **Orange** Status: N/A					

Data Source *(if not from CDE)*:

NOTES:

College/Career: Is the school providing an equitable education to all students in the area of college/career? Is this school meeting petition goals in the area of college/career? Does the school prepare students for post-secondary options? How is this school compared to a similar FUSD school?

CA Dashboard 2022*	CA Dashboard 2023*	Like school 2023 Dashboard *	Petition Goals / LCAP Goals	20-21	21-22	22- 23
College/Career: N/A	**College/Career:** N size: **N/A** students Color/Status: N/A **Equity Group(s):** **Red** Status: N/A **Orange** Status: N/A	**College/ Career:**	**N/A**	**N/A**	**N/A**	**N/A**

Data Source *(if not from CDE)*:

NOTES:

Student Groups:	2021-22	2022-23	2023-24
Overall Enrollment	270	293	296
Gender	M: 116 F: 154	M: 137 F: 156	M: 139 F: 157
Reclassified EL's	7 (2.6%)	9 (3.1%)	3 (1%)
SPED	35 (13%)	34 (11%)	45 (15.2%)
Foster Youth	3 (1.1%)	3 (1%0	2 (0.7%)
Homeless	20 (7.4%)	45 (15%)	77 (26%)
SED	213 (79%)	230 (78.5%)	249 (84%)
Migrant	0	0	0

As of CBEDS day

Charter Petition Requirements Checklist

Please use the table below to indicate **where each** of the required elements can be found in the Charter Petition. The Charter Petition will be reviewed pursuant to California Education Code § 47605, et sec.

GENERAL REQUIREMENTS		
ITEM	*SECTION*	*PAGE*
Admission policies and procedures	**Element H**	**86**
Comprehensive review of admission policies	**Element H**	**86**
Admission to all who want to attend	**Affirmations and Declaration**	**5**
Description of exact process of how public random drawing is conducted	**Element H**	**86**
Parent consultation – notices to parents and community on not counseling out students	**Affirmations and Declaration**	**6**
Means to achieve balance of racial/ethnic pupils, special education pupils, and English learner pupils	**Element G**	**84**
Exclusive employer	**Affirmations and Declaration**	**5**
Type of facility required	**Miscellaneous Charter Provisions**	**119**
School closure procedures	**Element O**	**117**
Notice to District – students leaving charter	**Affirmations and Declaration**	**6**
Location of facility	**Miscellaneous Charter Provisions**	**119**
Attendance alternatives	**Element L**	**113**
Affirmations	**Affirmations and Declaration**	**5**
Potential effects on the District	**Miscellaneous Charter Provisions**	**119**

EDUCATIONAL PROGRAM (A)		
ITEM	*SECTION*	*PAGE*
Educational program description – include Transitional Kindergarten/Independent Study description if applicable and enter N/A if not.	**Element A**	**21**
Measurable pupil outcomes including method for measuring outcomes.	**Element B**	**55**
Local Control Accountability Plan (LCAP)	**Element B**	**55**
Annual goals & actions – subgroup goals	**Element B**	**55**
Assessment tools	**Element C**	**57**
State priorities – EC § 52060	**Element B**	**55**
Transferability of high school courses	**N/A**	**N/A**
Student Assessment	**Element C**	**57**
Academically low achieving students	**Element A**	**21**

Fresno Unified School District

Charter Petition Requirements Checklist

ENGLISH LEARNERS (Also use Oversight Petition Review Matrix feedback)		
ITEM	*SECTION*	*PAGE*
Program description	**Element A**	**21**
Identification	**Element A**	**21**
Reclassification	**Element A**	**21**
Curriculum and materials	**Element A**	**21**

INDEPENDENT STUDY		
ITEM	*SECTION*	*PAGE*
Annual audit process	**N/A**	**N/A**
Ratio of ADA to FTE	**N/A**	**N/A**
Written policies	**N/A**	**N/A**
Teacher credentials	**N/A**	**N/A**

FISCAL VIABILITY		
ITEM	*SECTION*	*PAGE*
Operational budget – first year	**Appendix**	**Item 1**
Employee qualifications	**Element E**	**68**

PERSONNEL		
ITEM	*SECTION*	*PAGE*
Employee qualifications	**Element E**	**68**
Credential requirements	**Element E**	**68**
Return rights of employees	**Element M**	**114**
Key positions	**Element E**	**68**
Requirements for employment	**Element E**	**68**
Retirement systems	**Element K**	**112**
Employee benefits, focusing on retirement i.e. social security, STRS, PERS.	**Element K**	**112**

STUDENTS WITH DISABILITIES		
ITEM	*SECTION*	*PAGE*
Special Education Plan	**Element A**	**21**
Section 504 Plan	**Element A**	**21**

Fresno Unified School District

Charter Petition Requirements Checklist

STUDENT DISCIPLINE		
ITEM	*SECTION*	*PAGE*
Suspension	**Element J**	**92**
Expulsion	**Element J**	**92**
Updated language regarding involuntary dismissal from school	**Element J**	**92**
Updated due process language	**Element J**	**92**

DISPUTE RESOLUTION		
ITEM	*SECTION*	*PAGE*
Description of Process	**Element N**	**115**

RENEWAL/MATERIALS REVISIONS		
ITEM	*SECTION*	*PAGE*
Description of new requirements	**N/A**	**Updates included throughout the document**
Minimum renewal standards	**Charter Renewal Criteria**	**10**

Fresno Unified School District

FACILITIES AND FUTURE PLANS

FACILITIES/ADA	
Is the facility meeting the needs of your staff and students?	Y■/N☐
Will the facility continue to accommodate your growth needs?	Y■/N☐
If applicable, is your current lease still valid?	Y■/N☐
Does your lease extend through the end of your requested charter renewal term?	Y■/N☐

If the lease does not extend through the end of your charter term, please describe your plans for a facility solution which includes either:

- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
- A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building. Describe any foreseeable conditions, circumstance or considerations that would affect the decision and specify a date by which a decision to lease or sell is likely.

Describe the condition of your current facility. The current facility is in good repair and meets the overall needs of our school community. Regular maintenance is conducted to ensure that all systems, including HVAC, plumbing, and electrical, are functioning properly. While the campus is generally suitable for our operations, there are some minor upgrades and improvements that have been identified to enhance the learning environment. These upgrades may include cosmetic updates, such as repainting, updating flooring in certain areas, or modernizing classroom technology. Additionally, we periodically review the condition of the facility to address any emerging needs and to plan for future enhancements that align with our growth and educational goals.

What procedures are in place for handling facility repairs? To handle facility repairs, we work with trusted vendors who are familiar with our facilities and understand our specific needs. If an issue arises, staff members are required to submit a help ticket through our designated system, Incident IQ. This ensures that all requests are documented, tracked, and prioritized according to urgency. Once a ticket is submitted, it is reviewed by the designated staff, who assess the situation and coordinate with the appropriate vendor for timely service or repair. This structured approach allows us to address facility concerns promptly while minimizing disruption to school operations.

FUTURE PLANS

- *As applicable:* Describe any **material revision** to your charter and rationale for the changes. **This request will be considered as part of the renewal process, but must be on the Agenda as a separate Board item.**
- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond capacity, changing the school's mission, purchasing a new facility, adding on additional sites, etc.
- In order to have the material revision to your charter approved, your school needs to:
  - State the revision(s) the school's governing board wishes to make to the charter;
  - Describe the reasons for the request(s); and
  - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with parents.
- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

September 1, 2024

Fresno Unified School District
Board of Education
2309 Tulare Street
Fresno, CA 93721

Dear Fresno Unified School Board of Trustees:

I am writing to express my support for the Aspen Valley Prep and Aspen Meadow Public charter renewals.

I have had the privilege of watching the Aspen Charter Schools develop their purpose and approach to serving the children of our region ever since they launched their charter. As Chair of the Division of Teacher Education at Fresno Pacific University, I followed their work closely. We placed student teachers and Interns at Aspen. I observed these new educators while they were completing their credential requirements. These observations gave me an opportunity to see first-hand the unique and holistic educational design of Aspen and to experience the warm, welcoming, and respectful culture of the school.

The Director acknowledges the impact of Aspen's community partnerships on the students and families which they serve. Aspen's schools have implemented a robust Expanded Learning Program, partnering with Fresno State Teaching Fellows, adding 30 days to the school year and opening until 6 p.m. each day. Since 2012, they have also partnered with Fresno Mission's Rescue the Children by enrolling and supporting homeless students and their mothers. Other partnerships include Fresno County Superintendent of School's All4Youth mental health services, See2Succeed for visual health and free eye exams, and Family Leadership, Inc. for family engagement and parent training.

In my current role as FUSD Community Schools Implementation Coordinator, I have had the privilege of watching Aspen emerge as one of the strongest, centered Community Schools within our region. Their innovative partnership with City Center has impacted many districts within the county. I have watched Aspen for many years and am confident that the organization will continue to have a transformative impact on students and their learning.

Warm regards,

Linda Hoff, Ph.D

ASPEN MEADOW PUBLIC SCHOOL

Hello my name is Shoshanah Gough, I am a student at Aspen Meadow and what I like about Aspen Meadow is the teachers, the privileges, the kids, and the stories. At my last school, it felt like it was ok to bully but here when something happens they make sure we are okay, and they settle the situation. Now some teachers here are strict but even though they are, we still know that they care and love us, and I am grateful for the breaks we get here because while I was on winter break, and went to see my sister-in-law she was surprised to see we were already on winter break. When I first came here I was scared but the teachers and the kids made me feel like I had everything, sometimes in after school I would get picked up by my mom and when I and my siblings did get picked up we get sad because we wanted to stay LONGER. One of my favorite memories from here was when the staff was leading us to our class and we were nervous because we missed the first day of school because they wouldn't let us in, it was the second day of school but anyway we got to my sister's classroom and when she walked in there her first EVER teacher went " Shai! We have been waiting for you!" and then next thing you know she pointed her finger to the whiteboard and when me and Shai looked, her name was right there! What I loved about that day was the way she did it. It must have been a while for her to remember the kids' names because she couldn't have only known my sister's name! Ever since the second day of school, Aspen has been like a normal day of life. It made me feel happy, it made me feel inspired, it made me feel at home…

To Whom It May Concern,

The reason that I stayed at Aspen schools for so long is because of the small class sizes which I like personally because you can have one-on-one time with the teacher and get help from others since everyone is close as classmates. I also think that Aspen Ridge is a great school because it is academic based so there is more time to work on the important stuff before anything else.

The supportive and tight-knit community at Aspen schools has provided me with a sense of belonging and a supportive environment for learning. The small class sizes have allowed for more personalized attention from teachers and have contributed to a strong sense of friendship among classmates. Additionally, the emphasis on academic excellence at Aspen Ridge has motivated me to prioritize my studies and strive for success in my educational pursuits. Overall, I believe that Aspen Ridge is a good school because of its academic excellence and its nurturing community which is why I decided to stay there for so long. The supportive and nurturing environment at Aspen schools has not only helped me academically, but it has also played a significant role in my personal growth. The small class sizes have allowed me to develop meaningful relationships with my peers and teachers, creating a strong support system that has been invaluable to me during my time at Aspen Ridge. The emphasis on academic excellence has instilled in me a strong work ethic and a drive to achieve my best in all of my educational goals.

These qualities have had a lasting impact on me and have contributed to my overall positive experience at Aspen schools. The engaging and focused learning environment at Aspen Ridge has equipped me with the skills and knowledge necessary to succeed in my future academic and professional pursuits. This school has truly provided me with a solid foundation for my future, and for that, I am grateful.

Sincerely,

Samantha Parra

Samantha Parra

10th Grade Aspen Ridge Student

VALERIE VUICICH

July 30, 2024

Felicia Olais, M. Ed.
Director, Charter Office
Fresno Unified School District
2309 Tulare Street
Fresno, CA, 93721

Dear Ms. Olais,

My name is Valerie Vuicich, and I am a retired K-12 administrator who previously served on the governing board of a local high school charter (Career Tech Educational Charter – CTEC) through the Fresno County Superintendent of Schools Office. I participated in the workgroup that wrote and submitted the charter application as well as supported the educational program on an ongoing basis through my department's staff as well. I understand the rigor and high standards of establishing and maintaining a quality program for the students and families that choose a charter school for their educational experience. My interactions with the leadership team of Aspen Meadow Public School have demonstrated to me that their program is sound, students' needs are being met and students are succeeding in this educational environment. I support the renewal of their charter by the Fresno Unified School District.

Sincerely,

Valerie Vuicich

6581 N. Sherman Ave, Fresno, CA 93710 (559) 696-5626 c vvuicich@gmail.com

California State Senate

CAPITOL OFFICE
1021 O STREET, SUITE 7150
SACRAMENTO, CA 95814
TEL (916) 651-4012
SENATOR.GROVE@SENATE.CA.GOV

SENATOR
SHANNON GROVE
TWELFTH SENATE DISTRICT

DISTRICT OFFICES
5701 TRUXTUN AVE., SUITE 150
BAKERSFIELD, CA 93309
TEL (661) 323-0443

567 WEST SHAW AVE., SUITE A-3
FRESNO, CA 93704
TEL (559) 243-8580

July 24, 2024

Mrs. Susan Wittrup, Board President
Fresno Unified School District Board of Education
2309 Tulare Street
Fresno, CA 93721

Dear Board President Wittrup,

As a committed advocate for school choice and a proud representative of our community, I continually seek to improve educational opportunities for our residents. Aspen Valley Prep has been an integral part of our community for 20 years, and Aspen Meadow has been a valuable addition since 2016, serving some of Fresno's most vulnerable students.

Aspen Public Schools has consistently shown dedication to academic excellence and creating a supportive environment where students can thrive both academically and personally. The faculty and staff at Aspen Public Schools are devoted to providing a quality education that equips every student for success in higher education, their careers, and beyond.

I support the renewal petitions of Aspen Valley and Aspen Meadow and believe they are both invaluable assets to our community. These schools are crucial to our community's educational landscape. Their comprehensive approach to education, which includes rigorous academics and diverse extracurricular activities, ensures that students are well-prepared to excel in today's competitive environment.

Please accept this letter of support for Aspen Public Schools as an affirmation of its importance to our community. I am confident they will continue to positively affect our students' lives and prepare them to be future leaders in Fresno.

Should you have any questions, please feel free to reach out to my office at (559) 243-8580. Thank you for your consideration.

Sincerely,

Shannon Grove
Senator, 12th District

Patti Roebuck

559-396-0097

plroebuck@gmail.com

Feb 16, 2024

To whom it may concern:

My family and I have been a part of Aspen Public school since 2021. As a grandmother of three with limited income, the assistance we have received from Aspen Public schools, including gas cards, school supplies, holiday boxes, winter and summer shoes, and Christmas gifts has been a tremendous help to my family. I sincerely hope that the program continues to assist families in need just like mine, during these hard times. With the current economy every bit of help is appreciated and goes a long way.

Some extracurricular activities that my two youngest students are involved in are cross country and track. Currently they love being a part of the book club and enjoy the activities in the afterschool program. My oldest is involved in basketball and cross country, the one thing he enjoys the most is taking part in the leadership club. Our favorite memories as a family are "lunch on the lawn" and award ceremonies.

We thank Aspen Public schools for everything they have done for us.

With warm regards,

Patti Roebuck



August 1, 2024

Fresno Unified School District Board of Directors
2309 Tulare St.
Fresno, CA 93721

Dear Fresno Unified School Board:

In 2012, our Rescue the Children ministry for mothers and children partnered with Aspen Public Schools to provide a high-quality educational program in a small school setting. From the very beginning, we knew it was the right decision. The children enrolled in an Aspen charter seemed happier. They thrived socially and emotionally and made progress academically. It was evident that the teachers genuinely cared for the students, consistently going the extra mile to support the families.

One of Aspen's schools, Aspen Ridge 7-12, is our tenant at City Center. We were happy three schools were awarded the California Community Schools grants. We look forward to continued partnership and believe there are endless opportunities for future partnerships.

Please accept this letter as a strong endorsement of Aspen Public Schools, recognizing its significant contribution to our families. We are confident that Aspen Public Schools will continue to enrich our children's lives.

Sincerely,

Matt Dilldine

Priscilla Robbins

fresnomission

February 6, 2024

To Whom It May Concern:

This letter is in support for Aspen Public School. The Fresno Mission has been in partnership with Aspen School since 2012. The Fresno Mission was in search of a school to serve children who live with their mothers at Rescue the Children (RTC). The women that are in our RTC residential program come from different backgrounds such as homelessness, substance abuse, domestic violence, sex trafficked and incarceration.

County CPS refer mothers who are at risk of having their children removed from their care or have been removed and working to reunify with their children. It was crucial for us to find a public school who was passion about helping families struggling with life dominating circumstances. Because of these circumstances we searched for a specific school that had a focus on helping children with trauma. In our search we found Aspen Public Schools, and our partnership began.

There are many reasons why this partnership works. Mainly the involvement of teachers, administrators, and parents. When children come to the mission and see how excited the other children are about school, mothers begin to ask when they can transfer their children to Aspen. Aspen has a way of showing that they care and see children beyond their circumstances. Mothers have been elated to see how their children in one year have moved up reading levels.

For this reason, we invited Aspen to open their 7-12 school on our Fresno Mission City Center campus. On our new campus we have approximately eleven nonprofits that work with families and children struggling with homelessness and/or in foster care. In the summer of 2024, we will open a four story residential building that will house families whose children will attend one of Aspen Public Schools.

We are in full support of Aspen Public Schools and their desire to make a difference in the lives of children that are going through situations that are out of their control.

Respectfully,

Priscilla Robbins
Chief Ministry Officer
Fresno Mission
559-293-4523

assistance league®
Fresno

To whom It may concern:

Assistance League Fresno is a nonprofit all volunteer league that serves the Fresno/Clovis community. We have several different programs that support babies to seniors. Our signature program is Operation School Bell. We use the points on a red star as a guide for the assistance we provide. This includes clothing, literacy, health, hunger, and supplies.

We have been in partnership with Aspen Public Schools since the fall of 2022. One of our members, who is a nurse, was working at Meadow and gave contact information to our president. A meeting was set up. The league learned about the work that Aspen was doing with focus on Homeless and Foster youth. This was already a focus for Assistance League so a partnership with Aspen was a perfect fit for who the league wants to service.

Assistance League Fresno has provided students with $100 worth of new school clothes through our guided shopping events that we hold at Burlington. We have also provided hygiene kits and backpacks. We have also bought books for the library and provided clothing for their clothes closet. Also mittens and beanies for their "Warm for Winter" event.

The relationship that I have developed with Aspen Public Schools is one of great respect and gratitude. I'm so thankful that I belong to the Assistance League and we are able to help them out with different items. I'm also very inspired by the love and concern that they show towards their students and families. I'm so happy that we can play a part in helping these students on their path towards a brighter future.

Warmly,

Cindy R. Borg

Cindy Borg, Chairman

Operation School Bell®

Assistance League® of Fresno

borgcindy518@gmail.com

559.313.4768

https://assistanceleague.org/fresno

Every Neighborhood Partnership

June 29, 2024

To Whom It May Concern,

As the Executive Director of Every Neighborhood Partnership and a member of the Fresno Community, we continually seek opportunities to enhance educational options for our residents. ENP's vision is to see students excel, community members are healthy and whole and our neighborhood thrive.

For 20 years, Aspen Valley Prep has played a pivotal role in shaping our community's future. More educational opportunities create a thriving Fresno. We need Aspen and other schools like it.

Aspen Public Schools has consistently demonstrated a commitment to academic excellence, fostering a nurturing environment where students can academically and personally thrive. The dedicated faculty and staff at Aspen Public Schools go above and beyond to ensure that every student receives a quality education that prepares them for success in higher education, the workforce, and beyond.

We wholeheartedly support the renewal petitions of Aspen Valley and Aspen Meadow and believe it is an invaluable asset to our community. The organization's comprehensive approach to education, encompassing rigorous academics and a wide array of Expanded Learning extracurricular activities, equips students with the skills and knowledge they need to excel in today's competitive world.

We have and will continue to find ways to partner with Aspen and grow the next generation of leaders together!

Please accept this letter of support for Aspen Public Schools as an affirmation of its importance to our community. We are confident that Aspen Public Schools will continue to enrich our students' lives, so they will be leaders in the Fresno community.

Sincerely,

Andrew Feil
Executive Director, Every Neighborhood Partnership
1719 L Street, Fresno, CA, 93721
559.400.7310 / andrew@everyneighborhood.org

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA El Dorado County Charter SELPA (0951) **Fiscal Year** 2024-25

Certification 5: Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Aspen Meadow Public

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☑ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA El Dorado County Charter SELPA (0951) **Fiscal Year** 2024-25

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

https://meadow.aspenps.org/el-dorado-charter-selpa

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

Shelly Lether	**May 23, 2024**
LEA Superintendent/Chief Administrator	Date

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-5**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Achieving Operational Excellence

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: Malati Gopal

DIVISION: Human Resources

CABINET APPROVAL PHONE: 559-457-3713

CABINET APPROVAL: Chief of Human Resources/Labor Relations David Chavez

INTERIM SUPERINTENDENT APPROVAL:

BOARD OF EDUCATION APPENDIX

Fresno Unified School District

Date: 11/06/2024

The Interim 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 2024-2025.

ELECTIONS

Certificated Personnel

1086819	Camarena	Kristen	Nurse	Health Services	9/16/2024
1086823	Chan	Pha	Nurse	Health Services	9/16/2024
1078261	Francis	Tenishea	Teacher, Vocational Education	Ahwahnee Middle	8/14/2024
1086820	Gonzalez	Julia	Teacher, Music, Elementary	Music/Visual and Perform Arts	9/10/2024
1086688	Josserand	Victoria	Nurse	Health Services	9/9/2024
1070826	Manriquez Bueno	Jacqueline	Teacher, Handicapped, Severely	Lane Elementary	8/26/2024
1081364	Munoz	Clara	Teacher, Senior High	Sunnyside High	8/14/2024
1084528	Padilla	Jerrie	Teacher, Lrng Hndcp, Sdc	Fremont Elementary	8/21/2024
1086824	Thao	Zoua	Nurse	Health Services	9/16/2024
1086725	Villalobos	Niles	Teacher, Senior High	Bullard High	8/19/2024

Classified Personnel

1086869	Abdel Hamid	Noura	Paraprof, Mild/Moderate Support Needs	Tioga Middle School	8/16/2024
1086921	Adame Rios Zertuche	Cesar	Paraprof, Extensive Support Needs	Herrera Elementary	8/26/2024
1086663	Afkhami	Ehsan	Paraprof, After Schl/Ext Day	Fort Miller Middle	8/16/2024
1086904	Aguilar Raymundo	Veronica	Paraprof, Extensive Support Needs	Jackson Elementary	8/29/2024
1086809	Alba Tortoledo	Miranda	Paraprof, Instructional Asst	Aynesworth Elementary	8/26/2024
1086839	Alvarez	Dorisela	Paraprof, Mild/Moderate Support Needs	Calwa Elementary	8/14/2024
1076770	Alvarez	Jacqueline	Paraprof, Mild/Moderate Support Needs	Roosevelt High School	8/26/2024
1086872	Anderson Hunter	Tori	Paraprof, Child Development	Birney Elementary	8/26/2024
1082761	Armas Rodriguez	Emmanuel	Paraprof, Early Chldhd Mil/Mod Support Needs	Wolters Elementary	8/22/2024
1062937	Avellaneda	Julia	Paraprof, Extensive Support Needs	Greenberg Elementary	8/16/2024
1086901	Avila Castaneda	Angel	Paraprof, After Schl/Ext Day	Cooper Middle School	8/29/2024
1083416	Ayala	Heliodoro	Paraprof, Mild/Moderate Support Needs	Scandinavian Middle School	8/14/2024
1086778	Beaudoin	Dechelle	Paraprof, Extensive Support Needs	Holland Elementary	8/26/2024
1084738	Bolton	Nicholas	Custodian	Rata	9/3/2024
1086774	Bonner	Anastacia	Paraprof, Extensive Support Needs	Sequoia Middle	8/26/2024
1086470	Burciaga Garcia	Ana	Paraprof, Instructional Asst	Aynesworth Elementary	8/16/2024
1086779	Burrell	Virginia	Paraprof, Instructional Asst	Bakman Elementary	8/26/2024
1081363	By	Keosophall	Paraprof, Instructional Asst	Storey Elementary	8/22/2024
1086776	Camacho	Lisette	Paraprof, Extensive Support Needs	Special Ed	8/26/2024
1079126	Campos Gonzalez	Leonardo	Paraprof, After Schl/Ext Day	Addams Elementary	8/16/2024
1086555	Cantu Hernandez	Estefany	Paraprof, Instructional Asst	Lincoln Elementary	9/9/2024
1084869	Carnegie	Ryonna	Paraprof, Mild/Moderate Support Needs	Birney Elementary	8/15/2024
1086362	Castro	Martin	Assistant, Campus Safety	Security Office	8/19/2024

1076329	Castro Trujano	Yulisa	Paraprof, Instructional Asst	Burroughs Elementary	8/26/2024
1086853	Cervantes Cisneros	Suzette	Paraprof, Mild/Moderate Support Needs	Roosevelt High	8/16/2024
1086792	Cheatham	Imunique	Paraprof, Mild/Moderate Support Needs	Gaston Middle	8/26/2024
1085559	Constante	Delores	Nutrition Services Assistant	Bullard Talent K-8	9/16/2024
1086902	Coronado	Anna	Paraprof, Extensive Support Needs	Heaton Elementary	8/29/2024
1029852	Cortez	Daniel	Paraprof, Mild/Moderate Support Needs	Sequoia Middle	8/16/2024
1085228	Cortez Ocegueda	Norma	Paraprof, After Schl/Ext Day	Jackson Elementary	8/20/2024
1086851	Crossman	Heidi	Paraprof, Child Development	LaVera Williams Child Dev Cent	9/23/2024
1086916	Cruz	Priscilla	Paraprof, After Schl/Ext Day	Leavenworth Elementary	8/21/2024
1086844	Cuenca	Evette	Paraprof, Mild/Moderate Support Needs	Hoover High School	8/26/2024
1086868	Darnell	Lila	Paraprof, Mild/Moderate Support Needs	Columbia Elementary	8/26/2024
1086912	Davis	Chance	Paraprof, Extensive Support Needs	Powers Elementary	8/29/2024
1086832	Davis	Heather	Paraprof, Extensive Support Needs	Powers Elementary	8/28/2024
1083568	De Paz Vazquez	Meredin	Paraprof, After Schl/Ext Day	Centennial Elementary	8/16/2024
1083590	Dealba	Annalise	Paraprof, After Schl/Ext Day	Burroughs Elementary	8/16/2024
1066872	Deltoro	Dhani	Paraprof, Mild/Moderate Support Needs	Wishon Elementary	8/26/2024
1086811	Diaz	Celeste	Paraprof, Extensive Support Needs	Hoover High School	8/26/2024
1079689	Elgedei	Lama	Paraprof, Extensive Support Needs	Pyle Elementary	8/14/2024
1086780	Escalera	Miriam	Paraprof, Bilingual Spanish	Bullard High School	8/16/2024
1086854	Espinosa	Kyleigh	Paraprof, After Schl/Ext Day	Williams Elementary	8/26/2024
1086806	Espinoza	Maria	Paraprof, Extensive Support Needs	Kirk Elementary	8/14/2024
1079291	Evans	Robin	Paraprof, Mild/Moderate Support Needs	Eaton Elementary	8/14/2024
1081230	Flores	Mariyah	Paraprof, After Schl/Ext Day	Olmos Elementary	8/16/2024
1086783	Flores Ibarra	Rocio	Paraprof, Early Chldhd Mil/Mod Support Needs	Wolters Elementary	8/26/2024
1086873	Gallegos Arguello	Marisol	Paraprof, Extensive Support Needs	Ayer Elementary	8/26/2024
1084467	Garcia	Alejandra	Paraprof, Instructional Asst	Hamilton School	8/29/2024
1062283	Garcia	Jannessa	Technician, Workers' Comp	Benefits & Risk Management	9/23/2024
1086914	Garcia Correa	Gabriela	Paraprof, Extensive Support Needs	Bullard High	8/16/2024
1086784	Garcia Razo	Nathasia	Paraprof, Instructional Asst	Slater Elementary	8/16/2024
1086913	Garcia-garcia	Veronica	Paraprof, Mild/Moderate Support Needs	Lowell Elementary	8/14/2024
1086732	Gardea	Dominique	Paraprof, Extensive Support Needs	Vinland Elementary School	8/26/2024
1086790	Garza	Stephanie	Paraprof, Extensive Support Needs	Ewing Elementary	8/29/2024
1086870	Gonzalez	Megan	Paraprof, Mild/Moderate Support Needs	Figarden Elementary	9/3/2024
1085721	Gonzalez	Nadia	Paraprof, Child Development	Holland Elementary	8/16/2024
1086773	Gonzalez Velasquez	Lourdes	Paraprof, After Schl/Ext Day	Ewing Elementary	8/26/2024
1085713	Goodwin-martinez	Nathaniel	Nutrition Services Assistant	Food Services	9/9/2024
1086855	Greene	Courtney	Paraprof, Mild/Moderate Support Needs	Hoover High	8/26/2024
1046356	Gutierrez	Michelle	Paraprof, Mild/Moderate Support Needs	Ayer Elementary	8/16/2024
1086831	Gwin	Paloma	Paraprof, Extensive Support Needs	Ahwahnee Middle School	9/3/2024
1086765	Hardy	Darryl	Paraprof, Extensive Support Needs	Sunnyside High	9/20/2024
1086850	Herrera	Mariaisabel	Paraprof, After Schl/Ext Day	Rowell Elementary	8/26/2024
1086646	Ice	Isaiah	Paraprof, Extensive Support Needs	Robinson Elementary	8/16/2024
1061727	Jackson	Camry	Assistant, Attendance Records	Tioga Middle School	8/28/2024
1086764	Jacquez	Adriana	Paraprof, Mild/Moderate Support Needs	Fort Miller Middle	8/14/2024

1086796	Kupelian	Sossy	Paraprof, Early Chldhd Mil/Mod Support Needs	Fremont Elementary	8/29/2024
1042411	Landaverde	Bertha	Paraprof, Mild/Moderate Support Needs	Hidalgo Elementary	8/26/2024
1086918	Lane	Brianna	Assistant, School Office	Kings Canyon Middle	9/3/2024
1080387	Lee	Angelina	Paraprof, After Schl/Ext Day	Centennial Elementary	8/19/2024
1086915	Lemieux	Elisa	Paraprof, Extensive Support Needs	Hoover High School	8/29/2024
1086859	Lemus Lemus	Ana	Paraprof, Extensive Support Needs	Ewing Elementary	8/26/2024
1085919	Lepe	Emmanuel	Specialist, Tier II Intervention	Prevention And Intervention	9/9/2024
1083989	Leslie	Darnell	Assistant, Campus Safety	Addams Elementary	9/5/2024
1084171	Lopez	Angelic	Paraprof, Mild/Moderate Support Needs	Centennial Elementary	8/16/2024
1080932	Lopez	Danielle	Paraprof, Instructional Asst	Pyle Elementary	8/16/2024
1086797	Lopez	Sandra	Paraprof, Instructional Asst	Starr Elementary	8/29/2024
1086864	Luna	Anthony	Paraprof, Visual Impairment	Special Ed	9/9/2024
1085737	Margain	Christofer	Driver, Bus	Transportation	9/3/2024
1069834	Marquez	Crystal	Specialist, Tier II Intervention	Prevention And Intervention	9/11/2024
1038517	Marquez	Gloria	Paraprof, Mild/Moderate Support Needs	Kings Canyon Middle	8/26/2024
1086805	Marsh	Aimee	Paraprof, Extensive Support Needs	Hoover High	8/16/2024
1085672	Martinez	Johnny	Paraprof, Extensive Support Needs	Mclane High School	8/14/2024
1086920	Martinez	Lizbeth	Paraprof, Mild/Moderate Support Needs	Special Ed	8/19/2024
1086810	Martinez	Myrella	Paraprof, Instructional Asst	Kratt Elementary	8/26/2024
1086861	Mason	Debbie	Paraprof, Child Development	Easterby Elementary	8/26/2024
1086800	Mason	Heather	Paraprof, Extensive Support Needs	Bakman Elementary	8/26/2024
1082439	May	Mahogany	Paraprof, Mild/Moderate Support Needs	Aynesworth Elementary	8/16/2024
1086903	Maynard	Janay	Paraprof, Extensive Support Needs	Sunnyside High	8/29/2024
1049550	Maytorena	Marcelino	Assistant, Campus Safety	Security Office	9/17/2024
1083705	Mckenzie	Haddon	Custodian	Plant Operations	9/3/2024
1085944	Mclaughlin	Logan	Paraprof, Instructional Asst	Holland Elementary	8/16/2024
1086892	Medeiros	Rosario	Paraprof, Mild/Moderate Support Needs	Special Ed	8/14/2024
1082570	Melendrez Jemenez	Vanessa	Paraprof, After Schl/Ext Day	Vinland Elementary School	8/16/2024
1083692	Mendez Torres	Jonathan	Paraprof, Extensive Support Needs	Greenberg Elementary	8/14/2024
1086781	Methola	Chelsy	Paraprof, Mild/Moderate Support Needs	eLearn Academy	8/26/2024
1086857	Montejano	Myra	Paraprof, Extensive Support Needs	Pyle Elementary	8/26/2024
1083686	Montes	Yulissa	Paraprof, After Schl/Ext Day	Jackson Elementary	8/19/2024
1086793	Moreno-Molina	Lydia	Paraprof, Mild/Moderate Support Needs	Roosevelt High	8/26/2024
1085727	Myers	Markeys	Paraprof, Mild/Moderate Support Needs	Kings Canyon Middle	8/16/2024
1086911	Najera	Zulma	Paraprof, Extensive Support Needs	Wishon Elementary	8/29/2024
1083957	Negrete	Juan	Paraprof, Mild/Moderate Support Needs	Fresno High	8/14/2024
1078750	Nevarez	Kiersten	Paraprof, Extensive Support Needs	Mayfair Elementary	8/16/2024
1086867	Newkirk	Belen	Paraprof, Extensive Support Needs	Heaton Elementary	8/26/2024
1073580	Nolan	Damien	Paraprof, Extensive Support Needs	Hoover High	8/14/2024
1086763	Ocana Hernandez	Marco	Paraprof, Extensive Support Needs	Hoover High	8/26/2024
1044868	Ochoa	Lidia	Paraprof, After Schl/Ext Day	McCardle Elementary	8/26/2024
1086807	Oliver	Ariana	Paraprof, Mild/Moderate Support Needs	Holland Elementary	8/14/2024
1086906	Oloizia	Tequisha	Paraprof, Extensive Support Needs	Powers Elementary	8/29/2024
1086794	Orozco	Jennifer	Paraprof, Instructional Asst	Ayer Elementary	8/26/2024
1086786	Ortez	Rebecca	Paraprof, After Schl/Ext Day	Robinson Elementary	8/26/2024

1086798	Paredes	Theresa	Paraprof, Mild/Moderate Support Needs	Wawona Middle	8/16/2024
1085748	Partida Reyes	Yarendi	Assistant, Office III	Translation and Interpret Serv	8/19/2024
1086838	Pena	Ana	Paraprof, After Schl/Ext Day	Centennial Elementary	9/16/2024
1086785	Pollard	Aniyah	Paraprof, Extensive Support Needs	Special Ed	8/26/2024
1082841	Quinn	Kimberly	Paraprof, Extensive Support Needs	Lane Elementary	8/26/2024
1080310	Quintero	Monica	Paraprof, After Schl/Ext Day	Webster Elementary	8/19/2024
1086841	Rai	Pierre	Technician, Workers' Comp	Benefits & Risk Management	9/16/2024
1086808	Ramirez	Kacie	Paraprof, After Schl/Ext Day	Forkner Elementary	8/16/2024
1086837	Ramirez	Yvette	Paraprof, Mild/Moderate Support Needs	Slater Elementary	8/26/2024
1086863	Reed	Angel	Paraprof, Extensive Support Needs	Mayfair Elementary	8/14/2024
1086795	Reese	Camille	Paraprof, Mild/Moderate Support Needs	Fresno High	8/16/2024
1065033	Reese	Sarah	Paraprof, Early Chldhd Mil/Mod Support Needs	Kratt Elementary	8/14/2024
1086804	Reyes	Irene	Paraprof, Early Chldhd Mil/Mod Support Needs	Greenberg Elementary	8/29/2024
1064556	Rico	Angel	Assistant, Campus Safety	Security Office	8/16/2024
1086865	Rivera	Carlos	Paraprof, Child Development	King Elementary	8/26/2024
1086840	Rivera	Valerie	Paraprof, After Schl/Ext Day	Viking Elementary	9/3/2024
1083346	Rodriguez	Amber	Liaison, Home/School Spanish	Fresno High School	9/11/2024
1086856	Rodriguez	Erika	Paraprof, Early Chldhd Mil/Mod Support Needs	Storey Elementary	8/29/2024
1085311	Rodriguez	Pablo	Paraprof, After Schl/Ext Day	Heaton Elementary	8/28/2024
1072657	Rodriguez	Sherrie	Nutrition Services Assistant	Nutrition Services	8/29/2024
1086648	Rodriguez	Vianca	Paraprof, Child Development	King Elementary	8/16/2024
1086909	Rosales	Amber	Paraprof, Mild/Moderate Support Needs	Birney Elementary	8/29/2024
1036004	Ross	Charles	Assistant, Campus Safety	Security Office	8/16/2024
1082336	Sanchez	Gabriela	Paraeducator, DHH Sign	Norseman Elementary	9/17/2024
1084567	Sandhu	Prabhpreet	Paraprof, Extensive Support Needs	Pyle Elementary	8/26/2024
1063771	Solis	Nicholas	Operator, Telecommunication I	Security Office	10/7/2024
1086803	Soliz	Jacob	Paraprof, Mild/Moderate Support Needs	Roosevelt High	8/26/2024
1086905	Solorio	Gabriel	Paraprof, Instructional Asst	Gibson Elementary	8/16/2024
1082182	Sor	Phany	Nutrition Services Assistant	Nutrition Services	8/16/2024
1080349	Sullivan	Mindy	Paraprof, Extensive Support Needs	Starr Elementary	8/29/2024
1068754	Taylor	Sarah	Paraprof, Extensive Support Needs	Hoover High	8/29/2024
1086802	Terriquez Neri	Anabel	Paraprof, After Schl/Ext Day	Calwa Elementary	8/16/2024
1086866	Thao	William	Paraprof, Mild/Moderate Support Needs	Bullard High School	8/26/2024
1086740	Trevino	Errina	Paraprof, Extensive Support Needs	Fresno High School	8/16/2024
1086801	Trujillo	Joselyne	Paraprof, Instructional Asst	Aynesworth Elementary	8/26/2024
1086799	Valenzuela	Trinity	Paraprof, Extensive Support Needs	McLane High	8/14/2024
1042030	Valrey	Dellane	Paraprof, Instructional Asst	Muir Elementary	8/26/2024
1086791	Vang	Charles	Paraprof, Mild/Moderate Support Needs	Ahwahnee Middle School	8/26/2024
1086782	Vue	Owens	Paraprof, Alternative Educ	Phoenix Elementary	8/26/2024
1064484	Walker	Valencia	Paraprof, Mild/Moderate Support Needs	King Elementary	8/14/2024
1086789	Watkins	Paula	Paraprof, Extensive Support Needs	Lane Elementary	8/29/2024
1086917	Webster	Cathleen	Paraprof, Extensive Support Needs	IMC Special Ed	8/26/2024
1086836	Williams	Ananse	Paraprof, Extensive Support Needs	Special Ed	8/16/2024
1076738	Xiong	Ashtan	Custodian	Plant Operations	9/3/2024
1077199	Yang	Millenia	Paraprof, Extensive Support Needs	Pyle Elementary	8/14/2024

1086775	Yelton	Christina	Paraprof, Extensive Support Needs	Figarden Elementary	8/26/2024
1086842	Zabal	Jalyssa	Paraprof, Extensive Support Needs	Viking Elementary	8/14/2024
1086860	Zaragoza	Veronica	Paraprof, Extensive Support Needs	Pyle Elementary	8/26/2024

Management Classified

1086843	Aldape	Juan	Coordinator II, Career Educ	Career Education	9/23/2024
1086833	Chavez	Emma	Coordinator I, Community Schools	Jackson Elementary	9/6/2024
1078331	Lopez	Hannah	Coordinator I, Community Schools	Jefferson Elementary	9/3/2024
1086715	Lundberg	Samantha	Coordinator I, Community Schools	Columbia Elementary	9/3/2024
1086731	Zamora	Carmen	Coordinator I, Community Schools	Tioga Middle School	9/3/2024

Management Certificated

1081132	Rankin	Lorissa	Counselor, School	Secondary/Adult Education	9/3/2024
1079714	Villalobos	Mayra	Counselor, School	Computech Middle	8/26/2024
1079470	Xiong	Catherine	Counselor, School	Roosevelt High	8/19/2024

DISSMISSALS

Classified Personnel

1062120	Castro	Michelle	Assistant, Noontime	Gibson Elementary	8/28/2024
1074149	Crockett	Elisa	Paraprof, Extensive Support Needs	Rata	8/28/2024
1069491	Martinez	Abimael	Lead, After Schl/Ext Day	Holland Elementary	9/11/2024
1085635	Quinn	Amber	Paraprof, After Schl/Ext Day	Turner Elementary	8/28/2024
1083305	Session	Patrick	Assistant, Noontime	King Elementary	8/28/2024

RESIGNATIONS OR RETIREMENTS

Certificated Personnel

1041571	Beasla	Mandeep	Specialist, Resource, Sp Ed	Storey Elementary	6/12/2025
1009031	Davis	Jill	Tutor	Fremont Elementary	6/6/2024
1004494	Holliday	Nancie	Teacher, Elementary	Balderas Elementary	6/26/2025
1069144	Jensen	Deborah	Teacher, Middle School	Scandinavian Middle	9/16/2024
1066169	Lopez	Marcos	Teacher, Senior High	Hoover High School	9/12/2024
1068541	Lopez-Armenta	Orlando	Teacher, Middle School	Fort Miller Middle School	9/20/2024
1070826	Manriquez Bueno	Jacqueline	Teacher, Handicapped, Severely	Lane Elementary	8/25/2024
1082123	Mellon	David	Teacher, Senior High	Roosevelt High School	10/11/2024
1084528	Padilla	Jerrie	Teacher, Lrng Hndcp, Sdc	Fremont Elementary	8/20/2024
1010996	Sims Esquivel	Jacqueline	Teacher, Elementary	Ayer Elementary	8/30/2024
1081877	Zurita	Alicia	Teacher, Elementary	Ericson Elementary	8/30/2024

Classified Personnel

1086663	Afkhami	Ehsan	Paraprof, After Schl/Ext Day	Fort Miller Middle School	9/17/2024
1042566	Baker	Randall	Driver, Bus	Transportation	12/31/2024
1085337	Berner	Machele	Driver, Bus	Transportation	9/13/2024
1069965	Bhamra	Jaswinder	Nutrition Services Assistant	Food Services	6/12/2024
1076772	Clarke	Darrell	Driver, Bus	Transportation	9/30/2024
1081898	Cruz	Savanah	Assistant, Noontime	Lowell Elementary	8/30/2024
1084106	Cuevas	Jesus	Transltr/Assessor Spanish	Translation and Interpret Serv	9/20/2024
1082272	Ford	Maria	Paraprof, Early Chldhd Mil/Mod Support Needs	Lincoln Elementary	9/20/2024
1031127	Garcia	Rodolfo	Plant Coordinator II	Terronez Middle School	9/30/2024
1040363	Johns	Jeffrey	Mechanic, Vehicle & Equipment	Transportation	12/31/2024
1017359	Kendrick	Rosemary	Paraprof, Mild/Moderate Support Needs	Addams Elementary	12/20/2024
1074920	Kennedy	Sheri	Assistant, Noontime	Lawless Middle School 7-8	9/10/2024

1080972	Kincade	Connor	Paraprof, Extensive Support Needs	Adult Transition Prog Fairmont	9/27/2024
1084455	Light	Severin	Assistant, Noontime	Holland Elementary	9/13/2024
1079524	Maya Hernandez	Carla	Assistant, Noontime	Centennial Elementary	9/13/2024
1086371	Mcdowell	Arlena	Paraeducator, Community Based	Addicott School	9/13/2024
1086624	Medina Magana	Carlos	Paraprof, Extensive Support Needs	Robinson Elementary	9/6/2024
1020346	Muniz	Samuel	Specialist, Irrigation	Maintenance And Operations	9/30/2024
1086318	Nguyen	Kevin	Paraprof, After Schl/Ext Day	Starr Elementary	9/20/2024
1006141	Noonkester	Jack	Worker, Grnds Maint I	Plant Operations	10/31/2024
1019035	Ortiz	Frank	Worker, Grnds Maint I	Plant Operations	10/18/2024
1080434	Patel	Jagruti	Assistant, Noontime	Fort Miller Middle	8/30/2024
1030683	Pumarejo	Maria	Assistant, Noontime	Burroughs Elementary	5/29/2024
1079296	Rendahl	Ryan	Paraprof, Extensive Support Needs	Kirk Elementary	7/7/2024
1067753	Rexford	Jeri	Paraeducator, DHH Sign	Norseman Elementary	1/10/2025
1063520	Reyna Hernandez	Jessica	Liaison, Home/School Spanish	Centennial Elementary	6/5/2024
1008101	Rodarte	Gregory	Plant Coordinator I	Forkner Elementary	1/31/2025
1081773	Ruiz	Betsy	Paraprof, Child Development	Columbia Elementary	9/20/2024
1086626	Salcedo	Sandra	Paraprof, Mild/Moderate Support Needs	Special Ed	9/4/2024
1082201	Scarbon	Regina	Assistant, Noontime	Herrera Elementary	6/6/2024
1079254	Soon	Cheri	Assistant, Noontime	Wawona Middle School	3/8/2024
1029203	Soriano	Richard	Worker, Grnds Maint II	Plant Operations	10/30/2024
1079612	Sosa-Alatorre	Gabriel	Lead, After Schl/Ext Day	Baird	9/27/2024
1035616	Urrutia	Patricia	Nutrition Services Assistant	Nutrition Services	3/31/2025
1061189	Vang	Ka	Nurse, Vocational License	Health Services	9/11/2024
1049581	Vang	Neng	Custodian	Mayfair Elementary	9/13/2024
1007621	Vasquez	Stephanie	Specialist, School Safe & Sec	Security Office	12/31/2024

Management Classified

1085668	Lopez	Daniel	Coordinator I, Extended Learning	Rowell Elementary	8/16/2024
1007567	Stevens	Christine	Director, Fiscal Services	Fiscal Services	11/11/2024

Management Certificated

1071118	Hernandez	Joanna	Clinical School Social Worker	Project Access	8/1/2024
1062105	Ruschhaupt	Ryan	Manager II, Regional Instruct	Special Ed	9/4/2024

LEAVE REQUEST

Certificated Personnel

1065804	Calderon	Anai	Teacher, Elementary	Ericson Elementary	10/26/2024
1067091	Linares	Cynthia	Teacher, Elementary	Muir Elementary	9/22/2024
1065580	Salvador	Perla	Teacher, Bilingual	Birney Elementary	11/15/2024
1048364	Vang	Jane	Teacher, Elementary	Homan Elementary	11/9/2024

PROMOTIONS

Classified Personnel

1063577	Diaz	Madison	Specialist, Tier II Intervention	Prevention And Intervention	9/3/2024
1063940	Duarte	Brooke	Technician, Food Prod Utility	Packaging Center	9/16/2024
1050028	Martinez	Eric	Paraeducator, Autism	Yokomi Elementary	8/16/2024
1084333	Melo	Rick	Nutrition Services Operator	Food Services	9/3/2024
1066660	Mitchell	Racheale	Technician, Student Transfer	Transfers Office	9/30/2024
1067568	Moultrie	Raymond	Assistant, Campus Safety	Security Office	9/9/2024
1076420	Paccassi	Christopher	Supervisor, Electronics Shop	Maintenance And Operations	9/3/2024
1082005	Perea Flores	Eloisa	Assistant, School Office	Burroughs Elementary	9/20/2024

1081567	Pringle	Synethia	Paraprof, Instructional Asst	Bakman Elementary	9/26/2024
Management Classified					
1042467	Criner	Vanessa	Coordinator I, Community Schools	Calwa Elementary	8/26/2024
1037242	Hodges	Valerie	Coordinator I, Community Schools	King Elementary	8/26/2024
1060778	Limon Jr	Samuel	Analyst, General	Preschool Office	9/16/2024
1028145	Rico	Selena	Coordinator I, Community Schools	Tehipite Middle School	8/21/2024
1070705	Valencia	Yolanda	Coordinator I, Community Schools	Heaton Elementary	8/21/2024
Management Certificated					
1065759	Arredondo	Sheng	Counselor, Head	Chavez Facility / Equipment	8/23/2024

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 06, 2024 **AGENDA ITEM C-7**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Approve Meeting Minutes

ITEM DESCRIPTION: Included in the Board binders are draft minutes for the October 23, 2024, Board of Education regular meeting.

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

PREPARED BY Ambra O'Connor

DIVISION: Office of the Superintendent

CABINET APPROVAL PHONE: (559) 457-3838

CABINET APPROVAL: Chief of Staff, Ambra O'Connor

INTERIM SUPERINTENDENT APPROVAL:

BOARD OF EDUCATION
REGULAR MEETING
4480 N. BRAWLEY AVENUE
NUTRITION SERVICES
FRESNO, CA 93722
board.fresnounified.org

MINUTES – BOARD OF EDUCATION REGULAR MEETING

Fresno, California
October 23, 2024
Fresno Unified School District, Nutrition Services, 4480 N. Brawley Avenue, Fresno, CA 93722.

At a Regular Meeting of the Board of Education of Fresno Unified School District, held on October 23, 2024, there were present Board Members Cazares, Islas, Jonasson Rosas, Levine, Thomas, Clerk Davis, and Board President Wittrup. Interim Superintendent Mao Misty Her was also present.

Board President Wittrup CONVENED the Regular Board Meeting at 4:33 p.m.

For the record, Member Jonasson Rosas arrived at 4:34 p.m., Member Islas and Thomas arrived at 4:35 p.m.

PLEDGE OF ALLEGIANCE

Emily Epperley of Fresno High School led the Flag Salute.

For the record, Board President Wittrup announced staff pulled from the Consent Agenda item C-10, APPROVE Agreement with Community Responsive Education; therefore, no discussion or action took place on item C-10.

OPPORTUNITY for Public Comment on Closed Session Items

For the record, the Board received zero (0) requests to address the Board on Closed Session items.

A. RECEIVE INFORMATION & REPORTS

For the record, the Board was in receipt of A-1, RECEIVE Proposed Revisions for Board Policies

Board President Wittrup ADJOURNED the Regular Board Meeting to Closed Session at 4:34 p.m.

Board President Wittrup RECONVENED the meeting to Open Session at 5:36 p.m.

For the record, Board President Wittrup announced staff pulled from the Consent Agenda item C-10, APPROVE Agreement with Community Responsive Education; therefore, no discussion or action took place on item C-10.

Reporting Out of Closed Session

- On a motion by Board Member Thomas, seconded by Board President Wittrup, the Board acted in closed session on Resolution #25-22 approving the dismissal charges of a certificated employee by a vote of 7-0-0-0 as follows: AYES: Board Members Cazares, Islas, Jonasson Rosas, Levine, Thomas, Board Clerk Davis, and Board President Wittrup.
- On a motion by Board Member Thomas, seconded by Board Clerk Davis, the Board voted in closed session to table a Workers' Compensation claim for Leticia Cervantes, Case No. 2016-0365, by a vote of 7-0-0-0 as follows: AYES: Board Members Cazares, Islas, Jonasson Rosas, Levine, Thomas, Board Clerk Davis, and Board President Wittrup.

At this time, Clerk Davis read the Board Shared Agreements approved at the October 09, 2024, board meeting and are a component of the Student Outcomes Focused Governance work with the Council of Great City Schools.

Below are the shared agreements:

- **Respect and Civility** – Honor our shared agreements.
- **Be Honest and Honorable** – Honor my word and do not lie, deflect, or disparage others.
- **Honor the Process and any Time Limits**
- **Honor Confidentiality**
- **Be Prepared and On Time** – Be on time. Read materials or share questions ahead of time. Share as early as possible if I will be late or miss a commitment.
- **Represent All Students** - Do not represent solely my region/area.

Before the presentation of agenda item B-2, Present and Discuss Quarterly Student Outcomes Data, Board President Wittrup shared a few words. A summary is as follows:

The Board has embraced student outcomes will not change until adult behaviors change and this is reflected in the Board approved shared agreements, the new agenda format, looking at data outcomes for students, and also with a Board self-evaluation which is on today's agenda.

Board President Wittrup, thanked staff for their work on the presentation and their fearless courage as this is something not done before but is embraced now, looking at where students are and what needs to happen to move them forward.

B. CONFERENCE/DISCUSSION AGENDA

B-2, PRESENT and DISCUSS Quarterly Student Outcomes Data

For the record, the Board received zero (0) requests from the public to address the Board on agenda item B-2.

For the record, Board members had comments/questions pertaining to agenda item B-2. A summary is as follows:

Member Jonasson Rosas Referenced slide no. 8 and commented it does not show how the system is doing but how incoming students are doing. Referenced slides no. 13 and 14 and asked what was learned from the criteria. Referenced homeless students progressing but foster youth are regressing. Asked how many parents are going the special education route to gain interventions and academic supports for students. Expressed confusion about percentage versus distance from standard points. Referenced slide no. 25 and commented that both homeless and foster youth should be Tier 1. Referenced slide no. 28 and commented on Ds and Fs and asked what the relationship between the decrease is and does it corelate with the Smarter Balanced Assessment Consortium.

Member Levine thanked staff for the thorough presentation and referenced slide no. 13 around Fall 2024 iReady for grade three and thanked staff for providing evidence of a correlation between iReady and the Smarter Balanced Assessment Consortium. Requested clarity related to the Foundational Skills Assessment (FSA) if CORE districts or other districts are using FSA and if there is a way to compare apples to apples.

Member Thomas commented that transitional kindergarten outreach may need to be different and suggested when outreach takes place parents be provided information on what students will need to know. Member Thomas thanked staff for the presentation, and commented it has been a good buffer from what was missed the last few years.

Clerk Davis asked what districts participate in CORE, and if there are criteria for participation. Referenced slide no. 13 and asked if foster youth are in the same category as group home youth, asked if the district can support parents of foster youth to help the students and commented would like to see it organized. Referenced slide no. 31 and asked why not all 60 plus schools are participating in Break Through Results and asked if there is a roll out plan for all 60 plus schools to participate. Clerk Davis referenced slide no.28 and asked if parent communications are sent home for students receiving Ds and Fs and referenced

past communications that included attendance information and student supports offered.

President Wittrup commented on enjoying the presentation as it was comprehensive and provided a lot to think about. President Wittrup commented on it being one of the first times the Board has looked at data on how students are doing. Commented that the infrastructure being built with special education is vital and it has not been in place and looks forward to seeing the outcome. President Wittrup requested the definition of RFEP (Reclassified Fluent English Proficient).

Member Islas reiterated a request previously provided, would like documents to be created with a glossary of terms and in such a way that all people can access and understand. Member Islas commented on the readability of the font used on slide no. 33 and requested staff not to use fonts where it is hard to distinguish between where a word ends and the next begins.

Member Islas commended and thanked staff for presenting the data and commented that in six years on the Board this is the first year it feels like the Board is focused and rising to the mission of the Board, appreciated examples of Ds and Fs and not just celebrating success but looking at missed opportunities and where we can improve.

Member Cazares thanked staff for a great presentation, and commented it is good to see the Board's feedback implemented in the presentation. Referenced slides no. 13 and 14 and commented would like to have seen the same grades presented. Member Cazares referenced a conversation where a parent at Hoover told Cazares that the parent's child is doing well in English but not Physics because child does not have the same supports, and the parent has received differing information on why. Member Cazares commented on believing it is because there is no district-wide standard.

Member Cazares asked how the district expects students to meet stretch targets if schools are not given baseline budgets and commented that a cost analysis similar to what is being done in special education should be conducted for all schools. The school principal or counselor should not have to decide which student receives help based on the school budget.

President Wittrup commented on attending a conference where it was presented that some districts are identifying schools as Tier 1 or Tier 2 schools based on their need for intervention, support, and resources. Just an idea.

For the record, Interim Superintendent Her, Natash Baker, Ed.D., Carmen Rodriguez, Ed.D., Zerina Hargrove-Brown, Ed.D., Marie Williams, Ed.D., Rebecca Wheeler, and Sandra Aguayo were available to provide clarity.

B-3, PRESENT, DISCUSS, and HOLD a Public Hearing in the Matter of the Aspen Valley Prep Academy Charter Renewal Petition

For the record, Board President Wittrup opened the public hearing at 7:16 p.m.

For the record, the Board received six (6) requests to address the Board on agenda item B-3. The individuals' name and a summary of topic are as follows:

1. Scott Bergstrom: Spoke in support of Aspen Valley Prep. Spoke about role as an employee at Aspen Valley Prep.
2. Carlos Huerta: Spoke in support of Aspen Valley Prep. Spoke as the vice-chair of Aspen Valley Prep.
3. Alicia Varela: Spoke in support of Aspen Valley Prep.
4. Adrianna Trevino: Spoke in support of Aspen Valley Prep. Spoke as a former student of Aspen Valley Prep
5. Nicole Rivera: Spoke in support of Aspen Valley Prep. Spoke as the Academic Officer of Aspen Valley Prep.
6. Azul Villagrana: Not present when name called.

For the record, Board President Wittrup closed the public hearing at 7:45 p.m.

B-4, PRESENT, DISCUSS, and CONDUCT the Quarterly Board Self-Evaluation

For the record, Sue Deigaard with the Counsel of the Great City Schools facilitated the quarterly Board Self-Evaluation.

For the record, Board President Wittrup called for a brief recess at 7:53 p.m.

For the record, Board President Wittrup Reconvened open session at 7:58 p.m.

On a motion by Board Member Thomas, seconded by Board Member Cazares, the Board approved the quarterly Board self-evaluation by a vote of 7-0-0-0 as follows: Board Members Cazares, Islas, Jonasson Rosas, Levine, Thomas, Clerk Davis, and President Wittrup.

OPPORTUNITY for Public Comment on Consent Agenda Items

For the record, the Board received zero (0) requests to address the Board on the Consent Agenda.

On a motion by Board Member Jonasson Rosas seconded by Board Clerk Davis, the Board approved the Consent Agenda except for agenda item C-9 which was pulled for further discussion and agenda item C-10, which was pulled from the consent agenda, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members Cazares, Islas, Jonasson Rosas, Levine, Thomas, Clerk Davis, and Board President Wittrup.

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 requests, in which event, the item(s) will be considered following approval of the Consent Agenda. Pulled Consent Agenda items will be considered for approval after the Conference/Discussion Agenda.

C. CONSENT AGENDA

C-5, APPROVE Personnel List

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

C-6, ADOPT Findings of Fact and Recommendations of District Administrative Board

ADOPTED as recommended, the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the regular meeting of the Board held October 09, 2024.

C-7, APPROVE Meeting Minutes

APPROVED as recommended, the draft minutes for the October 09, 2024, regular meeting of the Board of Education.

C-8, ADOPT Resolution No. 25-21, Continued Funding from California Department of Education for California State Preschool Programs

ADOPTED as recommended, Resolution No. 25-21, Continued Funding from California Department of Education for California State Preschool Programs.

C-9, APPROVE Student Outcomes Focused Governance Timeline

APPROVED as recommended, the revised Student Outcomes Focused Governance timeline established by the Board of Education and the Council of the Great City Schools.

For the record, Board Members had comments and questions pertaining to agenda item C-9. A summary is as follows:

Member Jonasson Rosas commented on trying to stay faithful to what the Board has learned and to register the implementation timeline is ambitious. Member Jonasson Rosas commented she will be away for work at the time of the proposed Board workshop.

Board President Wittrup asked if Member Jonasson Rosas had a suggestion.

Member Cazares commented the Board proposed several community meetings and workshops and it is the responsibility of the Board to schedule, and it is up to the Board to prioritize getting this done and understands work and family conflicts, there are 31 days in December let us pick a different date.

Member Islas commented in a perfect world all of the Board should be at the workshop but thinks it is impractical given the holidays and work commitments that all will be available, and it seems at this point we have six of the seven Trustees available on December 13.

Member Thomas asked if a trustee is not available can they participate via teleconference.

Member Jonasson Rosas requested to talk details as she is working on December 13.

Chief of staff O'Connor commented that the Board will have an opportunity to discuss when the Board adjourns to Closed Session.

On a motion by Board Member Thomas, seconded by Board Member Islas, the Board approved agenda item C-9 by a vote of 5-1-1-0 as follows: AYES: Board Members Islas, Levine, Thomas, Board Clerk Davis, and Board President Wittrup. NOES: Board Member Cazares. ABSTENTIONS: Board Member Jonasson Rosas.

Member Islas asked as a follow-up if confirmed dates could be held on calendars as soon as possible so times are blocked.

C-10, APPROVE Agreement with Community Responsive Education
ITEM PULLED BY STAFF, no discussion or action held on this item.

C-11, APPROVE Agreement with Focus Five Inc
APPROVED as recommended, an agreement with Focus Five Inc to provide virtual artist residencies at 40 elementary sites. The residencies, facilitated by professional teaching artists, include creative movement, drama, media arts, music, and visual art. Grade level teachers will also receive six optional virtual professional learning sessions on how to integrate art into their content to increase creativity and student achievement.

C-12, APPROVE Agreement with WOW Productions
APPROVED as recommended, an agreement with WOW Productions to provide lighting and sound design and technical support for productions and ensemble performances at Bullard TALENT K-8, a performing arts magnet school for students from all regions of Fresno Unified School District.

C-13, APPROVE Agreement Renewal with KnowBe4
APPROVED as recommended, a 32-month agreement renewal with KnowBe4 to provide cybersecurity awareness training for staff.

C-14, APPROVE State Center Adult Education Consortium Alternate Representative
APPROVED as recommended, a recommendation to appoint Michael Robinson as the Fresno Unified School District alternate representative on the State Center Adult Education Consortium Executive Board.

C-15, RATIFY Change Orders
RATIFIED as recommended, information on Change Orders for the following projects:

Bid 23-02, Edison High School Career Technical Education Building and Interim Housing
Change Order 4 (CTE Building) presented for ratification: $245,480

Bid 23-65, Robinson Elementary School Portable Relocation
Change Order 1 presented for ratification: $46,680

Bid 24-16, Roeding Elementary School Confidential Spaces and Administration Building Modernization: $ - 6,878

Bid 24-28, Lowell Elementary School Heating, Ventilation, Air Conditioning and Energy Management System Replacement
Change Order 1 presented for ratification: $9,260

Bid 24-61, Kirk Elementary School Sitework and Portable Improvements
Change Order 1 presented for ratification: $31,790

Bid 24-84, Scandinavian Middle School Sitework and Portable Improvement
Change Order 1 presented for ratification: $17,886

Bid 24-87, Gaston Middle School Sitework and Portable Improvement
Change Order 1 presented for ratification: $15,717

Bid 24-94 Section A, Burroughs Elementary School Playground Replacements
Change Order 1 presented for ratification: $10,941

C-16, RATIFY the Filing of a Notice of Completion
RATIFIED as recommended, a Notice of Completion for the project which has been completed according to plans and specifications as follows: Bid 24-69 Section C, Exterior Painting at Various Sites, Kratt Elementary School.

OPPORTUNITY FOR UNSCHEDULED ORAL COMMUNICATIONS

For the record, the Board received zero (0) requests to address the Board during Unscheduled Oral Communications.

For the record, Board President Wittrup ADJOURNED the regular meeting to closed session at 8:50 p.m.

For the record, Board President Wittrup RECONVENED to open session at 9:16 p.m.

Reporting Out of Closed Session

For the record there were no reports from Closed Session.

D. ADJOURNMENT

Board President Wittrup ADJOURNED the meeting at 9:16 p.m.

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-8**

ACTION REQUESTED: ADOPT

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Adopt Provisional Internship Permits

ITEM DESCRIPTION: Included in the Board binders are Provisional Internship Permit (PIP) recommendations to rehire or hire upon Board Approval.

Site principals recommended to Human Resources that the following teachers be rehired or hired in their positions in 2024/25 due to hard-to-fill credential positions. These individuals are all working toward completing the required classes/exams by the end of 2025/26 school year.

Included for Board consideration and adoption are the recommended PIP hires:

Name	Site	Subject
David Betancourt	Scandinavian	Foundational Science
Nicholas Solis	Winchell Elementary	SPED MN, EN, ER
Victoria Jacquez	Columbia Elementary	SPED MMSN, ESN & ER

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

PREPARED BY: Malati Gopal, Executive Officer

DIVISION: Human Resources/Labor Relations

CABINET APPROVAL PHONE: (559) 457-3713

CABINET APPROVAL: David Chavez, Chief of Human Resources/Labor Relations

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-9**

ACTION REQUESTED: ADOPT

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Adopt Variable Term Waiver for Bilingual Cross-Cultural, Language and Development Authorization

ITEM DESCRIPTION: Included for Board consideration are Variable Term Waiver requests for Bilingual Cross-Cultural, Language and Development (BCLAD) Authorization for the 2024/25 school year.

The Education Code 44225(m) allows the commission to grant waivers to fill in an area that is deemed hard-to-fill. The candidate referenced below is working toward completing the required coursework for the Multiple Subject Credential and BCLAD authorization.

Name	Site	Credential/BCLAD Language
Rosa Rodriguez	McLane High School	BCLAD Spanish
Corinna Gonzalez	Burroughs Elementary	BCLAD Spanish
Brenda Valencia	Rowell Elementary	BCLAD Spanish
Brenda Vasquez	Burroughs Elementary	BCLAD Spanish
Priscilla Orozco	Roeding Elementary	BCLAD Spanish
Mai Lee Lor	Balderas Elementary	BCLAD Spanish
Jacquelyn Espinosa	Centennial Elementary	BCLAD Spanish
David Carrillo Perez	Winchell Elementary	BCLAD Spanish
Julie Cha	Sequoia Middle School	BCLAD Hmong
Julio Pulido Martinez	Yosemite Middle School	BCLAD Spanish

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

PREPARED BY: Malati Gopal, Executive Officer

DIVISION: Human Resources/Labor Relations

CABINET APPROVAL PHONE: (559) 457-3713

CABINET APPROVAL: David Chavez, Chief of Human Resources/Labor Relations

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-10**

ACTION REQUESTED: ADOPT

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Adopt Variable Term Waiver for Career Technical Education Credential Holders

ITEM DESCRIPTION: Included for Board consideration are Variable Term Waiver requests for Career Technical Education Credential Holders.

The Commission on Teacher Credentialing (CTC) has stated that Preliminary Career Technical Education (CTE) credential holders should be issued a Variable Term Waiver for the English Learner Authorizations until the CTE program is completed. The English Learner classes are embedded in the CTE program. Individuals will not have the English Learner Authorization on their credential document until the CTE program is completed and the clear credential is issued.

This request is to seek approval to place the teachers referenced below on a Variable Term Waiver for the English Learner Authorization:

Name	Site	Subject
Patrick Kong	CART	CTE: Agriculture and Natural Resources
Brienna Pace	Duncan Polytechnical	CTE: Health Science and Medical Terminology

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

PREPARED BY: Malati Gopal, Executive Officer

DIVISION: Human Resources/Labor Relations

CABINET APPROVAL PHONE: (559) 457-3713

CABINET APPROVAL: David Chavez, Chief of Human Resources/Labor Relations

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-11**

ACTION REQUESTED: ADOPT

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Adopt Resolution 25-25, Ordering the Date of the Annual Organizational Meeting of the Board of Education

ITEM DESCRIPTION: Included in the Board binders is a Resolution Ordering the Date of the Annual Organizational Meeting of the Governing Board as December 18, 2024. Pursuant to California Education Code § 35143, the governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the second Friday in December following the regular election. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held on any date in December, but no later than December 20.

Therefore, the 2024 annual organizational meeting date must fall between December 13, 2024, and no later than December 27, 2024.

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

PREPARED BY: Ambra O'Connor, Chief of Staff

DIVISION: Constituent Services

CABINET APPROVAL PHONE: (559) 457-3838

CABINET APPROVAL: Ambra O'Connor, Chief of Staff

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District
ACHIEVING OUR GREATEST POTENTIAL

BOARD OF EDUCATION
Susan Wittrup, President
Valerie F. Davis, Clerk
Claudia Cazares
Genoveva Islas
Elizabeth Jonasson Rosas
Andy Levine
Keshia Thomas

INTERIM SUPERINTENDENT
Mao Misty Her

BEFORE THE GOVERNING BOARD OF THE
FRESNO UNIFIED SCHOOL DISTRICT
FRESNO COUNTY, CALIFORNIA

In the Matter of Setting the Day and Time of the Annual Organizational Meeting of the Board	**Resolution No. 25-25**

WHEREAS, California Education Code section 35143 requires the district's governing board to hold an annual organizational meeting on a day within a 15-day period which commences with the date upon which a governing board member elected takes office, the second Friday in December, in a year in which a regular election for governing board members is conducted; and

WHEREAS, pursuant to the aforementioned statute, the annual organizational meeting day and time is to be selected by the governing board at the regular meeting held immediately prior to the first day of the 15-day period.

NOW, THEREFORE, BE IT RESOLVED that the 18th day of December 2024, at 5:30 p.m., is the day and time ordered as the day of the annual organizational meeting for the above-named governing board.

BE IT FURTHER RESOLVED that the clerk/secretary of the governing board is directed to notify the Fresno County Superintendent of Schools by sending an executed copy of this Resolution and the attached Certification to the Fresno County Superintendent of Schools.

BE IT FURTHER RESOLVED the clerk/secretary of the governing board shall, within 15 days prior to the day of the annual organizational meeting, notify in writing all members and members-elect, if any, of the day and time selected for the annual organizational meeting of the governing board.

The foregoing Resolution was adopted this 06th day of November 2024, at a regular meeting of the governing board hereof by the following vote:

Member Claudia Cazares	Yes	x	No		Abstain		Absent		
Member Genoveva Islas	Yes	x	No		Abstain		Absent		
Member Elizabeth Jonasson Rosas	Yes	x	No		Abstain		Absent		
Member Andy Levine	Yes	x	No		Abstain		Absent		
Member Keshia Thomas	Yes		No		Abstain		Absent	x	
Clerk Valerie Davis	Yes	x	No		Abstain		Absent		
President Susan Wittrup	Yes	x	No		Abstain		Absent		

By: Susan Wittrup
Susan Wittrup, President of the Board

CERTIFICATION

I, the undersigned, hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Fresno Unified School District on the date stated above.

By: Valerie F. Davis
Valerie F. Davis (Nov 7, 2024 11:20 PST)
Valerie Davis, Clerk of the Board

Date: Nov 7, 2024

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-12**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Approve Proposed Graduation Schedule for the Class of 2025

ITEM DESCRIPTION: Included in the Board binders is the proposed schedule for the Class of 2025 graduation ceremonies.

The graduation venues are as follows:

- Save Mart Center: Bullard, Fresno, Edison, Hoover, Sunnyside, Roosevelt, and Farber Educational Campus
- Saroyan Theatre: Patiño, Fresno Adult School, and DeWolf
- McLane Stadium: McLane and Duncan
- Design Science, Rata, and the Adult Transition Program will host their graduation ceremonies at their respective sites.

Following the Board's approval of the proposed graduation schedule for the Class of 2025, the Student Engagement Department will proceed to confirm services with our vendors. All necessary vendor documents will be presented to the Board for approval.

Additionally, Student Engagement will collaborate with our Communications Department to ensure that the final approved schedule is posted and communicated effectively.

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

PREPARED BY: Marie Williams, Ed.D.

DIVISION: Instructional Division

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker, Ed.D.,

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District

2025 High School Graduation Schedule

Pending Board Approval 11/06/2024

Day	Date	Grad Time	Practice	School	Location
Tuesday	May 27	6:30 PM	8:30 AM	Design Science	FCC – OAB
Friday	May 30	11:00 AM		Rata	Rata Multi-Purpose
Monday	June 9	11:00 AM	10:00 AM	Fresno Adult H.S. & GED	Saroyan
Monday	June 9	3:30 PM	2:00 PM	DeWolf	Saroyan
Monday	June 9	5:30 PM	8:00 AM	Patino	Saroyan
Monday	June 9	6/10 @ 1:00 PM	1:00 PM	Farber Educational Campus	Save Mart Center
Monday	June 9	4:00 PM	8:00 AM	Roosevelt HS	Save Mart Center
Monday	June 9	8:00 PM	10:30 AM	Edison HS	Save Mart Center
Tuesday	June 10	4:00 PM	8:00 AM	Fresno HS	Save Mart Center
Tuesday	June 10	1:00 PM	6/9 @ 1:00 PM	Farber Educational Campus	Save Mart Center
Tuesday	June 10	8:00 PM	10:30 AM	Bullard HS	Save Mart Center
Tuesday	June 10	7:30 PM	8:30 AM	McLane HS	McLane Stadium
Wednesday	June 11	9:00 AM	-----	Adult Transition Program	ATP Courtyard
Wednesday	June 11	4:00 PM	8:00 AM	Hoover HS	Save Mart Center
Wednesday	June 11	8:00 PM	10:30 AM	Sunnyside HS	Save Mart Center
Wednesday	June 11	7:30 PM	8:00 AM	Duncan HS	McLane Stadium
Friday	July TBD	9:00 AM	TBD	Summer School	TBD

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-13**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Approve Addition to Legal Services Agreements for 2024/25

ITEM DESCRIPTION: Included in the Board binders is a document listing an additional legal firm recommended for approval to provide legal services to Fresno Unified School District during the 2024/25 fiscal year. The firm's name, location, and 2024/25 attorney hourly rates are also listed. The representation agreement is available for review upon request from the office of the Chief Financial Officer.

The district seeks legal advice and representation in the areas of labor relations, personnel, magnet and charter schools, risk management, workers' compensation, special education, facilities, fiscal governance, purchasing and contracting, and general legal services. Although the district does not regularly utilize the services of all the firms, they are on the list based on their expertise, which may be required in the future, or because they requested to be.

Approval of the representative agreement will allow the district to utilize the services on an as needed basis to support programs and operations.

The agreement with JRG Legal Consulting will allow for the 2024/2025 Eligibility Series Workshop for district Special Education staff.

FINANCIAL SUMMARY: Sufficient funds are available in the 2024/25 budget in the Unrestricted General Fund, Workers' Compensation Fund, and Liability Fund.

PREPARED BY: Patrick Jensen

DIVISION: Business and Financial Services

CABINET APPROVAL PHONE: (559) 457-6226

CABINET APPROVAL: Patrick Jensen, Chief Financial Officer 

INTERIM SUPERINTENDENT APPROVAL: 

Fresno Unified School District
2024/25 Approved Legal Firms
November 06, 2024, C-13

	Legal Firm Name	Location	Speciality	2023/24 Rates	2024/25 Rates
1	Abbott & Kindermann	Sacramento	Land Use/Real Estate	$142.50 - $356.25	$142.50 - $370.50
2	Albert & Mackenzie	Fresno	Workers' Compensation	$135 - $170	$135 - $170
3	Atkinson, Andelson, Loya, Ruud & Romo	Frenso	Full-Service	$295 - $340	$310 - $355
4	Bradford & Barthel, LLP	Fresno	Workers' Compensation	$195	$195
5	Bruce J. Berger Law Firm, Inc.	Clovis	General/Defense	$200 - $215	$205 - $220
6	Creede Blyth Law	Fresno	Special Education/ Facilities/General Legal	$175 - $290	$175 - $290
7	Maree Sneed DBA Education Lawyer, LLC	Potomac, Maryland	Education Law	$400	$400
8	Fagen, Friedman & Fulfrost	Fresno	Human Resources	$245 - $280	$260 - $295
9	Fresno County Superintendent of Schools	Fresno	General Legal	$150	$175
10	Hanna, Brophy, MacLean, McAleer & Jensen, LLP	Fresno	Workers' Compensation	$175-$190	$180 - $195
11	Hatmaker Law Group	Fresno	Charter Schools	$185 - $300	$200 - $325
12	Ice Miller	Indianapolis, IN	Payroll Law	$427.50 - $679.50	$459-$738
13	JRG Legal Consulting	Modesto	Special Education	N/A	$125 - $325
14	Law Office of Duncan, Cassio, Lucchesi, Binkley and Van Doren, Professional Corporation	Fresno	Workers' Compensation	$155 - $175	$155 - $175
15	Law Office of Jane Woodcock	Fresno	Workers' Compensation	$150 - $200	$150 - $200
16	Law Office of Rick Jensen	Fresno	Defense/Subrogation	$135	$135
17	Lozano Smith	Fresno	Full-Service Education	$215 - $400	$215 - $400
18	McCormick Barstow LLP	Fresno	Full-Service	$210 - $335	$210 - $355
19	Mullen & Filippi	Fresno	Workers' Compensation	$175 - $180	$175 - $180
20	Nielsen, Merksamer, Parrinello, Gross & Leoni	San Rafael	Government Law	$660 - $710	$670 - $720
21	Nossaman LLP	San Francisco	Full-Service	$355 - $785	$355 - $785
22	Orbach Huff & Henderson LLP	Pleasanton	Project Labor Agreements	$273 - $314	$300 - $335
23	Potomac Law Group, LLP	Walnut Creek	Full-Service	N/A	$445 - $470
24	Whitney Thompson & Jeffcoach	Fresno	Litigation/Construction	$225 - $356	$225 - $356
25	Wilkins, Drolshagen & Czeshinski, LLP	Fresno	General Litigation Defense	$175 - $190	$185 - $200
26	Yrulegui & Roberts	Fresno	Workers' Compensation	$152	$152

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-14**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Approve Agreement with JRG Consulting a Professional Corporation

ITEM DESCRIPTION: Included in the Board binders is an agreement with JRG Consulting a Professional Corporation (JRG). The Special Education Department is utilizing JRG services to provide professional learning centered around Individualized Education Plan (IEP) assessments and eligibility. JRG offers specialized training and guidance tailored to the unique needs of the department, which fosters a clearer understanding among staff of obligations, rights, and responsibilities. This collaboration helps the department maintain adherence to federal and state laws, such as the Individuals with Disabilities Education Act (IDEA), and ultimately contributes to improved educational outcomes and support for students with disabilities. Engaging with such expertise underscores the department's commitment to excellence and high standards in special education.

JRG will offer a series of 11 professional learning sessions for our speech therapists and school psychologists to ensure all best practices are followed in ensuring if eligibility criteria are met and used to qualify students for special education services. The sessions will cover key topics such as creating defensible assessment reports and understanding various eligibility criteria, including Other Health Impairment, Autism, Specific Learning Disability, Speech or Language Impairment/Disorder, and the need for special education.

Additionally, the series will delve into limiting factors that affect qualification, Emotional and Intellectual Disabilities, Established Medical Disabilities, Multiple Disabilities, Traumatic Brain Injury, and Low Incidence Disabilities. This comprehensive training aims to enhance the ability of our staff to conduct thorough, accurate, and compliant assessments, ultimately ensuring appropriate support for students in the least restrictive environment.

This consulting agreement will have a direct impact on our 10,819 students currently receiving special education services and 1,196 students that are pending assessments.

FINANCIAL SUMMARY: Sufficient funds in the amount of $43,000 are available in the Legal Services Fund.

PREPARED BY: Tangee Pinheiro

DIVISION: Instructional Division

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker, Ed.D.

INTERIM SUPERINTENDENT APPROVAL:

FRESNO UNIFIED SCHOOL DISTRICTS
Representation Agreement

This Agreement is made and entered into effective November 07, 2024, by and between the Fresno Unified School District ("District") and JRG Legal Consulting ("Attorney").

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

1. Attorney shall provide legal services and represent, advise and counsel it as requested by District. Attorney shall also take reasonable steps to keep District informed of significant developments in those matters and to respond to District's inquiries.

2. Attorney has read and agrees to be bound under this Agreement to the terms and conditions of the Fresno Unified School District Litigation Management Guidelines, attached hereto and incorporated by reference.

3. District agrees to pay Attorney based upon the attached fee schedule.

4. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services as further set forth in the Litigation Management Guidelines. Any work performed after the effective date of this contract will be billed at these rates.

5. This agreement shall expire June 30, 2025. District may terminate this Agreement at any time and may substitute counsel of its own choosing in its sole discretion, subject to payment of fees, costs and expenses of services performed to date of termination. In the case of litigation or administrative hearing, Attorney shall not be deemed terminated until Attorney has obtained leave of court or other administrative tribunal. Upon termination, or at any time upon District's request, attorney will immediately deliver to the District all file material and billing information related to the representation at the cost of Attorney.

6. Attorney shall send District a statement for fees and costs incurred every calendar month. The District shall pay the amount due within 30 days following the receipt of the statement. These statements shall comply with the requirements of the Litigation Management Guidelines and shall be subject to audit for compliance with those Guidelines at District's discretion.

7. Prior to representation of District on any matter, Attorney agrees to conduct review of its past clients and its own interests and determine that it may represent the District in compliance with the California Rules of Professional Conduct.

8. Attorney is an independent contractor and not an employee of District for any reason.

9. Attorney shall be liable for its errors or omissions according to established principles of professional negligence and shall compensate the District for damages flowing therefrom according to those same principles.

10. Without the written consent of Client, Attorney shall not assign this Agreement in whole or in part.

11. Client shall maintain all financial data, supporting documents, and all other records relating to the performance and billing under this Agreement for a period in accordance with State and Federal law, a minimum retention period being no less than three (3) years.

12. The Contractor shall permit the authorized representative of the District or its designee or both at any reasonable time to inspect or audit all Data relating to performance and billing to the District under this Agreement. The Contractor further agrees to maintain such Data for a period of three (3) years after final payment under this Agreement. However, nothing in this paragraph requires the provision or disclosure of any information or material covered by the attorney-client privilege without the written consent of the clients(s).

13. The Contractor shall maintain in full force during the full term of the Agreement, and shall attach proof thereof to this Agreement, insurance in the following amounts and coverage:
    a. Workers' Compensation, with limits not less than the statutory requirement for the state of residency.
    b. Employers' Liability, with limits not less than $1,000,000.00 for each accident.
    c. Comprehensive General Liability Insurance at least as broad as the Insurance Services Office (ISO) Commercial General Liability Coverage "occurrence" form, with no coverage deletions, with limits not less than $1,000,000.00 for each occurrence, combined single limit bodily injury and property damage.
    d. Comprehensive Automobile Liability Insurance with limits not less than $1,000,000.00 for each occurrence, combined single limit bodily injury and property damage, including owned and non-owned and hired automobile coverage, as applicable.
    e. Professional Liability Insurance: Malpractice, with aggregate limits not less than $1,000,000.00.

14. The Contractor and the employees of the Contractor shall not participate in proceedings that involve the use of District funds or that are sponsored by the District if the person's partner, family, or organization has a financial interest in the outcome of the proceedings. The Contractor and employees of the Contractor shall also avoid actions resulting in or creating the appearance of (1) use of an official position with the District for private gain; (2) preferential treatment to any particular person associated with this Agreement or the Work of this Agreement; (3) loss of independence or impartiality; (4) a decision made outside official channels; or (5) adverse effects on the confidence of the public in the integrity of the District or this Agreement.

15. In the performance of the Work or services under this Agreement or contemplation of this Agreement, the Contractor may gain access to Confidential Information or other private information of the District, its personnel or constituents that if disclosed to third parties may be damaging to the District, its personnel or constituents. All Confidential Information or private information disclosed to the Contractor shall be held in confidence and used only in performance of this Agreement.

16. Any interest of the Contractor in studies, reports, memoranda, computation sheets, questionnaires or surveys, raw data in any form, or other documents and/or recordings prepared by the Contractor in connection with services to be performed under this Agreement shall become the property of the District. Upon the District's written request, the Contractor shall provide the District with all these materials within thirty (30) calendar days. However, nothing in this paragraph creates any right in any person or entity, other than the Contractor, to material covered by the attorney work-product doctrine.

17. The District reserves the right to disapprove the continuing assignment of the Contractor's personnel provided to the District under this Agreement if in the District's opinion, the Contractor's personnel performance is unsatisfactory. If the District exercises this right, the Contract shall immediately assign replacement personnel, possessing equivalent or greater experience and skills.

18. The Agreement shall be subject to and construed in accordance with the laws of the State of California.

19. This Agreement supersedes all past agreements, written or oral, between Attorney and District with respect to the legal representation of District, and no such past agreement shall be enforceable. No future agreement, statement or promise not contained in this contract shall be valid unless in writing, signed by Attorney and District and approved by the Board of Trustees of the District.

FRESNO UNIFIED SCHOOL DISTRICT

By:_____ Dated: _____
Patrick Jensen, Chief Financial Officer

JRG Legal Consulting

By:_____ Dated: October 23, 2024

APPROVED AS TO FORM

Oct 25, 2024

Executive Director
Benefits & Risk Management
Fresno Unified School District

JRG LEGAL CONSULTING
A Professional Corporation

JENNIFER ROWE GONZALEZ
Attorney at Law

To: Patrick Morrison
Executive Director, Special Education
Fresno Unified School District

Date: June 13, 2024

From: Jennifer R. Rowe Gonzalez ("Attorney")

Re: 2024-2025 Eligibility Series Workshop Proposal and Cost Estimate for Fresno Unified School District ("District")

The following is a cost estimate for the requested Eligibility Series Workshops for Fresno Unified School District staff. These estimates provide for in-person workshops. Fresno Unified is to provide the physical facilities and technology required as well as copying any physical packets of materials needed for attendees at these workshops. Attorney will provide digital copies of workshop packets for photocopying and/or electronic distribution by the District to attendees. Attorney will bring a slide deck for each presentation on her own laptop and a thumb drive, which can be used to connect as necessary to District technology in the workshop location. District may choose to video record each workshop for internal use only if the District so wishes. If the District collects any feedback or surveys of attendees following these workshops, the results will be shared with Attorney.

The schedule and order of these workshops is to be determined by mutual agreement between the District and Attorney.

1. Eligibility Series: Autism
    - Length: 3 hours
    - Estimated Cost*: $2275.00

2. Eligibility Series: Emotional Disturbance
    - Length: 3 hours
    - Estimated Cost*: $2275.00

3. Eligibility Series: Established Medical Disability
    - Length: 1 hour
    - Estimated Cost*: $1300.00

4. Eligibility Series: Intellectual Disability
    - Length: 3 hours
    - Estimated Cost*: $2275.00

5. Eligibility Series: Language or Speech Disorder
    - Length: 3 hours
    - Estimated Cost*: $2275.00

6. Eligibility Series: Limiting Factors
    - Length: 3 hours
    - Estimated Cost*: $2275.00

7. Eligibility Series: Low Incidence Disabilities
    - Length: 3 hours
    - Estimated Cost*: $2925.00

8. Eligibility Series: Multiple Disabilities
    - Length: 1 hour
      Estimated Cost*: $1300.00

9. Eligibility Series: Other Health Impairment
    - Length: 3 hours
    - Estimated Cost*: $2275.00

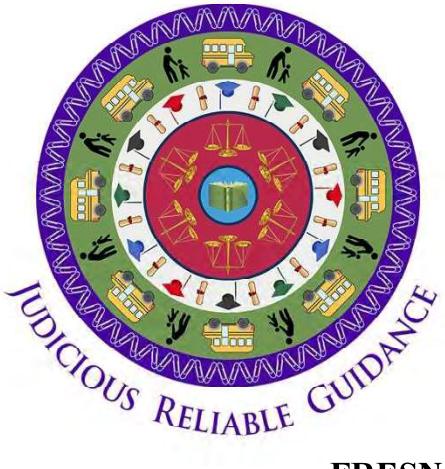
10. Eligibility Series: Specific Learning Disability
    - Length: 3 hours
    - Estimated Cost*: $2275.00

11. Eligibility Series: Traumatic Brain Injury
    - Length: 1 hour
    - Estimated Cost*: $1300.00

12. Eligibility Series: What Does it Mean to Need Special Education
    - Length: 3 hours
    - Estimated Cost*: $2275.00

* The above cost estimates will be billed based on actual time spent to prepare and update materials, and provide the workshop specified. Estimates do not include travel time because it has not yet been determined how many workshops will be delivered on a single day versus separate days. However, each travel day is estimated to add approximately 4 hours of billable time to that day, which will equal $1300.00 in added cost. Expenses such as mileage will also be in addition to the estimated cost.

The estimated total cost of these workshops, including travel time and mileage, is $43,000.00.



JRG LEGAL CONSULTING

A Professional Corporation

FRESNO UNIFIED SCHOOL DISTRICT RATE SHEET

Client agrees to pay up to this maximum amount by the hour in minimum units of one tenth (.1) of an hour, at Attorney's prevailing rates for all time spent on Client's matter by Attorney's legal personnel. Current hourly rates are as follows:

Attorney	$325.00 per hour
Paralegal/Law Clerk	$125.00-$175.00 per hour

Attorney and Client agree that the contract amount between November 7, 2024, and June 30, 2025, shall not exceed forty-three thousand dollars and no cents ($43,000.00).

Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date, which may be by e-mail if allowed by Client. An interest charge of one percent (1%) per month shall be assessed on balances that are not paid within the required thirty (30) days.

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-15**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Approve Budget Revision No. 1 for Fiscal Year 2024/25

ITEM DESCRIPTION: Included in the Board binders is Budget Revision No. 1 for fiscal year 2024/25. Periodic updates to the district's budget are presented to the Board of Education for approval. Budget Revision No. 1 includes adjustments for updated information regarding carryover, actual beginning balances, and necessary adjustments to support the acceptance of various grant awards.

The following items are included in Budget Revision No. 1 for fiscal year 2024/25:

- Adjustments for actual beginning balances as presented in the 2023/24 Unaudited Actual Financial Report approved by the Board on September 11, 2024
- Program adjustments
- Grant Revisions
- Other Funds

FINANCIAL SUMMARY: As a result, the Unrestricted General Fund Reserve for Economic Uncertainties is estimated at approximately $120.5 million at June 30, 2025.

PREPARED BY: Chief Executive, Kim Kelstrom

DIVISION: Business and Financial Services

CABINET APPROVAL PHONE: (559) 457-3535

CABINET APPROVAL: Chief Financial Officer, Patrick Jensen



INTERIM SUPERINTENDENT APPROVAL:



Unrestricted General Fund Adjustments and Revisions – Unaudited Actuals

Unaudited Actuals – As presented in the 2023/24 Unaudited Actuals Financial Report approved by the Board on September 11, 2024, the 2024/25 beginning balance is adjusted to the 2023/24 actual balance. In addition, the unrestricted ending balance includes: One-time projects of $15.0 million which includes education center remodel, Lawson upgrade, Design Science Facility, department and site carryover.

Program Adjustments to 2024/25 Budget Recommended for Approval

The following items are included for the Board's consideration and approval:

- Recognize fall teacher staffing (reduction of 14 teachers) – ($2.0 million)
- Increase contribution to Special Education for fall classroom leveling (24 classrooms) – $5.5 million
- Allocate funds to support parking for 2011 Fresno Building – $164,000
- Allocate funds to support maintenance and licenses of the district's LTE network – $446,000
- Designate future textbook adoptions from Committed Reserve – $3.8 million
- Allocate funds to support Measure H mailers – $50,000
- Increase contribution to Special Education due to increased contract obligations for special education private placements – $1.5 million
- Allocate funds for increase in contracts with Fresno Police and Probation, which includes the addition of two Security Resource Officers (SRO) – $564,000
- Increase indirect cost due to grant adjustments – $660,000

Grant Revisions The charts below, and on the following pages, show carryover, new grants, revisions to existing grants and entitlements:

Name	2024/25 Current Budget Allocation	2023/24 Carryover Amount	2024/25 Adjusted Award Amount	Revised Budget Allocation	Change
21ST Century Comm Learn Ctr	$3,587,106	($1,907,786)	$-	$1,679,320	($1,907,786)
After School Education & Safety Program (ASES)	15,733,877	(303,823)	-	15,430,054	(303,823)
A-G Access/Success Grant	588,712	(27,422)	-	561,290	(27,422)
A-G Learning Loss Mitigation Grant	942,936	19,855	-	962,791	19,855
American Rescue Plan - Homeless Children and Youth I	-	37,367	-	37,367	37,367
American Rescue Plan - Homeless Children and Youth II	-	314,822	-	314,822	314,822
California Career Technical Education Incentive Grant Program	8,435,411	51,063	-	8,486,474	51,063
California Community Schools Partnership Program: Implementation and Cohort 3	3,868,052	-	1,777,874	5,645,926	1,777,874
CalSHAPE Ventilation Program	-	-	13,128,780	13,128,780	13,128,780
California Newcomer Education and Well-Being Project	466,773	(4,973)	-	461,800	(4,973)
California Office of Traffic Safety	-	-	200,000	200,000	200,000
California Partnership Academies-CTE Initiative	175,652	(18,494)	-	157,158	(18,494)
Classified School Employee Prof Dev Block Grant	63,442	34,900	-	98,342	34,900
Classified Schools Employee Grant	144,000	15,993	-	159,993	15,993
Clean Vehicle Fueling Infrastructure Grant	-	1,689,000	-	1,689,000	1,689,000
Community Redevelopment	1,060,963	2,446,815	-	3,507,778	2,446,815
Dual Enrollment Opportunities	900,000	(2,796)	-	897,204	(2,796)
Department of Water Resources: Urban Community Drought Relief Grant Program	-	-	2,122,260	2,122,260	2,122,260
Early Math Initiative Program	-	134,467	50,000	184,467	184,467
Early Learning: FCSS	114,126	729	(57,626)	57,229	(56,897)
Elementary Schools: Local Grants	-	10,456	-	10,456	10,456
Elementary and Secondary School Emergency Relief III	-	55,285,367	-	55,285,367	55,285,367
ESSA: Comprehensive Support & Improvement (CSI)	2,729,801	(310,831)	-	2,418,970	(310,831)
Ethnic Studies Block Grant	371,519	38,485	-	410,004	38,485

Name	2024/25 Current Budget Allocation	2023/24 Carryover Amount	2024/25 Adjusted Award Amount	Revised Budget Allocation	Change
Expanding Opportunities in High-Quality Pathways Project	$803,000	$35,286	$-	$838,286	$35,286
Fansler Foundation	-	4,113	-	4,113	4,113
High Schools: Local Grants	34,893	25,487	-	60,380	25,487
IASA: Title I Basic Grants Low	69,699,408	3,460,353	-	73,159,761	3,460,353
IDEA Alternative Dispute Resolution	14,922	6,357	-	21,279	6,357
IDEA Basic Local Assistance Entitlement-Special Ed - SD-CEIS	4,312,932	627,363	-	4,940,295	627,363
IDEA Basic Local Assistance, Part B, Sec 611, Private Schools ISPs	16,872	14,178	-	31,050	14,178
IDEA Part B - Supporting Inclusive Practices Preschool	25,000	24,510	-	49,510	24,510
IDEA Preschool Grades: Spec. Ed	300,194	145,556	1,026	446,776	146,582
IDEA Preschool Grants – SD-CEIS	52,961	6,347	-	59,308	6,347
IDEA Preschool Staff – Spec. Ed.	3,201	3,102	-	6,303	3,102
Indian Education	42,605	3,975	-	46,580	3,975
K16 Collaboration	-	-	590,000	590,000	590,000
Kitchen Infrastructure & Training Funds 2022	3,660,499	1,445,137	-	5,105,636	1,445,137
Learning Community for School Success	740,021	(69,047)	-	670,974	(69,047)
Learning Recovery Emergency Block Grant	40,485,810	26,413,855	-	66,899,665	26,413,855
Literacy Coaches & Reading Specialist Grant	7,097,255	11,728,437	-	18,825,692	11,728,437
Lucille Packard Children Center Grant	1,321,178	(6,706)	-	1,314,472	(6,706)
Middle Schools: Local	-	4,375	-	4,375	4,375
National University Teacher Quality Partnership Program	1,175,432	(626,827)	-	548,605	(626,827)
Ongoing & Major Maintenance Account	48,951,606	875,000	-	49,826,606	875,000
Partnership Academies	541,055	(8,645)	-	532,410	(8,645)
Project Lead the Way	-	-	50,000	50,000	50,000
Proposition 28	23,554,148	411,275	-	23,965,423	411,275
San Joaquin Community Air Grant [B]	-	-	3,120,681	3,120,681	3,120,681
Special Education Local Contributions	124,841,499	-	7,000,000	131,841,499	7,000,000
Special Ed: IDEA Mental Health Allocation Plan	792,003	171,139	-	963,142	171,139
Special Education Early Intervention Grant	3,985,762	415,577	-	4,401,339	415,577
Strong Workforce Program	2,470,114	59,916	-	2,530,030	59,916

Name	2024/25 Current Budget Allocation	2023/24 Carryover Amount	2024/25 Adjusted Award Amount	Revised Budget Allocation	Change
Title II - Teacher Quality	$10,495,331	$2,186,359	$69,293	$12,750,983	$2,255,652
Title III - Immigrant	169,968	37,377	4,920	212,265	42,297
Title III - Limited English Proficient	2,974,718	283,299	100,912	3,358,929	384,211
Transition to Teaching	5,961,334	(482,952)	-	5,478,382	(482,952)
Transportation Grants	-	251,785	-	251,785	251,785
Unbound Learning	-	1,154	-	1,154	1,154
Wallace Foundation	2,261,751	367,535	-	2,629,286	367,535
Restricted -- General Fund Totals	**$395,967,842**	**$105,317,864**	**$28,158,120**	**$529,443,826**	**$133,475,984**

Other Funds

Other Funds Beginning Balance – The table below reflects the 2024/25 revised beginning balance for all funds (in millions). Adjustments will be made to the expense budgets to allocate or reduce funds accordingly.

Fund (in millions)	2024/25 Adopted Budget Beginning Fund Balance	2024/25 Revision No. 1 Beginning Fund Balance	Net Change
Adult Education	$1.22	$1.23	$0.01
Adult Education Building	$1.69	$1.83	$0.14
Associated Student Body	$3.22	$2.94	($0.28)
Bond Interest and Redemption	$121.82	$70.49	($51.33)
Cafeteria	$23.57	$30.75	$7.18
Capital Facilities (Developer Fees)	$5.16	$4.95	($0.21)
Child Development	$2.57	$0.95	($1.62)
County School Facility	$46.45	$26.32	($20.13)
Deferred Maintenance	$0.00	$0.00	$0.00
Defined Benefits	$11.37	$12.09	$0.72
Health	$125.65	$116.76	($8.89)
Liability	$1.57	$0.23	($1.34)
Measure M, Series B	$77.35	$111.31	$33.96
Retiree Benefits	$80.56	$79.16	($1.40)
Special Reserve for Capital Outlay	$1.90	$2.13	$0.23
Workers' Compensation	$1.05	$5.00	$3.95

The charts below, and on the following pages, show carryover, new grants, revisions to existing grants and entitlements:

Adult Education Fund – Budget Revision No. 1 reflects an increase in expenses of $961,281 for adjustments for actual carryover and award adjustments.

Name	2024/25 Current Budget Allocation	2023/24 Carryover Amount	2024/25 Adjusted Award Amount	Revised Budget Allocation	Change
Adult Education Apportionment	$233,250	$-	$-	$-	$-
Adult Education Block Grant	6,751,635	$1,116,806	(217,889)	$7,650,553	$898,917
CalWORKs for Adult Education	688,967	-	-	-	-
Citizenship and Integration Direct Services Grant Program	450,000	-	(199,466)	250,534	(199,466)
Adult Ed EL Healthcare Pathway	-	-	261,830	261,830	261,830
Total	**$8,123,852**	**$1,116,807**	**($155,525)**	**$8,162,917**	**$961,281**

Children's Center Fund – Budget Revision No. 1 reflects an increase in expenses of $648,141 for adjustments for actual carryover and award adjustments.

Name	2024/25 Current Budget Allocation	2023/24 Carryover Amount	2024/25 Adjusted Award Amount	Revised Budget Allocation	Change
CA Prekindergarten Planning and Implementation Grant	$1,812,080	$-	($104,782)	$1,707,298	($104,782)
CD: CSPP One Time PCA 25738	313,296	-	-	313,296	-
CD: ARP California State Preschool Program One-time Stipend	352,667	(257,312)	-	95,355	(257,312)
CD: CA State Preschool Program One-Time Stipend	2,219,373	531,094	-	2,750,467	531,094
CD: Child Care & Development Programs - CDSS	134,106	711	(78,809)	56,008	(78,098)
CSPP Quality Rating &Improvement System Block Grant	780,058	193,024	-	973,082	193,024
CD: Federal General (CCTR) and State Preschool CSPP	414,010	-	(55,287)	358,723	(55,287)
Dual Language Learners Professional Development Grant	-	-	-	-	-
FCSS Early Educator Teacher Development Grant	974,599	(7,718)	-	966,881	(7,718)
Fresno EOC Head Start Partnership	1,417,668	(574,096)	-	843,572	(574,096)
Inclusive Early Education Expansion Grant	3,689,142	918,147	-	4,607,289	918,147
Licensed Care Facility Stabilization Stipend	-	83,169	-	83,169	83,169
Total	**$12,106,999**	**$887,019**	**($238,878)**	**$12,755,140**	**$648,141**

Cafeteria Fund – Budget Revision No. 1 reflects an increase in expenses of $637,294 for adjustments for actual carryover and award adjustments.

Name	2024/25 Current Budget Allocation	2023/24 Carryover Amount	2024/25 Adjusted Award Amount	Revised Budget Allocation	Change
CalSHAPE Plumbing Program	$-	$293,002	$-	$293,002	$293,002
California Farm to School Incubator Grant	$507,383	$77,161	-	$584,544	$77,161
Fresh Fruits and Vegetable	2,535,503	$0	7,736	2,543,239	7,736
No Kids Hungry Fund	37,179	(33,668)	-	3,511	(33,668)
Supply Chain Assistance	-	147,950	-	147,950	147,950
School Food Best Practices	-	145,113	-	145,113	145,113
Total	**$3,080,065**	**$629,558**	**$7,736**	**$3,713,848**	**$637,294**

Measure M, Series B – Recognize carryover of $34.1 million.

Measure M, Series C – Recognize the recent bond sale of $60 million.

County School Facilities Fund – Reflects an increase in expenses of $77.7 million to adjust for carryover and utilization of Measure M, Series B.

Workers' Compensation Fund – Adjust the rate from 0.85% to 0.50% based on historical trends for a decrease in contributions of $3.2 million.

Liability Fund – Adjust the rate from 1.15% to 1.50% based on historical trends for an increase in contributions of $3.2 million.

Health Fund – Budget Revision No. 1 recognizes the Joint Health Management Board's (JHMB) revised adopted budget approved by JHMB on July 25, 2024, and recognizes an increase in medical expense trends by $7.6 million.

FRESNO UNFIED SCHOOL DISTRICT
GENERAL FUND
BUDGET REVISION No. 1

DESCRIPTION	2024/25 ADOPTED BUDGET	2024/25 CURRENT BUDGET	11/06/2024 2024/25 REVISION No. 1 REVISION No. 1	DIFFERENCE BETWEEN CURRENT AND BR No. 1	DIFFERENCE BETWEEN ADOPTED AND BR No. 1
Revenues					
LCFF Sources	$ 999,539,707	$ 999,539,707	$ 999,539,707	$ -	$ -
Federal Revenues	121,959,969	121,959,969	179,969,366	58,009,397	58,009,397
Other State Revenues	295,070,917	295,070,917	313,633,603	18,562,686	18,562,686
Other Local Revenues	56,860,419	56,860,419	81,957,454	25,097,035	25,097,035
Total Revenues	$ 1,473,431,012	$ 1,473,431,012	$ 1,575,100,130	$ 101,669,118	$ 101,669,118
Expenditures					
Certificated Salaries	$ 604,284,738	$ 604,284,738	$ 615,507,844	$ 11,223,106	$ 11,223,106
Classified Salaries	242,111,602	242,111,602	245,026,837	2,915,235	2,915,235
Employee Benefits	444,541,191	444,541,191	448,775,189	4,233,998	4,233,998
Book and Supplies	129,673,044	129,673,044	141,324,107	11,651,063	11,651,063
Services & Operating	232,738,631	232,738,631	269,605,439	36,866,808	36,866,808
Capital Outlay	6,405,789	6,405,789	83,957,949	77,552,160	77,552,160
Other Outgo	4,033,546	4,033,546	5,533,546	1,500,000	1,500,000
Direct/Indirect Costs	(2,710,797)	(2,710,797)	(2,732,677)	(21,880)	(21,880)
Total Expenditures	$ 1,661,077,744	$ 1,661,077,744	$ 1,806,998,234	$ 145,920,490	$ 145,920,490
Other Sources/(Uses)					
Transfers In	$ 5,486,409	$ 5,486,409	$ 5,486,409	$ -	$ -
Transfers Out	(6,956,409)	(6,956,409)	(6,956,409)	-	-
Other Sources	-	-	-	-	-
Other Uses	-	-	-	-	-
Restricted Contribution	-	-	-	-	-
Total Sources/(Uses)	$ (1,470,000)	$ (1,470,000)	$ (1,470,000)	$ -	$ -
Net Increase/Decrease in Fund Balance	$ (189,116,732)	$ (189,116,732)	$ (233,368,104)	$ (44,251,372)	$ (44 ,251,372)
Beginning Fund	$ -	$ -	$ -	$ -	$ -
Balance - Unaudited	$ 563,449,542	$ 563,449,542	$ 607,010,959	$ 43,561,417	$ 43,561,417
Audit Adjustment					
Beginning Balance	$ 563,449,542	$ 563,449,542	$ 580,525,296	$ 17,075,754	$ 17,075,754
Restatement of Beginning Balance	$ -	$ -	$ -	$ -	$ -
Ending Fund Balance	$ 374,332,810	$ 374,332,810	$ 347,157,192	$ (27,175,618)	$ (27,175,618)
Components of Ending Balance					
Revolving Cash	$ 43,534	$ 43,534	$ 66,128	$ 22,594	$ 22,594
Stores	3,028,901	3,028,901	2,296,649	(732,252)	(732,252)
Prepaid Expense	2,189,659	2,189,659	3,451,535	1,261,876	1,261,876
Other Commitments	75,950,000	75,950,000	106,720,000	30,770,000	30,770,000
Assigned: Other Assignments	-	-	-	-	-
Restricted	156,668,224	156,668,224	114,160,020	(42,508,204)	(42,508,204)
Reserve for Economic Uncertainties	134,452,492	134,452,492	120,462,860	(13,989,632)	(13,989,632)
Reserve Level %	8.06%	8.06%	6.64%		
Total Ending Fund Balance	$ 372,332,810	$ 372,332,810	$ 347,157,192	$ (25,175,618)	$ (25,175,618)

Per Education Code section 42127(a)(2)(B) the minimum recommended reserve for economic uncertainties is 2% or $36,279,093

As shown above the reserve for economic uncertainties is $120,462,860 with an assigned and committed ending balance of $106,720,000 set aside for future year expenses

As outlined in Board Policy 3100, the Board recognizes the importance of maintaining reserve levels during stable and volatile economic times.

The reserve level will fluctuate when recognizing grant carryover. The recognition of ESSER, Block Grants, and new grants recognized in Budget Revision No. 1 changes the calculation for the reserve level %.

UNRESTRICTED GENERAL FUND
BUDGET REVISION No. 1

DESCRIPTION	2024/25 ADOPTED BUDGET UNRESTRICTED	2024/25 CURRENT BUDGET UNRESTRICTED	11/06/2024 2024/25 BUDGET REVISION No. 1 REVISION No. 1	DIFFERENCE BETWEEN CURRENT AND BR No. 1	DIFFERENCE BETWEEN ADOPTED AND BR No. 1
Revenues					
LCFF Sources	$ 999,539,707	$ 999,539,707	$ 999,539,707	$ -	$ -
Federal Revenues	-	$ -	-	-	-
Other State Revenues	25,813,439	$ 25,813,439	25,813,439	-	-
Other Local Revenues	25,160,131	$ 25,160,131	25,160,131	-	-
Total Revenues	$ 1,050,513,277	$ 1,050,513,277	$ 1,050,513,277	$ -	$ -
Expenditures					
Certificated Salaries	$ 433,916,737	$ 433,916,737	$ 431,916,737	$ (2,000,000)	$ (2,000,000)
Classified Salaries	$ 139,320,338	$ 139,320,338	139,320,338	-	-
Employee Benefits	$ 266,667,511	$ 266,667,511	266,741,001	73,490	73,490
Book and Supplies	$ 51,893,711	$ 51,893,711	57,879,221	5,985,510	5,985,510
Services & Operating	$ 106,009,973	$ 106,009,973	109,282,973	3,273,000	3,273,000
Capital Outlay	$ 3,164,155	$ 3,164,155	8,937,155	5,773,000	5,773,000
Other Outgo	$ 1,729,188	$ 1,729,188	1,729,188	-	-
Direct/Indirect Costs	(20,045,961)	$ (20,045,961)	(20,706,455)	(660,494)	(660,494)
Total Expenditures	$ 982,655,652	$ 982,655,652	$ 995,100,158	$ 12,444,506	$ 12,444,506
Other Sources/(Uses)					
Transfers In	$ 30,000	30,000	$ 30,000	$ -	$ -
Transfers Out	(1,500,000)	(1,500,000)	(1,500,000)	-	-
Other Sources					
Other Uses					
Restricted Contribution	$ (168,987,128)	$ (168,987,128)	$ (175,987,128)	$ (7,000,000)	$ (7,000,000)
Total Sources/(Uses)	$ (170,457,128)	$ (170,457,128)	$ (177,457,128)	$ (7,000,000)	$ (7,000,000)
Net Increase/Decrease in Fund Balance	$ (102,599,503)	$ (102,599,503)	$ (122,044,009)	$ (19,444,506)	$ (19,444,506)
Beginning Fund Balance - Adopted	$ 318,264,089	$ 318,264,089	$ 355,041,181	$ 36,777,092	$ 36,777,092
Audit Adjustment	$ -	$ -	$ -	$ -	$ -
Beginning Balance	$ 318,264,089	$ 318,264,089	$ 355,041,181	$ 36,777,092	$ 36,777,092
Ending Fund Balance	$ 215,664,586	$ 215,664,586	$ 232,997,172	$ 17,332,586	$ 17,332,586

FRESNO UNFIED SCHOOL DISTRICT
RESTRICTED GENERAL FUND
BUDGET REVISION No. 1

DESCRIPTION	2024/25 2024/25 ADOPTED BUDGET RESTRICTED	2024/25 2024/25 CURRENT BUDGET RESTRICTED	11/06/2024 BUDGET REVISION No. 1 REVISION No. 1	DIFFERENCE BETWEEN CURRENT AND BR No. 1	DIFFERENCE BETWEEN ADOPTED AND BR No. 1
Revenues					
LCFF Sources	$ -	$ -	$ -	$ -	$ -
Federal Revenues	$ 121,959,969	121,959,969	179,969,366	58,009,397	58,009,397
Other State Revenues	$ 269,257,478	269,257,478	287,820,164	18,562,686	18,562,686
Other Local Revenues	$ 31,700,288	31,700,288	56,797,323	25,097,035	25,097,035
Total Revenues	$ 422,917,735	$ 422,917,735	$ 524,586,853	$ 101,669,118	$ 101,669,118
Expenditures					
Certificated Salaries	$ 170,368,001	$ 170,368,001	$ 183,591,107	$ 13,223,106	$ 13,223,106
Classified Salaries	$ 102,791,264	$ 102,791,264	105,706,499	2,915,235	2,915,235
Employee Benefits	$ 177,873,680	$ 177,873,680	182,034,188	4,160,508	4,160,508
Book and Supplies	$ 77,779,333	$ 77,779,333	83,444,886	5,665,553	5,665,553
Services & Operating	$ 126,728,658	$ 126,728,658	160,322,466	33,593,808	33,593,808
Capital Outlay	$ 3,241,634	$ 3,241,634	75,020,794	71,779,160	71,779,160
Other Outgo	$ 2,304,358	$ 2,304,358	3,804,358	1,500,000	1,500,000
Direct/Indirect Costs	17,335,164	$ 17,335,164	17,973,778	638,614	638,614
Total Expenditures	$ 678,422,092	$ 678,422,092	$ 811,898,076	$ 133,475,984	$ 133,475,984
Other Sources/(Uses)					
Transfers In	5,456,409	5,456,409	5,456,409	-	-
Transfers Out	(5,456,409)	(5,456,409)	(5,456,409)	-	-
Other Sources	-	-	-	-	-
Other Uses	-	-	-	-	-
Restricted Contribution	168,987,128	168,987,128	175,987,128	7,000,000	7,000,000
Total Sources/(Uses)	$ 168,987,128	$ 168,987,128	$ 175,987,128	$ 7,000,000	$ 7,000,000
Net Increase/Decrease in Fund Balance	$ (86,517,229)	$ (86,517,229)	$ (111,324,095)	$ (24,806,866)	$ (24,806,866)
Beginning Fund Balance - Adopted	$ 245,185,453	$ 245,185,453	$ 251,969,778	$ 6,784,325	$ 6,784,325
Beginning Balance	$ 245,185,453	$ 245,185,453	$ 225,484,115	$ (19,701,338)	$ (19,701,338)
Restatement of Beginning Balance			$ -	$ -	$ -
Ending Fund Balance	$ 158,668,224	$ 158,668,224	$ 114,160,020	$ (44,508,204)	$ (44,508,204)

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **Adult Education Fund**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	3,338,119	3,338,119	3,473,035	134,916
2000	Classified Salaries	2,171,707	2,171,707	2,181,604	9,897
3000	Employee Benefits	2,836,826	2,836,826	2,916,387	79,561
4000	Books and Supplies	876,749	876,749	880,480	3,731
5000	Services and Other Operating	553,730	553,730	1,283,392	729,662
6000	Capital Outlay	0	0	0	0
7000	Other Outgo	0	0	0	0
	TOTAL BEFORE INDIRECT	9,777,131	9,777,131	10,734,898	957,767
7300	INDIRECT COSTS	234,534	234,534	238,048	3,514
	TOTAL APPROPRIATIONS	10,011,665	10,011,665	10,972,946	961,281
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	1,654,826	1,654,826	1,455,360	(199,466)
	STATE REVENUES	7,129,736	7,129,736	7,950,327	820,591
	LOCAL REVENUES	595,358	595,358	595,358	0
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	9,379,920	9,379,920	10,001,045	621,125
	Beginning Fund Balance	1,224,921	1,224,921	1,230,710	5,789
	Change to Fund Balance	(631,745)	(631,745)	(971,901)	(340,156)
	Ending Fund Balance	593,176	593,176	258,809	(334,367)

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **Children Center Fund**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	9,721,109	9,721,109	9,224,339	(496,770)
2000	Classified Salaries	6,510,442	6,510,442	6,510,442	0
3000	Employee Benefits	11,904,954	11,904,954	11,798,396	(106,558)
4000	Books and Supplies	2,006,653	2,006,653	3,245,574	1,238,921
5000	Services and Other Operating	1,313,278	1,313,278	1,307,565	(5,713)
6000	Capital Outlay	3,443,987	3,443,987	3,443,987	0
7000	Other Outgo	1,103,086	1,103,086	1,103,086	0
	TOTAL BEFORE INDIRECT	36,003,509	36,003,509	36,633,389	629,880
7300	INDIRECT COSTS	0	0	18,261	18,261
	TOTAL APPROPRIATIONS	36,003,509	36,003,509	36,651,650	648,141
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	548,116	548,116	414,731	(133,385)
	STATE REVENUES	29,660,171	29,660,171	32,649,907	2,989,736
	LOCAL REVENUES	3,223,182	3,223,182	3,491,657	268,475
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	33,431,469	33,431,469	36,556,295	3,124,826
	Beginning Fund Balance	2,572,041	2,572,041	95,355	(2,476,686)
	Change to Fund Balance	(2,572,040)	(2,572,040)	(95,355)	2,476,685
	Ending Fund Balance	1	1	0	(1)

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **Cafeteria Fund**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	0	0	0	0
2000	Classified Salaries	18,638,061	18,638,061	18,617,326	(20,735)
3000	Employee Benefits	13,979,161	13,979,161	13,965,293	(13,868)
4000	Books and Supplies	28,903,510	28,903,510	29,282,208	378,698
5000	Services and Other Operating	4,074,474	4,074,474	4,074,566	92
6000	Capital Outlay	711,579	711,579	1,004,581	293,002
7000	Other Outgo	0	0	0	0
	TOTAL BEFORE INDIRECT	66,306,785	66,306,785	66,943,974	637,189
7300	INDIRECT COSTS	1,328,702	1,328,702	1,328,807	105
	TOTAL APPROPRIATIONS	67,635,487	67,635,487	68,272,781	637,294
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	55,490,194	55,490,194	55,490,194	0
	STATE REVENUES	10,911,860	10,911,860	11,357,708	445,848
	LOCAL REVENUES	1,277,805	1,277,805	1,321,298	43,493
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	67,679,859	67,679,859	68,169,200	489,341
	Beginning Fund Balance	23,565,200	23,565,200	30,752,693	7,187,493
	Restatement of Fund Balance	0	0	0	0
	Change to Fund Balance	44,372	44,372	(103,581)	(147,953)
	Ending Fund Balance	23,609,572	23,609,572	30,649,112	7,039,540

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **Measure M-Series B**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	0	0	0	0
2000	Classified Salaries	0	0	0	0
3000	Employee Benefits	0	0	0	0
4000	Books and Supplies	0	0	0	0
5000	Services and Other Operating	0	0	0	0
6000	Capital Outlay	0	0	0	0
7000	Other Outgo	79,446,611	79,446,611	113,559,994	34,113,383
	TOTAL BEFORE INDIRECT	79,446,611	79,446,611	113,559,994	34,113,383
7300	INDIRECT COSTS	0	0	0	0
	TOTAL APPROPRIATIONS	79,446,611	79,446,611	113,559,994	34,113,383
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	0	0	0	0
	STATE REVENUES	0	0	0	0
	LOCAL REVENUES	2,245,483	2,245,483	2,245,483	0
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	2,245,483	2,245,483	2,245,483	0
	Beginning Fund Balance	77,346,611	77,346,611	111,314,511	33,967,900
	Change to Fund Balance	(77,201,128)	(77,201,128)	(111,314,511)	(34,113,383)
	Ending Fund Balance	145,483	145,483	0	(145,483)

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **Measure M -Series C**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	0	0	0	0
2000	Classified Salaries	0	0	0	0
3000	Employee Benefits	0	0	0	0
4000	Books and Supplies	0	0	0	0
5000	Services and Other Operating	0	0	1,210,500	1,210,500
6000	Capital Outlay	0	0	0	0
7000	Other Outgo	0	0	0	0
	TOTAL BEFORE INDIRECT	0	0	1,210,500	1,210,500
7300	INDIRECT COSTS	0	0	0	0
	TOTAL APPROPRIATIONS	0	0	1,210,500	1,210,500
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	0	0	0	0
	STATE REVENUES	0	0	61,210,500	61,210,500
	LOCAL REVENUES	0	0	0	0
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	0	0	61,210,500	61,210,500
	Beginning Fund Balance	0	0	0	0
	Change to Fund Balance	0	0	60,000,000	60,000,000
	Ending Fund Balance	0	0	60,000,000	60,000,000

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **County School Facility Fund**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	0	0	0	0
2000	Classified Salaries	1,238,597	1,238,597	1,238,597	0
3000	Employee Benefits	651,166	651,166	651,166	0
4000	Books and Supplies	3,503,335	3,503,335	3,503,335	0
5000	Services and Other Operating	47,075,144	47,075,144	47,075,144	0
6000	Capital Outlay	4,889,167	4,889,167	82,567,971	77,678,804
7000	Other Outgo	0	0	0	0
	TOTAL BEFORE INDIRECT	57,357,409	57,357,409	135,036,213	77,678,804
7300	INDIRECT COSTS	0	0	0	0
	TOTAL APPROPRIATIONS	57,357,409	57,357,409	135,036,213	77,678,804
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	0	0	0	0
	STATE REVENUES	0	0	0	0
	LOCAL REVENUES	600,000	600,000	600,000	0
	OTHER SOURCES	74,000,702	74,000,702	108,114,085	34,113,383
	TOTAL REVENUES	74,600,702	74,600,702	108,714,085	34,113,383
	Beginning Fund Balance	46,447,569	46,447,569	26,322,128	(20,125,441)
	Change to Fund Balance	17,243,293	17,243,293	(26,322,128)	(43,565,421)
	Ending Fund Balance	63,690,862	63,690,862	0	(63,690,862)

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 6, 2024

FUND: **Health Fund**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	0	0	0	0
2000	Classified Salaries	617,409	617,409	592,838	(24,571)
3000	Employee Benefits	365,055	365,055	371,240	6,185
4000	Books and Supplies	16,842	16,842	15,291	(1,551)
5000	Services and Other Operating	200,978,243	200,978,243	208,554,307	7,576,064
6000	Capital Outlay	0	0	0	0
7000	Other Outgo	2,000,000	2,000,000	2,000,000	0
	TOTAL BEFORE INDIRECT	203,977,549	203,977,549	211,533,676	7,556,127
7300	INDIRECT COSTS	0	0	0	0
	TOTAL APPROPRIATIONS	203,977,549	203,977,549	211,533,676	7,556,127
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	0	0	0	0
	STATE REVENUES	0	0	0	0
	LOCAL REVENUES	226,258,845	226,258,845	225,994,941	(263,904)
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	226,258,845	226,258,845	225,994,941	(263,904)
	Beginning Fund Balance	125,647,454	125,647,454	116,760,497	(8,886,957)
	Change to Fund Balance	22,281,296	22,281,296	14,461,265	(7,820,031)
	Ending Fund Balance	147,928,750	147,928,750	131,221,762	(16,706,988)

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **Liability Fund**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	0	0	0	0
2000	Classified Salaries	746,771	746,771	816,617	69,846
3000	Employee Benefits	477,979	477,979	489,787	11,808
4000	Books and Supplies	6,000	6,000	6,000	0
5000	Services and Other Operating	8,119,389	8,119,389	9,158,931	1,039,542
6000	Capital Outlay	0	0	0	0
7000	Other Outgo	0	0	0	0
	TOTAL BEFORE INDIRECT	9,350,139	9,350,139	10,471,335	1,121,196
7300	INDIRECT COSTS	0	0	0	0
	TOTAL APPROPRIATIONS	9,350,139	9,350,139	10,471,335	1,121,196
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	0	0	0	0
	STATE REVENUES	0	0	0	0
	LOCAL REVENUES	9,667,851	9,667,851	12,850,934	3,183,083
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	9,667,851	9,667,851	12,850,934	3,183,083
	Beginning Fund Balance	1,573,215	1,573,215	233,367	(1,339,848)
	Change to Fund Balance	317,712	317,712	2,379,599	2,061,887
	Ending Fund Balance	1,890,927	1,890,927	2,612,966	722,039

FRESNO UNIFIED BUDGET AUGMENTATION

BOARD PRESENTATION DATE: November 06, 2024

FUND: **Worker's Compensation Fund**

OBJECT	ACCOUNT TITLE	Adopted BUDGET	Current BUDGET	Revised BUDGET	Net Change BUDGET
APPROPRIATIONS:					
1000	Certificated Salaries	0	0	0	0
2000	Classified Salaries	786,000	786,000	889,459	103,459
3000	Employee Benefits	500,314	500,314	528,932	28,618
4000	Books and Supplies	1,000	1,000	1,000	0
5000	Services and Other Operating	8,298,285	8,298,285	7,045,012	(1,253,273)
6000	Capital Outlay	0	0	0	0
7000	Other Outgo	0	0	0	0
	TOTAL BEFORE INDIRECT	9,585,599	9,585,599	8,464,403	(1,121,196)
7300	INDIRECT COSTS	0	0	0	0
	TOTAL APPROPRIATIONS	9,585,599	9,585,599	8,464,403	(1,121,196)
REVENUES:					
	REVENUE LIMIT SOURCES	0	0	0	0
	FEDERAL REVENUES	0	0	0	0
	STATE REVENUES	0	0	0	0
	LOCAL REVENUES	7,608,847	7,608,847	4,425,764	(3,183,083)
	OTHER SOURCES	0	0	0	0
	TOTAL REVENUES	7,608,847	7,608,847	4,425,764	(3,183,083)
	Beginning Fund Balance	1,047,172	1,047,172	4,999,373	3,952,201
	Change to Fund Balance	(1,976,752)	(1,976,752)	(4,038,639)	(2,061,887)
	Ending Fund Balance	(929,580)	(929,580)	960,734	1,890,314

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-16**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Approve Agreement with Corwin Press and John Muir Elementary School

ITEM DESCRIPTION: Included in the Board binders is an agreement between Fresno Unified School District and Corwin Press to provide five Coaching Cycles. The scope of work will include PLC+, Site Coaching from third to sixth grade teachers, and instructional leadership. Coaching will assess and give feedback on PLC+ progress, observe PLC+ team meetings, co-activate a PLC+ team meeting, and debrief with instructional leadership team on progress towards goals. Training will be conducted at Muir Elementary School once a month beginning in January 2025 - May 2025.

The PLC+ training will invite grade level department teams to explore and implement the PLC+ process in service of improving student outcomes. The PLC+ process is grounded in the following five questions: Where are we going; Where are we now; How do we move learning forward; What did we learn today; and Who benefited and who did not benefit? The + in the PLC+ process builds on the original PLC process framework by emphasizing the importance of maximizing individual teacher expertise and the power of the collaborative expertise developed through the PLC process.

This agreement aligns with the collective bargaining agreement between Fresno Unified School District and the Fresno Teacher's Association which states in part "all PLCs shall receive PLC+ training."

FINANCIAL SUMMARY: Sufficient funds in the amount of $37,500 are available in the John Muir Elementary School budget.

PREPARED BY: Marie Williams, Ed.D.

DIVISION: INSTRUCTIONAL DIVISION

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker., Ed.D.,

INTERIM SUPERINTENDENT APPROVAL:

Docusign Envelope ID: 45EE65FE-1AA9-4399-9267-59C941CF6CE5

2309 Tulare Street,
Fresno, CA 93721
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www.fresnounified.org

Contract Routing Form

Completed Independent Contract Agreement Attached

Contract Number: 217935

Federal Funding Will Not Be Used

Corwin Press	***Po Box 730082***
Vendor Name	***Address***
720-261-7613	**Liz Mccarver**
Phone Number	***Vendor Contact***
Term (Duration) From: 1/16/2025	**Through: 6/30/2025**
FUSD Contract Administrator: Nicole.Jones@fresnounified.org	**Muir Elementary**
Name	***Site/Dept***

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

060	7399	0340	5899	1638	1000
060	7399	0340	5899	1637	1000

Contract Amount: $37,500.00

Authorized as Not to Exceed

Scope of Work Summary: *Consultant* Will *Provide 5 In Person Planning And Coaching Sessions For Grade-Level Plc'S In 3td-6th Grade And To The Instructional Leadership Team Focused On Plc+ Framework.*

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. No, this is not applicable to the scope of work

Routing Order:

1) Reviewed & approved by **Department:** Nicole Jones

2) Reviewed & approved by **Cabinet Level:** Marie Williams, Natasha Baker

3) Reviewed & approved by **Risk Management:**

Please return signed agreement back to (name/email) : Nicole.Jones@Fresnounified.Org

Routing: Board Date(if applicable): 11/6/2024

Docusign Envelope ID: 45EE65FE-1AA9-4399-9267-59C941CF6CE5

Fresno Unified School District
PURCHASING

Independent Contractor Services Agreement

2309 Tulare Street, Fresno, CA 93721
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GENERAL INFORMATION Contract Number: *217935* Funding: *Federal Funding Will Not Be Used*

	060	**7399**	**0340**	**5899**	**1638**	**1000**
School/Department Budget:	**060**	**7399**	**0340**	**5899**	**1637**	**1000**

Contractor's Vendor Name: ***Corwin Press***

Contractor's Contact Person: **Liz Mccarver**

Contractor's Title: ***Corwin Contract Id: C-021124213451595***

Contractor's Telephone Number: **720-261-7613**

Contractor's E-mail: ***Liz.Mccarver@Corwin.Com***

Contractor's Address: ***Po Box 730082***

This Independent Contractor Services Agreement is made and entered into effective 1/16/2025 (the "Effective Date") by Fresno Unified School District ("District") and ***Corwin Press*** ("Contractor").

I. Contractor Services. Contractor agrees to provide

a.) OBJECTIVE: {REPLACE WITH YOUR TEXT- Summarize briefly the types of work included (Consulting, Designer, etc,) and the project description.}

The scope of the work from CORWIN will include: Professional Learning once a month from January 2025-June 2025 for teachers and site instructional leadership team. Professional Learning will focus on the PLC Process, working with grade-level teams to create actionable steps based on assessment results and standards.

CORWIN Consultant will provide Professional Learning for 5 months (2025): January, February, March, April, May

b.) REQUIREMENTS: {REPLACE WITH YOUR TEXT- criteria, rules, laws, other policy or guidelines}

Customer desires to contract Corwin for Services related to the Customer's professional learning or other expressed learning needs ("the Services"); and Corwin in desires to provide such Services to the Customer as further described in the contract

c.) SPECIFIC TASKS: {REPLACE WITH YOUR TEXT- work products}

The coaching sessions are designed to develop the internal capacity for implementing and sustaining a PLC + as well as begin a focus on best practices in assessment and instruction. The coaching days may include sessions with principals or district staff, monitoring of team activities, coaching for teacher teams on necessary areas of growth, and/or other meetings with staff at the schools. These sessions will be customized to support the identified challenge areas within the school and further develop teacher strength areas.

d.) DELIVERABLES AND DELIVERY SCHEDULE: {REPLACE WITH YOUR TEXT- this relates to payment - how will work be performed and signed off for payment. Monthly, project completion, specific milestones, etc.}

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Monthly beginning in January 2025-May 2025

e.) NOTICE REGARDING LATE DELIVERY: {REPLACE WITH YOUR TEXT- any requirements regarding requesting an adjusted timeline or contractor's inability to deliver work on time.}

The term of this Agreement will commence on January 16, 2025 and will remain in effect for one [1] year or until Corwin has completed the Services and/or delivered the Products described in Exhibit Either party may terminate this Agreement without cause upon sixty (60) calendar days' advance written notice subject to the following terms.

For all Live Events: (1) in the event of termination by Customer more than thirty (30) calendar days from the date of a scheduled Live Event, Corwin will be paid any expenses incurred by or on behalf of Corwin as of the effective date of 2 Corwin Contract ID: C-021124213451595 termination including, without limitation, speakers' fees and costs, Corwin's non-refundable travel costs, and non refundable venue deposits (collectively, "Corwin Expenses"); (2) in the event of termination by Customer within thirty (30) calendar days from the date of a scheduled Live Event, Corwin will be paid fifty percent (50%) of all amounts set forth in Exhibit A related to the cancelled Live Event and Corwin will be reimbursed for all Corwin Expenses; and (3) said foregoing amounts and expenses due based on such early termination under (1) or (2) above by Customer will be paid in full by Customer to Corwin within ten (10) days of the termination date.

Certain Services and/or Products may be subject to other termination and/or cancellation terms as set forth in the applicable Special Terms or as otherwise agreed in writing by Customer and Corwin.

Notwithstanding anything herein to the contrary, should any Corwin program relating to the Services described in Exhibit A become unavailable or Corwin's ownership or rights to the Corwin program be subsequently modified or changed in any manner, and Corwin is unable to substitute other services related to the Corwin program on terms acceptable to Customer, Corwin shall have the right to immediately terminate this Agreement without any liability or penalty whatsoever.

f.) PERSONNEL/KEY PERSONNEL: {REPLACE WITH YOUR TEXT- this should be specified especially for FINGERPRINTING - Who is assigned to work on this project. Names - job title/role in work of this contract}

CORWIN Consultant-Michelle Shinn, provide monthly coaching for PLC's,

g.) GENERAL ACCEPTANCE CRITERIA: {REPLACE WITH YOUR TEXT- THIS IS IMPORTANT TO INCLUDE YOUR EXPECTATIONS ON QUALITY OF WORK}

Scope of Work: PLC+ Site Coaching from 3rd-6th grade teachers and Instructional Leadership. Coaching will assess and give feedback on PLC+ Progress, observe PLC+ team meetings, co-activate a PLC+ team meeting, debrief with instructional leadership team on progress towards goals. Each day may include one or more coaching elements.

h.) LOCATION/HOURS OF WORK: {REPLACE WITH YOUR TEXT- notate where will be performed (either at their location, or on FUSD site, or other etc.) Also include the quantity of billable hours of work approved/agreed upon

Work will take place at Muir Elementary (410 E. Dennett, Fresno, CA 93728).

Corwin will be paid the amounts outlined in Exhibit A. Except as otherwise provided herein, Customer will pay Corwin all amounts due hereunder within thirty (30) days of receipt of invoice. To ensure invoices will be processed by Customer in a timely manner, if a purchase order ("PO") number is required by Customer's Accounts Payable department for the timely processing of invoices, Customer shall include such PO number in the space provided on the signature block below, or shall be responsible for providing such PO number to its contact at Corwin at least one (1) week prior to the first date of the Event. Customer's failure to provide a PO number to Corwin, if necessary, at least one (1) week prior to the Event shall not

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excuse Customer's obligation to pay Corwin within the timeframe set forth in this Section 5

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II. Academic Return on Investment

Situation	***Inputs***	***Outputs***		***Outcomes*** *(Must be measurable)*		
Problem and Need	***Investments*** *(e.g., equipment, funds, product, services, staff)*	***Activities*** *What we do*	***Participants*** *Who we reach*	***Short-term*** *(Learning)* *Expect to see*	***Mid-term*** *(Change in Behavior or Performance)* *Want to see*	***Long-term*** *(Change in Condition)* *Hope to see*
Professional Learning is needed to support grade-level PLC's. During the Professional Learning- the focus will be to build the capacity of teachers/staff to support student achievement. Teachers will be supported through coaching cycles to support the work during the PLC Process	High quality professional learning will support teacher growth and understanding of the PLC Process. Teachers will be able to have the necessary tools to backwards map, plan for assessment and use student data to inform instructional practices.	Activities will include but are not limited to: Coaching Cycles from Consultant for grade-level PLC's and Instructional Leadership Team Creating Collaborative Culture Creating SMART Goals Creating Essential Learning Targets Create and Analyze Common Formative Assessments Data Analysis Pyramid of Interventions/Response to Intervention Mathematics Literacy	Instructional Leadership Team-Principal, VP, TSA, Academic Coach Grade-level PLC's-teachers	Grade-level PLC's will implement strategies and structures aligned to the components of the PLC+ Framework (Clarity and Engagement), reflecting on their effectiveness through collaborative discussions and data analysis.	By the end of the 24-25 school year teachers will implement newly acquired PLC+ strategies and techniques in their classrooms, resulting in a 10% increase in student engagement and a 15% improvement in student performance on formative assessments compared to baseline data.	By the end of the 24-25 school year, PLC's will implement newly acquired PLC+ strategies and techniques in their classrooms, resulting in a 10% increase in student engagement and a 15% improvement in student performance on formative assessments compared to baseline data. PLC's will be able to discuss assessment, data, create actionable steps, look for evidenced-based instructional practices, and analyze data.

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III. Terms and Conditions

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

2. Term. This Agreement shall begin on 1/16/2025, and shall terminate on 6/30/2025. There shall be no extension of the term of the agreement without express written consent from all parties.

3. Payment. District agrees to pay Contractor at following rate of $7,500.00 per monthly, not to exceed $37,500.00. Checks will be made payable to ***Corwin Press***. 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.

4. Incidental Expenses. **No** (If Yes, see a-f)
   a. Lodging $0.00 Actual cost. Not to exceed IRS Travel per diem limits **Receipt Required.*
   b. Meals $0.00 Reimbursement limited to actual cost up to IRS M&IE per diem rates for: Breakfast, Lunch, and Dinner **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): $37,500.00
   f. Other $0.00

	Yes	No
5. Employment. Contractor must certify by acknowledgment they are **NOT** a current FUSD employee (including supplemental non-perm) (**must mark Yes to confirm**. If employment relationship exists contact purchasing. This is not the appropriate form	X	
6. CalPERS & CalSTRS. Contractor is a CalPERS or CalSTRS retiree?		X
7. California Residency. Contractor is exempt from nonresident withholding in California:	X	

8. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form by visiting the Report Fraud, Waste, or Abuse link at the bottom of www.fresnounified.org, or navigating direct to https://ppc.cpa/fresno-unified-fraud-alert-form . 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.

9. 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 Initial UM SS

10. 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 David Chavez, by phone at 559-457-3500, by email at David.Chavez@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

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11. 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.

12. 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 District 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 District, Contractor shall provide a written acknowledgment 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 District 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 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.

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13. 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.

14. 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 ("Indemnities") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnities, 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 Indemnities, 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 Indemnities, 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 Indemnities, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnities, 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.

15. 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 two million ($2,000,000) dollars per occurrence, four million ($4,000,000) 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 two million ($2,000,000) 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 $2,000,000 per claim and $4,000,000 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

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administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention maybe 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 this 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.

16. 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.

17. 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.

18. 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 certifies Consultants 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 required per this contract: No, this is not applicable to the scope of work

"Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Initial Here

Contractor's initials Initial UM District's initials SS

19. 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.

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses,

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including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

26. 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:

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

Contractor: ***Corwin Press***

Name: **Liz Mccarver**

Address: ***Po Box 730082***

c: Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

27. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. 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.

33. The complete Agreement includes and incorporates by reference herein all of the "Contract Documents" which includes: all terms and conditions of this agreement, Academic Return on Investment Exhibit, provisions of required forms, any appendix, schedules, or attachments, and all modifications, and amendments.

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

DISTRICT

Fresno Unified School District

Patrick Jensen, Chief Financial Officer

Date

CONTRACTOR

Corwin Press

Signed by:
Liz McCarver
A9BB38BB318C43E...

Director of Sales

Signature Here

Name: Liz Mccarver , Title: Corwin Contract Id: C-021124213451595

Date 10-Oct-2024 | 4:19:39 PM PDT

Approved As To Form:

Stacey Sandoval, Executive Director Risk Management

10/25/2024

Date

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Contract: CORWIN PRESS

FUSD Contract Administrator:
Nicole.Jones@fresnounified.org

Attachments

Fresno Unified School District
PURCHASING
4498 N. Brawley
Fresno, CA 93722
559-457-3588

DocuSign

Certificate Of Completion

Envelope Id: 152F419DB1494E45B21440046F6B7097 Status: Completed

Subject: Complete with Docusign: C-021124213451595.NorCal.FresnoUnified.MuirElementary.PLC+SiteCoaching....

Source Envelope:

Document Pages: 12 Signatures: 1 Envelope Originator:

Certificate Pages: 1 Initials: 2 Russell Bushman

AutoNav: Enabled 2455 Teller Road

EnvelopeId Stamping: Enabled Thousand Oaks, CA 91320

Time Zone: (UTC-08:00) Pacific Time (US & Canada) Russell.Bushman@corwin.com

IP Address: 65.130.145.130

Record Tracking

Status: Original Holder: Russell Bushman Location: DocuSign

10/10/2024 4:12:27 PM Russell.Bushman@corwin.com

Signer Events	Signature	Timestamp
Liz McCarver liz.mccarver@corwin.com Director of Sales Corwin Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 73.229.69.194	Sent: 10/10/2024 4:16:04 PM Viewed: 10/10/2024 4:19:11 PM Signed: 10/10/2024 4:19:39 PM

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	10/10/2024 4:16:04 PM
Certified Delivered	Security Checked	10/10/2024 4:19:11 PM
Signing Complete	Security Checked	10/10/2024 4:19:39 PM
Completed	Security Checked	10/10/2024 4:19:39 PM

Payment Events	Status	Timestamps

DocuSign

Certificate Of Completion

Envelope Id: 45EE65FE1AA94399926759C941CF6CE5 Status: Completed

Subject: Complete with Docusign: C-021124213451595.NorCal.FresnoUnified.MuirElementary.PLC+SiteCoaching....

Source Envelope:

Document Pages: 13 Signatures: 0 Envelope Originator:

Certificate Pages: 1 Initials: 0 Russell Bushman

AutoNav: Enabled 2455 Teller Road

EnvelopeId Stamping: Enabled Thousand Oaks, CA 91320

Time Zone: (UTC-08:00) Pacific Time (US & Canada) Russell.Bushman@corwin.com

IP Address: 65.130.145.130

Record Tracking

Status: Original Holder: Russell Bushman Location: DocuSign

10/10/2024 4:21:47 PM Russell.Bushman@corwin.com

Signer Events	Signature	Timestamp
Mathew Miyashiro Mathew.Miyashiro@corwin.com Senior Professional Learning Advisor Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**Completed** Using IP Address: 99.100.65.214 Signed using mobile	Sent: 10/10/2024 4:27:09 PM Viewed: 10/10/2024 4:37:44 PM Signed: 10/10/2024 4:39:46 PM

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	10/10/2024 4:27:09 PM
Certified Delivered	Security Checked	10/10/2024 4:37:44 PM
Signing Complete	Security Checked	10/10/2024 4:39:46 PM
Completed	Security Checked	10/10/2024 4:39:46 PM

Payment Events	Status	Timestamps

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-17**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Approve Agreement with Corwin Press and Turner Elementary School

ITEM DESCRIPTION: Included in the Board binders is an agreement between Turner Elementary School and Corwin Press to provide five in-person and four virtual Professional Learning Communities + (PLC+) training sessions to classroom teachers in transitional kindergarten through grade six. Training will be held on various dates, determined by the school site, starting in December 2024 through April 2025.

The PLC+ training will allow grade level/department teams to explore and implement the PLC+ process in service of improving student outcomes. The PLC+ process is grounded in the following five questions: Where are we going; Where are we now; How do we move learning forward; What did we learn today; and Who benefited and who did not benefit? This framework paves the way for teachers to learn the importance of maximizing their individual expertise and the power of collaborative expertise, established through the PLC process.

It is expected that as a result of this professional learning and coaching, student learning will improve as measured by iReady in reading and mathematics and statewide summative assessments in English Language Arts and mathematics. Baseline data from Spring 2024 shows that 40% of all students were on grade level in reading and 34% of all students tested were on grade level in mathematics as measured by iReady.

FINANCIAL SUMMARY: Sufficient funds in the amount of $44,000 are available in Turner Elementary School budget.

PREPARED BY: Marie Williams, Ed.D.

DIVISION: Instructional Division

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker, Ed.D., 

INTERIM SUPERINTENDENT APPROVAL: 

2309 Tulare Street,
Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

Fresno Unified School District
PURCHASING

Contract Routing Form

Completed Independent Contract Agreement Attached

Contract Number: 203534

Federal Funding Will Be Used

Corwin Press	***2455 Teller Road, Thousand Oaks, Ca 91320***
Vendor Name	***Address***
720-261-7613	**Liz Mccarver**
Phone Number	***Vendor Contact***
Term (Duration) From: 12/5/2024	**Through: 6/30/2025**
FUSD Contract Administrator: **Lisa.McDannel@fresnounified.org**	**Turner Elementary**
Name	***Site/Dept***

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

060	7399	0460	5899	1637	1000
.	.	.	.	.	.
.	.	.	.	.	.

Contract Amount: $44,000.00 **Estimated**

Scope of Work Summary: *Turner* Will *Receive Individualized Onsite Teacher Support From A Corwin Representative 5 Times During The 24/25 School Year. The Sixth Session Will Be Held Virtually.*

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. Yes

Routing Order:

1) Reviewed & approved by **Department:**

2) Reviewed & approved by **Cabinet Level:** Natasha Baker

3) Reviewed & approved by **Risk Management:** Stacey Sandoval

Please return signed agreement back to (name/email) : Samantha.Arce@Fresnounified.Org

Routing:BOE Board Date(if applicable): 11/6/2024

Fresno Unified School District
PURCHASING

Independent Contractor Services Agreement

2309 Tulare Street, Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

GENERAL INFORMATION Contract Number: *203534* Funding: *Federal Funding Will Be Used*

School/Department Budget:	**060**	**7399**	**0460**	**5899**	**1637**	**1000**

Contractor's Vendor Name: ***Corwin Press***

Contractor's Contact Person: **Liz Mccarver**

Contractor's Title: ***Director Of Sales***

Contractor's Telephone Number: **720-261-7613**

Contractor's E-mail: ***Liz.Mccarver@Corwin.Com***

Contractor's Address: ***2455 Teller Road, Thousand Oaks, Ca 91320***

This Independent Contractor Services Agreement is made and entered into effective 12/5/2024 (the "Effective Date") by Fresno Unified School District("District") and , ***Corwin Press*** ("Contractor").

I. Contractor Services. Contractor agrees to provide

a.) OBJECTIVE: Turner will receive individualized onsite teacher support from a Corwin representative 5 times during the 24/25 school year. The sixth session will be held virtually.

b.) REQUIREMENTS: Corwin Training will be made accessible to all teachers and administration.

c.) SPECIFIC TASKS: On-site professional learning for teachers and administration.

d.) DELIVERABLES AND DELIVERY SCHEDULE: There will be no deliveries needed. All materials that are used by the staff and Corwin representative are already on site.

e.) NOTICE REGARDING LATE DELIVERY: There will be no deliveries needed. All materials that are used by the staff and Corwin representative are already on site.

f.) PERSONNEL/KEY PERSONNEL: Corwin Representative – Toni Faddis, classroom teachers, School Administration and Coaching Team, Substitute Teachers (up to 3) for classroom coverage-coaching cycle with Corwin.

g.) HOURS OF WORK: Five (5) in-person coaching days during school days (October/November, January, February, March, April). Specific dates to be determined, based on sub availability. One (1) online coaching day during school day.

II. Academic Return on Investment

Situation	***Inputs***	***Outputs***		***Outcomes*** *(Must be measurable)*		
Problem and Need	***Investments*** *(e.g., equipment, funds, product, services, staff)*	***Activities*** *What we do*	***Participants*** *Who we reach*	***Short-term*** *(Learning)* *Expect to see*	***Mid-term*** *(Change in Behavior or Performance)* *Want to see*	***Long-term*** *(Change in Condition)* *Hope to see*
Turner is in its second year of CSI. Turner's greatest areas of need are English Language Arts, Math and stagnant growth for English Learners. Since returning from the Pandemic, teachers have struggled with finding and implementing effective response strategies to support student learning in a timely manner. The intent in working with Corwin is to build teacher capacity in using data to make informed decisions as to how to respond to student academic need. Data can include assessments ranging from a daily Checking for Understanding to the annual State assessment.	Turner intends to invest in improving teaching practices focusing on the PLC+ model recently adopted in the current CBA. Turner will specifically focus on using student data (diagnostics, state exams, classroom assessments, etc.) to support instructional moves that will improve teaching practices to pivot learning opportunities to ensure students are learning at appropriate and rigorous levels.	The Corwin Coach will meet with each PLC within the coaching day for intensive lessons focused on using data to make appropriate instructional moves to support student learning at appropriate levels. This Cycle of Continuous Improvement will repeat once a month in person for five months, with one virtual coaching session in April to close the 24/25 learning cycle.	Administration, Academic Coaches, classroom teachers, students (TK-6th), Corwin coach.	Teachers will understand the value of using a variety of classroom data to support needed instructional moves to support student learning. This will be measured through PLC-created SMART Goals. This Goal will have short- (end of 2024-2025), medium- (end of semester 1, 2025-2026) and long- term implementation plans (end of semester 2, 2025-2026) that the PLC will develop to support student learning, using data specific to their grade level to support instructional shifts that will increase academic growth in math and reading, as well as further inform teachers of	Teachers will begin to develop appropriate assessments (CFA/CSA) to begin making informed decisions surrounding how to support student learning and differentiate their lessons accordingly, including the ability to bolster data to support in-the-moment changes for Turner's Response to Intervention program. This Goal will have short- (end of 2024-2025), medium- (end of semester 1, 2025-2026) and long-term implementation plans (end of semester 2, 2025-2026) that the PLC will develop to support student learning, using data	Teachers will know how to use appropriate data (district diagnostics, state assessments, CFAs, CSAs, etc.) to develop their instructional path to student success, including making accurate in-the-moment instructional moves to continuously improve student learning on a regular basis. This Goal will have short- (end of 2024-2025), medium- (end of semester 1, 2025-2026) and long- term implementation plans (end of semester 2, 2025-2026) that the PLC will develop to support student learning, using data specific to their grade level to support instructional shifts that will increase academic growth in math and reading. Turner anticipates 100% implementation of using data to make informed decisions

	appropriate grouping for Turner's daily Response to Intervention program. Turner anticipates 25% implementation of using data to make informed decisions using data to support instruction by the second semester of 2024-2025.	specific to their grade level to support instructional shifts that will increase academic growth in math and reading. Turner anticipates 50% implementation of using data to make informed decisions using data to support instruction by the second semester of 2024-2025.	using data to support instruction by the second semester 2025-2026.

III. Terms and Conditions

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

V. Term. This Agreement shall begin on 12/5/2024, and shall terminate on 6/30/2025. There shall be no extension of the term of the agreement without express written consent from all parties.

VI. Payment. District agrees to pay Contractor at following rate of $44,000.00 per year, not to exceed $44,000.00.

Checks will be made payable to ***Corwin Press*** 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.

4. Incidental Expenses. **No** (If Yes, see a-f)
   a. Lodging $0.00 Actual cost. Not to exceed IRS Travel per diem limits **Receipt Required.*
   b. Meals $0.00 Reimbursement limited to actual cost up to IRS M&IE per diem rates for: Breakfast, Lunch, and Dinner **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): $44,000.00
   f. Other $0.00

	Yes	No
5. Employment. Contractor must certify by acknowledgment they are **NOT** a current FUSD employee (including supplemental non-perm) **(must mark Yes to confirm.** If employment relationship exists contact purchasing. This is not the appropriate form	X	
6. CalPERS & CalSTRS. Contractor is a CalPERS or CalSTRS retiree?		X
7. California Residency. Contractor is exempt from nonresident withholding in California:	X	

Acknowledge

Acknowledge

Acknowledge

8. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form by visiting the Report Fraud, Waste, or Abuse link at the bottom of www.fresnounified.org, or navigating direct to https://ppc.cpa/fresno-unified-fraud-alert-form . 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.

9. 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.

Initial Here

Contractor's initials Initial LM SS

10. 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 David Chavez, by phone at 559-457-3500, by email at David.Chavez@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

11. 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.

12. 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 linnitation, 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 hy the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.

b. Contractor herehy agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, exeept 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 District 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 District, Contractor shall provide a written acknowledgment 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 Distriet 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 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 Contraetor will return to the District all Confidential Information disclosed to it (mcluding copies or snmmaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

13. 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.

14. 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 ("Indemnities") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnities, 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 Indemnities, 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 Indemnities, 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 Indemnities, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnities, 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.

15. 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 two million ($2,000,000) dollars per occurrence, four million ($4,000,000) 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 two million ($2,000,000) 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 $2,000,000 per claim and $4,000,000 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 he 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 maybe 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 this 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.

16. 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.

17. 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.

18. 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 certifies Consultants 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 required per this contract: Yes

"Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

al Here

Contractor's initials_____ District's initials _____

19. 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.

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. 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.

26. 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:

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

Contractor: ***Corwin Press***

Name: **Liz Mccarver**

Address: ***2455 Teller Road, Thousand Oaks, Ca 91320***

c: Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

27. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. 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.

33. The complete Agreement includes and incorporates by reference herein all of the "Contract Documents" which includes: all terms and conditions of this agreement, Academic Return on Investment Exhibit, provisions of required forms, any appendix, schedules, or attachments, and all modifications, and amendments.

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

DISTRICT

Fresno Unified School District

Patrick Jensen, Chief Financial Officer

Date

CONTRACTOR

Corwin Press

Signed by:
Liz McCarver
A9DB58BB318C435...

Name: Liz McCarver *, Title: Director Of Sales*

18-Sep-2024 | 12:14:22 PM PDT

Date

Signature Here

Approved As To Form:

Stacey Sandoval, Executive Director Risk Management

10/7/2024

Date

Contract: CORWIN PRESS

FUSD Contract Administrator:
Lisa.McDannel@fresnounified.org

Attachments

Fresno Unified School District

PURCHASING

4498 N. Brawley
Fresno, CA 93722
559-457-3588

Exhibit A

C-0401024150413951

December 5, 2024

Investment and Timeline

NorCal - Fresno Unified - Turner Elementary - PLC+ Coaching - Toni Faddis, McDannel Dec 5 2024 to 2025

Currency: US Dollar

Resources	Author	Unit Price	Quantity	Discount	Price	Total Price
PLC+ - PLC+: Custom - Coaching Day – Onsite **Scope of Work:** Provide Grade level teams PLC+ coaching for PLC+. Focus on norms, common challenge, using data to inform instructional strategies to support student outcomes. Support for admin to observe PLC+ meetings, classroom observations. 12/5/2024: Toni Faddis - $7,500.00						**$7,500.00**
PLC+ - PLC+: Custom - Coaching Day – Onsite **Scope of Work:** Provide Grade level teams PLC+ coaching for PLC+. Focus on norms, common challenge, using data to inform instructional strategies to support student outcomes. Support for admin to observe PLC+ meetings, classroom observations. 1/21/2025: Toni Faddis - $7,500.00						**$7,500.00**
PLC+ - PLC+: Custom - Coaching Day – Onsite **Scope of Work:** Provide Grade level teams PLC+ coaching for PLC+. Focus on norms, common challenge, using data to inform instructional strategies to support student outcomes. Support for admin to observe PLC+ meetings, classroom observations. 2/18/2025: Toni Faddis - $7,500.00						**$7,500.00**
PLC+ - PLC+: Custom - Coaching Day – Onsite **Scope of Work:** Provide Grade level teams PLC+ coaching for PLC+. Focus on norms, common challenge, using data to inform instructional strategies to support student outcomes. Support for admin to observe PLC+ meetings, classroom observations. 3/11/2025: Toni Faddis - $7,500.00						**$7,500.00**
PLC+ - PLC+: Custom - Coaching Day – Onsite **Scope of Work:** Provide Grade level teams PLC+ coaching for PLC+. Focus on norms, common challenge, using data to inform instructional strategies to support student outcomes. Support for admin to observe PLC+ meetings, classroom observations. 3/20/2025: Toni Faddis - $7,500.00						**$7,500.00**
PLC+ - PLC+: Custom - Coaching Day – Virtual **Scope of Work:** Provide Grade level teams PLC+ coaching for PLC+. Focus on norms, common challenge, using data to inform instructional strategies to support student outcomes. Support for admin to observe PLC+ meetings, classroom observations. 4/23/2025: Toni Faddis - $6,500.00						**$6,500.00**
					Subtotal	**$44,000.00**
					Tax	**See Below**
					Est. S&H	**$0.00**
					TOTAL	**$44,000.00**

CORWIN
A SAGE Publishing Company

- *Pricing for Consulting Service Days are inclusive of all travel expenses.*
- *Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.*
- *Copying and distribution of any handouts is the Client's responsibility.*
- *Consultant will hold above date(s) on his/her calendar for 30 days, at which time he/she may need to release the hold for another Client. Corwin recommends moving to contract within 30 days, if possible, so as to secure this date on his/her calendar.*
- *All payments indicated above are exclusive of all federal, state, local and foreign taxes, levies and assessments. The Client will be responsible for the payment of all such taxes, levies and assessments imposed by any taxing authority, and taxes will be included at the time of invoice; tax exempt form should be included with PO and signed contract, if applicable.*
- *This proposal for services is intended to be a working document and is subject to change based on client needs.*
- *For any Survey product, Corwin will send a link for Customer to complete a survey and Customer has two (2) weeks to complete the survey in order for Corwin to generate a report for Customer. If Customer does not complete the survey within the two-week period and/or if less than five (5) survey responses are received, the survey will be considered invalid/incomplete and the related survey Product will be forfeited and no refunds or credits will be granted.*
- *Evaluation Services including Surveys and Assessments will be billed upon the delivery of the Client's subsequent report.*

CORWIN
A SAGE Publishing Company

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-18**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Approve Agreement with Instructure

ITEM DESCRIPTION: Included in the Board binders is an agreement with Instructure. Instructure will serve as the district's electronic transcript submission platform to ensure timely submissions to post-secondary institutions for requested transcripts. Electronic transcript submission is used by the school site registrars to submit final transcripts for students to be eligible for enrollment to post-secondary institutions. The agreement will also include training for Fresno Unified registrars and counseling staff.

FINANCIAL SUMMARY: Sufficient funds in the amount of $110,746 are available in the College and Career Readiness budget.

PREPARED BY: Jeremy Ward

DIVISION: Instructional Division

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker, E.D.

INTERIM SUPERINTENDENT APPROVAL:

2309 Tulare Street,
Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

Contract Routing Form

Completed Independent Contract Agreement Attached

Contract Number: 192635

Federal Funding Will Be Used

Instructure, Inc.	***6330 S. 3000 East Suit 700 Salt Lake City, Ut 84121***
Vendor Name	***Address***
5592487430	**Jeff Harris**
Phone Number	***Vendor Contact***
Term (Duration) From: 10/24/2024	**Through: 6/30/2026**
FUSD Contract Administrator: Nancy.Witrado@fresnounified.org	**College Readiness**
Name	***Site/Dept***

Budget (Fund-Unit-Dept.-Activity-Function-Object) **060 3010 0706 4300 1110 1000**

Contract Amount: $110,746.00 **Estimated**

Scope of Work Summary: *Student* Transcript *Services To Replace Xello. Parchment Will Manage And Submit Student Transcripts A Via Secure And Efficient Online Platform For Fresno Unified School District Students.*

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. Yes

Routing Order:

1) Reviewed & approved by **Department:**

2) Reviewed & approved by **Cabinet Level:** Jeremy Ward, Natasha Baker

3) Reviewed & approved by **Risk Management:**

Please return signed agreement back to (name/email) : Shayla.Mendoza@Fresnounified.Org

Routing:BOE Board Date(if applicable): 10/23/2024

Independent Contractor Services Agreement

2309 Tulare Street, Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

GENERAL INFORMATION Contract Number: *192635* Funding: *Federal Funding Will Be Used*

School/Department Budget:	**060 3010 0706 4300 1110 1000**
Contractor's Vendor Name:	***Instructure, Inc.***
Contractor's Contact Person:	**Jeff Harris**
Contractor's Title:	***Ceo***
Contractor's Telephone Number:	**5592487430**
Contractor's E-mail:	***Jeff.Harris@Parchment.Com***
Contractor's Address:	***6330 S. 3000 East Suit 700 Salt Lake City, Ut 84121***

This Independent Contractor Services Agreement is made and entered into effective 10/24/2024 (the "Effective Date") by Fresno Unified School District ("District") and ***Instructure, Inc.*** ("Contractor").

I. Contractor Services. Contractor agrees to provide

a.) OBJECTIVE: Parchment will manage and submit Student Transcripts a via secure and efficient online platform for Fresno Unified School District Students. Transcripts will be delivered Electronically to colleges and universities in a timely manner.

Parchment shall provide the following Implementation Assistance: Upload Rosters for Current Students via ATLAS, upload Transcripts for Current Students via ATLAS, customize configuration (logos, welcome messages, settings, electronic signature/seal, etc.), Update school / district website with custom landing page to communicate Parchment. Training: Webinar Training: 60 Minutes / Instructor Led, Unlimited Tune-Up Webinar Trainings, seasonal Webinar Events / National Users Conference. Support: Toll Free Phone Number for High School / District support questions, Online Support Ticket Creation for High School / District and Student Support, Annual Webinars (i.e. Back to School, Final Transcript Season, etc.), Dedicated Account Executive as a single point of contact

Reference: Attached Order Form, Attachment A, Attachment B

II. Academic Return on Investment

Situation	***Inputs***	***Outputs***		***Outcomes*** *(Must be measurable)*		
Problem and Need	***Investments*** *(e.g., equipment, funds, product, services, staff)*	***Activities*** *What we do*	***Participants*** *Who we reach*	***Short-term*** *(Learning)* *Expect to see*	***Mid-term*** *(Change in Behavior or Performance)* *Want to see*	***Long-term*** *(Change in Condition)* *Hope to see*
student transcript services	online service license	student transcript services for college/universities	19,000 Fresno Unified High School Students	Smooth transitions to new platform for students to request electronic transcripts as needed.	Of the 19,000 high school students we anticipate 5000 requesting a transcript by mid semester.	By the end of 2025 school year, all seniors planning on attending a college approximately 50 percent of our senior class will have requested transcripts sent to a college/university.

III. Terms and Conditions

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

2. Term. This Agreement shall begin on 10/24/2024, and shall terminate on 6/30/2026. There shall be no extension of the term of the agreement without express written consent from all parties.

3. Payment. District agrees to pay Contractor at following rate of $110,746.00 per n/a, not to exceed $110,746.00. Checks will be made payable to , ***Instructure, 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.

4. Incidental Expenses. **No** (If Yes, see a-f)
   a. Lodging $0.00 Actual cost. Not to exceed IRS Travel per diem limits**Receipt Required.*
   b. Meals $0.00 Reimbursement limited to actual cost up to IRS M&IE per diem rates for: Breakfast, Lunch, and Dinner **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): $110,746.00
   f. Other $0.00

	Yes	No
5. Employment. Contractor must certify by acknowledgment they are **NOT** a current FUSD employee (including supplemental non-perm) (**must mark Yes to confirm**. If employment relationship exists contact purchasing. This is not the appropriate form	X	
6. CalPERS & CalSTRS. Contractor is a CalPERS or CalSTRS retiree?		X
7. California Residency. Contractor is exempt from nonresident withholding in California:	x	

8. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form by visiting the Report Fraud, Waste, or Abuse link at the bottom of www.fresnounified.org, or navigating direct to https://ppc.cpa/fresno-unified-fraud-alert-form . 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.

9. 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 SH SS

10. 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 David Chavez, by phone at 559-457-3500, by email at David.Chavez@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

11. 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.

12. 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 District 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 District, Contractor shall provide a written acknowledgment 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 District 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 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.

13. 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.

14. 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 ("Indemnities") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnities, 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 Indemnities, 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 Indemnities, 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 Indemnities, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnities, 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.

15. 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 two million ($2,000,000) dollars per occurrence, four million ($4,000,000) 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 two million ($2,000,000) 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 $2,000,000 per claim and $4,000,000 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 maybe 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 this 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.

16. 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.

17. 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.

18. 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 certifies Consultants 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 required per this contract: Yes

"Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Initial Here

Contractor's initials SH District's initials SS

19. 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.

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. 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.

26. 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:

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

Contractor: ***Instructure, Inc.***

Name: **Jeff Harris**

Address: ***6330 S. 3000 East Suit 700 Salt Lake City, Ut 84121***

c: Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

27. 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.

28. 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.

29. 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.

30. 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.

31. 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.

32. 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.

33. The complete Agreement includes and incorporates by reference herein all of the "Contract Documents" which includes: all terms and conditions of this agreement, Academic Return on Investment Exhibit, provisions of required forms, any appendix, schedules, or attachments, and all modifications, and amendments.

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

DISTRICT

Fresno Unified School District

Patrick Jensen, Chief Financial Officer

Date

CONTRACTOR

Instructure, Inc. Snaevar Hreinsson Digitally signed by Snaevar Hreinsson Date: 2024.09.20 12:32:42 -04'00'

Name: Snaevar Hreinsson, Director of Contracts

09/20/2024

Date

Approved As To Form:

Stacey Sandoval, Executive Director Risk Management

10/24/2025

Date

Contract: INSTRUCTURE, INC.

FUSD Contract Administrator:
Nancy.Witrado@fresnounified.org

Attachments

Fresno Unified School District
PURCHASING
4498 N. Brawley
Fresno, CA 93722
559-457-3588

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ORDER FORM – K12 District Records Services

Member: Fresno Unified School District	
Effective Date (if left blank, effective date is date signed by Member below): 28 days after contract signing	Initial Order Term (Months): 20
Member Contact Name: Nancy Witrado Member Address: 2309 Tulare St Fresno, CA 93721 Primary Contact Phone: 559-248-7451 Primary Contact Email: nancy.witrado@fresnounified.org P.O. Required: P.O. Number	
PARCHMENT SERVICES: Parchment Award: K12 District Records Services	

Member hereby orders and subscribes to the Parchment Services identified above on this Order Form, which is governed by and incorporates by reference, the Services Description and Fees Schedule attached hereto as Exhibit A, the Parchment Terms and Conditions attached hereto as Exhibit B (collectively, the "Agreement"), effective as of the Effective Date above. Capitalized terms will have the meaning given to them in the Terms and Conditions.

The Initial Order Term of this Agreement will commence on the Effective Date and continue for the period of time set forth as the Initial Order Term above, at which point it will automatically renew for successive one (1) year terms unless either Party provides notice of its intent not to renew at least thirty (30) days prior to the end of the then-current term.

Pricing and terms offered in this Agreement expire on 10/10/2024if not executed by Member on or prior to such date.

Parchment LLC	Fresno Unified School District
Name: Snaevar Hreinsson	Name:
Signature: Snaevar Hreinsson Digitally signed by Snaevar Hreinsson Date: 2024.09.20 12:33:36 -04'00'	Signature:
Title: Director of Contracts	Title:
Date: 09/20/2024	Date:

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EXHIBIT A

PARCHMENT K12 DISTRICT RECORDS SERVICES
SERVICES DESCRIPTION AND FEE SCHEDULE

Parchment and Member agree that the Parchment Services shall be provided in accordance with the following fees and provisions. Capitalized terms not otherwise defined herein shall have the meaning set forth in the Terms and Conditions.

1. **FEES.** The fees for the Parchment Services shall be paid to Parchment as selected below:

DISTRICT RECORDS SERVICES IMPLEMENTATION FEE. Member shall pay a one-time implementation fee of $2750 for the implementation of the Services. Parchment shall invoice Member following execution of this Agreement and such invoice is due within thirty (30) days of receipt by Member.

☑ **MEMBER SUBSCRIPTION:** If checked, Member shall pay an annual subscription fee of **$ 63,527** which covers the request of unlimited Credentials for up to **22,000** currently enrolled Credential Owners and/or Alumni (as defined below and by checking the appropriate option below) to Credential Recipients during the first year of the Initial Order Term. Electronic delivery of the Credential (and any Supplemental Documents requested) is included at no charge with each Credential request.
Year 1- 10/10/2024-10/10/2025= $63,527 + Implementation Fee of $2,750= $66,277
Year 2- 10/11/2025-6/30/2026= $44,468.90

☐ **Currently Enrolled Credential Owners Only**

☑ **Currently Enrolled Credential Owners & Alumni Credential Owners**

☐ **Alumni Credential Owners Only**

☐ **PRINT SUBSCRIPTION**: If checked, the Member Subscription above includes the U.S. domestic paper delivery of Credentials only for the Credential Owners indicated above to Credential Recipients.

☑ **LEARNER PAY (Per Transaction)**: If checked, currently enrolled Credential Owners or Credential Owners that are not currently enrolled with Member (referred to as "Alumni") or other third-party Credential Requestors, as checked below, will be billed a Credential Request fee of **$4.65** per Credential-type other than Verifications, and **$12.75** per enrollment verification or graduation verification Credential-types. Electronic delivery of the Credential is included at no charge with each Credential request.

☐ **Currently Enrolled Credential Owners Only**

☐ **Currently Enrolled Credential Owners & Alumni Credential Owners**

☐ **Alumni Credential Owners Only**

☑ **Third Party Orders**

2. **Credential-Types.** Please check the box for each credential type(s) that the District would like to be configured for district records management ordering and fulfillment during the initial implementation. (Additional supported credential types can be added at a future date if desired).

☑ **Transcripts**
☐ **Academic Certificates**
☐ **Birth Certificates**
☐ **Replacement Diplomas**
☐ **Immunization Records**
☐ **Special Education Records**
☐ **Enrollment Verification Certificates**
☑ **Graduation Verification Certificates**

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3. **Payment Terms.** All payments under this Order Form are due within thirty (30) days of the date of the invoice sent by Parchment. Invoices are sent upon the execution of this Agreement, or as otherwise shown in this Order Form. All fees are **non-refundable**.
Year 1- 10/10/2024-10/10/2025= $63,527 + Implementation Fee of $2,750= $66,277

Year 2- 10/11/2025- 6/30/2026= $44,468.90

4. **Participating Institutions**. Parchment and Member agree that the following institutions are included under the services of this Agreement:Bullard, Cambridge, CART, Design Science, Dewolf, Duncan, Edison, Fresno, Hoover, McLane, Patino, Phoenix, Rata, Roosevelt, Sunnyside

5. **SURCHARGE**. Member can add a surcharge to each transcript as a method of cost recovery for some or all of Member's fees, or an auxiliary revenue source. Surcharge amounts are decided by Member and may be adjusted by them using the Parchment Send administrator interface. Parchment shall retain 20% of these surcharges actually collected by Parchment and remit to Member on a quarterly basis, no later than 15 days following the end of each calendar quarter provided that the amount due is more than $500. If below $500, the balance will be carried to the next quarter and paid when the amount exceeds the minimum.

6. **PRINT SERVICES**. Parchment is an electronic credential delivery system. However, Credential Owners may elect to print and mail their Credentials at the time of request, subject to additional fees. The current print and mail additional fees are listed below.

$2.75 for USPS domestic paper delivery (including first class postage)
$5.75 for USPS international paper delivery (including first class postage)
$33.00 for FedEx Domestic Overnight
$60.00 for FedEx International

7. **DESCRIPTION OF PARCHMENT AWARD: DISTRICT RECORDS SERVICES.** The Parchment Services ordered and described herein shall enable Credential Owners to order and request delivery of Credentials from the Credential holding institution to Credential Recipients (referred to as "Parchment Award District Records Services"). Parchment Award District Records Services also provides a number of additional features and functions, including Credential retrieval and the delivery of Analytics. Subject to Member's compliance with this Agreement, Parchment will use commercially reasonable efforts to electronically deliver and/or to print and manually send Credentials to Credential Recipients. Member hereby designates Parchment as the Member's authorized provider in sending official copies of Credentials, on paper or electronically, to Credential Recipients, and agrees to provide such documents and certificates as Parchment reasonably requests, to confirm such authority to prospective Credential Recipients. The Parchment Services provides Member with several processing options, while providing a secure and intuitive online workflow for current students/alumni to request their credentials to be sent to any recipient worldwide. The Parchment Services provide full tracking, notifications, and reporting to both the Member's administrators and current students/alumni.

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The Parchment Award District Records Services shall be provided with the following features/functionality:

7.1 Fulfillment of receiver-initiated requests through the Document Request interface

7.2 eCommerce features to define surcharges to be collected on behalf of the Member, including:

- Support for different surcharges for current Students or Alumni
- Support for administrative control of transactions subject to a surcharge (i.e. all transactions or transactions after the first 'X' transactions)

7.3 Enhanced Credential upload options

7.4 Full transactional reporting

7.5 Administrative panel to manage the Member's account including:

- Grading Periods
- Approval Settings
- 'To Do List' Queues Settings

7.6 Student Rosters & Registration Codes

- As part of the implementation process, Members upload a Student Roster for the full student body (grades 9-12)
- Parchment auto-generates a unique PIN for each student
- Students (and parents) can use the PIN to register at a Parchment Site

7.7 Common App integration with the Common App online school forms to deliver transcripts electronically to Common App member colleges

7.8 If selected on the Member's Order Form, District Records Management utilizes the Parchment District processing workflow for all orderable documents centrally processed for Alumni and third-party Credential Requestors (third-party ordering).

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EXHIBIT B
TERMS & CONDITIONS

Parchment LLC ("***Parchment***") and Member hereby agree to be bound by these Terms and Conditions as of the Effective Date, as attached and incorporated into the Order Form for the Parchment Services. The communications between Member set forth on the applicable Order Form, and Parchment relating to the Parchment Services may include electronic means. Each of Member and Parchment may be referred to as a "***Party***" and collectively as the "***Parties***".

1 DEFINITIONS.

1.1 "***Agreement***" has the meaning set forth on the Order Form.

1.2 "***Authorized User***" means any Member employee or contractor or such other individual as may be authorized by virtue of such individual's relationship to, or permissions from, Member, to access the Parchment Services pursuant to Member's rights under this Agreement. Credential Owners will not be considered Authorized Users except as otherwise set forth herein.

1.3 "***Confidential Information***" means any non-public material or information relating to a Party which it discloses or makes available to the other Party under this Agreement, including, by way of example, research, strategies, inventions, processes, formulas, technologies, designs, drawings, finances, or other non-public information or trade secrets that such disclosing Party treats as proprietary or confidential. Without limiting the foregoing, the Services, the Analytics, Transactional Data, De-Identified Data, and any databases of Parchment (including any data models and data contained therein that is not Member-specific) are Confidential Information of Parchment.

1.4 "***Credential***" means a licensed transcript, academic certificate, enrollment verification certificate, graduation verification certificate, birth certificate, special education records, or diploma of a Credential Owner.

1.5 "***Credential Issuer***" means the institution that issues, certifies, Awards, and/or maintains the Credential of a Credential Owner.

1.6 "***Credential Owner***" means an individual who has registered for the Parchment Services and uses the Parchment Site for the management of his or her Credential. Credential Owners may be provided access to the Parchment Services by their Credential Issuer.

1.7 "***Credential Recipient***" means an institution or an individual that receives (or is awarded) a Credential through the Parchment Services (for example, a college or employer or Credential Owner).

1.8 "***Credential Requestor***" means an authorized third party individual or institution that uses the Parchment Services to request electronic delivery and fulfillment of a Credential.

1.9 "***De-Identified Data***" means data for which the personally identifying information (e.g. name, email address, postal address) has been removed, and may include aggregated data, or statistics.

1.10 "***Documentation***" means Parchment's standard user manuals and/or related documentation generally made available to members of the Parchment Services purchased.

1.11 "***Effective Date***" has the meaning set forth on the Order Form.

1.12 "***Intellectual Property Rights***" means any and all now known or hereafter existing (a) rights associated with works of authorship, including copyrights, mask work rights, and moral rights; (b) trademark or service mark rights and trade dress; (c) trade secret rights; (d) patents, patent rights, and industrial property rights; (e) layout design rights, design rights, and other proprietary rights of every kind and nature other than trademarks, service marks, trade dress, and similar rights; and (f) all registrations, applications, renewals, extensions, or reissues of the foregoing, in each case in any jurisdiction throughout the world.

1.13 "***Member Data***" means the data, information and content provided by Member and/or Authorized Users through the Parchment Services, including Credentials, but excluding De-Identified Data and Transactional Data.

1.14 "***Order Form***" means Parchment's standard Parchment Services order form, executed by both Parties, which incorporates by reference the Services Description and Fees Schedule (attached to the Order Form as Exhibit A), and these Terms and Conditions (attached to the Order Form as Exhibit B).

1.15 "***Parchment Services***" means Parchment's digital credential services, as identified in a mutually executed Order Form or amendment to this Agreement, which enable Credential Owners and/or Authorized Users to access certain features and functions of Parchment's credential exchange and analytics platform as selected on the Order Form and described on Exhibit A to such Order Form. References to any Parchment Services include the Documentation.

1.16 "***Parchment Site***" means any of the websites located at https://parchment.com and any other URLs owned or operated by Parchment and designated by Parchment for use by Credential Owners as part of the Parchment Services.

1.17 "***Professional Services***" means any implementation, set-up, integration, training, custom development or other professional services provided to Member by Parchment.

1.18 "***Request***" (whether or not such term is capitalized) means to digitally request the issuance and transmission of one Credential electronically to one Credential Recipient.

1.19 "***Services***" means the Parchment Services combined with the Professional Services.

1.20 "***Supplemental Document***" means a school report, school profile, letter of recommendation, counselor recommendation, teacher evaluation, immunization record, or unofficial test score. Supplemental Documents may be included with a Credential request at no additional charge.

1.21 ***"Terms and Conditions"*** means all the provisions, terms and conditions set forth in these Terms and Conditions and incorporated into each Order Form.

1.22 "***Term***" shall have the meaning set forth in Section 11.1.

1.23 ***"Transactional Data"*** means any non-personally identifiable data or information generated from Authorized Users' or Credential Owners' use of the Parchment Services, which may include, without limitation, the number of Credential Owners applying or requesting their Credentials be sent to a particular Credential Recipient, information provided to Parchment during registration, such as login details and test scores, and order history.

2 PARCHMENT SERVICES; ORDERS AND USE.

2.1 Orders and Provision of Access. Subject to this Agreement, Parchment grants to Member a non-exclusive, non-transferable right to permit Authorized Users to access the features and functions of the applicable Parchment Services ordered pursuant to an Order Form, subject to any restrictions set forth therein. As soon as reasonably practicable after the Effective Date, Parchment will provide to Member the necessary access protocols to allow Member and its Authorized Users to access the Parchment Services.

2.2 Multiple Institutions. Subject to payment of applicable fees and as indicated on the Order Form, Member can make the Parchment Services available to any of its participating institutions, divisions. or locations. if applicable. Each such participating institution may be referred to herein as an "***Institution***" and any reference to Member will include such institutions, divisions, or locations and Member will be responsible for the acts and omissions of its Institutions and any act or omission by an Institution which, if undertaken by Member, would constitute a breach of this Agreement, will be deemed a breach of this Agreement by Member.

2.3 Usage Restrictions.

2.3.1 Member and its Authorized Users will not: (a) decompile, disassemble, reverse engineer or otherwise attempt to obtain or perceive the source code from which any component of the Parchment Services are compiled or interpreted, and Member acknowledges that nothing in this Agreement will be construed to grant Member any right to obtain or use such code; (b) create any derivative product from any of the Parchment Services; or (c) allow third parties other than Authorized Users to gain access to the Parchment Services, with the understanding that Member will not be in breach of the foregoing restriction by using the Parchment Services to authorize, enable and permit Credential Owners who attend one of its Institution(s) to access the Parchment Services.

2.3.2 Member will use the Parchment Services only as contemplated by this Agreement and will not, nor will Member authorize any Authorized User, Credential Owner or other third party to, use the Parchment Services to: (a) send any form of duplicative and unsolicited messages; (b) harvest, collect, gather or assemble information or data regarding other users without their consent; (c) transmit through or post on the Parchment Services any unlawful, immoral, libelous, tortuous, infringing, defamatory, threatening, vulgar, or obscene material or material harmful to minors; (d) transmit material containing software viruses or other harmful or deleterious computer code, files, scripts, agents, or programs; (e) interfere with or disrupt the integrity or performance of the Parchment Services or the data contained therein; or (f) attempt to gain unauthorized access to the Parchment Services, computer systems or networks related to the Parchment Services.

2.4 Conditions on Use by Authorized Users and Credential Owners. Parchment may condition Credential Owners' or Authorized Users' (if using the Parchment Services on their own behalf and not on behalf of the Member) use of the Parchment Services, including the Parchment Site, on their acceptance of and compliance with the Parchment's then-current terms of service, including the payment of any applicable fees. Any Credential Owner affiliated with the Member or an Institution may access the Parchment Site, subject to this Section 2.4.

2.5 Exclusivity. Parchment will be Member's preferred and primary method to electronically deliver and/or Award Credentials to Credential Owners or Credential Recipients, as applicable.

2.6 Fee Waivers. Parchment may provide fee-waivers that can be used in place of other payment methods in order to assist students who have demonstrated that payment of the fees for the Parchment Services might represent an economic barrier to college entrance. Up to a maximum of four fee waivers may be allocated by the Member to any qualifying Credential Owner who has met the requirements for, and received a fee waiver from The College Board or ACT.

3 MEMBER RIGHTS AND OBLIGATIONS.

3.1 Authorized User Access to Service; Usernames. Member may permit Authorized Users to access and use the features and functions of the Parchment Services in accordance with this Agreement. Member will: (a) provide to Parchment information and other assistance as necessary to enable Parchment to establish usernames to be used by Authorized Users; (b) be responsible for maintaining the confidentiality of all Authorized Users' usernames and passwords; (c) be solely responsible for all activities that occur under these usernames; (d) not to allow a third party to use its account, usernames or passwords at any time; and (e) notify Parchment promptly of any actual or suspected security breach. Parchment reserves the right to terminate any username and password that Parchment reasonably determines may be suspect. As between Member and Parchment, Member will be responsible for all acts and omissions of Authorized Users, and any act or omission by such Authorized Users which, if undertaken by Member, would constitute a breach of this Agreement, will be deemed a breach of this Agreement by Member.

3.2 Member Obligations. Member is solely responsible for (a) the accuracy of any Member-provided means of authenticating Credential Owners using the Parchment Services; (b) the options it selects as part of the Parchment Services; (c) completeness, accuracy, and timely delivery of all Credentials to Parchment;

(d) compliance with the Member's regulations related to the transmission, issuance, and Award of Credentials, including the accuracy, completeness, of the Credentials; (e) operation of Member's computer and communication systems; and (f) results of Member's use of the Parchment Services. Additionally, Member will (i) inform Credential Owners and Authorized Users about the use and benefits of the Parchment Services, (ii) schedule appropriate staff training on how to use the Parchment Services, (iii) place Parchment name and logo and provided descriptive text and hyperlink promoting the Parchment Services on Member's website; (iv) provide any required or requested data (e.g., roster of Credential Owners, bulk uploads, course catalog data) necessary for the full functioning of the Parchment Services; (v) monitor and promptly respond to any requests for Credentials; and (vi) periodically update Credentials for use in the Parchment Services.

3.3 Requirement to Provide Member Data to Parchment. Certain Member Data may be required for the proper operation of the Parchment Services. Member will make available in a timely manner at no charge to Parchment all Member Data required by Parchment for the performance of its obligations under this Agreement. Member will be responsible for and assumes the risk, responsibility and expense of: (a) any problems resulting from, the accuracy, quality, integrity, legality, reliability, and appropriateness of all such Member Data; and (b) acquiring, installing and maintaining all connectivity equipment, hardware, software and other equipment as may be necessary for it and its Authorized Users to connect to, access, and use the Parchment Services. Member acknowledges and agrees that it is the legal custodian of the Credentials, has all rights to transfer Credentials to Parchment for purposes of providing the Parchment Services, and that Parchment will send or Award the Credential as provided to Parchment by Member. Accordingly, Parchment is not responsible for any inaccuracies in the Member Data or Credential provided to Parchment.

3.4 Legal and Regulatory Compliance. Member agrees to comply with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations in its acts and omissions relating to this Agreement, including without limitation the Family Education Rights and Privacy Act and the Protection of Pupil Rights Act. Member acknowledges that it has selected to accept electronic signature via the Parchment Services as a valid method of consent to disclose Credentials pursuant to FERPA. The parties agree that any processing of Member Data that is subject to the General Data Protection Regulation (GDPR) or the California Consumer Privacy Act (CCPA), if any, and solely to the extent such Member Data is processed by Parchment under the proper jurisdiction and scope of the GDPR and CCPA respectively, will be subject to the Data Protection Addendum, available here (https://www.parchment.com/data-protection-addendum-2021/), which, solely to the extent applicable, is hereby incorporated by reference.

4 PARCHMENT RIGHTS AND OBLIGATIONS.

4.1 Technical Assistance. Parchment provides certain limited support services as part of the Parchment Services. Member can designate up to two (2) Authorized Users to receive technical assistance from Parchment ("***Eligible Support Recipients***"). Such designees may be changed at any time by written notice to Parchment. Parchment will also use reasonable efforts to provide support to Credential Owners in accordance with Parchment's then-current support policies. Except as set forth above, Member will be solely responsible for the support of all Authorized User and Credential Owners accessing the Parchment Services. Subject to this Agreement including the payment of the applicable fees, Parchment will provide technical assistance to Member during Parchment's ordinary and customary business hours in accordance with its standard policies and procedures, with the understanding that such policies do not provide for any on-site support. To the extent the Parties agree that Parchment will provide on-site technical assistance, Member will be obligated to pay a fee to Parchment, in an amount determined by Parchment's then-standard hourly rates for such support, and Member will further reimburse Parchment for expenses related to travel and/or living expenses incurred by Parchment personnel in the provision of such on-site support.

4.2 Training. Parchment may, in its sole discretion, offer access to web-based classes and self-directed online training modules on the use of the Parchment Services. Member may request for Parchment to provide training services related to Member's use of the Parchment Services. Until the Member has ordered training services pursuant to a statement of work or separate agreement, Parchment will have no obligation to provide training services to Member other than as indicated above.

4.3 Communication with Users. As part of the provision of the Parchment Services under this Agreement, Member agrees that Parchment may communicate with Authorized Users and Credential Owners from time-to-time as may be necessary for the provision of the Parchment Services, in Parchment's reasonable discretion. Upon a Credential Owner registering on the Parchment Site, Parchment may communicate with such Credential Owner to the extent permitted under such relationship.

4.4 Continuous Development. The Parties acknowledge and agree that Parchment may continually develop, deliver and provide to Member ongoing innovation to the Parchment Services in the form of new features, functionality, capabilities and services. Accordingly, Parchment reserves the right to modify the Parchment Services from time to time. Some modifications will be provided to Member at no additional charge. In the event that Parchment adds additional functionality to the Parchment Services, Parchment may condition the implementation of such modifications on Member's payment of additional fees, and Member will not be entitled to such new functionality unless Member pays such fees, provided that Member may continue to use the version of the Parchment Services that Parchment makes generally available (without such features) without paying additional fees. If any modification materially and adversely affects the functionality of the Parchment Services, Member may provide written notice to Parchment within thirty (30) days of such change and, if Parchment is unable to provide substantially the same functionality to Member in the Parchment Services within thirty (30) days of Parchment receiving such notice, Member may terminate the applicable Order Form as its sole and exclusive remedy for such modification.

4.5 Parchment Obligations; Legal and Regulatory Compliance. Parchment will: (a) provide the Services in material accordance with the Order Form, Documentation and Exhibit A; (b) implement and maintain backup, security and business continuity measures, in accordance with industry practices, in order to maintain the security and integrity of the Parchment Services and Member Data; provided, however, that Parchment will have no obligation to backup or maintain the security of Credentials and other data and materials that are within the control of Member or any other Authorized User or Credential Owner; and (c) comply with all applicable federal, state, county, and municipal, statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time, including the Family Educational Rights and Privacy Act and the Protection of Pupil Rights Act, and applicable data protection laws.

5 PROPRIETARY RIGHTS.

5.1 Member Data. As between Parchment and Member, Member owns all right, title, and interest in and to the underlying Member Data. Subject to the terms of this Section 5, Parchment agrees to hold confidential (in accordance with applicable state laws, federal laws and specifically as provided for under FERPA) all Member Data it receives, and will not read the contents of any such Credentials in the Parchment Services, except as necessary to process the transaction through the Parchment Services or store the data as part of Services or in the ordinary course of its business. The parties agree and understand that Parchment does not verify any Member Data or the contents of any Credentials as complete or accurate, nor does it provide verification of status or any other item. The parties further agree and understand that Parchment shall not modify the Member Data or Credentials provided to it for purposes of processing transactions through the Parchment Services, unless otherwise specified and agreed upon by Member and Parchment. The Parchment Services are limited to the description provided herein and in related Documentation. Notwithstanding the above, once Credentials are lawfully transmitted to a third party, the third party's, and those acting on behalf of the third party's, use of those Credentials is not governed by this Agreement.

5.2 Transactional Data. Parchment may utilize data capture, syndication, and analysis tools, and other similar tools, to extract, compile, synthesize, and analyze Transactional Data. Transactional Data relies solely on data regarding the transaction of registering or transmitting the Credential through the Parchment Services, and does not include any data from the Credential itself. To the extent that any Transactional Data is generated through the Parchment Services and collected by Parchment, such Transactional Data will be solely owned by Parchment and may be used by Parchment for any lawful purpose, provided that the Transactional Data is used only in de-identified form and in a manner that does not permit the identification of any Credential Owner. Parchment agrees to comply with applicable privacy and other laws and regulations respecting the dissemination and use of such Transactional Data.

5.3 De-Identified Data. Parchment may create De-Identified Data from Member Data. Parchment may create De-such De-Identified Data for any lawful purpose, provided that it is used in such a manner that does not permit the identification of any Credential Owner.

5.4 Intellectual Property Rights in Parchment Services. Member acknowledges that Parchment and its licensors own all Intellectual Property Rights in and to the Services (including all components thereof) and all work product, developments, inventions, technology or materials provided under this Agreement. Parchment reserves all rights not expressly granted to Member in this Agreement. Member will not engage in any act or omission that would impair Parchment's and/or its licensors' Intellectual Property Rights in the Services, and any other materials, information, processes or subject matter proprietary to Parchment. Member further acknowledges that Parchment retains the right to use the foregoing for any purpose in Parchment's sole discretion.

5.5 Feedback. From time to time, Member and its Authorized Users may provide suggestions, enhancement requests, recommendations or other feedback relating to the operation or functionality of the Services ("***Feedback***"). Member will have no obligation to provide Feedback. Member hereby grants Parchment, and Parchment will have, a royalty-free, worldwide, transferable, sub-licensable, irrevocable, perpetual license to use, disclose, reproduce, license or otherwise distribute and exploit any Feedback as it sees fit, entirely without obligation or restriction of any kind on account of intellectual property rights or otherwise.

5.6 Analytics. As part of certain Parchment Services, Parchment may provide Member with access to certain analytics and benchmarking data, which may include Transactional Data or De-Identified Data, each as defined above, and derivative works thereof, and other standard and/or customized reports prepared by Parchment for Member (all such reports, analytics, data, content and information, to be referred to as the "***Analytics***"). As between Member and Parchment, Parchment retains all right, title and interest in and to the Analytics, including all Intellectual Property Rights therein, except for any underlying Member Data therein. To the extent Parchment provides Member with access to any Analytics, Parchment grants Member a limited, non-exclusive, non-transferable license, subject to this Agreement, to use and reproduce the Analytics solely for Member's internal business use and for no other purpose. Member acknowledges that the Analytics are the Confidential Information of Parchment (and thus subject to the obligations in Section 7) and contain valuable trade secrets and other intellectual property of Parchment and its licensors. Member agrees that it will not, and will not permit any third party to: (a) reproduce (except as expressly permitted herein), modify, translate, or create any derivative work of all or any portion of the Analytics; (b) sell, rent, lease, distribute, sublicense, disclose, assign, transfer, or otherwise make available to any third party all or any portion of the Analytics; (c) make the Analytics available for access by anyone over a network or use the Analytics on a service bureau or time sharing basis; or (d) use the Analytics in any way to create products or services similar to or competitive with the Parchment Services. The foregoing restrictions in this Section 5.6 will not limit how Member can use the Member Data to the extent it is not included in the Analytics.



Identified Data from any data it collects or receives in connection with the Parchment Services. Parchment may use and disclose

6 FEES AND PAYMENTS.

6.1 **Fees Payable.** All fees are listed and payable in United States dollars. Parchment will submit invoices to Member for fees in accordance with the relevant payment schedules indicated on the applicable Order Form, if any, and, if applicable, each invoiced amount will be due and payable by Member within thirty (30) days of receipt of the relevant invoice. Unless otherwise expressly specified in Exhibit A to this Agreement, after the first twelve (12) months of the Agreement, Parchment, in its sole discretion, may increase the fees payable for Services under this Agreement annually. Parchment will provide at least sixty (60) days advance notice of such fees increase, which will be effective as of the date in such notice.

6.2 **Disputed Charges.** Member must notify Parchment in writing of any dispute or disagreement with invoiced charges within thirty (30) days after the date of invoice. Absent such notice, Member will be deemed to have agreed to the charges as invoiced after the expiration of such time period.

6.3 **Late Payments; Interest.** Parchment reserves the right to charge, and Member agrees to pay, a late charge equal to one and one-half percent (1½%) per month or the maximum rate permitted by applicable law, whichever is less, on any amount that is not the subject of a good faith dispute that is unpaid on the due date, and on any other outstanding balance.

6.4 **Taxes.** Member understands that all amounts payable under this Agreement exclude all applicable sales, use, excise, gross receipts, other taxes fees, duties and charges and all applicable export and import fees, customs duties and similar charges (other than taxes based on Parchment's income) (collectively "Taxes"). Member agrees to be responsible for and to remit payment of all such Taxes arising from the payment of any fees hereunder. In the event that any state assesses liability for such Taxes to Parchment, Member agrees that, upon Parchment's request, it will provide Parchment with documentary proof that such Taxes have been paid or it will provide a tax exemption certificate. Any such Taxes imposed on any payments hereunder to Parchment will be Member's sole responsibility and if Member fails to make such tax payments, Member agrees to pay all Taxes assessed to Parchment, along with applicable interest and penalties, within ten (10) days of demand therefor to Parchment.

7 **CONFIDENTIALITY.** During this Agreement, each Party will have access to certain Confidential Information of the other Party. Each Party agrees: (a) not to disclose the Confidential Information of the other Party to anyone except its employees, contractors and advisors ("Representatives") on a strict need to know basis and subject to a written duty of confidence, (b) to use the Confidential Information strictly for the performance or receipt of this Agreement and (c) to use commercially reasonable efforts to protect the confidentiality of the other Party's Confidential Information. This Section will not apply to Confidential Information that (i) is or becomes publicly available through no fault of the recipient, (ii) is already in the recipient's possession at the time of its disclosure without any duty of confidence, or (iii) is independently developed by the recipient without reference to or use of the disclosing party's Confidential Information and by personnel without access to such Confidential Information. Each Party may disclose Confidential Information to the extent required: (1) by securities laws, (2) to comply with a court or governmental order, or to comply with applicable law or (3) to establish or preserve a Party's rights under this Agreement. Each Party will be responsible for the acts and omissions of its Representatives related to any breach of this Section.

8 WARRANTIES.

8.1 **Mutual Representations and Warranties.** Each Party represents and warrants to the other Party that the execution and performance of this Agreement does not and will not violate any other contract, obligation, or instrument to which it is a party, or which is binding upon it, including terms relating to covenants not to compete and confidentiality obligations.

8.2 **Parchment Warranties.** Parchment represents and warrants that it will provide the Services in a professional and workmanlike manner substantially consistent with general industry standards.

8.3 **FERPA Warranty.** Parchment will comply with the regulations of FERPA which are applicable to Parchment. NOTWITHSTANDING ANYTHING ELSE SET FORTH HEREIN, PARCHMENT WILL NOT BE RESPONSIBLE FOR VIOLATIONS OF FERPA RELATED TO MEMBER'S PROCESSES NOT RELATED TO THE SERVICES.

8.4 **Member Warranties.** Member hereby represents and warrants that it owns or otherwise has sufficient rights and all necessary consents to grant Parchment access to and use and display of the Member Data in accordance with this Agreement, and that its collection and provision of such Member Data complies with all applicable laws and does not violate any person's right of privacy or publicity.

8.5 **No Other Warranties.** EXCEPT AS EXPRESSLY WARRANTED IN THIS AGREEMENT, THE PARCHMENT SERVICES, PARCHMENT SITE, AND ANY OTHER MATERIALS, DATA AND/OR SERVICES PROVIDED BY PARCHMENT ARE PROVIDED "AS IS" AND "WITH ALL FAULTS," AND PARCHMENT EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES OF ANY KIND OR NATURE, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING ANY IMPLIED WARRANTIES OF NON-INFRINGEMENT, NON-INTERFERENCE, VALUE OR ACCURACY OF DATA, AS WELL AS ANY WARRANTIES OF MERCHANTABILITY, SYSTEM INTEGRATION, FITNESS FOR A PARTICULAR PURPOSE, OR THE ABSENCE OF ANY DEFECTS THEREIN, WHETHER LATENT OR PATENT. NO WARRANTY IS MADE BY PARCHMENT ON THE BASIS OF TRADE USAGE, COURSE OF DEALING OR COURSE OF PERFORMANCE. PARCHMENT DOES NOT WARRANT THAT THE PARCHMENT SERVICES OR ANY OTHER INFORMATION, MATERIALS, TECHNOLOGY OR SERVICES PROVIDED UNDER THIS AGREEMENT WILL MEET MEMBER'S REQUIREMENTS OR THAT THE OPERATION THEREOF WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT ALL ERRORS WILL BE CORRECTED. MEMBER ACKNOWLEDGES THAT PARCHMENT'S OBLIGATIONS UNDER THIS AGREEMENT ARE FOR THE BENEFIT OF MEMBER ONLY.

8.6 Delays. PARCHMENT'S SERVICES MAY BE SUBJECT TO LIMITATIONS, DELAYS, AND OTHER PROBLEMS INHERENT IN THE USE OF THE INTERNET AND ELECTRONIC COMMUNICATIONS. PARCHMENT IS NOT RESPONSIBLE FOR ANY DELAYS, DELIVERY FAILURES, OR OTHER DAMAGE RESULTING FROM SUCH PROBLEMS.

9 LIMITATION OF LIABILITY.

9.1 LIMITATIONS OF LIABILITY. IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE NATURE OF THE CLAIM, INCLUDING LOST PROFITS, COSTS OF DELAY, ANY FAILURE OF DELIVERY, BUSINESS INTERRUPTION, COSTS OF LOST OR DAMAGED DATA OR DOCUMENTATION OR LIABILITIES TO THIRD PARTIES ARISING FROM ANY SOURCE, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THIS LIMITATION UPON DAMAGES AND CLAIMS IS INTENDED TO APPLY WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED OR HAVE PROVEN INEFFECTIVE. TO THE MAXIMUM EXTENT PERMITTED BY LAW AND EXCEPT FOR PARCHMENT'S INDEMNIFICATION OBLIGATIONS, THE CUMULATIVE LIABILITY OF PARCHMENT TO MEMBER FOR ALL CLAIMS ARISING FROM OR RELATING TO THIS AGREEMENT, INCLUDING ANY CAUSE OF ACTION SOUNDING IN CONTRACT, TORT, OR STRICT LIABILITY, WILL NOT EXCEED THE TOTAL AMOUNT OF ALL FEES PAID TO PARCHMENT BY MEMBER OR UNDER THIS AGREEMENT IN THE TWELVE (12) MONTHS PRECEDING THE DATE ON WHICH THE APPLICABLE CLAIM AROSE. THIS LIMITATION OF LIABILITY IS INTENDED TO APPLY WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED OR HAVE PROVEN INEFFECTIVE.

9.2 Essential Basis. The disclaimers, exclusions and limitations of liability set forth in this Agreement form an essential basis of the bargain between the Parties, and, absent any of such disclaimers, exclusions or limitations of liability, the provisions of this Agreement, including the economic terms, would be substantially different.

10 Indemnification Obligations of Parchment. Parchment will defend at its expense any suit brought against Member by a third party, and will pay any settlement Parchment makes or approves, or any damages finally awarded in such suit, insofar as such suit is based on a claim by any third party alleging: (a) that the Parchment Services misappropriate any Intellectual Property Rights of a third party; (b) Parchment's breach of Section 8.3; or (c) Parchment's gross negligence or willful misconduct in handling the Credentials. If any portion of the Parchment Services becomes, or in Parchment's opinion is likely to become, the subject of a claim of infringement, Parchment may, at Parchment's option: (i) procure for Member the right to continue using the Parchment Services; (ii) replace the Parchment Services with non-infringing services which do not materially reduce the functionality of the Services; (iii) modify the Parchment Services so that it becomes non-infringing; or (iv) terminate the Parchment Services and refund any fees actually paid by Member to Parchment for the remainder of the Term then in effect, and upon such termination, Member will immediately cease all use of the Services. Notwithstanding the foregoing, Parchment will have no obligation under this Section 10 or otherwise with respect to any claim based upon (1) any use of the Services not in accordance with these Terms and Conditions or the Documentation; (2) Parchment's conformance to Member's specifications; (3) any use of the Services in combination with other products, equipment, services or content not supplied by Parchment; (4) any modification of the Services by any person other than Parchment or its authorized agents; or (5) the Member Data. THIS SECTION STATES MEMBER'S SOLE AND EXCLUSIVE REMEDY FOR INFRINGEMENT CLAIMS AND ACTIONS. Parchment's obligations as set forth above are expressly conditioned upon each of the following: (A) Member promptly notifying Parchment in writing of any threatened or actual claim or suit; (B) Parchment having sole control of the defense or settlement of any claim or suit; and (C) Member cooperating with Parchment to facilitate the settlement or defense of any claim or suit.

11 TERM AND TERMINATION.

11.1 Term. This Agreement is effective as of the Effective Date listed on the Order Form. The Term of this Agreement will commence on the Effective Date and will continue for as long as the Initial Order Term indicated on the Order Form and any subsequent renewals is in effect, unless terminated in accordance with this Section 11 (the "***Term***").

11.2 Termination for Breach. Either Party may terminate this Agreement immediately upon written notice in the event that the other Party materially breaches this Agreement and thereafter: (a) in the case of material breach resulting from non-payment of amounts due hereunder, has failed to pay such amounts within ten (10) days after receiving written notice thereof; or (b) has failed to cure any other material breach (or to commence diligent efforts to cure such breach that are reasonably acceptable to the terminating Party) within thirty (30) days after receiving written notice thereof.

11.3 Termination upon Bankruptcy, Insolvency or Lack of Funding. Either Party may, at its option, terminate this Agreement immediately upon written notice to the other Party, in the event (a) that the other Party becomes insolvent or unable to pay its debts when due; (b) the other Party files a petition in bankruptcy, reorganization or similar proceeding, or, if filed against, such petition is not removed within ninety (90) days after such filing; (c) the other Party discontinues its business; (d) a receiver is appointed or there is an assignment for the benefit of such other Party's creditors; or (e) if the Member or the Member's sponsor is a state or federal agency or institution, the funding for this Agreement is not provided to Member or the Member's sponsor by the legislature of the applicable state or federal government.

11.4 Suspension of Service. If Member fails to pay undisputed amounts in accordance with this Agreement or, if and as necessary to protect the Member Data and/or Credentials in the event of a threat to the security of the Parchment Service(s), Parchment will have the right, in addition to any of its other rights or remedies, to immediately suspend the provision of the Services (including access to the Parchment Services and/or Parchment Site) to Member and/or its Credential Owners,

without liability to Member until such amounts are paid in full or such breach is cured (in Parchment's sole discretion), as applicable.

11.5 Accrued Obligations. Termination of this Agreement will not release the Parties from any liability which, at the time of termination, has already accrued or which thereafter may accrue with respect to any act or omission before termination, or from any obligation which is expressly stated in this Agreement to survive termination. Notwithstanding the foregoing, the Party terminating this Agreement as permitted by any provision in this Section 11 will incur no additional liability merely by virtue of such termination.

11.6 Effect of Termination. Upon any expiration or termination of this Agreement, Member will immediately discontinue all use of the Parchment Services and pay all amounts due and payable hereunder. Each Party will promptly delete or destroy any Confidential Information of the other Party, including all copies thereof, except that Parchment may retain the Member Data: (a) as required by law; (b) for up to thirty (30) days after the effective date of termination, Parchment will, upon written request, make available to Member a copy of its Member Data in one of Parchment's standard formats. After such period, Parchment may delete Member Data.

11.7 Survival of Obligations. The provisions of Sections 2.5, 3.4, 5, 7 through 10, 11.6 through 11.7, and 12, and Member's obligations to pay any amounts due and outstanding hereunder, will survive termination or expiration of this Agreement.

12 MISCELLANEOUS.

12.1 Force Majeure. Either Party will be excused from performance of its obligations under this Agreement if such a failure to perform results from compliance with any requirement of applicable law, acts of God, fire, strike, embargo, terrorist attack, war, insurrection or riot or other causes beyond the reasonable control of that Party. Any delay resulting from any of such causes will extend performance accordingly or excuse performance, in whole or in part, as may be reasonable under the circumstances.

12.2 Notices. Member (a) consents to receive communications from Parchment in electronic form, whether via email, posting updates on the Parchment Site, or by other reasonable means, and (b) agrees that all agreements and other communication that Parchment provides to Member electronically satisfies all legal requirements as if on print writing. All notices required under these Terms and Conditions will be in writing, delivered personally, by email, or by nationally recognized overnight courier (e.g., FedEx) at the Parties' respective addresses set forth on the Order Form (with notices to Parchment sent to the attention of the General Counsel). All notices will be deemed effective upon personal delivery, or when received if sent by email or overnight courier.

12.3 Assignment. Neither Party will assign its rights or delegate its obligations under this Agreement without the other Party's prior written consent, and, absent such consent, any purported assignment or delegation will be null, void and of no effect. However, either Party may, without the written consent of the other Party, assign this Agreement and its rights and obligations hereunder in connection with the transfer or sale of all or substantially all of its business related to this Agreement, or in the event of a merger, consolidation, change in control or similar transaction. This Agreement will be binding upon and inure to the benefit of Parchment and Member and their successors and permitted assigns.

12.4 Independent Contractors. Member and Parchment acknowledge and agree that the relationship arising from this Agreement does not constitute or create any joint venture, partnership, employment relationship or franchise between them, and the Parties are acting as independent contractors in making and performing this Agreement.

12.5 Amendment. No amendment to this Agreement will be valid unless such amendment is made in writing and is signed by the authorized representatives of the Parties.

12.6 Waiver. No waiver under this Agreement will be valid or binding unless set forth in writing and duly executed by the Party against whom enforcement of such waiver is sought. Any such waiver will constitute a waiver only with respect to the specific matter described therein and will in no way impair the rights of the Party granting such waiver in any other respect or at any other time. Any delay or forbearance by either Party in exercising any right hereunder will not be deemed a waiver of that right.

12.7 Severability. If any provision of this Agreement is invalid or unenforceable for any reason in any jurisdiction, such provision will be construed to have been adjusted to the minimum extent necessary to cure such invalidity or unenforceability. The invalidity or unenforceability of one or more of the provisions contained in this Agreement will not have the effect of rendering any such provision invalid or unenforceable in any other case, circumstance or jurisdiction, or of rendering any other provisions of this Agreement invalid or unenforceable whatsoever.

12.8 Causes of Action. No action arising from or related to this Agreement may be brought by either Party more than one (1) year after the cause of action has accrued, except that an action for non-payment may be brought within two (2) years after the date such amount was due.

12.9 No Third Party Beneficiaries. The Parties acknowledge that the covenants set forth in this Agreement are intended solely for the benefit of the Parties, their successors and permitted assigns. Nothing herein, whether express or implied, will confer upon any person or entity, other than the Parties, their successors and permitted assigns, any legal or equitable right whatsoever to enforce any provision of this Agreement.

12.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which when so executed will be deemed to be an original and all of which when taken together will constitute one Agreement.

12.11 Construction. Unless otherwise specified herein: (a) the word "including" means "including but not limited to"; and (b) any reference to days will mean calendar days. All headings are for convenience only.

12.12 Publicity. Parchment will be permitted to use Member's name and logo (subject to the appropriate party's style guidelines to ensure proper placement or use by the other party) (a) in association with Parchment's provision of the Services; and (b) on a client or partner list or partial client list during the term of this Agreement, provided that such list does not state or imply Member's endorsement of Parchment or the Services.

12.13 Governing Law. This Agreement shall be interpreted, governed, and construed by the laws of the State of Delaware without regard to principles of conflict of laws.

12.14 Entire Agreement. This Agreement sets forth the entire agreement and understanding between the Parties hereto with respect to the subject matter hereof and, except as specifically provided herein, supersedes and merges all prior oral and written agreements, discussions and understandings between the Parties with respect to the subject matter hereof, and neither of the Parties will be bound by any conditions, inducements or representations other than as expressly provided for herein.

12.15 Service Level Agreement. Parchment shall make the Parchment Services available subject to the terms of this Agreement and the Parchment Service Level Agreement, available here (https://www.parchment.com/service-level-agreement/).

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-19**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Approve Agreement for the School Counselor Residency Capacity Grant

ITEM DESCRIPTION: Included in the Board binders is an agreement between Fresno Unified School District and California State University, Fresno to implement the School Counselor Residency Capacity Grant. This grant was awarded by the Commission on Teacher Credentialing and will allow fifteen to twenty California State University, Fresno, school counseling interns to earn a stipend while interning at Fresno Unified School District.

FINANCIAL SUMMARY: Sufficient funds in the amount of $115,000 are available in the School Counselor Residency Capacity Grant budget.

PREPARED BY: Jeremy Ward

DIVISION: Instructional Division

CABINET APPROVAL PHONE: 559-457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker. E.D.

INTERIM SUPERINTENDENT APPROVAL:

2309 Tulare Street,
Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

Contract Routing Form

Completed Independent Contract Agreement Attached

Contract Number: 192592

Federal Funding Will Not Be Used

Calif State University, Fresno	***4910 N. Chestnut Ave Fresno, Ca 93619***
Vendor Name	***Address***
559-278-0840	**Joy J. Goto, Ph.D**
Phone Number	***Vendor Contact***
Term (Duration) From: 7/1/2023	**Through: 6/30/2027**
FUSD Contract Administrator: Nancy.Witrado@fresnounified.org	**College Readiness**
Name	***Site/Dept***

Budget (Fund-Unit-Dept.-Activity-Function-Object) **060 9092 0706 5899 110 3110**

Contract Amount: $115,000.00 **Authorized as Not to Exceed**

Scope of Work Summary: *Counselor* Residency *Grant With Fresno State.*

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. Yes

Routing Order:

1) Reviewed & approved by **Department:**

2) Reviewed & approved by **Cabinet Level:** Jeremy Ward Natasha Baker

3) Reviewed & approved by **Risk Management:**

Please return signed agreement back to (name/email) : S h a y l a .M e n d o z a @ F r e s n o u n i f i e d . O r g

Routing:BOE Board Date(if applicable): 9/11/2024

Fresno Unified School District
PURCHASING

Independent Contractor Services Agreement

2309 Tulare Street, Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

GENERAL INFORMATION Contract Number: *192592* Funding: *Federal Funding Will Not Be Used*

School/Department Budget: **060 - 9092 - 0706 - 5899 - 110 - 3110**

Budget Manager Approval: Nancy Wit

Contractor's Vendor Name: ***Calif State University, Fresno Foundation***

Contractor's Contact Person: **Joy J. Goto, Ph.D**

Contractor's Title: ***Interim Dean, Division Of Research And Graduate Studies***

Contractor's Telephone Number: **559-278-0840**

Contractor's E-mail: ***Orsp@Csufresno.Edu***

Contractor's Address: ***4910 N. Chestnut Ave Fresno, Ca 93619***

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. Yes

This Independent Contractor Services Agreement is made and entered into effective 7/1/2023 (the "Effective Date") by Fresno Unified School District ("District") and ***Calif State University, Fresno Foundation*** ("Contractor").

1. Contractor Services. Contractor agrees to provide

a.) OBJECTIVE: Master Level students from California State University, Fresno (Fresno State) in a school counseling program will intern with experienced Fresno Unified School District Counselors to gain hands on experiences as a school counselor. These graduate students will also assist and support counselors in their daily duties. They will also be introduced to FUSD system and provide academic counseling to students and families with the direction and supervision of an experienced counselor. There will be times interns may work with a student alone depending on the focus of the work or situation. However, the majority of time, interns will be under the supervision of a credentialed counselor/site supervisors.

Academic Return on Investment

to be completed by district staff

Situation	Inputs	Outputs		Outcomes (Must be measurable)		
Problem and Need	***Investments*** *(e.g., equipment, funds, product, services, staff)*	***Activities*** *What we do*	***Participants*** *Who we reach*	***Short-term*** *(Learning)* *Expect to see*	***Medium-term*** *(Change in Behavior or Performance)* *Want to see*	***Long-term*** *(Change in Condition)* *Hope to see*
• Recruit a robust group of diverse School Counseling intern candidates to complete internship at FUSD while earning a master's degree in School Counseling at Fresno State. • The state of California requires 800 internship hours. The residency grant allows the interns to receive a stipend to support them financially while completing their hours.	• Staff time for training and supervision. Materials and supplies	• Attend training and professional learning • Support at school sites to service students in the field of counseling	• 15-20 Fresno State master's level students in school counseling chosen by the university to intern with FUSD	• 15-20 Interns placed at our middle and high school sites supporting approx. 200 7th through 12th grade students under a counselor supervisor with a PPS credential of 2 or more years	• 15-20 Interns will go through training and supervision and will learn strategies like transcript analysis to support approx.. 200, 7th-12th grade student	• 15-20 Interns will complete 800 hours and encouraged to apply for the counselor hiring pool for potential hiring of a middle or High School counselor position.

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

2. Term. This Agreement shall begin on 7/1/2023, and shall terminate on 6/30/2027. There shall be no extension of the term of the agreement without express written consent from all parties.

3. Payment. District agrees to pay Contractor at following rate of $115,000.00 per n/a, not to exceed $115,000.00. Checks will be made payable to ***Calif State University, Fresno***. 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.

4. Incidental Expenses. ☐ **Yes** (See below) ☒ **No**, Vendor initial here JC DA

   a. Lodging $0.00 Actual cost. Not to exceed IRS Travel per diem limits **Receipt Required.*
   b. Meals $0.00 Reimbursement limited to actual cost up to IRS M&IE per diem rates for: Breakfast, Lunch, and Dinner **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): $115,000.00
   f. Other $0.00

5. Employment. Are you a current FUSD employee? (including supplemental non-perm) ☐ Yes ☒ No

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

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

8. 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.

9. 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 JC DA District's initials SS

10. 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 David Chavez, by phone at 559-457-3500, by email at David.Chavez@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

11. 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.

1. 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 District 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 District, Contractor shall provide a written acknowledgment 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 District 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 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.

2. 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.

1. 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 ("Indemnities") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnities, 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 Indemnities, 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 Indemnities, 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 Indemnities, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnities, 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.

2. 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 two million ($2,000,000) dollars per occurrence, four million ($4,000,000) 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 two million ($2,000,000) 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 $2,000,000 per claim and $4,000,000 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 this 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.

1. 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.

2. 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.

3. 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 certifies Consultants 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 JJG DA District's initials SS

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

1. 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:

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

c: Risk Management Fresno
Unified School District 2309
Tulare Street
Fresno, CA 93721

Contractor: ***Calif State University, Fresno Foundation***

Name: **Joy J. Goto, Ph.D**

Address: ***4910 N. Chestnut Ave Fresno, Ca 93619***

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. The complete Agreement includes and incorporates by reference herein all of the "Contract Documents" which includes: all terms and conditions of this agreement, Academic Return on Investment Exhibit, provisions of required forms, any appendix, schedules, or attachments, and all modifications, and amendments.

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

DISTRICT

Fresno Unified School District

Patrick Jensen, Chief Financial Officer

Date

CONTRACTOR

Calif State University, Fresno Foundation

Debbie Adishian-Astone (Aug 7, 2024 09:41 PDT)

Name: **Joy J. Goto, Ph.D / Deborah S. Adishian-Astone** *, Title: Interim Dean, Research & Graduate Studies / Executive Director*

Date 08/07/2024 08/07/2024

Approved As To Form:

Stacey Sandoval, Executive Director
Risk Management

10/25/2024

Date

Contract: Calif State University, Fresno

FUSD Contract Administrator:
Nancy.Witrado@fresnounified.org

Attachments

Fresno Unified School District
PURCHASING
4498 N. Brawley
Fresno, CA 93722
559-457-3588

DocuSign Envelope ID: A4AA7245-78C8-40D5-8981-50F71E2CD25B

Grant Number: 2022SCRC04

GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING

GRANTEE LEA NAME & GRANT NUMBER	Fresno Unified School District 2022SCRC04		
PROJECT TITLE	School Counselor Residency Capacity Grant		
PERFORMANCE PERIOD	May 26th, 2023	through	June 30th, 2027

Under the terms and conditions of this Agreement, the Grantee agrees to complete the Project as described in the project description, and the State of California, through the Commission on Teacher Credentialing agrees to fund the Project up to the Grant Amount.

PROJECT DESCRIPTION

Fresno Unified School District is to support a collaborative partnership with one or more Commission-approved pupil personnel services credential preparation programs specializing in school counseling offered by a regionally accredited institution of higher education (IHE) to develop the partnership's capacity to design and implement a school counselor residency program. Offering a school counselor residency program requires careful collaborative planning and supportive infrastructure within and between the LEA and the IHE to assure that the LEA sites that will host school counselor residents are fully ready to implement this type of school counselor preparation approach, that the LEA administration and staff are prepared and ready to work collaboratively with and mentor school counselor residents, and that the IHE is prepared to facilitate the professional preparation of residents within a cohort model in the local LEA or consortium.

Project is to be carried out in conformance with the Task List and Timeline attached as Exhibit A and the Budget attached as Exhibit B, (hereinafter both exhibits will be referred to as the "Work Plan") and all Agreement provisions as stated herein.

TOTAL GRANT AMOUNT NOT TO EXCEED	$250,000.00
The General and Special Provisions attached are made a part of and incorporated into the Agreement.	
Fresno Unified School District	**Commission on Teacher Credentialing**
2309 Tulare Street Fresno, CA. 93721	1900 Capitol Ave. Sacramento, CA 95811
BY (AUTHORIZED SIGNATURE): DocuSigned by: Jeremy Ward	BY (AUTHORIZED SIGNATURE): DocuSigned by: Cara Mendoza
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Jeremy Ward, Asst Superintendent, College & Career Readiness	PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator
DATE SIGNED: Aug 8, 2023	DATE SIGNED: Aug 8, 2023

CERTIFICATION OF FUNDING (FOR STATE USE ONLY)

GRANT NUMBER 2022SCRC04	General Fund (0001) Proposition 98	ENY 2021	ACCOUNT 5432000	RPTG STRUCTURE 63602010
ANNUAL GRANT AMOUNT $250,000.00	ITEM 6360-611-0001	CHAPTER/ STATUTE 52/22	PROGRAM 5397	FISCAL YEAR 2023-24

I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance.

SIGNATURE OF ACCOUNTING OFFICER DocuSigned by: Sara Saelee	DATE Aug 9, 2023

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GRANT AGREEMENT
COMMISSION ON TEACHER CREDENTIALING

TERMS AND CONDITIONS OF GRANT

The Grantee shall be responsible for the performance of the work as set forth herein below and for the preparation of reports as specified in this Agreement. The Grantee's Project Representative shall promptly notify the State of events or proposed changes that could affect the Work Plan under this Agreement.

General Provisions

A. Definitions

1. The term "Agreement" as used herein means a grant agreement between the State and Grantee specifying the payment of Grant Amount by the State for the performance of Work Plan within the Project Performance Period by the Grantee.

2. The term "Encumbrance" as used herein means a planned expenditure of grant funds.

3. The term "Grant Amount" as used herein means funds allocated to the Grantee in accordance with Education Code 44415.6.

4. The term "Grantee" as used herein means the party described as the Grantee on page one (1) of this Agreement.

5. The term "Institutions of higher education" means the California State University, the University of California, and private regionally accredited institutions of higher education institutions that offer a commission-approved pupil personnel services credential preparation program specializing in school counseling.

6. The term "Program" means the California School Counselor Residency Capacity Grant Program.

7. The term "Project" as used herein means the project described on page one (1) of this Agreement.

8. The term "Project Performance Period" as used herein means the period of time that the Grant Amount is available, and the time in which the Project must be complete, billed and paid as described on page one (1) of this Agreement.

9. The term "Project Representative" as used herein means the person authorized by the Grantee to be responsible for the Project and can make daily management decisions.

10. The term "State" as used herein means the Commission on Teacher Credentialing.

11. The term "School Counselor Residency Capacity Grant Program" is a state grant program authorized under the provisions of EC §44415.6 that provides funding for the development of school counselor residency programs.

12. The term "Work Plan" means the residency pathway planning activities described in the LEA's application and budget herein attached as exhibits A and B, and as approved by the State.

B. Project Execution

1. Grantee agrees to complete the Project in accordance with the time of Project Performance Period, and under the terms and conditions of this Agreement. Extensions may be requested at least 90 days in advance of the date of termination and will be considered in the event of circumstances beyond the control of the Grantee, but in no event subsequent to the end of the Project Performance Period as identified in the Work Plan as the Project's date of completion.

2. Grantee agrees to submit in writing any deviation from the approved grant application to the State for approval, prior to implementation of changes.

3. Grantees will be expected to make appropriate progress in implementing the program planning process according to the operational plan provided in the funded application. Additionally, grantees will be expected to provide data and expenditure reports when annual reports are requested by the Commission. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.

4. Grant funding may be subject to change when any unspent funds are reported in any annual reports.

5. The School Counselor Residency Capacity grants are intended to prepare the LEA applicant and their IHE partner to apply for the full residency grant program. The School Counselor Residency Capacity grant funding period, and the approved grant activities, may extend through June 30, 2027. Grantees who also apply for other School Counselor Residency grant funding may continue to operate their School Counselor Residency Capacity Grant and spend funds from both grants concurrently to complete the planned activities described in the response to the selection criteria.

C. Project Costs

Subject to the availability of Grant Amount in the Act, the State hereby grants to the Grantee a sum of money not to exceed the amount stated on page one (1) of this Agreement in consideration of and on condition that the sum be expended in carrying out the purpose as set forth in the Work Plan and under the terms and conditions set forth in this Agreement. Grantee agrees to assume any obligation to furnish any additional funds that may be necessary to complete the Project. All costs accrued for services or supplies prior to the execution of Agreement are not eligible for reimbursement.

The Grant Amount to be provided to the Grantee, under this Agreement, may be disbursed as follows:

1. Upon approval of the application, the first payment will be 90 percent (90%) of the total budget amount.
2. The second payment will be 10 percent (10%) of the total budget amount. The second payment will be provided to grantees after the program has completed its activities and submitted a report of outcomes.

D. Allowable Activities and Use of Funds

1. The 2022-23 Budget Act legislation authorizes the Commission to allocate up to $10 million for capacity grants that shall not exceed $250,000 per grant recipient. Per statute, the grant funds must be matched by the grantee LEA or consortium on an eighty cents ($.80) to one dollar ($1) basis. Matching funds may be actual dollars or in-kind services. Funding is available through June 30, 2027.

2. Sample activities that can be funded through the School Counselor Residency Capacity Grants include but are not limited to: (a) planning and development of a new, collaborative LEA-IHE school counselor residency program; (b) planning to expand an existing LEA-IHE collaborative school counselor residency; (c) developing the LEA's/consortium's and IHE's capacity to effectively offer a school counselor residency program within its local school(s); (d) developing the IHE's capacity to support a cohort model for residents in the program; and (e) developing the collaborative LEA-IHE partnership's capacity to apply for future grant funding to operate the intended school counselor residency program.

3. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

E. Payment Documentation

1. Payment shall be made for the total grant amount, less 10% withholding to be released upon satisfactory completion of all required deliverables.

2. Grantee shall submit all documentation for Project completion and final reimbursement within 90 days of Project completion, but no later than the end of the Project Performance Period as shown on page one (1).

3. Any overpayment of the Grant Amount shall be returned to the State.

F. Project Administration

1. Grantee agrees to provide all technical and administrative services as needed for Agreement completion. Grantee agrees to monitor and review all work performed; and coordinate budgeting and scheduling to assure that the Agreement is completed within budget, on schedule, and in accordance with approved procedures, applicable laws, and regulations.

2. Grantee ensures that the Agreement requirements are met through completion of annual reports, submitted to the State in accordance with the Work Plan and through regular communication with the State.

3. Grantee agrees to promptly submit reports as the State has requested in this Agreement

or may request during the life of this Agreement.

4. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).

G. Project Termination

1. Failure by the Grantee to comply with the terms of this Agreement or any other Agreement under the Act may be cause for suspension of all obligations of the State hereunder.

2. Failure of the Grantee to comply with the terms of this Agreement shall not be cause for the suspension of all obligations of the State hereunder if in the judgment of the State such failure was due to no fault of the Grantee.

3. In such case, any amount required to settle at minimum cost any irrevocable obligations properly incurred shall be eligible for reimbursement under this Agreement.

4. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds within sixty (60) days of project cessation.

5. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.

6. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.

H. Financial Records

1. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.

2. Grantee agrees to maintain satisfactory financial accounts, documents, and records for the Project and to make them available to the State for auditing at reasonable times. Grantee also agrees to retain such financial accounts, documents and records for three years following Project termination or completion.

3. Grantee agrees to use a generally accepted accounting system.

I. Audit

1. Projects are subject to audit by the State for three years following the final payment of Grant Amount. The purpose of this audit is to verify that project expenditures were properly documented. Grantees will be contacted at least 30 days in advance of an audit.

2. Audit will include all books, papers, accounts, documents, or other records of the Grantee, as they relate to the Project for which the State authorized Grant Amount. The Grantee shall have the Project records, including the sources documents and cancelled warrants, readily available to the State.

3. The Grantee must also provide an employee having knowledge of the Project and the accounting procedure or system to assist the State's auditor. The Grantee shall provide a copy of any document, paper, record, or the like requested by the State.

4. All Project records must be retained for at least one year following an audit or final disputed audit findings.

2022-23 Budget Act Legislation

Section 25:

Section 44415.6 of the Education Code is amended to read:

44415.6. (a) For the 2022–23 fiscal year, the sum of one hundred eighty-four million dollars ($184,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing to augment the Teacher Residency Grant Program pursuant to Section 44415.5 to support teacher and school counselor residency programs that recruit and support the preparation of teachers and school counselors pursuant to this section. This funding shall be available for encumbrance until June 30, 2027.

(b) For purposes of this section, the following definitions apply:

(1) "Mentor school counselor" means a school counselor who meets all of the following requirements:

(A) Has at least three years of experience and holds a clear pupil personnel services credential with a specialization in school counseling.

(B) Has a record of successful counseling as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

(2) "School counselor residency program" means a grant applicant-based program that partners with one or more commission-approved professional preparation programs offering preparation in school counseling provided by a regionally accredited institution of higher education in which a prospective school counselor works at least one-half time alongside a school counselor of record, who is designated as the mentor school counselor, for at least one full school year while engaging in initial preparation coursework.

(c) Of the amount appropriated pursuant to subdivision (a), the commission shall determine how to prioritize funding for residency programs that serve school counselors in training. Funds allocated for teacher residencies shall be subject to the requirements of, and administered pursuant to, subdivisions (c) to (q), inclusive, of Section 44415.5.

(d) Funds allocated by the commission for school counselor residency placements shall be administered pursuant to the following:

(1) The commission shall make one-time grants to grant applicants to establish new school counselor residency programs or add school counselor residencies to existing teacher residency programs that support local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse school counselor workforce that reflects a local educational agency community's diversity.

(2) Grant recipients shall work with one or more commission-accredited professional preparation programs specializing in school counseling and may work with other community partners or nonprofit organizations to develop and implement programs of preparation and mentoring for resident school counselors who will be supported through program funds and subsequently employed by the sponsoring grant recipient.

(3) A grant applicant may consist of one or more, or any combination, of the following:

(A) A school district.

(B) A county office of education.

(C) A charter school.

(D) A regional occupational center or program operated by a joint powers authority or a county office of education.

(e) Grants allocated for school counselor residencies pursuant to subdivision (c) shall be up to twenty-five thousand dollars ($25,000) per school counselor candidate in the residency program of the jurisdiction of the grant recipient, matched by that grant recipient at a rate of 80 percent of the grant amount received per participant, as described in subdivision (g). Residents are also eligible for other forms of federal, state, and local educational agency financial assistance to support the cost of their preparation. Grant program funding shall be used for, but is not limited to, any of the following:

(1) School counselor preparation costs.

(2) Stipends for mentor school counselors.

(3) Residency program staff costs.

(f) A school counselor residency grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(g) A school counselor residency grant recipient shall provide a match of grant funding in the form of one or both of the following:

(1) Eighty cents ($0.80) for every one dollar ($1) of grant funding received per participant, to be used in a manner consistent with allowable grant activities pursuant to subdivision (e).

(2) An in-kind match of program director personnel costs, mentor personnel costs, or other personnel costs related to the grant program, provided by the grant recipient.

(h) School counselor residency grant recipients shall do all of the following:

(1) Ensure that candidates are prepared to earn a pupil personnel services credential with a specialization in school counseling that will authorize the candidate to perform the following duties:

(A) Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.

(B) Advocate for the high academic achievement and social development of all pupils.

(C) Provide schoolwide prevention and intervention strategies and counseling services.

(D) Provide consultation, training, and staff development to teachers and parents regarding pupils' needs.

(E) Supervise a local educational agency-approved educational counseling program as described in Section 49600.

(2) Ensure that candidates are provided instruction in all of the following:

(A) Engaging with, advocating for, and providing support for, all pupils with respect to learning and achievement.

(B) Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all pupils, including pupils from low-income families, foster youth, homeless youth, undocumented youth, pupils with disabilities, and pupils at all levels of academic, social, and emotional abilities.

(C) Using multiple sources of information to monitor and support strategies to improve pupil behavior and achievement.

(D) Collaborating and coordinating with school and community resources.

(E) Promoting and maintaining a safe learning environment for all pupils by supporting the provision of restorative justice practices, positive behavior interventions, and support services.

(F) Intervening to ameliorate school-related problems, including issues related to chronic absences.

(G) Using research-based strategies to reduce stigma, conflict, and pupil-to-pupil mistreatment and bullying.

(H) Improving school climate and pupil well-being.

(I) Enhancing pupils' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.

(J) Providing counseling interventions and support services for pupils classified as English learners, eligible for free or reduced-price meals, or foster youth, including enhancing equity and access to the education system and community services.

(3) Prepare candidates to work as a school counselor in a school within the jurisdiction of the grant recipient in which they will work and learn the school culture and climate of the grant recipient.

(4) Group school counselor candidates in cohorts, to the extent practicable, to facilitate professional collaboration among residents, and ensure candidates are enrolled in a professional development program that is organized to support a high-quality school counselor learning experience in a supportive work environment.

(i) To receive a grant that supports school counselor residencies, an applicant shall submit an application to the commission at a time, in a manner, and containing information prescribed by the commission.

(j) When selecting residency grant recipients that include school counselors, the commission shall do both of the following:

(1) Require applicants to demonstrate a need for school counselors, and to propose to establish or expand a residency program that recruits, prepares, and supports school counselors to work in a school within the jurisdiction of the sponsoring grant applicant.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the school counselor workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(k) A school counselor candidate in a residency program sponsored by a grant provided pursuant to subdivision (c) shall agree in writing to serve in one or more schools within the jurisdiction of the grant recipient that sponsored the candidate for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a pupil personnel services credential. A candidate who fails to earn a pupil personnel services credential

or complete the period of the placement shall reimburse the sponsoring grant recipient the amount of grant funding invested in the candidate's residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the candidate works as a school counselor at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient. A candidate shall have five school years to complete the four-school-year school counselor commitment.

(l) If a candidate is unable to complete a school year as a school counselor, that school year may still be counted toward the required four complete school years if any of the following occur:

(1) The candidate has completed at least one-half of the school year.

(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.

(3) The candidate was not able to work as a school counselor due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.

(4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.

(5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(m) For purposes of administering a school counselor residency grant program pursuant to subdivision (d), the commission shall do all of the following:

(1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.

(2) Require grant recipients to submit program and expenditure reports, as specified by the commission, as a condition of receiving grant funds.

(3) Annually review each grant recipient's program and expenditure reports to determine if any candidate has failed to meet their commitment pursuant to subdivision (k).

(n) If the commission determines or is informed that a sponsored school counselor residency candidate failed to earn a pupil personnel services credential or meet their commitment to work as a school counselor pursuant to subdivision (k), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the candidate and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate worked as a school counselor at least one year, but less than four years, at the sponsoring grant recipient.

(o) Upon confirming the amount to be recovered from the school counselor residency grant recipient pursuant to subdivision (n), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or program operated by a joint powers authority that does not receive a principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the candidate worked as a school counselor and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(p) An amount recovered by the commission or deducted by the Controller pursuant to subdivision (o) shall be deposited into the Proposition 98 Reversion Account.

(q) School counselor residency grant recipients may recover from a sponsored candidate who fails to earn a pupil personnel services credential or complete the period of placement the amount of grant funding invested in the candidate's residency training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate worked as a school counselor at least one year, but less than four years, at a school within the jurisdiction of the sponsoring grant recipient.

(r) School counselor residency grant recipients shall not charge a school counselor resident a fee to participate in a school counselor residency grant program.

(s)(1) Notwithstanding subdivision (d), the commission may allocate up to ten million dollars ($10,000,000) of the amount appropriated pursuant to subdivision (a) to capacity grants that shall be awarded on a competitive basis to local educational agencies or consortia, as designated pursuant to this section, partnering with regionally accredited institutions of higher education to create school counselor residency programs that lead to more credentialed school counselors that reflect a local educational agency community's diversity.

(2)(A) The commission shall determine the number of capacity grants to be awarded and the amount of the applicable grants.

(B) Notwithstanding subparagraph (A), individual capacity grants shall not exceed two hundred fifty thousand dollars ($250,000) per grant recipient.

(t) The commission shall conduct an evaluation of the school counselor residency grants allocated pursuant to this section to determine the effectiveness of this program in recruiting, developing support systems for, and retaining school counselors, and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature on or before December 1, 2027.

(u) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2021–22 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2021–22 fiscal year.

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Exhibit A

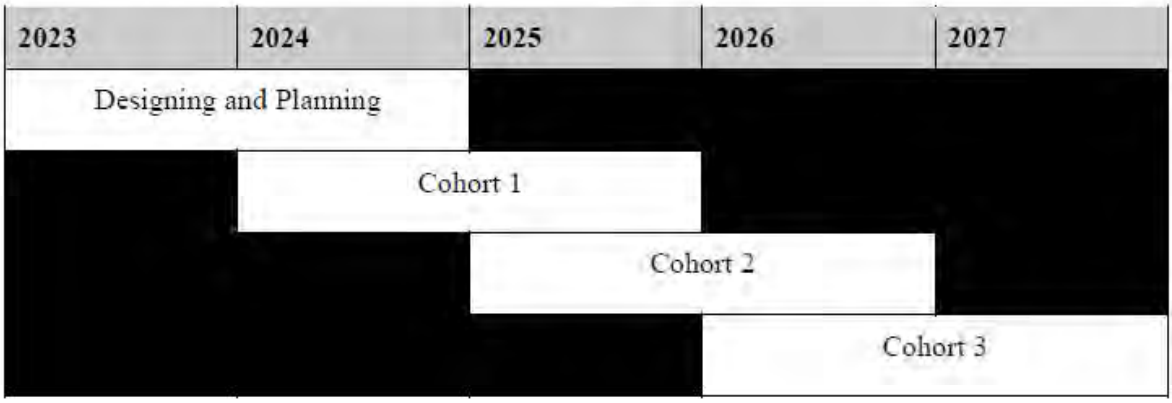
Task List and Timeline

(Supplied by Grantee, Question 5 of RFA Response)

5. Timelines and Assurances

a) Assurance of data collection and submission.
FUSD and Fresno State are fully committed to complying with the Commission's data collection and reporting requirements. During this capacity-building process, we will develop a collaborative data collection and analysis system to support quality improvements to the program. This process assures that we have the procedures and key stakeholders in place to collect, analyze, and report on the data required by the commission and will continue to utilize the data to scale program outcomes. Please see Table 1 to review data collection plans and their expected timelines.

b) Expected timelines.
Please see Table 1 for the details of our planned activities and their expected timelines. The table will also include the implementation of residency cohorts until the Summer of 2027. Please see the summary table specifically for the cohort timeline.



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Exhibit B

Budget

(Supplied by Grantee, Appendix G)

Program Component	Grant FundsAmount	Actual Matching Funds Amount	In-Kind Matching Funds Amount
LEA Personnel (Salaries)	$0.00	$0.00	$200,000.00
LEA Personnel (Stipends)	$0.00	$0.00	$0.00
LEA Personnel (Release time)	$0.00	$0.00	$0.00
IHE Personnel (Salaries)	$0.00	$0.00	$0.00
IHE Personnel (Stipends)	$105,000.00	$0.00	$0.00
IHE Personnel (Release time)	$0.00	$0.00	$0.00
Mentor School Counselor Professional Development/Training	$12,500.00	$0.00	$0.00
Mentor School Counselor Stipends	$120,000.00	$0.00	$0.00
Travel for LEA Personnel	$0.00	$0.00	$0.00
Travel for IHE Personnel	$7,500.00	$0.00	$0.00
Consultants/Technical Support Provider	$0.00	$0.00	$0.00
Program Administration	$5,000.00	$0.00	$0.00
Other (describe below)	$0.00	$0.00	$0.00

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Program Component	Grant FundsAmount	Actual Matching Funds Amount	In-Kind Matching Funds Amount

As partners, FUSD and Fresno State request $250,000 of capacity grant funding to establish the school counseling residency program. The requested budget items and amounts are described below:

IHE Personnel Stipend: 42% of the requested funding from the capacity grant is budgeted for IHE personnel stipends to support two Co-PIs at .25 FTE. These Co-PIs' roles include providing support and leadership as Residency Directors and Program Support leaders at Fresno State. The allocation of capacity funding for personnel over the four years will enable our partners to apply and utilize any additional funding awarded through the CTC Implementation and Expansion grants to support residents' tuition and living expenses. The Co-PIs will coordinate the residency partnership, establish and sustain trusting relationships with key university and local education agency stakeholders, oversee the resident placements, support data collection, monitor progress, coordinate and support project meetings and activities, support oversight of the grant budget and reporting, and are positioned to initiate and sustain ongoing efforts for programmatic changes that enhance the resident experience. The request for $105,000 to cover .25 FTE of two Co- PIs', stipends and benefits, each year $26,250 over four years.

Mentor Professional Development and Training: Professional development supports our mentorship program's ongoing growth and development. Our goal is to provide high-quality training opportunities to our mentors, ensuring they have the skills and knowledge needed to support our residents effectively. The program will include training in effective mentorship techniques, data collection and analysis, culturally responsive teaching, and social-emotional learning. Counseling Residents will be given professional learning in counseling-specific areas. Examples of that are the UC Counselor Conference and CSU Counselor Conference. These conferences provide the latest information in admissions programs and Policies that are required for counselors to provide assistance to seniors with college admissions. Total is $12,500 over four years ($3,125 each year; per 15 counselors at $208 per year).

Mentor Stipends: Each mentor will receive a $1,000 stipend per semester for engaging in professional learning communities, data collection, and attending additional professional development opportunities beyond their duty day(s). (15 mentors X $2,000 X 4 years = $120,000).

Travel for IHE Personnel: The budget includes in-state and out-of-state travel expenses (hotel, airfare, per diem, transportation) for two IHE Co-PIs to attend conferences that support the Residency Program from 2023-2027. These conferences could include but are not limited to, events put on by the following: The American School Counselor Association, California Association of School Counselors, California Educational Research Association, and American Educational Research Association. Total is $7,500 over four years ($1,875 each year, to be shared by two Co-PIs)

Program Administration: The budget includes a portion allocated for program administration to oversee spending and activities necessary to carry out the intent of the award. The amount was determined by retaining 2% of the award for a total of $5,000 over four years. ($5,000 / 4 = $1,250)

In-Kind Matching Funds
The School Counselor Residency Program is providing the following in-Kind matching funds for a total of $200,000 (equivalent to an $.80 to $1 basis).

LEA Personnel: 100% of the In-Kind matching funding is budgeted for LEA personnel salaries to support the program. The allocation of in-kind matching funding for personnel over the four-year period positions the RTRP to utilize any additional funding awarded through the School Counselor Residency grant, Expansion grant, and Implementation grant to go directly back to the residents in supporting tuition and living expenses. The LEA project director/residency coordinator oversees the implementation of the CTC Capacity Grant, communicates with the grant officer, and meets all grant requirements. The role of the executive assistant is to support the monitoring of budgets, reports, and process invoices for payment. The request for $200,000 for four years to cover salaries and benefits.

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Program Component	Grant FundsAmount	Actual Matching Funds Amount	In-Kind Matching Funds Amount
GRAND TOTALS	$250,000.00	$0.00	$200,000.00

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-20**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Approve Award of Bid 25-08, Starr Elementary School Heating, Ventilation, Air Conditioning and Energy Management System Replacement

ITEM DESCRIPTION: Included in the Board binders is information on Bid 25-08, Starr Elementary School Heating, Ventilation, Air Conditioning and Energy Management System Replacement. This project will improve classroom ventilation and air conditioning by replacing air handlers, heat pumps, energy management systems, and central plant equipment. The project will provide new, more energy efficient equipment, capable of providing Minimum Efficiency Reporting Value-13 (MERV-13) filtration and increased air exchange rates. The existing systems are over 25 years old and require replacement due to age, condition, repair history, and difficulty in locating replacement parts.

The request for bids was lawfully advertised on August 30, 2024. Notifications were sent to 153 firms plus five construction trade publications, and the district received two responses. Bids were opened on September 30, 2024. Staff recommends award to the lowest responsive, responsible bidder:

Strategic Mechanical, Inc. (Fresno, California) $2,171,000.

The tabulation is attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of $2,171,000 are available in the Measure M Funds.

PREPARED BY: Ann Loorz

DIVISION: Operational Services

CABINET APPROVAL PHONE: (559) 457-3134

CABINET APPROVAL: Chief Operations and Classifieds Labor Management Officer, Paul Idsvoog

INTERIM SUPERINTENDENT APPROVAL:

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION
BID NO. 25-08, STARR ELEMENTARY SCHOOL HEATING, VENTILATION, AIR CONDITIONING AND ENERGY MANAGEMENT SYSTEM REPLACEMENT

Bid Opening Date: September 30, 2024 prior to 2:00 P.M. Buyer: Panhia Moua

CONTRACTOR	CITY	BASE BID AMOUNT
Strategic Mechanical, Inc.	**Fresno**	**$2,171,000**
New England Sheet Metal and Mechanical, Co.	Fresno	$2,279,900

Low bid determined by Base Bid.

Staff recommends award of the Base Bid for $2,171,000 to Strategic Mechanical, Inc., the lowest responsive, responsible bidder.

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-21**

ACTION REQUESTED: APPROVE

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Approve Proposed Revisions for Board Policies

ITEM DESCRIPTION: Included in the Board binders are proposed revisions for eight Board Policies (BP) as follows:

- BP 3110 - Transfer of Funds
- BP 3270 - Sale and Disposal of Books, Equipment and Supplies
- BP 3400 - Management of District Assets/Accounts
- BP 3400.1 - Audit Committee
- BP 3452 - Student Activity Funds
- BP 3460 - Financial Reports and Accountability
- BP 5145.7 - Sexual Harassment
- BP 5146 - Married/Pregnant/Parenting Students

These revisions meet the California School Boards Association (CSBA) recommendations and best practices.

Revision recommendations are color coded as follows:
Yellow highlight - CSBA recommended language policy
Peach font – Subcommittee recommendation
Grey font – New Policy, CSBA recommended
Green font – Legally mandated/reference changes
Teal header – *New Policy, non-CSBA proposed
Blue font – Clarification or readability changes
~~Red strikeout~~ – Recommended deletion
Green font - CDE/FPM/Legal required change
Purple font - Information change
Blue font – Legal Counsel's recommendation

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

PREPARED BY: Teresa Plascencia, Executive Director

DIVISION: Constituent Services

CABINET APPROVAL PHONE: (559) 457-3838

CABINET APPROVAL: Ambra O'Connor, Chief of Staff

INTERIM SUPERINTENDENT APPROVAL:

DRAFT

Fresno Unified Board Policy (BP) 3110
Transfer of Funds

~~It is the policy of t~~The Governing Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements. ~~that all budget transactions are consistent withState accounting regulations and responsible business management while facilitating financial transactions for district school sites or departments.~~

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3000 – Concepts and Roles)
(cf. 3100 - Budget)
(cf. 3300 – Expenditures and Purchases)
(cf. 3350 – Travel Expenses)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

The total amount budgeted by the district for each major classification of expenditures, as listedin the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the County Auditor. (Education Code 42600)

2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)

3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)

4. If any special reserve funds that are maintained for capital outlay or other purposes pursuant to Education Code 42842 are not actually encumbered for ongoing expenses, transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may submit a written request to the County Superintendent, Auditor, and Treasurer to discontinue the special reserve fund and transfer those monies to the district's general fund. (Education Code 42841-42843)

5. Transfer monies between other funds or accounts when authorized by law.

Changes in Total Budget

~~Subsequent to~~ **After** adoption of the district's annual budget, all changes to the total appropriation or estimated revenues for any fund must be approved by the Board. Under the following specified conditions, such changes may be implemented in the district's financial system prior to Board approval. Ratification of such changes must be brought to the Board in a timely manner:

1. When state building program funds are apportioned.
2. When a categorical grant award has already been accepted by the Board.
3. When Board approval has been given for a specified amendment to the district budget.
4. When local donations/fees have been received by school sites/departments for supplies.

Appropriation Transfers

5. Intrafund appropriation transfers may be approved by the Superintendent or his/her designee. Such transfers must be incorporated in all subsequent financial reports presented to the Board.

Legal Reference:
EDUCATION CODE
78 Definition governing board
5200 Districts governed by boards of education
16095 Transfer of district funds to district state school building fund
~~17582 Deferred maintenance fund; establishment; purpose~~
~~17583 Deferred maintenance fund; transfer~~
~~17584 Budgeting certification deferred maintenance funding~~
~~17585 Applications for deferred maintenance funding~~
41301 Section A state school fund allocation schedule
42125 Designated and unappropriated fund balances
42238-42251 Apportionment to districts
42238.01-42238.07 Local control funding formula
42600 District budget limitation on expenditure
42601 Transfers between funds to permit payment of obligations at close of year
42603 Transfer of monies held in any fund or account to another fund; repayment
42840-42843 Special reserve fund
52616.4 Expenditures from adult education fund

Policy FRESNO UNIFIED SCHOOL DISTRICT
adopted: June 23, 1994 Fresno, California
revised: July 12, 2000
revised: September 10, 2014
revised: Fall__,2024

Policy Section: 3000 Business and Noninstructional Operations

DRAFT

Fresno Unified Board Policy (BP) 3270
Sale and Disposal of Books, Equipment and Supplies (Personal Property)

The Governing Board recognizes ~~that the district may own personal property which is unusable, obsolete, or no longer needed by the district. The Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with Board policy and the requirements of state law.~~ its fiscal responsibility to maximize the use of district equipment, supplies, instructional materials, and other personal property while providing up-to-date resources that facilitate student learning and effective district operations. When the Board, upon recommendation of the Superintendent or designee, declares any district-owned personal property unusable, obsolete, or no longer needed, the Board shall determine the estimated value of the property and shall decide whether the property will be donated, sold, or otherwise disposed of as prescribed by law and administrative regulation.

The Board shall approve the price and terms of any sale or lease of personal property of the district.

If the Board members who are in attendance at a meeting unanimously agree that the property, whether one or more items, does not exceed $2,500 in value, the property may be sold without advertising for bids. (Education Code 17546)

(cf. 3440 - Inventories)

Instructional materials ~~may~~ shall be considered obsolete or unusable ~~when they:~~ by the district if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with the district's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the district. Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

1. Contain information rendered inaccurate or incomplete by new discoveries or technologies.
~~2. Have been replaced by more recent versions or editions of the same material, and they are of no foreseeable value in other instructional areas.~~
3. Contain demeaning, stereotyping or patronizing references to ~~either sex, to members of racial, ethnic, religious, vocational or cultural groups, or to persons with physical or mental handicaps~~. any group of persons protected against discrimination by law or Board policy
4. ~~Have been inspected and discovered to be~~ Are damaged beyond use or repair.

~~The Superintendent or designee shall identify to the Board all items not needed by the district, together with their estimated value and a recommended disposition.~~

The Superintendent or designee shall establish procedures to be used whenever the district sells equipment or supplies originally acquired under a federal grant or subgrant. Such procedures shall be designed to ensure the highest possible return. (2 CFR 200.313)

~~The Board may dispose of district property by any of the following methods:~~
~~1. The Board may advertise for bids and either sell the property to the highest responsible bidder or reject all bids. Timely notice for bids shall be posted or published as specified in Education Code 39520. Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 39521)~~

2. The Board may authorize the sale of the property by public auction. (Education Code 39520)
3. Without advertisement for bids, the Board may sell or lease the property to agencies of federal, state or local government, to any other school district, or to any agency eligible under the federal surplus property law (40 U.S.C., Section 484(j)(3)). In such cases, the sale price shall equal the cost of the property plus estimated cost of purchasing, storing, and handling. (Education Code 39510)
4. If Board members attending the meeting unanimously agree that the property is worth no more than $2,500, the Board may designate any district employee to sell the property without advertising. (Education Code 39521(a))
5. If Board members attending the meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping.(Education Code 39521)
6. Surplus or undistributed obsolete instructional materials may be donated or sold at a nominal price to organizations or individuals who will use them for educational purposes, as specified in Education Code 60510.
7. Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified in item 6 above may be:
a. Mutilated so as not to be salable and sold for scrap at the highest obtainable price, or
b. Destroyed by any economical means at least 30 days after the Board has given notice to all persons who have requested such notice. (Education Code 60530)

(cf. 9323.2 - Actions by Board

Legal Reference:
EDUCATION CODE
17540-17542 Sale or lease of personal property by one district to another (or certain other agencies)
17545-17555 Sale or lease of personal property by one district to another
35168 Inventory of Equipment
60510-60530 Sales, donation, or disposal of instructional materials
CALIFORNIA CODE OF REGULATIONS
5 CCR 3944 Consolidated categorical programs; district title to equipment
5 CCR 3946 Control, safeguards, disposal of equipment purchased with consolidated application funds
GOVERNMENT CODE
39520-39529 Sale of personal property
60413 Sales to pupils; disposition of proceeds
60420 Disposal of old textbooks
60500 Determination of obsolescence
60510-60513 Donation or sale
60520-60521 Disposition of sale proceeds
60530 (Methods of) destruction
65505 District property; disposition; proceeds
FEDERAL CODE
2 CFR 200.0-200.521 Federal uniform grant guidance
40 USC 549 Surplus property

Policy FRESNO UNIFIED SCHOOL DISTRICT
Adopted: June 23, 1994 Fresno, California
Revised: Fall, 2024

Policy Section: 3000 Business and Noninstructional Operations

DRAFT

Fresno Unified Board Policy (BP) 3400
Management Of District Assets/Accounts

The Governing Board recognizes its fiduciary responsibility to effectively manage and **safeguard the district's** assets and **resources** in order to help achieve the district's goals for student learning. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system~~s to meet~~ that enhances the district's ability **to meet** its fiscal obligations, produces reliable ~~useful information for~~ financial reports, and complies with laws, regulations, policies, and procedures ~~safeguard the district's resources~~. The Superintendent or designee ~~He/she~~ shall ensure that the district's accounting system provides ongoing internal controls and meets generally accepted accounting standards as specified by the California Department of Education and, as appropriate, the Governmental Accounting Standards Board (GASB). When required by law or as directed by the Board, and in accordance with Board Policy and Administrative Regulation 3460 – Financial Reports and Accountability, the Superintendent or designee shall submit to the Board reports of the district's financial status.

(cf. 3100 - Budget)
(cf. 3300 - Expenditures/Expending Authority)
(cf. 3460 - Financial Reports and Accountability)

Capital Assets

The Superintendent or designee ~~Governing Board recognizes the importance of~~ shall develop a system to accurately~~cy~~ identify~~ing~~ and valuez~~ing~~ district assets in order to help ensure financial accountability and to minimize the risk o**f**~~r~~ loss or~~f~~ misuse. District assets with a useful life of more than~~t~~ one year and an initial acquisition cost of $15,000 or more shall be considered capital assets.

(cf. 3440 - Inventories)

The Superintendent or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value or depreciation~~,~~ during each accounting period for all capital assets.

Internal Control/Fraud Protection

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

Board members and district employees involved in the making of contracts on behalf of the district shall comply with the district's conflict of interest policy as specified in Board Bylaw 9270 – Conflict of Interest.

The Superintendent or designee shall develop internal controls which aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district, assist with effective and efficient operation of the district, and produce reliable financial information, and ensure compliance with all applicable laws and regulations. These internal controls may include, but are not limited to, segregating and monitoring employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; developing timely reconciliations of budgets, ledgers, and accounts; conducting background checks on business office employees; and requiring continuous in-service training for business office staff and board members on the importance of fraud prevention, financial management, budget, and governance.

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to the employee's immediate supervisor and/or the Superintendent or designee. In addition, the Superintendent or designee shall establish a method for employees and outside persons to anonymously report any suspected instances of fraud, impropriety, or irregularity.

The Superintendent or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, the district's auditors, the Fiscal Crisis and Management Assistance Team (FCMAT), law enforcement agencies, or other governmental entities, as appropriate.

The Superintendent or designee shall provide regular reports to the Board on the status of the district's internal control procedures and recommend any necessary revisions to related Board policies or administrative regulations.

Legal Reference:
EDUCATION CODE
1241.5 Audit by county superintendent
14500-14508 Financial and compliance audits
35035 Powers and duties of superintendent**; transfer authority**
35250 Duty to keep certain records and reports
41010-41023 Accounting regulations, budget controls and audits
42600-4260~~3~~**4** Control of expenditures
42647 Drawing of warrants by district on county treasurer; form; reports, statements and other data
ELECTIONS CODE
1090-1099 Prohibitions applicable to specified officers
GOVERNMENT CODE
53995-53997 Obligation of contract
84308 Campaign Disclosure
87100-87500 Political Reform Act

~~Management Resources:~~
~~CSBA PUBLICATIONS~~
~~Maximizing School Board Leadership: Finance, 1996 GOVERNMENTAL ACCOUNTING STANDARDS BOARD~~
~~Statement 34, Basic Financial Statements - and Management's Discussion and Analysis - For State and Local Governments, June 1999~~
~~WEB SITES~~
~~Governmental Accounting Standards Board: http://www.gasb.org~~
~~CDE, School Fiscal Services: http://www.cde.ca.gov/fiscal~~
~~State Controller's Office: http://www.sco.ca.gov~~
~~Fiscal Crisis and Management Assistance Team: http://www.fcmat.org~~
~~School Services of California: http://www.sscal.com~~
~~California Association of School Business Officials: http://www.casbo.org~~

Policy FRESNO UNIFIED SCHOOL DISTRICT
adopted: June 23, 1994 Fresno, California
revised: January 28, 2004
revised: Fall 2024

Policy Section: 3000 Business and Noninstructional Operations

DRAFT

Fresno Unified Board Policy (BP) 3400.1
Audit Committee

It is the policy of the Governing Board to establish a district audit committee as a means of enhancing the audit functions, of devoting sufficient attention to audits and financial reporting, and of demonstrating a commitment to the exercise of due care in reviewing audits and financial statements which will be used for management purposes and/or released to the public.

An audit committee shall be appointed by the Board and shall be responsible directly to the Board. Its purpose shall be to ~~assure~~ **ensure** that the highest level of internal controls are maintained in order to ~~assure~~ **ensure** that the work of the district is carried out in an efficient and economical manner.

The audit committee shall be comprised of seven members as follows:

1. Three members of the Board, appointed by the president of the Board
2. Four members **and two alternates** of the community whose skills are deemed sufficient by the Board to enable them to carry out their duties effectively. Appointment by the Board shall be pursuant ~~by~~ **to** nomination and election by the Board

Board members of the audit committee shall be appointed for one-year terms at the meeting following the annual organizational meeting of the Board.

Community members of the audit committee shall be appointed by the Board for four-year terms with a staggered rotation.

Community members should meet the following criteria:

1. Independence

- **Independence from Management**: All community members of the audit committee must be independent. This means they cannot accept any consulting, advisory, or compensatory fees from the District, other than for board service. They also cannot be affiliated persons of the District or any of its component units.
- **No Material Relationships**: Members must not have any material relationship with the District, either directly or as a partner, shareholder, or officer of an organization that has a relationship with the District.

2. Financial Literacy

- **Financial Expertise**: At least one community member of the audit committee must be a "financial expert," as defined by the SEC. This person should have an understanding of financial statements, generally accepted accounting principles (GAAP), and experience in preparing, auditing, analyzing, or evaluating financial statements.
- **General Financial Literacy**: All community members of the audit committee must be financially literate, meaning they must have the ability to understand fundamental financial statements, including the District's statement of financial position and statement of revenues, expenses and fund balance.

Meetings of the audit committee shall be called and conducted by an audit committee chairperson. The chairperson shall be elected by the Audit Committee and shall be a Board-

member appointee to the committee. The chairperson will be elected annually.

The audit committee shall carry out its work by monitoring the work of the district's internal and external auditors, by serving as liaison between the district and its internal and external auditors, and by presenting an annual report to the Board on the status and substance of the auditor's work. Members shall have no more than two consecutive, unexcused absences.

The audit committee shall recommend to the Board for their action, the external auditor, and the scope of each annual audit.

The audit committee is involved in the selection and replacement, and the regularly scheduled annual session for evaluation of the internal auditor.

The Superintendent shall serve as executive officer to the audit committee and the internal auditor will report administratively to the Superintendent and/or designee and functionally to the audit committee of the Board. The Superintendent and/or designee shall evaluate the internal auditor, with input from the chairperson of the Audit Committee and one community member of the Audit Committee.

The Superintendent shall make available to the audit committee ~~such other~~ district staff, as ~~shall be~~ needed, to carry out the committee's work. The internal auditor shall be expected to work closely, in a staff capacity, with the committee.

The responsibilities of the audit committee shall include but not be limited to the following:

1. Recommend to the Board for approval **of** the independent auditors~~.~~

2. Review the independent audit engagement including the fee, scope and timing of the audit, and any other services to be rendered, including nonaudit services~~.~~

3. Review with the independent auditors district policies and procedures regarding internal auditing and internal accounting and financial controls~~.~~

4. Upon completion of their audit, review with the independent auditors the cooperation they received from district personnel during the audit, the extent to which district resources could be used to minimize the time spent on the audit, and any significant matters of concern arising from the audit~~.~~

5. Review with the independent auditors any significant transactions which are not a normal part of the district's business, any changes in accounting principles and practices, all significant proposed audit adjustments, and any recommendations that they may have for improving internal controls, choice of accounting principles or management systems~~.~~

6. Review with the district's financial and accounting staff district policies regarding internal accounting and financial controls~~.~~

7. Review and recommend district policies to the Board to prohibit unethical, questionable, or illegal activities by district employees~~.~~

8. Review with the internal auditor the organization and independence of the internal audit function; the goals and plans of internal audit including the nature and extent of work; problems and experiences in completing internal audits; and findings, conclusions, and recommendations as a result of internal audits.

9. Upon completion of the independent audit, review with the district's financial and accounting managers their perception of the independent auditors, any significant matters of concern arising from the audit, and the extent to which recommendations made by the independent auditors have been implemented.

10. Prepare quarterly written reports to the Board relating the results of committee activities

Policy FRESNO UNIFIED SCHOOL DISTRICT
adopted: November 29, 1979 Fresno, California
revised: January 25, 1996
revised: March 25, 1999
revised January 16, 2002
revised: Fall 2024

Policy Section: 3000 Business and Noninstructional Operations

DRAFT

Fresno Unified Board Policy (BP) 3452
Student Activity Funds

~~Through the authority give~~ t The Governing Board recognizes that student organizations can provide student with an **opportunity to** conduct worthwhile cocurricular activities while helping students learn about effective financial practices and develop leadership and management skills. To that end, **the Board** may approve **the formation of** associated **student body organizations** which are composed entirely of students, operate under the oversight of the principal or other district-employed advisor, and are subject to the control and regulation of the Board. ~~to approve, control, and regulate student body associations within the district (Education Code 48930), the Board authorizes the formation of student body funds at each school site within their authority and such other student body funds necessary to ensure that all students are availed of the opportunity to participate.~~

Student organizations may raise and spend ~~money in order to~~ funds to support activities that promote the general welfare, morale and educational experiences of the student~~s~~ body. ~~Student funds shall finance worthwhile activities which go beyond those provided by the district.~~

Fundraising

Each principal or designee shall keep on file a list of the fundraising events that each student organization proposes to hold that year. The principal or designee shall review the proposed events and determine whether the events contribute to the educational experience and do not conflict with or detract from the school's educational program. When reviewing proposed events, the principal or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

Fundraising events that involve the sale of food and/or beverages shall comply with applicable state and/or federal nutrition standards and BP/AR 3554 - Other Food Sales. If the fundraising event involves the sale of noncompliant food and/or beverages, it shall not take place from midnight until at least one-half hour after the end of the school day, or not be conducted on school premises.

~~*cf. 1321 - Solicitation of Funds from and by Students*~~
~~*cf. 3554 - Other Food Sales*~~
~~*cf. 6145.5 - Student Organizations/Associations*~~

Management and Reporting of Funds

Student funds shall be managed in accordance with law, regulations, Board policies, and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the ~~safety~~ security of funds ~~or exposing students to undue responsibility or unnecessary routine.~~

~~The Board approves that student funds shall be held or invested within the district's boundaries and in accordance with Education Code 48933. (See district's Student Body Manual)~~

The Superintendent or designee shall develop internal control ~~Student funds shall be disbursed according to~~ procedures ~~established by the Business Division. All disbursements must be approved by a designated administrator, the certificated employee who is the student organization advisor, and a student organization representative. (Education Code 48933)~~to safeguard the organization's assets, promote the success of fundraising ventures, provide reliable financial information, protect employees and volunteers from accusations of impropriety, and reduce the risk and promote the detection of fraud

and abuse. These procedures shall detail the oversight of activities and funds including, but not limited to, the appropriate role and provision of training for staff and students, parameters for events on campus, appropriate and prohibited uses of funds, and accounting and record-keeping processes, including procedures for handling questionable expenditures.

The principal or ~~other Board~~ designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent or designee at the beginning of each school year. The Superintendent or designee shall monitor the budget and periodically review the organization's ~~general financial structures and accounting~~ use of funds to ensure compliance with the district's internal control procedures.

Funds derived from the student body shall be expended according to procedures established by the student organization. All expenditures must be approved by a Board-designated employee or official, the certificated employee who is the designated student organization advisor, and a student organization representative. (Education Code 48933)

When student body funds are expended for equipment, supplies, or activities that support the district's athletic program, the Superintendent or designee shall ensure that the expenditures are aligned with the district's commitment to provide equitable opportunities for males and females.

Because of the district's administrative and/or direct financial involvement in the assets of the student organization, the student activity fund shall be reported within the district's fund in accordance with Governmental Accounting Standards Board Statement 84.

The Board shall provide an annual audit of student **organization** accounts by a certified public accountant or licensed public accountant. ~~Auditing cost~~ **The cost of the audit** shall be paid from district funds. (Education Code 41020)

~~*(cf. 3400 - Management of District Assets/Accounts)*~~

Legal Reference:
EDUCATION CODE
35182.5 Contracts for advertising
35564 Funds; obligations of the student body
41020 Requirement for annual audit
48930-48938 Student ~~body~~ organizations
49431 Sale of food; elementary school
49431.2 Sale of food; middle and high schools
49431.5 Sale of beverages; elementary, middle, and high school
51520 Prohibited solicitations on school premises
CALIFORNIA CODE OF REGULATIONS
15500 Food sales in elementary schools
15501 Food sales in high schools and junior high schools
4920-4922 Nondiscrimination in intramural, interscholastic, and club activities
FEDERAL CODE
106.41 Nondiscrimination in athletic programs

Policy FRESNO UNIFIED SCHOOL DISTRICT
adopted: June 23, 1994 Fresno, California
revised: Fall 2024

Policy Section: 3000 Business and Noninstructional Operations

DRAFT

Fresno Unified Board Policy (BP) 3460
Financial Reports and Accountability

The Governing Board is committed to ensuring the fiscal health of the district and providing public accountability. The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations ensure that the financial systems support the district's goals for student achievement.

(cf. 3100 - Budget)
(cf. 3110 - Transfer of Funds)
(cf. 3300 - Expenditures/Expending Authority)
(cf. 3430 - Investing)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 9000 - Role of the Board)

The Superintendent or designee shall provide the Board with financial reports throughout the year in accordance with law and as otherwise requested by the Board.

The Superintendent or designee shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Government Accounting Standards Board and the California Department of Education (CDE). The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report without breaking any applicable submission deadline.

(cf. 3400 - Management of District Assets/Accounts)

The Board shall regularly assess the **district's financial position** and communicate the results to the public, district's financial position to the public and shall use financial reports to determine what the actions and budget amendments, if any, that are needed to ensure the district's financial stability.

Audit Committee (See BP 3400.1)
(cf. 1340 - Access to District Records)

If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall take action act quickly to identify and resolve these conditions without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to provide the district with needed advice or fiscal management training. the district on fiscal matters.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account

code structure (SACS) as prescribed by the Superintendent of Public Instruction(SPI). (Education Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the Board shall**, at a regular or special meeting,** adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. **(Education Code 42132; Government Code)**

(cf. 9322 - Agenda/Meeting Materials)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year the Superintendent or designee shall submit two interim ~~fiscal~~ reports to the Board.~~, t~~The first report **shall** cover~~ing~~ the district's financial and budgetary status for the period ending October 31 and the second report **shall** cover~~ing~~ the period ending January 31. The reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and, ~~certify,~~ on the basis of the interim report and any additional financial information known by the Board**, shall certify in writing** whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent ~~under the authority granted to him/her pursuant to~~ (Education Code 42131).

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

If, a~~A~~t any time during the year, ~~when~~ the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the district's financial and budgetary conditions, ~~after he/she has determined that the district's budget district's budget does not comply with state criteria and standards for fiscal stability,~~ the Board shall review any report of the County Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of the Board's ~~its~~ proposed actions on the recommendation. (Education Code 42637)

Audit Report

~~Pursuant to Education Code 41020, if the district has a disapproved budget, has received a negative certification on any budget or interim fiscal report during the current fiscal year or either of the two preceding fiscal years, or has otherwise been determined by the County Superintendent to have a lack of going concern, any contract the district enters into for auditing services must be approved by the County Superintendent.~~

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm whose ~~The Board shall not select any public accounting firm to provide audit services if the~~ lead or coordinating audit partner having primary responsibility for the audit, or whose ~~the~~ audit partner responsible for reviewing the audit~~,~~ has performed audit services for the district in each of the six previous fiscal years shall not be selected to perform a district audit. (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Audit Committee

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The ~~responsibilities of the audit~~ committee shall serve in an advisory capacity and may: ~~include but not be limited to the following:~~

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit ~~independent audit engagement including the fee, scope, and timetable of the audit, and any other services to be rendered, including nonaudit services.~~

~~Review with the independent auditors any significant transactions which are not a normal part of the district's business, any changes in accounting principles and practices, all significant proposed audit adjustments, and any recommendations that they may have for improving internal controls, choice of accounting principles or management systems.~~

3. Review the results of the audit and participate with the independent auditor~~s~~ and management in preparing final recommendations and responses ~~district policies and procedures regarding internal auditing and internal accounting and financial controls.~~

4. Participate with the independent auditor in presenting the audit report to the Board ~~Review with the district's financial and accounting staff district policies regarding internal accounting and financial controls. Review and recommend district policies to the Board to prohibit unethical, questionable, or illegal activities by employees.~~

5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting ~~Upon completion of the independent audit, review with the district's financial and accounting managers their perception of the independent auditors, any significant matters of concern arising from the audit, and the extent to which recommendations made by the independent auditors have been implemented.~~

6. Provide input on the effectiveness of the independent auditor ~~Prepare quarterly written reports to the Board relating the results of the committee activities.~~

7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems ~~Upon completion of their audit, review with the independent auditors the cooperation they received from district personnel during the audit, the extent to which district resources could be used to minimize the time spent on the audit, and any significant matters of concern arising from the audit.~~

8. ~~Review with the internal auditor the organization and independence of the internal audit function; the goals and plans of internal audit including the nature and extent of work; problems and experiences in completing internal audits; and findings, conclusions, and recommendations as a result of internal audits.~~

Legal Reference:
EDUCATION CODE
1240 ~~Duties of~~ County superintendent of schools, **duties**
14500-14508 Financial and compliance audits
17150-17150.1 Public disclosure of non-voter-approved debt
17170-17199.5 California School Finance Authority
33127 Standards and criteria for local budgets and expenditures
33128 Standards and criteria; inclusions
33129 Standards and criteria; use by local agencies
35035 Powers and duties of superintendent; **transfer authority**
41010-41023 Accounting system **and audits**
41326 Emergency apportionment
41344 Repayment of apportionment significant audit exceptions

41344.1 Appeals of audit findings
41455 Examination of financial problems of local districts
42100-42105 Requirement to prepare and file annual statement
42120-42129 Budget requirements
42130-42134 Financial reports and certifications
42140-42142 Public disclosure of fiscal obligations
42637 County Superintendent review of district's financial and budgetary conditions
42652 Revocation or suspension of warrant authority
48300-48316 Student attendance alternatives; **school district of choice program**
52060-52077 Local control and accountability plan
GOVERNMENT CODE
16429.1 Local agency investment fund
3540.2 **Meeting and negotiating in public educational employment** ~~School district; qualified or negative certification; proposed agreement review and comment~~
53646 Treasurer ~~R~~reports **and statements** of investment policy ~~and compliance~~
7900-7914 Appropriations limit
CODE OF REGULATIONS, TITLE 5
15060 Standardized account code structure
15070 Submission of reports using standardized account code structure
15440-15451 Criteria and standards for school district budgets
15453-15464 Criteria and standards for school district interim reports
19810-19816.1 Audits
FEDERAL REGULATION
2 CFR 200.0-200.521 Federal uniform grant guidance
31 USC 7501-7507 Single audits of federal program funds

~~MANAGEMENT RESOURCES:~~
~~California Department of Education Communication: New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007~~
~~CSBA PUBLICATIONS~~
~~Maximizing School Board Governance: Fiscal Accountability, 2006 CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS~~
~~New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007~~
~~1208.00 Audit Resolution Process: Repayment Plans~~
~~FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS~~
~~Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006~~
~~GOVERNMENTAL ACCOUNTING STANDARDS BOARD~~
~~Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009~~
~~Statement 34, Basic Financial Statements and Managements Discussion and Analysis - For State and Local Governments, June 1999~~
~~Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004~~
~~U.S. GENERAL ACCOUNTING OFFICE AND PRESIDENTS COUNCIL ON INTEGRITY AND EFFICIENCY (PCIE) PUBLICATIONS~~
~~Financial Audit Manual, revised 20038~~
~~U.S. OFFICE OF MANAGEMENT AND BUDGET CIRCULARS~~
~~A-133 Audits of States, Local Governments, and Non-Profit Organizations STATE CONTROLLER PUBLICATIONS~~
~~Standards and Procedures for Audits of California K-12 Local Educational Agencies (annual publication)~~
~~WEB SITES~~
~~CSBA: http://www.csba.org~~
~~California Association of School Business Officials: http://www.casbo.org~~
~~California County Superintendents Educational Services Association: http://www.ccsesa.org California Department of Education, Finance and Grants: http://www.cde.ca.gov/fg Education Audit Appeals Panel: http://www.eaap.ca.gov~~
~~Fiscal Crisis and Management Assistance Team: http://www.fcmat.org Governmental Accounting Standards Board: http://www.gasb.org School Services of California: http://www.sscal.com~~
~~State Controllers Office: http://www.sco.ca.gov~~
~~U.S. Government Accounting Office: http://www.gao.gov~~
~~U.S. Office of Management and Budget: http://www.whitehouse.gov/omb~~

Policy FRESNO UNIFIED SCHOOL DISTRICT
adopted: June 23, 1994 Fresno, California
reviewed: June 1999
revised: January 28, 2004
revised: March 30, 2005
revised: September 10, 2014
revised: Fall 2024

Policy Section: 3000 Business and Noninstructional Operations

DRAFT

Fresno Unified Board Policy (BP) 5145.7
Sex~~ual~~ Discrimination and Sex-Based Harassment

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school- related activities, sexual discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status. ~~by anyone.~~

Additionally, t~~T~~he Board ~~also~~ prohibits retaliatory behavior or action against any person who ~~reports, files a~~ complains~~t~~ or testifies about~~,~~ **conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct,** or otherwise ~~supports a complainant in alleging sexual harassment.~~ **participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)**

The district strongly encourages students who feel that they are being or have experienced ~~been~~ sex~~ually harassed~~ discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct, ~~by another student or an adult, or who have experienced off-campus sexual harassment that~~ has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to ~~notify~~ the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administration Regulation 5145.71 – Title IX Sexual Discrimination and Sex-Based Harassment Complaint Procedures ~~or BP/AR 1312.3 – Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.~~

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent~~,~~ as deemed appropriate under the circumstances.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 5131 – Conduct)
(cf. 5131.2 – Bullying)
(cf. 5137 – Positive School Climate)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

The Superintendent or designee shall **ensure that all district staff are** ~~inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be~~ trained regarding the **district's sex discrimination and sex-based harassment policy,**

and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sex~~ual~~ discrimination and sex-based harassment. Such instruction and information shall include:

1. What acts and behavior constitute sex~~ual~~ discrimination and sex-based harassment~~,~~; ~~-~~including the fact that sex~~ual~~ discrimination and sex-based harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sex~~ual~~ discrimination and sex-based harassment under any circumstance

3. Encouragement to report observed incidents of sex~~ual~~ discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex~~ual~~ discrimination and sex-based harassment incident will be addressed separately and will not affect the manner in which the sex~~ual~~ discrimination and sex-based harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex~~ual~~ discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex~~-ual~~ discrimination and/or sex-based harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sex~~-ual~~ discrimination and sex-based harassment complaint continues

8.A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex~~ual~~ discrimination and sex-based harassment and/or other students during an investigation.

Disciplinary Actions

Upon completion of an investigation of ~~a~~ sex~~ual~~ discrimination and/or sex-based harassment~~, complaint,~~ any student found to have engaged in sex~~ual~~ discrimination and/or sex-based harassment or sexual violence, in violation of this policy, shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)

Upon investigation of a sex~~ual~~ discrimination and/or sex-based harassment ~~complaint~~, any employee found

to have engaged in sex~~ual~~ discrimination against, and/or sex-based harassment or sexual violence toward, any student, shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 – Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

~~Confidentiality and~~ Record-Keeping

~~All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)~~

~~In accordance with law and district policies and regulations,~~ ~~t~~The Superintendent or designee shall maintain ~~a~~ records ~~i~~**in accordance with law**, **including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations,** of all reported cases of sex-based~~ual~~ harassment to enable the district to monitor, address and prevent repetitive harassing behavior in ~~its~~ district schools.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-2~~62.470~~ Prohibition of discrimination ~~on the basis of sex~~
220.1 Prohibition of retaliation related to educational equity
220.3 Prohibition of disclosure of information related to student's sexual orientation, gender identity, or gender expression
220.5 Prohibition of policies requiring disclosure of information related to student's sexual orientation, gender identity, or gender expression
35292.5 School restrooms; all-gender restrooms
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 ~~Notice at beginning of term~~ **Parent/Guardian notifications**
48985 Notices **to parents**, ~~report, statements and records in primary~~ **in** language **other than English**
49060-49079 Students Records
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents~~/~~ **or** guardians for **act of** willful misconduct ~~of~~ **by a** minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
432 Student Records
4600-4670 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs **receiving state or federal financial assistance**
UNITED STATES CODE, TITLE 20
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act **(FERPA) of 1974**
1681-1688 Title IX of the Education Amendments of 1972**; discrimination based on sex**
UNITED STATES CODE, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 Nondiscrimination on the basis of sex in education programs
12291 Definition of dating violence, domestic violence, and stalking
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 Safe Schools: Strategies for ~~Governing Boards to Ensure Student Success, 2011~~
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Q&A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy FRESNO UNIFIED SCHOOL DISTRICT
Adopted August 26, 1993 Fresno, California
Revised December 11, 1997
Revised September 22, 1999
Revised March 10, 2004
Revised August 22, 2012
Revised June 17, 2015
Revised November 16, 2016
Revised January 20, 2021
Revised February 21, 2024
Revised Fall 2024

Policy Section: 5000 Students

DRAFT

Fresno Unified Board Policy (BP) 5146
Married/Pregnant/Parenting Students

The Governing Board recognizes that responsibilities pertaining ~~related~~ to marriage, pregnancy, or parenting, including ~~and~~ related ~~responsibilities~~ obligations, medical conditions, or recovery, may disrupt a students' education and increase the chance of a student dropping out of school. The Board ~~therefore~~ desires to minimize interruption to such students' educational progress by supporting married, pregnant, and parenting students ~~to~~ in their continued their education, assisting them to attain strong academic and parenting skills, and promot~~e~~eing the healthy development of their child(ren).

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6164.5 - Student Success Teams)

The district shall not exclude or deny any ~~pupil~~ **student** from any educational program or activity, including any class or extracurricular activity, solely on the basis of the ~~pupil~~ **student's current, potential, or past** pregnancy, childbirth, false pregnancy, termination of pregnancy, **lactation,** or related **medical conditions or** recovery ~~therefrom.~~ In addition, the district shall not adopt any rule concerning a ~~pupil's~~ **students** actual, ~~or~~ potential**, or past** parental, family, or marital status that ~~treats~~ **discriminates against and/or treats a** student~~s~~ differently on the basis of sex. (Education Code 221.51~~(a)(b);~~ **230**;5 CCR 4950~~(a)~~; 34 CFR 106.40) ~~(a)(b)(1))~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The ~~district~~ **Superintendent or designee** shall **annually** notify **parents/guardians at the beginning of the school year of the rights and options available** to pregnant and parenting ~~pupils~~ **students under the law. In addition, pregnant and parenting students shall be notified** of the rights and options available under the law through ~~the~~ annual school year welcome packets and through independent study packets. (Education Code 222.5~~(a)~~ **48980)**

~~The district shall also annually notify parents/guardians of pupils at the beginning of the regular school term of the rights and options available to pregnant and parenting pupils under the law. (EC Section 222.5(b))~~

(cf. 5145.6 - Parental Notifications)

Any employee who is informed by a student, or a person who has a legal right to act on behalf of a student, of a student's pregnancy or related conditions shall provide that person with the Title IX Coordinator's contact information and inform the person that the Title IX Coordinator can coordinate specific acts to prevent sex discrimination, including sex-based harassment, and ensure the student's equal access to the district's education program or activity. (34 CFR 106.8)

When notified of a student's pregnancy or related conditions, the Title IX Coordinator shall provide the student, and if applicable the person who has a legal right to act on behalf of the student and who notified the Title IX Coordinator of the student's pregnancy or related conditions, with the district's notice of nondiscrimination, as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment and Exhibit (1) 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. The Title IX Coordinator shall also coordinate actions specified in 34 CFR 106.40 to prevent discrimination against, and ensure equal access to, the student, including the following: (34 CFR 106.44)
1. Notifying the student that the district is required to not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related

conditions

However, a student's voluntary participation in a separate portion of the district's education program or activity does not constitute prohibited discrimination if the district ensures that the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions.

2. To the extent consistent with 34 CFR 106.40(b)(3), ensuring that pregnancy or related conditions are treated in the same manner and under the same policies as any other temporary medical condition with respect to any medical or hospital benefit, service, plan, or policy the district administers, operates, offers, or participates in with respect to students admitted to the district's education program or activity

3. Informing the student that the district may not require the student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person verifying that the student is physically able to participate in the district's class, program, or extracurricular activity unless the certified level of physical ability of health is necessary for participation in the class, program, or extracurricular activity; the district requires such certification of all participating students; and, the information obtained is not used as a basis for Title IX discrimination

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years of age or older, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting ~~pupils~~ students shall ~~not be excluded from~~ retain the right to participate~~ion~~ in the regular education program~~s~~ ~~and shall not be required to participate in pregnant pupil programs~~ or an alternative education~~al~~ program~~s~~. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the ~~pupil~~ student's child. ~~(Education Code 222.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(1)).)~~

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6200 - Adult Education)

~~Pregnant or parenting pupils who voluntarily participate in~~ Any alternative education program~~s~~ ~~shall be given educational programs~~, activity~~ies~~, ~~and~~ or course~~s~~ that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to ~~the~~ that offered to other district students. A student's participation in such programs shall be voluntary. ~~regular program~~ (Education Code 221.51~~(d),~~ 5 CCR 4950~~(c); 34 CFR Section 106.40(b)(3)))~~

The ~~district treats~~ Superintendent or designee shall not require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, lactation, or related medical conditions or ~~and~~ recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the district's education program or activity, including extracurricular activity, unless the certified level of physical ability is necessary for participation and such certification is required for all students. ~~therefrom in the same manner and under the same policies as any other temporary disability.~~ (Educational Code Section 221.51~~(e)~~; 5 CCR ~~Section~~ 4950~~(d)~~; 34 CFR Section 106.40~~(b)(4)~~).

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6183 - Home and Hospital Instruction)

~~The district shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." The district may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX. (34 CFR Section 106.21(c)(4))~~

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Parental Leave

A **student who is** pregnant or parenting, **or has a related condition,** ~~student~~ shall be entitled to **parental leave in order to protect the health of the student and/or the infant, and to allow the student to care for and bond with the infant. The period of the leave shall be the greater of eight weeks, or the length of time deemed necessary by the student's health care provider, or, if the district has a leave policy for which the student qualifies, the amount of time provided for in such policy.** ~~of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.~~ Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. ~~The Superintendent or designee may grant parental a leave beyond eight weeks if deemed medically necessary by the student's physician.~~ (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A **student who is** pregnant or parenting, **or has related conditions,** ~~student~~ shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

(cf. 5113.11 - Attendance Supervision)

Following the leave, a student who is pregnant or parenting, or has related conditions, ~~student~~ may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district.

Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

~~Reasonable~~ Accommodations

When necessary, the district shall provide reasonable accommodations to enable a pregnant or parenting, **or with related conditions,** ~~pupil~~ to access the educational program. **The district shall consult with the student when identifying potential modifications. Any modification accepted by the student shall be implemented. Any proposed modification that would fundamentally alter the nature of the district's education program or activity shall not be implemented. (34 CFR 106.40)**

~~A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)~~

~~The district shall provide reasonable accommodations to any lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A pupil shall not incur an academic penalty for using any of these reasonable accommodations and shall be provided the opportunity to make up any work missed due to such use. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus.~~

~~(a)~~ Reasonable **modifications** ~~accommodations~~ ~~under this section~~ **may** include, but are not limited to,~~-~~ ~~,~~; ~~all of the following: (Education Code 222)~~ **(34 CFR 106.40)**

1. Breaks during class **to express milk, breastfeed**, or attend to health needs associated with pregnancy or related conditions, including eating, drinking or using the restroom

2. Intermittent absences to attend medical appointments

3. Access to online or homebound education

4. Changes in schedule or course sequence

5. Extensions of time for coursework and rescheduling of tests and examinations

6. Allowing a student to sit or stand, or carry or keep water nearby

7. Counseling

8. Changes in physical space or supplies, such as access to a larger desk or a footrest

9. Elevator access

10. Any other change to policies, practices, or procedures

A **student** who is pregnant or who has a related condition **shall have access to any services available to other students with temporary medical conditions. (34 CFR 106.40)**

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222; 34 CFR 106.40)

~~i.~~ 1. Access to a private and secure room, other than a restroom, **that is clean, shielded from view, and free from intrusion by others** to express breast milk or breastfeed an infant child

~~ii.~~ **2.** Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

~~iii.~~ **3.** Access to a power source for a breast pump or any other equipment used to express breast milk

~~iv.~~ **4.** Access to a place to store expressed breast milk safely

~~(b)~~ **5.** A ~~lactating pupil shall be provided a~~ reasonable amount of time to accommodate the **student's** ~~pupil's~~ need to express breast milk or breastfeed an infant child

~~(c) Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.~~

~~(d) A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.~~

Complaints

Any complaint alleging discrimination on the basis of **a student's current, potential, or past** pregnancy**, family,** or marital ~~or parental~~ status, district noncompliance with the requirements of Education Code 46015~~,~~ **or 34 CFR 106.40 or** district noncompliance with the requirement to provide reasonable accommodations for lactating students**,** shall be **investigated and resolved in accordance with the Title**

IX grievance procedures or specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment ~~addressed through the district's uniform~~ Complaint Procedures. ~~in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student.~~ (Education Code 222, 46015; 5 CCR 4600-4670; **34 CFR 106.44, 106.45**)

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support current, potential, and past married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
221.51 Nondiscrimination; married, pregnant, and parenting students
222 Reasonable accommodations; lactating students
222.5 Pregnant and parenting students, notification of rights
230 Sex discrimination
8200-84980 Child Care and Development Services Act
46015 Parental leave
48050 Residents of adjoining states
48205 Excused absences
48206.3 Temporary disability, definition
48220 Compulsory education requirements
48410 Persons exempted from continuation classes
48980 Parental notifications
49553 Nutrition supplements for pregnant/lactating students
51220.5 Parenting skills and education
51745 Independent study
52610.5 Enrollment of pregnant and parenting students in adult education
CIVIL CODE
51 Unruh Civil Rights Act
FAMILY CODE
7002 Description of emancipated minor
HEALTH AND SAFETY CODE
104460 Tobacco prevention services for pregnant and parenting students
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4950 Nondiscrimination, marital and parental status
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Education Act Amendments **of 1972; discrimination based on sex**
UNITED STATES CODE, TITLE 42
1786 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 7
246.1-246.28 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.82 Discrimination on the basis of sex; effecting Title IX
106.40 Marital or parental status
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307
Management Resources:
WEB SITES
California Department of Education: http://www.cde.ca.gov California

Women's Law Center: http://www.cwlc.org
U.S. Department of Agriculture, Women, Infants, and Children Program: http://www.fns.usda.gov/wic
U.S. Department of Education: http://www.ed.gov

Policy FRESNO UNIFIED SCHOOL DISTRICT
adopted: June 10, 1993 Fresno, California
revised: December 11, 1997
reviewed: September 9, 1999
revised: February 13, 2002
revised: May 14, 2014
revised: May 9, 2018
revised: March 16, 2022
revised: Fall 2024

Policy Section: 5000 Students

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-22**

ACTION REQUESTED: RATIFY

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Ratify Agreement 2024/25 with Fresno County Probation Office

ITEM DESCRIPTION: Included in the Board binders is an agreement with the Fresno County Probation Office.

The Fresno County Probation Office provides Fresno Unified with probation officers at nine high schools to supervise students on probation, monitor school attendance and serve as a liaison between school and the courts. They are based at Bullard High School, Farber Educational Complex, Edison High School, Fresno High School, Hoover High School, McLane High School, Phoenix Secondary, Roosevelt High School, and Sunnyside High School. Probation officers further support campus safety and work alongside site administration and the student resources officer in providing a safe learning environment.

Agreement negotiations that started last school year were delayed due to other Fresno County priorities, coupled with personnel changes impacting both the County probation office and the District's Safety and Security Office. As a result, this agreement is retroactively effective on July 01, 2024, and terminates on June 30, 2025, with the ability to extend for no more than two, one-year periods. The agreement for 2024/25 is $351,000 which is available in the Safety and Security Budget.

FINANCIAL SUMMARY: Sufficient funds in the amount of $351,000 are available in the Safety and Security budget.

PREPARED BY: Amy Idsvoog, Executive Officer

DIVISION: Health Services, Safety & Emergency Response

CABINET APPROVAL PHONE: 457-3838

CABINET APPROVAL: Ambra O'Connor, Chief of Staff

INTERIM SUPERINTENDENT APPROVAL:

2309 Tulare Street,
Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

Fresno Unified School District
PURCHASING

Contract Routing Form

Completed Independent Contract Agreement Attached

Contract Number: 218882

Federal Funding Will Not Be Used

County Of Fresno Probation Department	***3333 E American Ave. Ste. 702b***
Vendor Name	***Address***
559-600-4700	**Nathan Magsig**
Phone Number	***Vendor Contact***
Term (Duration) From: 7/1/2024	**Through: 6/30/2025**
FUSD Contract Administrator: **Amy.Idsvoog@fresnounified.org**	**School Safety/Security**
Name	***Site/Dept***

Budget (Fund-Unit-Dept.-Activity-Function-Object) **030 0672 0664 0000 8300 5110**

Contract Amount: $351,000.00 **Authorized as Not to Exceed**

Scope of Work Summary: *Fresno* County *Probation Provides Officers At Nine Secondary Schools To Supervise Students On Probation, Monitor School Attendance And Serve As A Liaison Between Schools And The Courts.*

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. Yes

Routing Order:

1) Reviewed & approved by **Department:** Amy Idsvoog 10/22/2024 3:26 PM

2) Reviewed & approved by **Cabinet Level:** Ambra O'Connor 10/24/2024 3:26 PM

3) Reviewed & approved by **Risk Management:**

Please return signed agreement back to (name/email) : Maria.Villalva@Fresnounified.Org

Routing: ***Board Date(if applicable): 11/6/2024***

II. Academic Return on Investment

Situation	***Inputs***	***Outputs***		***Outcomes*** *(Must be measurable)*		
Problem and Need	***Investments*** *(e.g., equipment, funds, product, services, staff)*	***Activities*** *What we do*	***Participants*** *Who we reach*	***Short-term*** *(Learning)* *Expect to see*	***Mid-term*** *(Change in Behavior or Performance)* *Want to see*	***Long-term*** *(Change in Condition)* *Hope to see*
Provide students on probation with support and supervision to ensure they follow the expectations of their court ordered probation, including attending class and staying away from conflict.	Nine probation officers to serve and support at Bullard, Farber, Edison, Fresno High, Hoover, McLane, Phoenix Secondary, Roosevelt and Sunnyside.	Probation officers supervise students on probation, monitor attendance and serve as a liaison between the school and the courts.	Officers support students on formal court probation which can vary from site to site.	Sites are aware what students on their campus are on formal probation. And supports are in place through the officer to ensure students are at school and attending class throughout the day.	Students on probation have positive attendance and reduced incidents of conflict and or suspension.	Increased academic achievement despite being on probation, including improved attendance.

SERVICE AGREEMENT

This Service Agreement ("Agreement") is dated _7/1/2024_____ and is between County of Fresno, a political subdivision of the State of California ("County"), and Fresno Unified School District, a public school district, ("FUSD").

Recitals

A. Since the 1993-1994 school year, Deputy Probation Officers (DPOs) have been paired with Police Officers on Police/Probation Teams to work with school staff on maintaining campus safety, in addition to supervising students on probation, monitoring school attendance, serving as liaison between school and the courts, and screening students for various programs.

B. Beginning the 2007-2008 school year, County was unable to fund sufficient DPO positions for the purpose of assignments to oversee students attending FUSD. FUSD provided partial funding to cover the costs of providing such services.

C. FUSD wishes to continue an agreement to receive services from Fresno County Probation Department ("Probation") for students attending FUSD, and is willing to provide partial funding for that purpose.

D. County is able to fund the remaining costs for nine (9) DPOs with Juvenile Justice Crime Prevention Act ("JJCPA") funds.

The parties therefore agree as follows:

Article 1

County's Responsibilities

1.1 **General Probation Services**. County shall assign nine (9) DPOs to be responsible for ordinary probation services on a full-time basis at FUSD school sites in Fresno, as determined by mutual written agreement of FUSD and County's Chief Probation Officer, while this Agreement is in effect and in force.

The performance of general probation services, including the standards of performance, the discipline of officers, and all other matters incident to the performance of probation services and the control of probation personnel shall be the right and responsibility of County. In the case of dispute between the parties as to the extent or duties to be rendered under this Agreement, of

the minimum level or manner of such performance of such services, the determination made by the County, through County's Chief Probation Officer, or designee, shall be final and conclusive.

1.2 **Scope of Services.** The County shall perform all of the services provided in Exhibit A to this Agreement, titled "Scope of Services."

1.3 **Meetings.** County shall make every effort to provide a DPO to attend and participate in School Attendance Review Board ("SARB") court hearings on a weekly basis.

1.4 **Representation.** The County represents that it is qualified, ready, willing, and able to perform all of the services provided in this Agreement.

1.5 **Compliance with Laws.** The County shall, at its own cost, comply with all applicable federal, state, and local laws and regulations in the performance of its obligations under this Agreement, including but not limited to workers compensation, labor, and confidentiality laws and regulations.

Article 2

FUSD's Responsibilities

2.1 FUSD shall compensate and remit payment to County as provided in Article 3.

Article 3

Compensation, Invoices, and Payments

3.1 FUSD agrees to pay, and the County agrees to receive, compensation for the performance of its services under this Agreement as described in this section. Should the Agreement be extended beyond the first year, compensation shall increase by four percent (4%) for each subsequent year, for general operating cost increases including salaries and benefits. For the first year of this Agreement, FUSD shall compensate County in the amount of Three Hundred Fifty-One Thousand Dollars ($351,000), in four (4) payments of Eighty-Seven Thousand, Seven Hundred Fifty Dollars ($87,750), paid on or about the dates of the 1st of the month following agreement execution, January 1, March 1 and June 1. If extended for the second year of this Agreement, FUSD shall compensate County in the amount of Three Hundred Sixty-Five Thousand, Forty Dollars ($365,040), in four (4) payments of Ninety-One Thousand, Two Hundred Sixty Dollars ($91,260), paid on or about the dates of October 1,

January 1, March 1 and June 1. If extended for the third year of this Agreement, FUSD shall compensate County in the amount of Three Hundred Seventy-Nine Thousand, Six Hundred and Forty-Two Dollars ($379,642), in four (4) payments of Ninety-Four Thousand, Nine Hundred, Ten Dollars and Fifty Cents ($94,910.50), paid on or about the dates of October 1, January 1, March 1 and June 1.

3.2 **Maximum Compensation.** In no event shall the maximum compensation amount payable to County under this Agreement if extended for the two (2) additional years under Section 4.2 exceed One Million, Ninety-Five Thousand, Six Hundred Eighty-Two Dollars ($1,095,682). FUSD acknowledges that the County is a local government entity, and does so with notice that the County's powers are limited by the California Constitution and by State law.

3.3 **Invoices.** County shall submit quarterly invoices to FUSD at Fresno Unified School District Accounting Department, 2309 Tulare Street, Fresno, CA 93721. County shall submit each invoice within 30 days after the quarter in which County performs services and in any case within 30 days after the end of the term or termination of this Agreement.

3.4 **Payment.** FUSD shall pay each correctly completed and timely submitted invoice within 30 days after receipt. FUSD shall remit any payment to the County's address specified in the invoice.

3.5 **Incidental Expenses.** The County is solely responsible for all of its costs and expenses that are not specified as payable by the FUSD under this Agreement.

Article 4

Term of Agreement

4.1 **Term.** This Agreement is retroactively effective on July 1, 2024 and terminates on June 30, 2025 except as provided in section 4.2, "Extension," or Article 6, "Termination and Suspension," below.

4.2 **Extension.** The term of this Agreement may be extended for no more than two (2), one-year periods only upon written approval of both parties at least 30 days before the first day of the next one-year extension period. The County's Chief Probation Officer, or designee, is authorized to sign the written approval on behalf of the County. The extension of this Agreement

by the County and FUSD is not a waiver or compromise of any default or breach of this Agreement by the FUSD existing at the time of the extension whether or not known to the County.

Article 5

Notices

5.1 **Contact Information.** The persons and their addresses having authority to give and receive notices provided for or permitted under this Agreement include the following:

For the County:
Chief Probation Officer
County of Fresno
Probation Department
3333 E. American Ave, Suite B
Fresno, CA 93725
ProbationContracts@fresncountyca.gov

For the Contractor:
Superintendent
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

5.2 **Change of Contact Information.** Either party may change the information in section 5.1 by giving notice as provided in section 5.3.

5.3 **Method of Delivery.** Each notice between the County and the Contractor provided for or permitted under this Agreement must be in writing, state that it is a notice provided under this Agreement, and be delivered either by personal service, by first-class United States mail, by an overnight commercial courier service, by telephonic facsimile transmission, or by Portable Document Format (PDF) document attached to an email.

(A) A notice delivered by personal service is effective upon service to the recipient.

(B) A notice delivered by first-class United States mail is effective three County business days after deposit in the United States mail, postage prepaid, addressed to the recipient.

(C) A notice delivered by an overnight commercial courier service is effective one County business day after deposit with the overnight commercial courier service,

delivery fees prepaid, with delivery instructions given for next day delivery, addressed to the recipient.

(D) A notice delivered by telephonic facsimile transmission or by PDF document attached to an email is effective when transmission to the recipient is completed (but, if such transmission is completed outside of County business hours, then such delivery is deemed to be effective at the next beginning of a County business day), provided that the sender maintains a machine record of the completed transmission.

5.4 **Claims Presentation.** For all claims arising from or related to this Agreement, nothing in this Agreement establishes, waives, or modifies any claims presentation requirements or procedures provided by law, including the Government Claims Act (Division 3.6 of Title 1 of the Government Code, beginning with section 810).

Article 6

Termination and Suspension

6.1 **Termination for Non-Allocation of Funds.** The terms of this Agreement are contingent on the approval of funds by the appropriating government agency. If sufficient funds are not allocated, then the County, upon at least 30 days' advance written notice to the FUSD, may:

(A) Modify the services provided by the County under this Agreement; or

(B) Terminate this Agreement.

6.2 **Termination for Breach.**

(A) Upon determining that a breach (as defined in paragraph (C) below) has occurred, either the County or FUSD may give written notice of the breach to the other party. The written notice may suspend performance under this Agreement and must provide at least 30 days for the other party to cure the breach.

(B) If the County or FUSD fails to cure the breach to the other party's satisfaction within the time stated in the written notice, the County or FUSD may terminate this Agreement immediately.

(C) For purposes of this section, a breach occurs when the County or FUSD has:

(1) Obtained or used funds illegally or improperly;

(2) Failed to comply with any part of this Agreement;

(3) Submitted a substantially incorrect or incomplete report; or

(4) Improperly performed any of its obligations under this Agreement.

6.3 **Termination without Cause.** In circumstances other than those set forth above, the County or FUSD may terminate this Agreement by giving at least 30 days advance written notice to the other party.

6.4 **No Penalty or Further Obligation.** Any termination of this Agreement by the County or FUSD under this Article 6 is without penalty to or further obligation of the County or FUSD.

Article 7

Independent Contractor

7.1 **Status.** In performance of the work, duties, and obligations assumed by County under this Agreement, it is mutually understood and agreed that County, including any and all of the County's officers, agents, employees, and volunteers, will at all times be acting and performing as an independent contractor, and shall act in an independent capacity, and not as an officer, agent, servant, employee, joint venturer, partner, or associate of FUSD. However, FUSD shall retain the right to administer this Agreement so as to verify that County is performing its obligation in accordance with the terms and conditions thereof.

7.2 **Verifying Performance**. FUSD shall have no right to control, supervise, or direct the manner or method of the County's performance under this Agreement, but FUSD may verify that the County is performing according to the terms of this Agreement. FUSD and County shall comply with all applicable provisions of law and the rules and regulations, if any, of governmental authorities having justification over matters on the subject thereof.

7.3 **Benefits**. The parties shall be solely liable and responsible for providing to, or on behalf of, their employees all legally-required employee benefits. In addition, parties shall be solely responsible and save the other party harmless from all matters relating to the payment of each party's employees, including compliance with Social Security withholding and all related

regulations. Because if its status as an independent contractor, the County has no right to employment rights or benefits available to FUSD employees.

7.4 **Services to Others.** The parties acknowledge that, during the term of this Agreement, the County may provide services to others unrelated to FUSD.

Article 8

Indemnity and Defense

8.1 **Indemnity.** FUSD shall indemnify and hold harmless, and at County's request, defend the County (including its officers, agents, employees, and volunteers) against all claims, demands, injuries, damages, costs, expenses (including attorney fees and costs), fines, penalties, and liabilities of any kind to the County, FUSD, or any third party that arise from or relate to the performance or failure to perform by FUSD (or any of its officers, agents, subcontractors, or employees) under this Agreement. The County may conduct or participate in its own defense without affecting the FUSD's obligation to indemnify and hold harmless or defend the County.

County shall indemnify and hold harmless, and at FUSD's request, defend FUSD (including its officers, agents, employees, and volunteers) against all claims, demands, injuries, damages, costs, expenses (including attorney fees and costs), fines, penalties, and liabilities of any kind to FUSD, County, or any third party that arise from or relate to the performance or failure to perform by County (or any of its officers, agents, subcontractors, or employees) under this Agreement. FUSD may conduct or participate in its own defense without affecting the County's obligation to indemnify and hold harmless or defend FUSD.

In the event of concurrent negligence on the part of County or any of its officers, agents or employees, and FUSD or any of its officers, agents, or employees, the liability for any and all such claims, demands and actions in law or equity for such losses, fines, penalties, forfeiture, costs and damages shall be apportioned under the State of California's theory of comparative negligence as presently established or as may be modified thereafter.

8.2 **Survival.** This Article 8 survives the termination or expiration of this Agreement.

Article 9

Insurance

9.1 FUSD and County shall comply with all the insurance requirements in Exhibit B to this Agreement.

Article 10

Inspections, Audits, and Public Records

10.1 **Inspection of Documents.** FUSD shall make available to the County, and the County may examine at any time during business hours and as often as the County deems necessary, all of FUSD's records and data with respect to the matters covered by this Agreement, excluding attorney-client privileged communications. FUSD shall, upon request by the County, permit the County to audit and inspect all of such records and data to ensure the FUSD's compliance with the terms of this Agreement.

10.2 **State Audit Requirements.** If the compensation to be paid by the County under this Agreement exceeds $10,000, FUSD is subject to the examination and audit of the California State Auditor, as provided in Government Code section 8546.7, for a period of three years after final payment under this Agreement. This section survives the termination of this Agreement.

10.3 **Public Records.** The County is not limited in any manner with respect to its public disclosure of this Agreement or any record or data that FUSD may provide to the County. The County's public disclosure of this Agreement or any record or data that FUSD may provide to the County may include but is not limited to the following:

(A) The County may voluntarily, or upon request by any member of the public or governmental agency, disclose this Agreement to the public or such governmental agency.

(B) The County may voluntarily, or upon request by any member of the public or governmental agency, disclose to the public or such governmental agency any record or data that FUSD may provide to the County, unless such disclosure is prohibited by court order.

(C) This Agreement, and any record or data that FUSD may provide to the County, is subject to public disclosure under the Ralph M. Brown Act (California Government Code, Title 5, Division 2, Part 1, Chapter 9, beginning with section 54950).

(D) This Agreement, and any record or data that FUSD may provide to the County, is subject to public disclosure as a public record under the California Public Records Act (California Government Code, Title 1, Division 10, beginning with section 7920.000) ("CPRA").

(E) This Agreement, and any record or data that FUSD may provide to the County, is subject to public disclosure as information concerning the conduct of the people's business of the State of California under California Constitution, Article 1, section 3, subdivision (b).

(F) Any marking of confidentiality or restricted access upon or otherwise made with respect to any record or data that FUSD may provide to the County shall be disregarded and have no effect on the County's right or duty to disclose to the public or governmental agency any such record or data.

10.4 **Public Records Act Requests.** If the County receives a written or oral request under the CPRA to publicly disclose any record that is in the FUSD's possession or control, and which the County has a right, under any provision of this Agreement or applicable law, to possess or control, then the County may demand, in writing, that the FUSD deliver to the County, for purposes of public disclosure, the requested records that may be in the possession or control of the FUSD. Within five business days after the County's demand, FUSD shall (a) deliver to the County all of the requested records that are in FUSD's possession or control, together with a written statement that FUSD, after conducting a diligent search, has produced all requested records that are in the FUSD's possession or control, or (b) provide to the County a written statement that FUSD, after conducting a diligent search, does not possess or control any of the requested records. FUSD shall cooperate with the County with respect to any County demand for such records. If FUSD wishes to assert that any specific record or data is exempt from disclosure under the CPRA or other applicable law, it must deliver the record or data to the

County and assert the exemption by citation to specific legal authority within the written statement that it provides to the County under this section. FUSD's assertion of any exemption from disclosure is not binding on the County, but the County will give at least ten (10) days' advance written notice to FUSD before disclosing any record subject to the FUSD's assertion of exemption from disclosure. FUSD shall indemnify the County for any court-ordered award of costs or attorney's fees under the CPRA that results from the FUSD's delay, claim of exemption, failure to produce any such records, or failure to cooperate with the County with respect to any County demand for any such records.

Article 11

Disclosure of Self-Dealing Transactions

11.1 **Applicability.** This Article 11 applies if FUSD is operating as a corporation, or changes its status to operate as a corporation.

11.2 **Duty to Disclose.** If any member of FUSD's board of directors is party to a self-dealing transaction, he or she shall disclose the transaction by completing and signing a "Self-Dealing Transaction Disclosure Form" (Exhibit C to this Agreement) and submitting it to the County before commencing the transaction or immediately after.

11.3 **Definition.** "Self-dealing transaction" means a transaction to which the Contractor is a party and in which one or more of its directors, as an individual, has a material financial interest.

Article 12

General Terms

12.1 **Modification.** Except as provided in Article 6, "Termination and Suspension," this Agreement may not be modified, and no waiver is effective, except by written agreement signed by both parties. FUSD acknowledges that County employees have no authority to modify this Agreement except as expressly provided in this Agreement.

12.2 **Non-Assignment.** Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

12.3 **Governing Law.** The laws of the State of California govern all matters arising from or related to this Agreement.

12.4 **Jurisdiction and Venue.** This Agreement is signed and performed in Fresno County, California. FUSD consents to California jurisdiction for actions arising from or related to this Agreement, and, subject to the Government Claims Act, all such actions must be brought and maintained in Fresno County.

12.5 **Construction.** The final form of this Agreement is the result of the parties' combined efforts. If anything in this Agreement is found by a court of competent jurisdiction to be ambiguous, that ambiguity shall not be resolved by construing the terms of this Agreement against either party.

12.6 **Days.** Unless otherwise specified, "days" means calendar days.

12.7 **Headings.** The headings and section titles in this Agreement are for convenience only and are not part of this Agreement.

12.8 **Severability.** If anything in this Agreement is found by a court of competent jurisdiction to be unlawful or otherwise unenforceable, the balance of this Agreement remains in effect, and the parties shall make best efforts to replace the unlawful or unenforceable part of this Agreement with lawful and enforceable terms intended to accomplish the parties' original intent.

12.9 **Nondiscrimination.** During the performance of this Agreement, FUSD shall not unlawfully discriminate against any employee or applicant for employment, or recipient of services, because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military status or veteran status pursuant to all applicable State of California and federal statutes and regulation.

12.10 **No Waiver.** Payment, waiver, or discharge by the County of any liability or obligation of the Contractor under this Agreement on any one or more occasions is not a waiver of performance of any continuing or other obligation of FUSD and does not prohibit enforcement by the County of any obligation on any other occasion.

12.11 **Entire Agreement.** This Agreement, including its exhibits, is the entire agreement between FUSD and the County with respect to the subject matter of this Agreement, and it supersedes all previous negotiations, proposals, commitments, writings, advertisements, publications, and understandings of any nature unless those things are expressly included in this Agreement. If there is any inconsistency between the terms of this Agreement without its exhibits and the terms of the exhibits, then the inconsistency will be resolved by giving precedence first to the terms of this Agreement without its exhibits, and then to the terms of the exhibits.

12.12 **No Third-Party Beneficiaries.** This Agreement does not and is not intended to create any rights or obligations for any person or entity except for the parties.

12.13 **Authorized Signature.** FUSD represents and warrants to the County that:

(A) FUSD is duly authorized and empowered to sign and perform its obligations under this Agreement.

(B) The individual signing this Agreement on behalf of FUSD is duly authorized to do so and his or her signature on this Agreement legally binds FUSD to the terms of this Agreement.

12.14 **Electronic Signatures.** The parties agree that this Agreement may be executed by electronic signature as provided in this section.

(A) An "electronic signature" means any symbol or process intended by an individual signing this Agreement to represent their signature, including but not limited to (1) a digital signature; (2) a faxed version of an original handwritten signature; or (3) an electronically scanned and transmitted (for example by PDF document) version of an original handwritten signature.

(B) Each electronic signature affixed or attached to this Agreement (1) is deemed equivalent to a valid original handwritten signature of the person signing this Agreement for all purposes, including but not limited to evidentiary proof in any administrative or judicial proceeding, and (2) has the same force and effect as the valid original handwritten signature of that person.

(C) The provisions of this section satisfy the requirements of Civil Code section 1633.5, subdivision (b), in the Uniform Electronic Transaction Act (Civil Code, Division 3, Part 2, Title 2.5, beginning with section 1633.1).

(D) Each party using a digital signature represents that it has undertaken and satisfied the requirements of Government Code section 16.5, subdivision (a), paragraphs (1) through (5), and agrees that each other party may rely upon that representation.

(E) This Agreement is not conditioned upon the parties conducting the transactions under it by electronic means and either party may sign this Agreement with an original handwritten signature.

12.15 **Counterparts.** This Agreement may be signed in counterparts, each of which is an original, and all of which together constitute this Agreement.

[*SIGNATURE PAGE FOLLOWS*]

The parties are signing this Agreement on the date stated in the introductory clause.

FRESNO UNIFIED SCHOOL DISTRICT	COUNTY OF FRESNO
Patrick Jensen, Chief Financial Officer	Nathan Magsig, Chairman of the Board of Supervisors of the County of Fresno
Approved as to Legal Form Stacey Sandoval, Executive Director, Risk Management	**Attest:** Bernice E. Seidel Clerk of the Board of Supervisors County of Fresno, State of California
2309 Tulare St. Fresno, CA 93721	By: _____ Deputy

For accounting use only:

Org No.: 34300540
Account No.: 4895
Fund No.: 0001
Subclass No.: 10000

Exhibit A

Scope of Services

I. **Service Description.** The DPOs work under the direct supervision of County's Probation Department. The duties of the assigned DPOs shall be, but are not necessarily limited to, the following:

1. Provide supervision of students on formal and informal probation who are attending FUSD school sites, as determined by mutual written agreement of FUSD and County's Chief Probation Officer.
2. Operate in conjunction with an officer of the Fresno City Police Department, as a Police/Probation Team that provides investigation and intervention services concerning students involved in delinquent activity on FUSD high school campuses.
3. Impose and monitor programs of informal probation and other dispositional options for students attending the high school campuses who commit crimes off campus and who are referred to the high school's Police/Probation Team for intake services by the Probation Department Intake Unit.
4. Work closely with school administrators and faculty to ensure school attendance of students on supervision attending the specified high schools.
5. Develop school-based intervention options and other forms of community service, designed to hold students on supervision attending the high schools accountable for misconduct, and to prevent further entry into the juvenile justice system.
6. Attend regular interagency meetings of the participating agencies.
7. Assist in the cooperative effort of probation, police and schools to closely monitor and supervise juvenile probationers attending the high school campuses, and help develop and operate a spectrum of intervention and diversion programs designed to improve behavior in the community, home and school.

8. Promote youth development by introducing age-appropriate prevention and intervention programs on selected FUSD elementary sites, which are designed to promote positive behaviors in the community, home and school through positive, proactive relationships with DPOs.

II. **Service Locations.** One DPO shall be assigned to each of following FUSD sites. Sites may be modified through mutual agreement between FUSD and County's Chief Probation Officer.

1. Bullard High School
2. Farber Educational Complex
3. Edison High School
4. Fresno High School
5. Hoover High School
6. McClane High School
7. Phoenix Secondary Academy
8. Roosevelt High School
9. Sunnyside High School

III. **Hours of Operation.** DPOs shall be available Monday through Friday from 8 AM to 5 PM to cover normal school hours. Probation shall ensure appropriate notification is given to FUSD if assigned DPO is not available due to leave or mandatory Probation training. DPO participation in special events occurring after school hours at the request of FUSD shall be reviewed and approved by the DPO's Supervisor.

IV. **Data Collection and Outcomes Measurement.** FUSD and County shall work collaboratively together to develop and implement data collection and outcome measurements, and may adjust such data and outcomes periodically throughout the duration of the Agreement, as needed, to best measure the effectiveness of the services as determined by FUSD and County.

Exhibit C

Self-Dealing Transaction Disclosure Form

In order to conduct business with the County of Fresno ("County"), members of a contractor's board of directors ("County Contractor"), must disclose any self-dealing transactions that they are a party to while providing goods, performing services, or both for the County. A self-dealing transaction is defined below:

> "A self-dealing transaction means a transaction to which the corporation is a party and in which one or more of its directors has a material financial interest."

The definition above will be used for purposes of completing this disclosure form.

Instructions

(1) Enter board member's name, job title (if applicable), and date this disclosure is being made.

(2) Enter the board member's company/agency name and address.

(3) Describe in detail the nature of the self-dealing transaction that is being disclosed to the County. At a minimum, include a description of the following:

   a. The name of the agency/company with which the corporation has the transaction; and

   b. The nature of the material financial interest in the Corporation's transaction that the board member has.

(4) Describe in detail why the self-dealing transaction is appropriate based on applicable provisions of the Corporations Code.

The form must be signed by the board member that is involved in the self-dealing transaction described in Sections (3) and (4).

Exhibit C

(1) Company Board Member Information:			
Name:		**Date:**	
Job Title:			
(2) Company/Agency Name and Address:			
(3) Disclosure (Please describe the nature of the self-dealing transaction you are a party to)			
(4) Explain why this self-dealing transaction is consistent with the requirements of Corporations Code § 5233 (a)			
(5) Authorized Signature			
Signature:		Date:	

Exhibit B

Insurance Requirements

1. Required Policies

Without limiting the County's right to obtain indemnification from the FUSD or any third parties, FUSD, at its sole expense, shall maintain in full force and effect the following insurance policies throughout the term of this Agreement.

(A) **Commercial General Liability.** Commercial general liability insurance with limits of not less than Two Million Dollars ($2,000,000) per occurrence and an annual aggregate of Four Million Dollars ($4,000,000). This policy must be issued on a per occurrence basis. Coverage must include products, completed operations, property damage, bodily injury, personal injury, and advertising injury. FUSD shall obtain an endorsement to this policy naming the County of Fresno, its officers, agents, employees, and volunteers, individually and collectively, as additional insureds, but only insofar as the operations under this Agreement are concerned. Such coverage for additional insureds will apply as primary insurance and any other insurance, or self-insurance, maintained by the County is excess only and not contributing with insurance provided under the FUSD's policy.

(B) **Automobile Liability.** Automobile liability insurance with limits of not less than One Million Dollars ($1,000,000) per occurrence for bodily injury and for property damages. Coverage must include any auto used in connection with this Agreement.

(C) **Workers Compensation.** Workers compensation insurance as required by the laws of the State of California with statutory limits.

(D) **Employer's Liability.** Employer's liability insurance with limits of not less than One Million Dollars ($1,000,000) per occurrence for bodily injury and for disease.

(E) **Molestation Liability.** Sexual abuse / molestation liability insurance with limits of not less than Two Million Dollars ($2,000,000) per occurrence, with an annual aggregate of Four Million Dollars ($4,000,000). This policy must be issued on a per occurrence basis.

If FUSD is a governmental entity, it may satisfy the policy requirements above through a program of self-insurance, including an insurance pooling arrangement or joint exercise of powers agreement.

2. Additional Requirements

(A) **Verification of Coverage.** Within 30 days after the FUSD signs this Agreement, and at any time during the term of this Agreement as requested by the County's Risk Manager or the County Administrative Office, the Contractor shall deliver, or cause its broker or producer to deliver, to the County Risk Manager, at 2220 Tulare Street, 16th Floor, Fresno, California 93721, or HRRiskManagement@fresnocountyca.gov, and by mail or email to the person identified to receive notices under this Agreement, certificates of insurance and endorsements for all of the coverages required under this Agreement.

(i) Each insurance certificate must state that: (1) the insurance coverage has been obtained and is in full force; (2) the County, its officers, agents, employees, and volunteers are not responsible for any premiums on the policy; and (3) the FUSD has waived its right to recover from the County, its officers, agents, employees,

and volunteers any amounts paid under any insurance policy required by this Agreement and that waiver does not invalidate the insurance policy.

(ii) The commercial general liability insurance certificate must also state, and include an endorsement, that the County of Fresno, its officers, agents, employees, and volunteers, individually and collectively, are additional insureds insofar as the operations under this Agreement are concerned. The commercial general liability insurance certificate must also state that the coverage shall apply as primary insurance and any other insurance, or self-insurance, maintained by the County shall be excess only and not contributing with insurance provided under the FUSD's policy.

(iii) The automobile liability insurance certificate must state that the policy covers any auto used in connection with this Agreement.

(B) **Acceptability of Insurers.** All insurance policies required under this Agreement must be issued by admitted insurers licensed to do business in the State of California and possessing at all times during the term of this Agreement an A.M. Best, Inc. rating of no less than A: VII.

(C) **Notice of Cancellation or Change.** For each insurance policy required under this Agreement, FUSD shall provide to the County, or ensure that the policy requires the insurer to provide to the County, written notice of any cancellation or change in the policy as required in this paragraph. For cancellation of the policy for nonpayment of premium, FUSD shall, or shall cause the insurer to, provide written notice to the County not less than 10 days in advance of cancellation. For cancellation of the policy for any other reason, and for any other change to the policy, FUSD shall, or shall cause the insurer to, provide written notice to the County not less than 30 days in advance of cancellation or change. The County in its sole discretion may determine that the failure of FUSD or its insurer to timely provide a written notice required by this paragraph is a breach of this Agreement.

(D) **County's Entitlement to Greater Coverage.** If FUSD has or obtains insurance with broader coverage, higher limits, or both, than what is required under this Agreement, then the County requires and is entitled to the broader coverage, higher limits, or both. To that end, FUSD shall deliver, or cause its broker or producer to deliver, to the County's Risk Manager certificates of insurance and endorsements for all of the coverages that have such broader coverage, higher limits, or both, as required under this Agreement.

(E) **Waiver of Subrogation.** FUSD waives any right to recover from the County, its officers, agents, employees, and volunteers any amounts paid under the policy of worker's compensation insurance required by this Agreement. FUSD is solely responsible to obtain any policy endorsement that may be necessary to accomplish that waiver, but FUSD's waiver of subrogation under this paragraph is effective whether or not FUSD obtains such an endorsement.

(F) **County's Remedy for Contractor's Failure to Maintain.** If FUSD fails to keep in effect at all times any insurance coverage required under this Agreement, the County may, in addition to any other remedies it may have, suspend or terminate this Agreement upon

the occurrence of that failure, or purchase such insurance coverage, and charge the cost of that coverage to FUSD. The County may offset such charges against any amounts owed by the County to FUSD under this Agreement.

(G) **Subcontractors.** FUSD shall require and verify that all subcontractors used by FUSD to provide services under this Agreement maintain insurance meeting all insurance requirements provided in this Agreement. This paragraph does not authorize FUSD to provide services under this Agreement using subcontractors.

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-23**

ACTION REQUESTED: RATIFY

PRIORITY GOAL: Improving Student Outcomes

TITLE AND SUBJECT: Ratify Agreement with Write Tools LLC

ITEM DESCRIPTION: Included in the Board binders is an agreement between Write Tools LLC and Greenberg Elementary School. Write Tools will provide a series of professional learning sessions in writing pedagogy for Greenberg teachers serving students in transitional kindergarten through grade six. Write Tools will provide eight days of training, demonstration lessons and coaching in the areas of informative and explanatory writing. As a result of this professional learning, it is expected that writing proficiency will improve for all students as measured by Smarter Balanced Summative Consortium assessments (SBAC), English Learner Proficiency Assessments for California (ELPAC), and local writing assessment results.

As a result of this agreement, it is expected that student outcomes will increase, and all students will improve their distance from standard by at least 15 points, as measured by Smarter Balanced Summative Consortium assessment results. Baseline data from iReady Diagnostic 1, administered in the fall, indicates that 19% of students met grade level standards in reading.

FINANCIAL SUMMARY: Sufficient funds in the amount of $16,533.50 are available in the Greenberg Elementary School budget.

PREPARED BY: Marie Williams, Ed.D.

DIVISION: INSTRUCTIONAL DIVISION

CABINET APPROVAL PHONE: (559) 457-3731

CABINET APPROVAL: Chief Academic Officer, Natasha Baker, Ed. D.,

INTERIM SUPERINTENDENT APPROVAL:

2309 Tulare Street,
Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

Fresno Unified School District
PURCHASING

Contract Routing Form

Completed Independent Contract Agreement Attached

Contract Number: 190460

Federal Funding Will Be Used

The Write Tools, Llc	***6590 S Vine Street #108***
Vendor Name	***Address***
(303) 221-5301	**Julie Olivett**
Phone Number	***Vendor Contact***
Term (Duration) From: 8/14/2024	**Through: 3/7/2025**
FUSD Contract Administrator: **Linda.Ramirez2@fresnounified.org**	**Greenberg Elementary**
Name	***Site/Dept***

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

030	7091	0510	5110	4760	1000
.	.	.	.	.	.
.	.	.	.	.	.

Contract Amount: $16,533.50 **Authorized as Not to Exceed**

Scope of Work Summary: *The* Write *Tools Will Provide A Series Of Professional Development For Teachers In Tk-6th Grade With The Focus On Informative/Expository Writing Pedagogy In Support Of El Students. G1a3*

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. Yes

Routing Order:

1) Reviewed & approved by **Department:** Linda Ramirez

2) Reviewed & approved by **Cabinet Level:** Marie Williams, Dr. Natasha Baker

3) Reviewed & approved by **Risk Management:** Oct 15, 2024

Please return signed agreement back to (name/email) : Cheemeng.Vang@Fresnounified.Org

Routing:CFO Board Date(if applicable): 9/11/2024

Fresno Unified School District
PURCHASING

Independent Contractor Services Agreement

2309 Tulare Street, Fresno, CA 93721
Stay Connected with Fresno Unified:
www.fresnounified.org

GENERAL INFORMATION Contract Number: *190460* Funding: *Federal Funding Will Be Used*

School/Department Budget: **030 7091 0510 5110 4760 1000**

Budget Manager Approval: **Cheemeng.Vang@fresnounified.org**

Contractor's Vendor Name: ***The Write Tools, Llc***

Contractor's Contact Person: **Julie Olivett**

Contractor's Title: ***Administrative Assistant***

Contractor's Telephone Number: **(303) 221-5301**

Contractor's E-mail: ***Julie@Thewritetools.Net***

Contractor's Address: ***6590 S Vine Street #108***

FUSD contract administrator acknowledges all individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein. Yes

This Independent Contractor Services Agreement is made and entered into effective 8/14/2024 (the "Effective Date") by Fresno Unified School District ("District") and ***The Write Tools, Llc*** ("Contractor").

1. Contractor Services. Contractor agrees to provide

a.) OBJECTIVE: Teachers will be able to improve their writing pedagogy in addressing the needs of EL students through the use of research-based strategies, standards-based alignment, modeling and practice, and discussion and feedback provided by Write Tools.

8/14/24 - Informative/explanatory writing
9/19/24 & 9/20/24 - Continue Informative/explanatory writing
11/7/24 & 11/20/24 Informative/explanatory writing with demo lessons & coaching
1/23/25 & 1/24/25 Informative/explanatory writing with demo lessons & coaching
3/6/25 & 3/7/25 Informative/explanatory writing with demo lessons & coaching

II. Academic Return on Investment

Situation	***Inputs***	***Outputs***		***Outcomes*** *(Must be measurable)*		
Problem and Need	***Investments*** *(e.g., equipment, funds, product, services, staff)*	***Activities*** *What we do*	***Participants*** *Who we reach*	***Short-term*** *(Learning)* *Expect to see*	***Mid-term*** *(Change in Behavior or Performance)* *Want to see*	***Long-term*** *(Change in Condition)* *Hope to see*
The problem is 60.4% of all Greenberg students did not meet standard on the 2024 SBAC assessment. Of these students, 73.5% of EL students did not meet standards. WriteTools is needed to help bridge the gap between reading and writing for EL students. Through the use of WriteTools strategies, all students will benefit from instructional models, strategies, and approaches to writing genre.	Teachers in TK-6th grade will be provided with WriteTools instructional materials, progressive professional learning, and instructional support focused on writing for students. Admin, Coach, and TSA will also receive training to best support teachers through the PLC process.	TK-6th grade teachers receive series of professional learning in Write Tools throughout the year. WriteTools will help teachers to progressively develop writing pedagogy skills through the use of effective writing structures, instructional strategies, and vertical articulation. Writetools will serve as the grounding for teachers to vertically align across grade levels. With this model, teachers will be able to determine the needs EL students, and all students.	*Ultimately the goal is to reach our students by investing in our TK-6th grade. Writetools will help to ensure a common instructional practice amongst teachers in writing instructions. Teachers and students alike will be aligned to using a common language, practice, and systematic approach in writing while giving teachers another valuable writing tool that is not available in our current curriculum.*	Teachers in TK-6th grade will implement writing strategy in WriteTools to help EL students in developing constructed responses to text dependent questions. Students will be able to use informational/exposit ory writing structures to organize writing. Administrators, coaches, and TSA will support a cultural of learning through coaching cycles, interventions, and vertical articulation during PLC and PL time.	Implementation of WriteTools will help EL students make progress toward redesignation through the progression of their written responses. Students will continue to make progress toward writing skills, impacting their ability to successfully answer constructive responses on district benchmark assessments, ELPAC, and SBAC.	EL students will make progress toward grade level writing proficiency as monitored through common formative assessments, ELPAC, and SBAC contributing to the district goal of increasing students 15 points toward meeting standard by the 2024-2025 assessment window. Maintain a culture of using best practices in teaching writing ground in Writetools. Through this approach, teachers will progressively build on student writing skills as they progress in grade level.

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

2. Term. This Agreement shall begin on 8/14/2024, and shall terminate on 3/7/2025. There shall be no extension of the term of the agreement without express written consent from all parties.

3. Payment. District agrees to pay Contractor at following rate of $16,533.50 per year, not to exceed $16,533.50. Checks will be made payable to ***The Write Tools, 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.

4. Incidental Expenses. **No** (If Yes, see a-f)
   - a Lodging $0.00 Actual cost. Not to exceed IRS Travel per diem limits **Receipt Required.*
   - b Meals $0.00 Reimbursement limited to actual cost up to IRS M&IE per diem rates for: Breakfast, Lunch, and Dinner **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): $16,533.50
   - f Other $0.00

5. Employment. Are you a current FUSD employee? (including supplemental non-perm) ☐ Yes ☑ No

6. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☑ No

7. California Residency. Contractor is a resident of the state of California: ☐ Yes ☑ No

8. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form by visiting the Report Fraud, Waste, or Abuse link at the bottom of www.fresnounified.org, or navigating direct to https://ppc.cpa/fresno-unified-fraud-alert-form . 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.

9. 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 SS

10. 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 David Chavez, by phone at 559-457-3500, by email at David.Chavez@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

11. 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.

1. 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 District 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 District, Contractor shall provide a written acknowledgment 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 District 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 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.

2. 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.

1. 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 ("Indemnities") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnities, 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 Indemnities, 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 Indemnities, 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 Indemnities, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnities, 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.

2. 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 two million ($2,000,000) dollars per occurrence, four million ($4,000,000) 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 two million ($2,000,000) 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 $2,000,000 per claim and $4,000,000 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 this 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.

1. 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.

2. 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.

3. 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 certifies Consultants 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 QD District's initials SS

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

1. 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:

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

Contractor: ***The Write Tools, Llc***

Name: **Julie Olivett**

Address: ***6590 S Vine Street #108***

c: Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. The complete Agreement includes and incorporates by reference herein all of the "Contract Documents" which includes: all terms and conditions of this agreement, Academic Return on Investment Exhibit, provisions of required forms, any appendix, schedules, or attachments, and all modifications, and amendments.

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

DISTRICT

Fresno Unified School District

Patrick Jensen, Chief Financial Officer

Date

CONTRACTOR

The Write Tools, Llc

Name: **Julie Olivett** ***, Title: Administrative Assistant***

10/13/24

Date

Approved As To Form:

Stacey Sandoval, Executive Director
Risk Management

Oct 15, 2024

Date

Contract: THE WRITE TOOLS, LLC

FUSD Contract Administrator:
Linda.Ramirez2@fresnounified.org

Attachments

Fresno Unified School District
PURCHASING
4498 N. Brawley
Fresno, CA 93722
559-457-3588

The Write Tools
Improving Literacy Instruction

FAX/LETTER

Date:	Thursday, June 20, 2024		
Name:	Linda Ramirez, Principal	School:	Greenberg Elementary
Address:	5081 E Lane	City/State/Zip:	Fresno, CA 93727
Phone:	559-253-6550	Fax:	559-253-6555

Dear Linda:

Thank you for your support of *The Write Tools*. As a follow up to your communications with Carolyn {Simmons}, I am writing to confirm eight new days of training including Ayer Elementary staff with Carolyn beginning on

Tuesday	August 14, 2024	A day of **INFORMATIVE/EXPLANATORY** Writing	K-6th Grade Teachers
Thursday and Friday	September 19th and Sept 20th, 2024	Continue **INFORMATIVE/EXPLANATORY** Writing with some **DEMO LESSONS** and **COACHING**	8:00 – 11:00 TK - K 11:30 – 2:30 3rd - 4th 8:00 – 11:00 1st – 2nd 11;30 – 2:30 5th – 6th
Thursday and Friday	November 7th and Nov.20th, 2024	Continue **INFORMATIVE/EXPLANATORY** Writing with some **DEMO LESSONS** and **COACHING**	8:00 – 11:00 TK - K 11:30 – 2:30 3rd - 4th 8:00 – 11:00 1st – 2nd 11;30 – 2:30 5th – 6th
Thursday and Friday	January 23rd and Jan. 24th, 2025	Complete **INFORMATIVE/EXPLANATORY** Writing with some **DEMO LESSONS** and **COACHING**	8:00 – 11:00 TK - K 11:30 – 2:30 3rd - 4th 8:00 – 11:00 1st – 2nd 11;30 – 2:30 5th – 6th
Thursday and Friday	March 6th and March 7th, 2025	Two days of **DEMO LESSONS** and **COACHING**	8:00 – 11:00 TK - K 11:30 – 2:30 3rd - 4th 8:00 – 11:00 1st – 2nd 11;30 – 2:30 5th – 6th

To facilitate your training days, I am enclosing:

1. Our **Professional Services Agreement** – *Please review the Agreement, sign, and return a copy to us by facsimile before your first day of training on August 14th;*

2. **Estimates No. 2198** and **No. 1236** and our **W-9s*** - These will assist your District representative in generating a contract, purchase order, and payment to The Write Tools, LLC.

3. **The Write Tools Order Form** - *The Write Tools*– **INFORMATIVE/EXPLANATORY** (binders) and **PRIMARY** {supplements}are ordered directly from our publisher, *Raindance Press, Inc.* * I am also enclosing our **W-9** for *Raindance Press* to assist your District representative in generating a separate purchase order for *Raindance*, as vendor, to cover the cost for your materials and their shipment. Please allow two weeks for delivery;

4. Our **Supply List** – Please note that the supplies shown under the **INFORMATIVE/EXPLANATORY** writing should be provided by your school for your teachers on their day of training.

If you have any additional questions, Linda, please feel free to give me a call.

Sincerely,

Julie Olivett

Julie Olivett
Administrative Assistant

The Write Tools, LLC
training@thewritetools.net
6590 South Vine Street, Suite 108
Centennial, Colorado 80121-2762
Phone: 303-221-5301
Fax: 303-221-3796

The Write Tools
Improving Literacy Instruction

Professional Services Agreement

Today's Date:	Thursday, June 20, 2024
Services Requested:	Eight days of **INFORMATIVE/EXPLANATORY** and **DEMO LESSONS** and **COACHING**
Dates of Service:	August 14th, September 19th-20th, November 7th-8th 2024 and January 23rd-24th and March 6th-7th, 2025
Instructor:	Carolyn Simmons
Time and Location:	Confirm with Carolyn when she calls
Number of Participants:	(Please notify us of the number of people expected.)

Supplies provided by the site:
Please see our Supply List

Equipment provided by the site:
- LCD projector, document camera and portable mini speakers for the trainers' laptop.
- Screen or blank wall
- Flip Chart/Paper and Markers

School to Order from the Publisher: *Raindance Press, Inc,*
The Write Tools for Informative/Explanatory Writing {Binder} and Primary {Supplement}
(quantities determined by the School)

Training Fees:
$2950.00 per day per trainer
(for up to 40 participants)
$25.00 per teacher per day over 40

Cancellations must be submitted in writing. If cancellation occurs more than 30 days before scheduled presentation, a payment of $2950 will be due; if less than 30 days, a payment of $2950, **plus a non-refundable $250 cancellation fee**, will apply. *If the training is rescheduled within 12 months of the date of cancellation, then a credit of $2950 will be applied.*

Plus Expenses:
Instructors' airfare, hotel, car rental, meals, and parking

Payment:
An Estimate is enclosed with this correspondence. Invoices will be sent, and payment will be due within 30 days of your workshops. Late fees will apply if not paid within 60 days.

Linda Ramirez — Date 6/20/24
Principal

Alice Greiner/Owner — Date 6/20/24
The Write Tools, LLC

School Name: Greenberg Elementary
Street Address: 5081 E Lane
City, State, Zip: Fresno, CA 93727

The Write Tools, LLC
6590 S Vine St #108
Centennial, CO 80121

Estimate

Date	Estimate #
6/20/2024	2198

Name / Address
Fresno Unified School District Accounts Payable 2309 Tulare Street Fresno, CA 93721

P.O. No.	Terms	Dates
	due within 30 days ...	see below

Description	Qty	Cost	Total
Training fee Monday-Friday (Instructional training for up to 40 teachers. There is a $25.00 per teacher, per day charge over 40) (Trainings are going to be shared with Ayer Elementary so each school will be charged $1475 for each training**) August 14, 2024 - Begin Informative/Explanatory Writing September 19-20, 2024 - Continue I/E training and coaching/demo lessons November 7-8, 2024 - Continue I/E training and coaching/demo lessons January 23-24, 2025 - Continue I/E training and coaching/demo lessons March 6-7, 2025 - Complete I/E training and coaching/demo lessons	9	1,475.00	13,275.00
** THIS RATE IS FOR UP TO 40 PARTICIPANTS. A cost of $25.00 per person per day over the 40 will be billed separately after the training. August 14th training will be both schools combined with all in attendance so each school will be billed 7 extra attendees	7	25.00	175.00
Travel Expenses (Air, Hotel, Car, Meals and Parking) 1 - 1 day training @283.50** {Total split with Ayer} and Carolyn will already be in Fresno earlier in the week so all schools sharing air costs 4 - 2 day trainings consecutive days @700** {Total split with Ayer}		3,083.50	3,083.50
This is for training at Greenberg Elementary School. ** Prices reflect 1/2 of total training costs as Greenberg and Ayer are sharing training days and costs.			
	Total		$16,533.50

Phone #	Fax #	E-mail	Web Site
303-221-5301	303-221-3796	julie@thewritetools.net	www.thewritetools.net

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Alice L. Greiner

2 Business name/disregarded entity name, if different from above
The Write Tools, LLC

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☑ Individual/sole proprietor or single-member LLC ☐ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
6590 South Vine Street Suite 108

Requester's name and address (optional)

6 City, state, and ZIP code
Centennial, CO 80121

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

2	0	–	4	4	3	9	0	7	6

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person ▶** Alice Greiner **Date ▶** 1/9/24

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Raindance Press, Inc
6590 South Vine Street Suite 113
Centennial, CO 80121

Estimate

Date	Estimate #
3/19/2024	1256

Name / Address
Fresno Unified School District Accounts Payable 2309 Tulare Street Fresno, CA 93721-2287

Project

Description	Qty	Rate	Total
The Write Tools for Meeting Academic Standards - I/E Binder	26	94.99	2,469.74
The Write Tools for Meeting Academic Standards - Primary Supplement	15	14.99	224.85
Shipping and Handling Charges		242.51	242.51
CA Sales Tax	2,694.68	0.0875	235.78T
SHIP TO: Greenberg Elementary 5081 E Lane Fresno, CA 93727 Attn: Linda Ramirez, Principal Office: (559) 253-6550			
			0.00
		Total	$3,172.88

Phone #	Fax #	E-mail	Web Site
303-221-5301	303-221-3796	julie@thewritetools.net	www.TheWriteTools.net

Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ **Go to *www.irs.gov/FormW9* for instructions and the latest information.**

Give Form to the requester. Do not send to the IRS.

Print or type. See **Specific Instructions** on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Raindance Press, inc.

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☐ C Corporation ☑ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
6590 South Vine Street Suite 113

Requester's name and address (optional)

6 City, state, and ZIP code
Centennial, CO 80121

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			–			–				

or

Employer identification number

4	5	–	5	5	4	7	3	1	1

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ▶ Alice Greener Date ▶ 4/2/24

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

Purpose of Form

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- Form 1099-INT (interest earned or paid)
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- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

Order Form

The Write Tools® for Meeting Academic Standards

ONLINE	MAIL	FAX	PHONE
Credit Card and P.O. only *www.thewritetools.net*	*Raindance Press, Inc.* *6590 S. Vine Street, Suite 113* *Centennial, CO 80121*	*303-221-3796*	*303-221-5301* *Monday–Friday: 8:30 am–4:00 pm MT*

Quantity	Title	Price Each	Total Price
Training Binders: Each manual includes the TWT Writing Software.™ (Software can also be ordered separately below.)			
	The Write Tools for Meeting Academic Standards: Informative/Explanatory [I/E]	$94.99	
	The Write Tools for Meeting Academic Standards: Opinion/Argumentation [O/A]	$94.99	
	The Write Tools for Meeting Academic Standards: Narratives: Real or Imagined [Narr]	$94.99	
	The Write Tools for Meeting Academic Standards: Primary	$14.99	
	The Write Tools for Meeting Academic Standards: Text-Dependent Analysis	$14.99	
	On-line, Web-based TWT Writing Software ❒ I/E ❒ O/A ❒ Narr (Pricing is for 1–9 copies. If you would like to order more than 9, please contact our office. You can also visit our website at www.TheWriteTools.net for more information or to place an order.)	$24.99	
Shipping charges are 11% of the total order, or a minimum of $9.00 in shipping. **Shipping charges are 18% of the total order in Hawaii and Alaska.** If you require expedited shipping or shipping outside the continental United States, please call our office.		**Subtotal**	
		Shipping (11%)	
Tax: If you are a 501(c)(3) tax exempt organization, we will need to receive a copy of your certification at the time your order is placed; **otherwise your state sales tax will be added and billed separately based on your shipping address.** Please fax your certification form to Raindance Press, Inc. at 303-221-3796.		**Total**	

SHIP TO

Residential ❒ Yes ❒ No

❒ Dr. ❒ Mr. ❒ Ms. ❒ Mrs.

Name

Title

School

Address

City

State Zip

Phone

E-mail

BILL TO (if different)

❒ Dr. ❒ Mr. ❒ Ms. ❒ Mrs.

Name

Title

School

Address

City

State Zip

Phone

E-mail

PAYMENT INFORMATION

Please make checks and purchase orders payable to
Raindance Press, Inc.

❒ Check or money order enclosed. Check #_____ ❒ Purchase order enclosed. P.O #_____

Credit card (check one): ❒ VISA ❒ MasterCard ❒ Discover Name (as it appears on card) _____

Card Number _____ Expiration Date _____ Signature of Cardholder _____

The Write Tools
Improving Literacy Instruction

The Write Tools, LLC
6590 S. Vine Street
Suite 108
Centennial, CO 80121

Phone: 303-221-5301
Fax: 303-221-3796
training@thewritetools.net
www.thewritetools.net

Supply List for Training

Informative/Explanatory Binder

Thank you for selecting The Write Tools for your upcoming training. The table supplies listed in this document are important components in our training. Please carefully review this list and have the materials ready when the trainer arrives at your site. Please note that some trainers may not use all of these materials and/or may also request additional supplies. Please feel free to contact your trainer directly to finalize the supply list for your site.

When possible, we recommend that you keep the materials together after the training, so they can be used for additional trainings. When another day of training occurs, please inventory the supplies and make sure everything is still available.

Informative/Explanatory Binder

- Easel and full pad of White Sticky Note Chart Paper (lined or unlined)
- Post-it® Notes (3" x 3"- two pads per table)
- Loose-leaf lined Notebook Paper (25 sheets per person/per day)
- 4 Highlighters (1 yellow, 1 green, 1 pink, 1 blue) per person
- 1 box of thick Crayola® Classic Markers (primary colors) per table
- Glue Sticks (one for every two teachers)
- 1 Package of 100 5" x 8" Index Cards (white, plain)
- 2 manila File Folders PER PERSON + 10 extra folders (one for paragraph booklet and one for multi-paragraph booklet) NOTE: only 1 file folder per person is needed for the Bridging the Gap day.

These items, in addition to those shown above, are needed on your day of training in *Responding to Informational Text*.

- Post-it® Notes (1 ½" x 2" - two pads per table)
- 1 Package of 100 3" x 5" index cards (white, lined)
- Each teacher needs one student textbook for training. (History, Science, Reading, Math, etc.)

Thank you in advance for your help in gathering these materials for the training. If you have any questions or concerns, please contact our office at 303-221-5301.

Sincerely,

The Write Tools Training Team

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-24**

ACTION REQUESTED: RATIFY

PRIORITY GOAL: Achieving Operational Excellence

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 22-21, Francine and Murray Farber Educational Campus, Change Order 12 includes but may not be limited to: relocate speakers, monitors, fire sprinkler lines and add landscape and irrigation; increase structural steel size; add concrete moisture barrier, tackboard wall panels, sign closure panels; plaster removal and patch back; and credit for elevator model change.

Original Contract Amount:	$	47,847,268
Change Order(s) previously ratified:	$	2,695,244
Change Order 12 presented for ratification:	$	335,932
New Contract Amount:	$	50,878,444

Bid 23-09, Sunnyside High School New Career Technical Education Health Science Building, Change Order 4 includes but may not be limited to: add cord reel enclosures; relocate roof hatch, plumbing and air intake vent; removal of parapet and add security cameras and credit for polished concrete.

Original Contract Amount:	$	7,384,000
Change Order(s) previously ratified:	$	309,769
Change Order 4 presented for ratification:	$	34,974
New Contract Amount:	$	7,728,743

Bid 23-16, Manchester, Pyle, and Vinland Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacement, Change Order 2, Section A (Manchester and Pyle) includes but may not be limited to: remove flex connectors and oak trim from scope, replace thermostat and electrical panel, installation of sub-panel, substitution of electrical disconnects at heat pumps, add outside air damper actuators, unused allowance credit, and add 148 days to the contract duration.
Change Order 2, Section B (Vinland) includes but may not be limited to: remove flex connectors and oak trim from scope, substitution of electrical disconnect at heat pumps, add outside air damper actuators, credit unused allowance, and add 148 days to the contract duration.

Original Contract Amount (Manchester, Pyle, and Vinland)	$	3,970,398
Original Contract Amount (Manchester and Pyle):	$	2,666,014
Change Order(s) previously ratified:	$	35,915
Change Order 2 presented for ratification:	$	18,959
New Contract Amount:	$	2,720,888

Original Contract Amount (Vinland):	$	1,304,384
Change Order(s) previously ratified:	$	40,067
Change Order 2 presented for ratification:	$	- 13,948
New Contract Amount:	$	1,330,503
New Contract Amount (Manchester, Pyle, and Vinland Elementary Schools):	$	4,051,391

Bid 23-54, Muir and Winchell Elementary Schools and Sequoia Middle School Heating, Ventilation, Air Conditioning Energy Management System Replacement, Change Order 1 (Muir) includes but may not be limited to: exhaust fan curb, sheet metal cap attachment, offset curb, raise blocking, backdraft dampers, vent caps, modify steel tube for packaged HVAC units, electrical circuit breaker, premium labor hours to accelerate project, fire alarm remote test switches, sheet metal attachment to existing equipment screens, additional framing, additional HVAC controls, and add 90 days to the contract duration.
Change Order 2 (Winchell) includes but may not be limited to: sheet metal cap attachment, remove and re-install curb, raise blocking, additional flashing, modify steel tube for packaged HVAC units, electrical circuit breaker, premium labor hours to accelerate project, fire alarm remote test switches, sheet metal attachment to existing equipment screens, additional framing, additional HVAC controls, and add 90 days to the contract duration.
Change Order 3 (Sequoia) includes but may not be limited to: premium labor hours to accelerate project, fire alarm remote test switches, additional HVAC controls, and add 90 days to the contract duration.

Original Contract Amount:	$	6,094,320
Change Order(s) previously ratified:	$	0
Change Order 1 (Muir) presented for ratification:	$	286,408
Change Order 2 (Winchell) presented for ratification:	$	131,036
Change Order 3 (Sequoia) presented for ratification:	$	9,144
New Contract Amount:	$	6,520,908

Bid 24-14, Birney and Centennial Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacements, Change Order 1 includes but may not be limited to: additional HVAC controls, vandal proof screws, boiler flow switches, and credit unused contract allowance.

Original Contract Amount:	$	2,659,545
Change Order(s) previously ratified:	$	0
Change Order 1 presented for ratification:	$	- 11,709
New Contract Amount:	$	2,647,836

Bid 24-24, Wawona Middle School Heating, Ventilation, Air Conditioning Energy Management System Replacement, Change Order 1 includes but may not be limited to: additional HVAC controls, curb adapters, fence extension, wire mold; replace electrical breaker, outside louvers, fire alarm components, ceiling tile, sheet metal cover; revise fan coil location, credit unused allowance, and add 54 days to the contract duration.

Original Contract Amount:	$	2,287,319
Change Order(s) previously ratified:	$	0
Change Order 1 presented for ratification:	$	44,540
New Contract Amount:	$	2,331,859

Bid 24-26, Wolters Elementary School Heating, Ventilation, Air Conditioning Energy Management System Replacement, Change Order 1 includes but may not be limited to: revise electrical disconnects voltage, additional electrical scope, amended mounting of unit ventilators, extend chiller yard slab, upgrade HVAC controls at Multipurpose Room stage unit, electrical panel, trap primers, asbestos abatement, roofing revision, metal railings, condensate pumps, replace existing relays, credit unused allowance, and add 41 days to the contract duration.

Original Contract Amount:	$	1,664,000
Change Order(s) previously ratified:	$	0
Change Order 1 presented for ratification:	$	20,194
New Contract Amount:	$	1,684,194

Bid 24-41, Sunset and Viking Elementary Schools Heating, Ventilation, Air Conditioning, Energy Management System, and Boiler Replacements, Change Order 1 includes but may not be limited to: upgrade electrical disconnect; additional control relays, boiler flow switch, curb adapters, slab extension, louvers, electrical subpanel; asbestos abatement; credit unused allowance, and add 25 days to the contract duration.

Original Contract Amount:	$	2,072,016
Change Order(s) previously ratified:	$	0
Change Order 1 presented for ratification:	$	- 17,419
New Contract Amount:	$	2,054,597

Bid 24-55, Manchester Elementary School Portable Confidential Space Installation, Change Order 1 includes but may not be limited to: add window shades, fire alarm wiring, tackboard, electrical and data receptacles, and add 79 calendar days to contract duration.

Original Contract Amount:	$	228,999
Change Order(s) previously ratified:	$	0
Change Order 1 presented for ratification:	$	9,166
New Contract Amount:	$	238,165

All requests for a change to the project are subject to multiple layers of review and evaluation, by both the project team (designer, contractor, Division of the State Architect Inspector of Record, project manager) and district management. Final approval for modification to the contract, resulting in a change order, is by the district. Each item in a change order is the result of one of the following: district request; unknown, unforeseen, or hidden condition; designer error/omission; or regulatory requirement. Change order costs are tracked by item and responsibility identified. Change orders can also include credits to the district. A Project Financial Summary is attached to each change order in the backup material.

FINANCIAL SUMMARY: Sufficient funds in the amount of $370,906 is available in the Measure M Fund for Bids 22-21 and 23-09. Sufficient funds in the amount of $476,369 is available in the Elementary and Secondary School Emergency Relief III Federal Fund for Bids 23-16, 23-54, 24-14, 24-24, 24-26, 24-41, and 24-55.

PREPARED BY: Ann Loorz

DIVISION: Operational Services

CABINET APPROVAL PHONE: (559) 457-3134

CABINET APPROVAL: Chief Operations and Classifieds Labor Management Officer, Paul Idsvoog

INTERIM SUPERINTENDENT APPROVAL:

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Francine and Murray Farber Educational Campus
2309 Tulare Street, Fresno CA 93721
Fresno, CA 93704

CHANGE ORDER No. :	**012**
DSA File No. :	10-H8
Application No. :	02-118895

CONTRACTOR :
Davis Moreno Construction
4720 N. Blythe Avenue
Fresno, CA 93722

DESIGNER'S PROJECT No. :	19-33
FUSD BID/CONTRACT No. :	22-21
CONTRACTOR P.O. No. :	751875

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

The original Contract Sum was	$ 47,847,268.00
Net change by previously authorized Change Orders	$ 2,695,244.23
The Contract Sum prior to this Change Order was	$ 50,542,512.23
The Contract Sum will be adjusted by	$ 335,931.72
The new Contract Sum, including this Change Order will be	$ 50,878,443.95
The Contract Completion date prior to this Change Order was	31-Jul-24
The Contract Time will be adjusted by	
The new Contract Completion date, including this Change Order is therefore	31-Jul-24

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:

PBK.
7790 N. Palm Avenue
Fresno, CA 93711
ARCHITECT/ENGINEER:

By: Michael Schoen

Date: 09/20/2024

Accepted by:

Davis Moreno Construction
4720 N. Blythe Avenue
Fresno, CA 93722
CONTRACTOR:

By: Stephen Davis

Date: 9/23/2024

Authorized by:

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

By: Alex Belanger

Date: 9/26/2024

Fresno Unified School District

CHANGE ORDER

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

Item 12-1

DESCRIPTION OF CHANGE:
Relocate trees and irrigation on the North side of the basin to fence line along 9th Street.

REASON FOR CHANGE:
District directed paving revisions at basin which caused a conflict with the new tree wells. Trees and irrigation were moved to the fence line along 9th Street

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
OTP #124, CCR #161

Amount of this Change Order Item:	**Increase $**	**5,388.48**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-2

DESCRIPTION OF CHANGE:
Relocate existing LCD monitors and markerboards from the E-Learn classrooms to the Office and Conference Rooms.

REASON FOR CHANGE:
The District provided modular furniture conflicted with the monitors in the E-Learn classrooms. It was necessary to relocate the markerboards.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
OTP # 125, CCR #167

Amount of this Change Order Item:	**Increase $**	**6,507.49**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 12-3

DESCRIPTION OF CHANGE:
Provide ivy planting and irrigation along existing CMU to the adjacent property line on the NW side of the project

REASON FOR CHANGE:
District requested additional landscaping along CMU wall.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Bulletin #54, OP #126, CCR #156

Amount of this Change Order Item:	**Increase $**	**1,194.98**
Time adjustment by this Change Order Item:	**Increase**	

Fresno Unified School District

CHANGE ORDER

Item 12-4

DESCRIPTION OF CHANGE:
Modify concrete at the transition from North campus to South campus and modify fencing at the North early learning and amphitheater

REASON FOR CHANGE:
District requested changes to playground area to accommodate appropriate age groups and fencing changes to allow maintenance access.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Bulletin #50, OTP #130, CCR #155

Amount of this Change Order Item:	**Increase**	**$ 58,479.52**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-5

DESCRIPTION OF CHANGE:
Provide 4' high decorative metal fence, gates and sloped walk at drainage basin.

REASON FOR CHANGE:
District requested change due to safety concerns along perimeter of basin.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Bulletin #041, OTP # 131, CCR #104-R1

Amount of this Change Order Item:	**Increase**	**$ 79,396.22**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 12-6

DESCRIPTION OF CHANGE:
Add brake metal at storefront sill at second floor transitions in Building 1000

REASON FOR CHANGE:
District requested changing to a brake metal transition in lieu of the metal angle as shown in project documents.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI #394, OTP #143, CCR #153

Amount of this Change Order Item:	**Increase**	**$ 4,806.50**
Time adjustment by this Change Order Item:	**Increase**	

Fresno Unified School District

CHANGE ORDER

Item 12-7

DESCRIPTION OF CHANGE:
Provide electrical provisions and brackets for (5) hanging menu boards at Building 2000 Dining Room. Screens to be provided by the District

REASON FOR CHANGE:
District requested additional provisions be provided for owner furnished menu boards at queue line

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Bulletin #045, OTP #145, CCR # 137

Amount of this Change Order Item:	**Increase $**	**22,227.53**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-8

DESCRIPTION OF CHANGE:
Add vinyl tile flooring at mobile shelving platform in Building 1000.

REASON FOR CHANGE:
Project documents did not show a floor finish on mobile shelving system platform

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI #385, OTP #148, CCR #159

Amount of this Change Order Item:	**Increase $**	**1,542.96**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 12-9

DESCRIPTION OF CHANGE:
Demo existing fire sprinkler branch line and re-install within the newly proposed hard-lid ceiling under stair #1.

REASON FOR CHANGE:
Exposed fire sprinkler line under stairwell was easily accessible and concealing it was necessary.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
Bulletin #038, OTP #149, CCR #084-R1

Amount of this Change Order Item:	**Increase $**	**8,478.71**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-10

DESCRIPTION OF CHANGE:
Increase the size of the steel for the curtain wall at the East side of storefront.

REASON FOR CHANGE:
Curtain wall sizing and members changed during deferred submittal review. Additional structural support was required due to increase in curtain wall size.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
CCD #04, OTP #153, CCR #108-R1

Amount of this Change Order Item:	**Increase**	**$ 68,299.11**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-11

DESCRIPTION OF CHANGE:
Provide powder coated closure panels at site marquee sign.

REASON FOR CHANGE:
Specified marquee sign did not have closure panels at top for weatherproofing.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
OTP #154, CCR #154

Amount of this Change Order Item:	**Increase**	**$ 4,591.66**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 12-12

DESCRIPTION OF CHANGE:
Hand watering to maintain installed landscaping

REASON FOR CHANGE:
Due to a delay with the City of Fresno in securing water meters thus not having water connection for a period of time, measures were taken (hand watering) to maintain landscaping.

CHANGE CATEGORY:
Governing agency required change after document approval.

DOCUMENT REFERENCE:
OTP #155, CCR #158

Amount of this Change Order Item:	**Increase**	**$ 5,286.75**
Time adjustment by this Change Order Item:	**Increase**	

Fresno Unified School District

CHANGE ORDER

Item 12-13

DESCRIPTION OF CHANGE:
Relocate portion of irrigation mainline within play area.

REASON FOR CHANGE:
Due to District changes in site paving at play area, irrigation line had to be relocated.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
OTP #156, CCR #160

Amount of this Change Order Item:	**Increase $**	**2,614.21**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-14

DESCRIPTION OF CHANGE:
Provide splash guards at kitchen sinks in Building 2000

REASON FOR CHANGE:
Health Department requirement during their site inspection.

CHANGE CATEGORY:
Governing agency required change after document approval.

DOCUMENT REFERENCE:
OTP #158, CCR #154

Amount of this Change Order Item:	**Increase $**	**693.74**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 12-15

DESCRIPTION OF CHANGE:
Add 2 wireless access points, relocate 2 wireless access points and relocate camera in Building 2000 shop.

REASON FOR CHANGE:
District request to lower the wireless access point locations and add additional access points to allow improved data access. The camera in the shop was in conflict with the racks and needed to be relocated

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Bulletin #49, OTP #159, CCR #147

Amount of this Change Order Item:	**Increase $**	**6,062.62**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-16

DESCRIPTION OF CHANGE:
Demolish existing plaster at (2) canopy columns to add new downspout piping. Patch back plaster.

REASON FOR CHANGE:
Project documents did not show downspout locations for main entry canopy. It was necessary to demo and patch the plaster to allow for installation of the downspouts.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
Bulletin #40, OTP #164, CCR #116

Amount of this Change Order Item:	**Increase $**	**3,732.63**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 12-17

DESCRIPTION OF CHANGE:
Relocate speakers and add seismic restraints at dining room in Building 2000.

REASON FOR CHANGE:
Speakers were located too close to wall and existing light fixtures. Seismic restraints were added to keep speakers from swinging more than 45 degrees.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFI #384, OTP #167, CCR #152

Amount of this Change Order Item:	**Increase $**	**12,033.37**
Time adjustment by this Change Order Item:	**Increase**	

Item 12-18

DESCRIPTION OF CHANGE:
Provide moisture barrier at flooring areas with moisture levels exceeding the manufacturers requirements in Building 1000

REASON FOR CHANGE:
High moisture level in some areas of the concrete flooring exceeded the manufacturer's requirements which would void the warranty. Moisture barrier was used to stabilize.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
OTP #152, CCR #144

Amount of this Change Order Item:	**Increase $**	**28,785.56**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 12-19

DESCRIPTION OF CHANGE:
Revert to 2500 Model elevator from 3500 Model elevator

REASON FOR CHANGE:
The fire department review allowed the Thyssen Krupp 2500 cab to accommodate appropriate gurney size, and a credit was issued

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
OTP #168, CCR #176

Amount of this Change Order Item:	**Decrease $ (36,520.40)**
Time adjustment by this Change Order Item:	**Increase**

Item 12-20

DESCRIPTION OF CHANGE:
Add vinyl tackboard panels to two walls in the classrooms

REASON FOR CHANGE:
The final pre-bid addenda finish schedule called out tackboard on two walls in the classrooms. It was necessary to add the District standard tackboard wall finish on the two remaining walls.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
OTP #169, CCR #124

Amount of this Change Order Item:	**Increase $ 52,330.08**
Time adjustment by this Change Order Item:	**Increase**

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE $ 335,931.72**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**

*** End of CHANGE ORDER ***

Fresno Unified School District

Facilities Management & Planning

Project Financial Summary

Project Name: *Francine and Murray Farber Ed. Campus*

DSA #: 02-118895

BID #: 22 - 21

Date: 08/05/24

Contractor: Davis Moreno

Architect: PBK Architects

Change Order: # 011

Contract Summary:

Bid Award Amount(s)		
Base Bid:	$ 47,000,000.00	$ 47,000,000.00
		$ -
Additive Alternate 1:	$ 103,299.00	$ 103,299.00
Additive Alternate 2:	$ 721,593.00	$ 721,593.00
Additive Alternate 3:	$ 22,376.00	$ 22,376.00
Additive Alternate 4:		$ -
Total Agreement Amount:		**$ 47,847,268.00**

Contract Adjustments:

Total Contract Amount $ 47,847,268.00

Contract Adjustments:	District Requested	Governing agency req'd change post-bid	Unknown, unforeseen, hidden	Designer E & O	District/Designer	Total	
CO # 001	$ 3,189.64	$ -	$ 5,477.09	$ 13,449.21		$ 22,115.94	
CO # 002	$ 1,836.15	$ 7,966.96	$ -	$ 117,293.39	$ -	$ 127,096.50	
CO # 003	$ 63,617.04	$ -	$ -	$ 32,718.73	$ 33,673.66	$ 130,009.43	
CO # 004	$ 96,114.69	$ 19,715.09	$ -	$ 17,551.54	$ 406,708.12	$ 540,089.44	
CO # 005	$ 19,076.54	$ -	$ -	$ 200,745.72	$ -	$ 219,822.26	
CO # 006	$ 35,590.18	$ -	$ 28,431.56	$ 226,114.03	$ -	$ 290,135.77	
CO #007	$ 75,146.35	$ -	$ -	$ 302,237.26	$ -	$ 377,383.61	
CO #008	$ 13,317.71	$ 2,359.56	$ 381.76	$ 302,117.32	$ -	$ 318,176.35	
CO #009	$ 247,575.17	$ 113,743.93	$ -	$ 35,815.42	$ 18,209.20	$ 415,343.72	
CO #010	$ -	$ 152,235.08	$ -	$ 32,628.92	$ -	$ 184,864.00	
CO #011	$ 46,792.50	$ -	$ 5,727.88	$ 15,615.05	$ 2,071.78	$ 70,207.21	
CO #012	$ 157,384.02	$ 5,980.49	$ 28,785.56	$ 143,781.65	$ -	$ 335,931.72	
	$ -	$ -	$ -	$ -	$ -	$ -	
Totals:	**$ 759,639.99** 2%	**$ 302,001.11** 1%	**$ 68,803.85** 0%	**$ 1,440,068.24** 3%	**$ 460,662.76** 0.5%	**$ 3,031,175.95**	**$ 3,031,175.95** 6.3%
Total Contract Amount with Adjustments							**$ 50,878,443.95**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
New Career Technical Education Health Science Building
Sunnyside High School
1019 S. Peach Avenue, Fresno, CA 93727

CHANGE ORDER No. :	**004**
DSA File No. :	10-H8
Application No. :	02-119457

CONTRACTOR :
Davis Moreno Construction, Inc.
4720 N. Blythe Avenue
Fresno, CA 93722

DESIGNER'S PROJECT No. :	17-72
FUSD BID/CONTRACT No. :	23-09
CONTRACTOR P.O. No. :	769426

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

The original Contract Sum was	$ 7,384,000.00
Net change by previously authorized Change Orders	$ 309,768.70
The Contract Sum prior to this Change Order was	$ 7,693,768.70
The Contract Sum will be adjusted by	$ 34,973.56
The new Contract Sum, including this Change Order will be	$ 7,728,742.26
The Contract Completion date prior to this Change Order was	28-Sep-24
The Contract Time will be adjusted by	(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore	28-Sep-24

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:***
PBK 7790 N. Palm Avenue Fresno, CA 93711	Davis Moreno Construction 4720 N. Blythe Avenue Fresno, CA 93722	Fresno Unified School District 4600 N. Brawley Fresno, CA 93722
ARCHITECT/ENGINEER:	*CONTRACTOR:*	*OWNER:*
By: Michael Schoen	By: Stephen Davis	By: Alex Belanger | Asst. Sup.
Date: 09/24/2024	Date: 9/24/24	Date: 9/26/2024

Fresno Unified School District

CHANGE ORDER

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

Item 4-1

DESCRIPTION OF CHANGE:
Provide cord reel enclosures at the Rehab/Therapy Lab room 113

REASON FOR CHANGE:
During DSA back-check, a revised detail was added post bid for cor reel enclosures

CHANGE CATEGORY:
Governing agency required change after document approval.

DOCUMENT REFERENCE:
ADD 06, RFI #106, CCR #040

Amount of this Change Order Item:	Increase	$ 16,473.46
Time adjustment by this Change Order Item:	Increase	0 Days

Item 4-2

DESCRIPTION OF CHANGE:
Adjust duct location to provide proper clearance at ice machine

REASON FOR CHANGE:
Relocate duct and duct support to proper clearance at ice machine that was added after DSA approval by district.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFI #097, OTP #042, CCR #032

Amount of this Change Order Item:	Increase	$ 676.85
Time adjustment by this Change Order Item:	Increase	0 Days

Fresno Unified School District

CHANGE ORDER

Item 4-3

DESCRIPTION OF CHANGE:
Relocate structural steel to accommodate new roof access hatch location.

REASON FOR CHANGE:
The structural steel for the roof hatch conflicted with the HVAC. It was necessary to relocate the roof hatch. New steel fabrication was necessary.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI #103-R1, OTP #035, CCR #37-S1

Amount of this Change Order Item:	Increase	$	9,767.23
Time adjustment by this Change Order Item:	Increase		0 Days

Item 4-4

DESCRIPTION OF CHANGE:
Relocate plumbing and air intake vent location

REASON FOR CHANGE:
Due to waste line vent location being too close to an air intake, it was required to be relocated.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI #096, OTP #040 CCR #031

Amount of this Change Order Item:	Increase	$	2,278.87
Time adjustment by this Change Order Item:	Increase		0 Days

Item 4-5

DESCRIPTION OF CHANGE:
Credit for removal of polished concrete at the performance lab

REASON FOR CHANGE:
The project documents called out for polished concrete under the rubber flooring. This was not necessary and a credit was provided for the polishing of the concrete in the performance lab.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Bulletin #06, OTP #038, CCR #041

Amount of this Change Order Item:	Decrease	$	(6,638.71)
Time adjustment by this Change Order Item:	Increase		0 Days

Fresno Unified School District

CHANGE ORDER

Item 4-6

DESCRIPTION OF CHANGE:
Remove a portion of the parapet wall at roof to provide adequate drainage at roof.

REASON FOR CHANGE:
Previously installed parapet wall interrupted roof drainage and allowed for water to accumulate at the wall. Removal of parapet wall allowed for proper roof drainage.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI #082, OTP #033, CCR #033

Amount of this Change Order Item:	Increase $	3,041.64
Time adjustment by this Change Order Item:	Increase	0 Days

Item 4-7

DESCRIPTION OF CHANGE:
Increase roof hatch curb by 3"

REASON FOR CHANGE:
Due to thickness of roof insulation deck, roof hatch curb was required to be increased 3" to meet roof manufacturers warranty

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI #104, OTP #039, CCR #030

Amount of this Change Order Item:	Increase $	685.74
Time adjustment by this Change Order Item:	Increase	0 Days

Item 4-8

DESCRIPTION OF CHANGE:
Provide (3) additional exterior security cameras

REASON FOR CHANGE:

Per district directive, provide (3) additional exterior security cameras.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFI #109, OTP #041, CCR #036

Amount of this Change Order Item:	Increase $	8,688.48
Time adjustment by this Change Order Item:	Increase	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE $**	**34,973.56**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**0 DAYS**

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

Fresno Unified School District

Facilities Management & Planning

Project Financial Summary

Project:	Sunnyside High School	**Date:**	9/19/2024
	New CTE Building	**Contractor:**	
DSA #:	02-119457	**Architect:**	PBK
Bid #:	23-09	**Change Order:**	004

Contract Summary:

Bid Award Amount(s)		
Base Bid 1:	New Building and Site Improvements	$ 7,384,000.00
Total Agreement Amount:		**$ 7,384,000.00**

Contract Adjustments:

Total Contract Amount $ 7,384,000.00

Contract Adjustments:	District Requested	Governing agency req'd change post-bid	Unknown, unforeseen, hidden	Designer E & O	District/Designer	Total		
Site Improvements						$ -		
CO #001	$ 44,362.41	$ -	$14,243.00	$ 6,328.82	$ -	$ 64,934.23		
CO #002	$ 1,189.89		$189,737.93	$9,143.47		$ 200,071.29		
CO #003		$ 4,081.19	$5,558.87	$35,123.12		$ 44,763.18		
CO #004	$ 2,726.62	$ 16,473.46		$ 15,773.48		$ 34,973.56		
CO #005						$ -		
						$ -		
						$ -		
						$ -		
				g				
						$ -		
Totals:	**$ 48,278.92**	**$ 20,554.65**	**$ 209,539.80**	**$ 66,368.89**	**$ -**	**$ 344,742.26**	**$ 344,742.26**	**4.7%**
Total Contract Amount with Adjustments							**$ 7,728,742.26**	

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Manchester & Pyle ES HVAC Replacement (Section A)

CHANGE ORDER No. :	002
DSA File No. :	NA
Application No. :	NA

CONTRACTOR :
Strategic Mechanical
4661 E Commerce Ave, Fresno, CA 93725

DESIGNER'S PROJECT No. :	1167, 1168
FUSD BID/CONTRACT No. :	23-16
CONTRACTOR P.O. No. :	778061A

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

The original Contract Sum was	$	2,666,014.00
Net change by previously authorized Change Orders	$	35,915.09
The Contract Sum prior to this Change Order was	$	2,701,929.09
The Contract Sum will be adjusted by	$	18,958.38
The new Contract Sum, including this Change Order will be	$	2,720,887.47
The Contract Completion date prior to this Change Order was		1-May-24
The Contract Time will be adjusted by		148 Days
The new Contract Completion date, including this Change Order is therefore		26-Sep-24

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:

Net Positive Engineers
5 River Park Place East, Suite 315, Fresno, CA
ARCHITECT/ENGINEER:
By: Hannah Brigdon PE
Date: 09/27/24

Accepted by:

Strategic Mechanical
4661 E Commerce Ave, Fresno, CA 93725
CONTRACTOR:
Digitally signed by Chad Petty
Date: 2024.09.27 16:25:04-07'00'
By: Chad Petty
Date: 9-27-24

Authorized by:

Fresno Unified School District
4600 N. Brawley Ave.
Fresno CA 93722
OWNER:
By: Alex Belanger
Date: 9/27/2024

Fresno Unified School District

CHANGE ORDER

You are directed to make the following changes in this Contract

Item 2-01 **Manchester ES - Flex Connector**

DESCRIPTION OF CHANGE:
Refer to Detail No. 7 on Drawing Sheet No. M800 of the Contract Plans. Delete from the scope of installation, the flex connectors indicated on the In-Line Boiler Primary Pump No. P1. All costs associated with deleting the flex connectors shall be deducted from the Contract Amount.

REASON FOR CHANGE:
The requirement for the flex connectors indicated on the Detail for the In-Line Boiler Primary Pump No. P1 was deleted from the scope of work, resulting in a deduction of $1,277.07 from the Contract Amount.

CHANGE CATEGORY:

District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #M08

Amount of this Change Order Item:	**Decrease**	**$ (1,277.07)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-02 **Manchester ES - Unused Allowance Credit**

DESCRIPTION OF CHANGE:
The awarded Contract Cost Amount included a $35,000 Allowance for Painting, Patching, unknown and concealed, unforeseen items and misc. additional items desired or required by the Fresno Unified School District during construction. The total cost of $26,066.88 associated with the fabrication of the unit ventilator closure shrouds described will be funded out of the Allowance, leaving an unused Allowance of $8,933.12 to be returned to the District at the completion of the project via this final Change Order.

REASON FOR CHANGE:
Of the Allowance of $35,000 established by the Fresno Unified School District, $26,066.88 was utilized per the above. All Contract Work is now completed, and the unused Allowance balance of $8,933.12 is being credited to the Contract Amount via this final Change Order.

CHANGE CATEGORY:
District Requests Change

DOCUMENT REFERENCE:
Contractor Cost No. RFC #M09

Amount of this Change Order Item:	**Decrease $**	**(8,933.12)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 2-03 **Manchester ES -Replacement of Electrical Panel & Installation of New Sub-Panel:**

DESCRIPTION OF CHANGE:
Provide all labor, materials, and equipment to replace the existing 42-slot Panel D electrical service panel with a new 48-slot Panel D. The contractor shall install a new additional Panel E sub-panel located adjacent to this replaced and upgraded Panel D. All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
During construction, the Contractor found the existing Panel D required replacement and upgrading to provide additional breaker slots, in conjunction with the addition of a new Sub-Panel E. The cost to incorporate the removal and replacement of Panel D and the addition of new Sub Panel E was $12,136.42.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #M10

Amount of this Change Order Item:	**Increase**	**$**	**12,136.42**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 2-04 **Manchester ES -Oak Closure Trim Credit**

DESCRIPTION OF CHANGE:
Provide all labor, materials, and equipment to install a carpet patch around all Unit Ventilators in Lieu of the Oak Closure Trim. All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
The Fresno Unified School District has subsequently accepted a carpet patch in lieu of the Oak Closure Trim. A credit of $1,577.10 will be credit back to the district through this Change Order 02.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #M11

Amount of this Change Order Item:	**Decrease**	**$**	**(1,577.10)**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Fresno Unified School District

CHANGE ORDER

Item 2-05 **Manchester ES -Thermostat Replacement**

DESCRIPTION OF CHANGE:
Provide all labor, materials, and equipment to install one (1) new Thermostat located in Room 23. All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
The Fresno Unified School District has requested the replacement of one (1) thermostat located in Room 23, after damages were caused by Fresno Unified staff members.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #M12

Amount of this Change Order Item:	**Increase $**	**393.14**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-06 **Manchester ES - Heat Pump Disconnect Credit**

DESCRIPTION OF CHANGE:
In lieu of utilizing the Square D Disconnect Model No. DU22RB required and indicated on the Contract Documents, provide all labor, materials, and equipment to substitute eight (8) Square D Disconnects Model No. Q0200TR at all Heat Pump Units. All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
The Fresno Unified School District accepted a substitute Square D Model No. Q0200TR Disconnect at all Heat Pumps. An amount of $931.38 will be deducted from the Contract Amount.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #M13

Amount of this Change Order Item:	**Decrease $**	**(931.38)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 2-07 **Manchester ES -OSA Damper Actuators**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet M101 – Enlarged Mechanical Site Plan. At the dampers on the Eight (8) new Heat Pumps indicated, disconnect and remove the factory-recommended actuators that were furnished with the units. After removal, provide all labor, materials and equipment to furnish and install Eight (8) new actuators at these dampers which are equipped with the necessary components and accessories to provide 0-10 VDC modulating operation capability. All work shall be in accordance with Contract Documents.

REASON FOR CHANGE:
Fresno Unified School District has requested the dampers at these heat pumps be equipped with an actuator with 0-10 VDC modulating operation capability.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #M14

Amount of this Change Order Item:	**Increase $**	**5,087.55**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-08 **Manchester ES - Contract Construction Completion Date**

DESCRIPTION OF CHANGE:
Revise the original Contract Construction Completion date established by the Notice to Proceed from May 1, 2023, to an adjusted Contract Completion date of September 26, 2024.

REASON FOR CHANGE:
Due to concealed and unforeseen circumstances and conditions, in conjunction with additional items added to the scope of work as indicated in Change Order No. 1 and this Change Order No. 2, the extension of 148 calendar days has been deemed justified. In addition to the additional time to incorporate the work included in the change orders, additional time was expended, but not limited to, unexpected modifications of the Heat Pump Outside Air Dampers, along with scope modifications proposed by the Contractor.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:
N/A

Amount of this Change Order Item:	**Increase $**	**-**
Time adjustment by this Change Order Item:	**Increase**	**148 Days**

Item 2-09 **Pyle ES - Flex Connectors**

DESCRIPTION OF CHANGE:
Refer to Detail No. 7 on Drawing Sheet No. M800 of the Contract Plans. Delete from the scope of installation, the flex connectors indicated on the In-Line Boiler Primary Pump No. P1. All costs associated with deleting the flex connectors shall be deducted from the Contract Amount.

REASON FOR CHANGE:
The requirement for the flex connectors indicated on the Detail for the In-Line Boiler Primary Pump No. P1 was deleted from the scope of work, resulting in a deduction of $1,195.90 from the Contract Amount.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #P10

Amount of this Change Order Item:	**Decrease $**	**(1,195.90)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-10 **Pyle ES -Oak Closure Trim Credit**

DESCRIPTION OF CHANGE:
Provide all labor, materials, and equipment to install a carpet patch around all Unit Ventilators in Lieu of the Oak Closure Trim. All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
The Fresno Unified School District has subsequently accepted a carpet patch in lieu of the Oak Closure Trim. A credit of $1,577.10 will be credit back to the district through this Change Order 02.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #P12

Amount of this Change Order Item:	**Decrease $**	**(1,577.10)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 2-11 **Pyle ES - Heat Pump Disconnect Credit**

DESCRIPTION OF CHANGE:
In lieu of utilizing the Square D Disconnect Model No. DU22RB required and indicated on the Contract Documents, provide all labor, materials, and equipment to substitute seventeen (17) Square D Disconnects Model No. Q0200TR at all Heat Pump Units. All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
The Fresno Unified School District accepted a substitute Square D Model No. Q0200TR Disconnect at all Heat Pumps. An amount of $1,979.18 will be deducted from the Contract Amount.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #P13

Amount of this Change Order Item:	**Decrease $**	**(1,979.18)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-12 **Pyle ES -OSA Damper Actuators**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet M101 – Enlarged Mechanical Site Plan. At the dampers on the Seventeen (17) new Heat Pumps indicated, disconnect and remove the factory-recommended actuators that were furnished with the units. After removal, provide all labor, materials and equipment to furnish and install Seventeen (17) new actuators at these dampers which are equipped with the necessary components and accessories to provide 0-10 VDC modulating operation capability. All work shall be in accordance with Contract Documents.

REASON FOR CHANGE:
Fresno Unified School District has requested the dampers at these heat pumps be equipped with an actuator with 0-10 VDC modulating operation capability.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #P14

Amount of this Change Order Item:	**Increase $**	**10,479.91**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-13 **Pyle ES -T&M Cost Difference**

DESCRIPTION OF CHANGE:
The awarded Contract Cost amount included a $35,000 any unknown or unforeseen items encountered during construction or additional items desired or required by the Fresno Unified School District during construction.

REASON FOR CHANGE:
The Allowance of $35,000 was established by the Fresno Unified School District to cover costs for any unknown or unforeseen items encountered during construction. Upon completion of the contract work, there is a balance of $5,957.92 that exceeded the above allowance budget.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #P15

Amount of this Change Order Item:	**Increase $**	**5,957.92**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-14 **Pyle ES -Painting**

DESCRIPTION OF CHANGE:
Furnish all labor, materials and equipment associated with required painting work of existing wall surfaces adjacent to the newly installed equipment . All work shall be incorporated in accordance with the Approved Contract Documents.

REASON FOR CHANGE:
During Construction, painting work was encountered and deemed required and necessary. The cost to incorporate the painting work was $1,034.95.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #P16

Amount of this Change Order Item:	**Increase $**	**1,034.95**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-15 **Pyle ES -Thermostat Replacement**

DESCRIPTION OF CHANGE:
Provide all labor, materials, and equipment to relocate and install one (1) new thermostat in Building A (Library Workroom). All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
The Fresno Unified School District has requested the relocation of one (1) thermostat after a site visit was conducted resulting in this request.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #P17

Amount of this Change Order Item:	**Increase $**	**1,339.34**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 2-16 **Pyle ES - Contract Construction Completion Date**

DESCRIPTION OF CHANGE:
Revise the original Contract Construction Completion date established by the Notice to Proceed from May 1, 2023, to an adjusted Contract Completion date of September 26, 2024.

REASON FOR CHANGE:
Due to concealed and unforeseen circumstances and conditions, in conjunction with additional items added to the scope of work as indicated in Change Order No. 1 and this Change Order No. 2, the extension of 148 calendar days has been deemed justified. In addition to the additional time to incorporate the work included in the change orders, additional time was expended, but not limited to, unexpected modifications of the Heat Pump Outside Air Dampers, along with scope modifications proposed by the Contractor.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
N/A

Amount of this Change Order Item:	**Increase**	**$**	**-**
Time adjustment by this Change Order Item:	**Increase**		**148 Days**

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$**	**18,958.38**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**		**148 Days**

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

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Manchester & Pyle ES HVAC Replacement (Section A)*

DSA #: N/A

BID #: 23-16A

Date: 09/25/24

Contractor: Strategic Mechanical, Inc

Architect: Net Positive

Change Order: 2

Contract Summary:

Bid Award Amount(s)

Base Bid:1A	$	1,068,375.00
Base Bid:2A	$	1,359,888.00
Additive Alternate 1A:	$	78,355.00
Additive Alternate 2A:	$	89,396.00
Additive Alternate 3:	$	-
Allowance:	$	70,000.00
Total Agreement Amount:	$	**2,666,014.00**

Contract Adjustments:

Total Contract Amount $ 2,666,014.00

Contract Adjustments:	District Requested		Governing agency req'd change post-bid		Unknown, unforeseen, hidden		Designer E & O		District/Designer		Total			
CO #001	$ 11,875.58		$ -				$ 24,039.51				$ 35,915.09			
CO #002	$ 17,619.04		$ -		$ 1,339.34				$ -		$ 18,958.38			
			$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals:	$ **29,494.62**	1%	$ -	0%	$ **1,339.34**	0%	$ **24,039.51**	1%	$ -	0%	$ **54,873.47**		$ **54,873.47**	2.1%

Total Contract Amount with Adjustments $ **2,720,887.47**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Vinland ES HVAC Replacement (Sect. B)

CHANGE ORDER No. :	**002**
DSA File No. :	NA
Application No. :	NA

CONTRACTOR :
Strategic Mechanical
4661 E Commerce Ave
Fresno, CA 93725

DESIGNER'S PROJECT No. :	1170
FUSD BID/CONTRACT No. :	23-16
CONTRACTOR P.O. No. :	778061B

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

The original Contract Sum was	$	1,304,384.00
Net change by previously authorized Change Orders	$	40,067.25
The Contract Sum prior to this Change Order was	$	1,344,451.25
The Contract Sum will be adjusted by	$	(13,947.70)
The new Contract Sum, including this Change Order will be	$	1,330,503.55
The Contract Completion date prior to this Change Order was		1-May-24
The Contract Time will be adjusted by		148 Days
The new Contract Completion date, including this Change Order is therefore		26-Sep-24

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:

Net Positive Engineers
5 River Park Place East, Suite 315, Fresno, CA
ARCHITECT/ENGINEER:
By: Hannah Brigdon PE
Date: 9/27/24

Accepted by:

Strategic Mechanical
4661 E Commerce Ave, Fresno, CA 93725
CONTRACTOR:
Digitally signed by Chad Petty
Date: 2024.09.27 16:25:45-07'00'
By: Chad Petty
Date: 9-27-24

Authorized by:

Fresno Unified School District
4600 N. Brawley Ave.
Fresno CA 93722
OWNER:
By: Alex Belanger
Date: 9/27/2024

Fresno Unified School District

CHANGE ORDER

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

Item 2-01 **Vinland ES -Oak Closure Trim Credit**

DESCRIPTION OF CHANGE:
Provide all labor, materials, and equipment to install a carpet patch around all Unit Ventilators in Lieu of the Oak Closure Trim. All work shall be performed in compliance with the Contract Documents.
REASON FOR CHANGE:
The Fresno Unified School District has subsequently accepted a carpet patch in lieu of the Oak Closure Trim. A credit of $1,577.10 will be credit back to the district through this Change Order 02.

CHANGE CATEGORY:
District Requests Change
DOCUMENT REFERENCE:
Contractor Cost No. RFC #V13

Amount of this Change Order Item:	**Decrease**	**$ (1,577.10)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-02 **Vinland ES - Heat Pump Disconnect Credit**

DESCRIPTION OF CHANGE:
In lieu of utilizing the Square D Disconnect Model No. DU22RB required and indicated on the Contract Documents, provide all labor, materials, and equipment to substitute thirteen (13) Square D Disconnects Model No. Q0200TR at all Heat Pump Units. All work shall be performed in compliance with the Contract Documents.

REASON FOR CHANGE:
The Fresno Unified School District accepted a substitute Square D Model No. Q0200TR Disconnect at all Heat Pumps. An amount of $931.38 will be deducted from the Contract Amount.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE: 1513.49
Contractor Cost No. RFC #V14

Amount of this Change Order Item:	**Decrease**	**$ (1,513.49)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-03 **Vinland ES -OSA Damper Actuators**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet M101 – Enlarged Mechanical Site Plan. At the dampers on the Thirteen (13) new Heat Pumps indicated, disconnect and remove the factory-recommended actuators that were furnished with the units. After removal, provide all labor, materials and equipment to furnish and install Eight (8) new actuators at these dampers which are equipped with the necessary components and accessories to provide 0-10 VDC modulating operation capability. All work shall be in accordance with Contract Documents.
REASON FOR CHANGE:
Fresno Unified School District has requested the dampers at these heat pumps be equipped with an actuator with 0-10 VDC modulating operation capability.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #V15

Amount of this Change Order Item:	**Increase**	**$ 8,110.56**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-04 **Vinland ES - Unused Allowance Credit**

DESCRIPTION OF CHANGE:
The awarded Contract Cost Amount included a $35,000 Allowance for Painting, Patching, unknown and concealed, unforeseen items and misc. additional items desired or required by the Fresno Unified School District during construction. The total cost of $17,228.23 associated with the fabrication of the unit ventilator closure shrouds described will be funded out of the Allowance, leaving an unused Allowance of $17,771.77 to be returned to the District at the completion of the project via this final Change Order.

REASON FOR CHANGE:
Of the Allowance of $35,000 established by the Fresno Unified School District, $17,228.23 was utilized per the above. All Contract Work is now completed, and the unused Allowance balance of $17,771.77 is being credited to the Contract Amount via this final Change Order.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
N/A

Amount of this Change Order Item:	**Decrease**	**$ (17,771.77)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 2-05 **Vinland ES - Flex Connectors**

DESCRIPTION OF CHANGE:
Refer to Detail No. 7 on Drawing Sheet No. M800 of the Contract Plans. Delete from the scope of installation, the flex connectors indicated on the In-Line Boiler Primary Pump No. P1. All costs associated with deleting the flex

REASON FOR CHANGE:
The requirement for the flex connectors indicated on the Detail for the In-Line Boiler Primary Pump No. P1 was deleted from the scope of work, resulting in a deduction of $1,277.07 from the Contract Amount.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
Contractor Cost No. RFC #V8

Amount of this Change Order Item:	**Decrease**	**$ (1,195.90)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 2-06 **Vinland ES - Contract Construction Completion Date**

DESCRIPTION OF CHANGE:
Revise the original Contract Construction Completion date established by the Notice to Proceed from May 1, 2023, to an adjusted Contract Completion date of September 26, 2024.

REASON FOR CHANGE:
Due to concealed and unforeseen circumstances and conditions, in conjunction with additional items added to the scope of work as indicated in this Change Order No. 2 , the extension has been deemed justified. In addition to the additional time to incorporate the work included in this change order, additional time was expended, but not limited to, unexpected complications, and scope modifications proposed by the Contractor.

CHANGE CATEGORY:
District Requests Change.

DOCUMENT REFERENCE:
N/A

Amount of this Change Order Item:	**Increase $ -**
Time adjustment by this Change Order Item:	**Increase 148 Days**

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**DECREASE $ (13,947.70)**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE 148 Days**

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

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Vinland ES HVAC Replacement*

DSA #: N/A

BID #: 23-16B

Date: 09/25/24

Contractor: Strategic Mechanical, Inc

Architect: Net Positive

Change Order: 2

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	1,187,516.00
Base Bid:		
Additive Alternate 1:	$	81,868.00
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Allowance:	$	35,000.00
Total Agreement Amount:	**$**	**1,304,384.00**

Contract Adjustments:

Total Contract Amount $ 1,304,384.00

Contract Adjustments:	District Requested		Governing agency req'd change post-bid		Unknown, unforeseen, hidden		Designer E & O		District/Designer		Total			
CO #001	$ 6,182.26		$ -		$ 4,776.73		$ 30,428.26		$ (1,320.00)		$ 40,067.25			
CO #002	$ (13,947.70)		$ -				$ -		$ -		$ (13,947.70)			
			$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals: -	**$ (7,765.44)**	-1%	**$ -**	0%	**$ 4,776.73**	0%	**$ 30,428.26**	2%	**$ (1,320.00)**	0%	**$ 26,119.55**		**$ 26,119.55**	2.0%

Total Contract Amount with Adjustments **$ 1,330,503.55**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Muir ES HVAC Replacement
410 E Dennett Ave
Fresno, CA 93728

CHANGE ORDER No. :	**001**
DSA File No. :	10-48
Application No. :	02-120177

CONTRACTOR :
Strategic Mechanical, Inc
4661 E. Commerce Ave
Fresno, CA 93725

DESIGNER'S PROJECT No. :	22032
FUSD BID/CONTRACT No. :	23-54
CONTRACTOR P.O. No. :	778068

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

The original Contract Sum was	$	6,094,320.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	6,094,320.00
The Contract Sum will be adjusted by	**$**	**286,408.26**
The new Contract Sum, including this Change Order will be	$	6,380,728.26
The Contract Completion date prior to this Change Order was		15-Aug-24
The Contract Time will be adjusted by		(90)Calendar Days
The new Contract Completion date, including this Change Order is therefore		13-Nov-24

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:

Lawrence Engineering Group
4910 E Clinton Way #101
Fresno, CA 93727

ARCHITECT/ENGINEER:

By: Michael D. Cantelmi

Date: 9/16/2024

Accepted by:

Strategic Mechanical, Inc
4661 E. Commerce Ave
Fresno, CA 93725

CONTRACTOR:

Digitally signed by Chad Petty
Date: 2024.09.16 16:07:21-07'00'

By:

Date: 9-16-24

Authorized by:

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

OWNER:

By:

Date: 9/18/2024

Fresno Unified School District

CHANGE ORDER

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

Item 1-1

DESCRIPTION OF CHANGE:
New curb installation for exhaust fan EF-4.

REASON FOR CHANGE:
Existing curb did not provide the minumum 8" clearance above finished roof.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M01

Amount of this Change Order Item:	**Increase**	**$ 547.27**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-2

DESCRIPTION OF CHANGE:
Sheet metal cap attachment.

REASON FOR CHANGE:
Details X1/1,2,3 did not indicate how sheet metal caps are to be attached on the existing equipment screen.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-M02

Amount of this Change Order Item:	**Increase**	**$ 1,664.12**
Time adjustment by this Change Order Item:	**Increase**	1 Day

Fresno Unified School District

CHANGE ORDER

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

Item 1-3

DESCRIPTION OF CHANGE:
Custom offset curb for exhaust fan EF-3.

REASON FOR CHANGE:
A custom offset curb is required to allow for clearance above roof hatch.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M03

Amount of this Change Order Item:	**Increase**	**$**	**1,161.37**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 1-4

DESCRIPTION OF CHANGE:
Remove and re-install existing curbs.

REASON FOR CHANGE:
Existing framing did not match what was indicated on record set. Curb framing was removed and reframed to match DSA approved structural details.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M04

Amount of this Change Order Item:	**Increase**	**$**	**7,707.69**
Time adjustment by this Change Order Item:	**Increase**		3 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-5

DESCRIPTION OF CHANGE:
Raise the blocking to have 8 inch clearance height above finished roof and install new backdraft dampers and new vent caps on 4 existing exhaust vents.

REASON FOR CHANGE:
Existing exhaust vent backdraft dampers were not operational and curbs were too low to finished roof.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M05

Amount of this Change Order Item:	**Increase $**	**4,341.70**
Time adjustment by this Change Order Item:	**Increase**	2 Days

Item 1-6

DESCRIPTION OF CHANGE:
Provide curb, flashing and cap for ductwork penetration for HC-1.

REASON FOR CHANGE:
No existing blocking.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M06

Amount of this Change Order Item:	**Increase $**	**7,613.67**
Time adjustment by this Change Order Item:	**Increase**	2 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-7

DESCRIPTION OF CHANGE:
Modify the size of the steel to 4x4x3/16 from 4x2x3/16. Weld 1/4" plate at the end of each tube steel.

REASON FOR CHANGE:
HSS tube steel size changed to maintain height clearance for economizers.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M07

Amount of this Change Order Item:	**Increase**	**$ 2,110.28**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-8

DESCRIPTION OF CHANGE:
Change out existing 90A circuit breaker.

REASON FOR CHANGE:
Existing 90A branch breaker feeding Panel E would not switch back on after shutdown.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M08

Amount of this Change Order Item:	**Increase**	**$ 690.06**
Time adjustment by this Change Order Item:	**Increase**	0 Days

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-8

DESCRIPTION OF CHANGE:
Overtime to help accelerate the project completion.

REASON FOR CHANGE:
Unforseen conditions caused delays to progress.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-M09

Amount of this Change Order Item:	**Increase $**	**5,740.88**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-10

DESCRIPTION OF CHANGE:
Install remote test switches and connect duct smoke dampers to existing fire alarm system.

REASON FOR CHANGE:
Units did not come furnished with remote test switches and electrical drawings do not show tie in of duct smoke dampers to existing fire alarm system.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-M10

Amount of this Change Order Item:	**Increase $**	**15,497.45**
Time adjustment by this Change Order Item:	**Increase**	10 Days

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-11

DESCRIPTION OF CHANGE:
Attach sheet metal caps on the existing equipment screen.

REASON FOR CHANGE:
Details show new sheet metal cap with no attachment method.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-M11

Amount of this Change Order Item:	**Increase**	**$ 30,434.34**
Time adjustment by this Change Order Item:	**Increase**	5 Days

Item 1-12

DESCRIPTION OF CHANGE:
Additional framing.

REASON FOR CHANGE:
During demolition dry rott was encountered.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-M12

Amount of this Change Order Item:	**Increase**	**$ 38,945.46**
Time adjustment by this Change Order Item:	**Increase**	6 Days

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-13

DESCRIPTION OF CHANGE:
Addition of current sensors to monitor the compressors for each multizone unit.

REASON FOR CHANGE:
The sensor add is due to district preference of monitoring compressor status.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-M13

Amount of this Change Order Item:	**Increase**	**$ 1,786.02**
Time adjustment by this Change Order Item:	**Increase**	1 Day

Item 1-14

DESCRIPTION OF CHANGE:
Furnish and install controls components for 5 HCs at Cafeteria, 3 split units at Library/Media Center and 13 HPs at Portables.

REASON FOR CHANGE:
Update controls to the remainder of the campus.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-M14

Amount of this Change Order Item:	**Increase**	**$ 168,167.95**
Time adjustment by this Change Order Item:	**Increase**	60 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$ 286,408.26**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**90 DAYS**

*** End of CHANGE ORDER ***

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Muir, Winchell Elementary, and Sequoia HVAC/EMS Replacement*
DSA #: 02-120177
BID #: 23-54

Date: 09/19/24
Contractor: Strategic Mechanical Inc.
Architect: Lawrence Engineering Group
Change Order: 001

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	6,094,320.00
Base Bid:	$	-
Additive Alternate 1:	$	-
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Additive Alternate 4:	$	-
Total Agreement Amount:	**$**	**6,094,320.00**

Contract Adjustments:

Total Contract Amount $ 6,094,320.00

Contract Adjustments:	**District Requested**		**Governing agency req'd change post-bid**		**Unknown, unforeseen, hidden**		**Designer E & O**		**District/Designer**		**Total**			
CO #001	$ 175,694.85		$ -		$ 63,117.50		$ 47,595.91		$ -		$ 286,408.26			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals:	**$ 175,694.85**	3%	**$ -**	0%	**$ 63,117.50**	1%	**$ 47,595.91**	1%	**$ -**	0%	**$ 286,408.26**	**$**	**286,408.26**	4.7%

Total Contract Amount with Adjustments **$ 6,380,728.26**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Winchell ES HVAC Replacement
3722 E Lowe Ave
Fresno, CA 93702

CHANGE ORDER No. :	002
DSA File No. :	10-48
Application No. :	02-120179

CONTRACTOR :
Strategic Mechanical, Inc
4661 E. Commerce Ave
Fresno, CA 93725

DESIGNER'S PROJECT No. :	22032
FUSD BID/CONTRACT No. :	23-54
CONTRACTOR P.O. No. :	778068

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

The original Contract Sum was	$	6,094,320.00
Net change by previously authorized Change Orders	$	286,408.26
The Contract Sum prior to this Change Order was	$	6,380,728.26
The Contract Sum will be adjusted by	**$**	**131,035.72**
The new Contract Sum, including this Change Order will be	$	6,511,763.98
The Contract Completion date prior to this Change Order was		15-Aug-24
The Contract Time will be adjusted by		(90)Calendar Days
The new Contract Completion date, including this Change Order is therefore		13-Nov-24

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:***
Lawrence Engineering Group	Strategic Mechanical, Inc	**Fresno Unified School District**
4910 E Clinton Way #101	4661 E. Commerce Ave	4600 N. Brawley
Fresno, CA 93727	Fresno, CA 93725	Fresno, CA 93722
ARCHITECT/ENGINEER:	***CONTRACTOR:***	***OWNER:***
By: Michael D. Cantelmi	By: Digitally signed by Chad Petty Date: 2024.09.18 13:51:41-07'00'	By:
Date: 9/16/2024	Date: 9-18-24	Date:

Fresno Unified School District

CHANGE ORDER

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

Item 1-1

DESCRIPTION OF CHANGE:
Sheet metal cap attachment.

REASON FOR CHANGE:
Details X1/1,2,3 did not indicate how sheet metal caps are to be attached on the existing equipment screen.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-W01

Amount of this Change Order Item:	**Increase $**	**1,664.12**
Time adjustment by this Change Order Item:	**Increase**	1 Day

Item 1-2

DESCRIPTION OF CHANGE:
Remove and re-install existing curbs.

REASON FOR CHANGE:
Existing framing did not match what was indicated on record set. Curb framing was removed and reframed to match DSA approved structural details.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-W02

Amount of this Change Order Item:	**Increase $**	**7,707.69**
Time adjustment by this Change Order Item:	**Increase**	3 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-3

DESCRIPTION OF CHANGE:
Raise the blocking to have 8 inch clearance height above finished roof and install new backdraft dampers and new vent caps on 4 existing exhaust vents.

REASON FOR CHANGE:
Existing exhaust vent backdraft dampers were not operational and curbs were too low to finished roof.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-W03

Amount of this Change Order Item:	**Increase**	**$**	**4,208.61**
Time adjustment by this Change Order Item:	**Increase**		2 Days

Item 1-4

DESCRIPTION OF CHANGE:
Provide curb, flashing and cap for ductwork penetration for HC-1.

REASON FOR CHANGE:
No existing blocking.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-W04

Amount of this Change Order Item:	**Increase**	**$**	**7,613.92**
Time adjustment by this Change Order Item:	**Increase**		2 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-5

DESCRIPTION OF CHANGE:
Modify the size of the steel to 4x4x3/16 from 4x2x3/16. Weld 1/4" plate at the end of each tube steel.

REASON FOR CHANGE:
HSS tube steel size changed to maintain height clearance for economizers.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-W05

Amount of this Change Order Item:	**Increase**	**$**	**2,110.28**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 1-6

DESCRIPTION OF CHANGE:
Overtime to help accelerate the project completion.

REASON FOR CHANGE:
Unforseen conditions caused delays to progress.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-W06

Amount of this Change Order Item:	**Increase**	**$**	**9,288.70**
Time adjustment by this Change Order Item:	**Increase**		0 Days

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-7

DESCRIPTION OF CHANGE:
Install remote test switches and connect duct smoke dampers to existing fire alarm system.

REASON FOR CHANGE:
Units did not come furnished with remote test switches and electrical drawings do not show tie in of duct smoke dampers to existing fire alarm system.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-W07

Amount of this Change Order Item:	**Increase**	**$ 15,497.45**
Time adjustment by this Change Order Item:	**Increase**	10 Days

Item 1-8

DESCRIPTION OF CHANGE:
Attach sheet metal caps on the existing equipment screen.

REASON FOR CHANGE:
Details show new sheet metal cap with no attachment method.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-W08

Amount of this Change Order Item:	**Increase**	**$ 30,434.33**
Time adjustment by this Change Order Item:	**Increase**	5 Days

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-9

DESCRIPTION OF CHANGE:
Additional framing.

REASON FOR CHANGE:
During demolition dry rott was encountered.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-W09

Amount of this Change Order Item:	**Increase $**	**41,482.04**
Time adjustment by this Change Order Item:	**Increase**	11 Days

Item 1-10

DESCRIPTION OF CHANGE:
Determ, repull and reterm the T-stat cables to the correct units.

REASON FOR CHANGE:
The Zones shown on the plans did not match those in the field.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-W10

Amount of this Change Order Item:	**Increase $**	**9,242.56**
Time adjustment by this Change Order Item:	**Increase**	4 Days

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-11

DESCRIPTION OF CHANGE:
Addition of current sensors to monitor the compressors for each multizone unit.

REASON FOR CHANGE:
The sensor add is due to district preference of monitoring compressor status.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-W11

Amount of this Change Order Item:	**Increase**	**$ 1,786.02**
Time adjustment by this Change Order Item:	**Increase**	1 Day

Item 1-12

DESCRIPTION OF CHANGE:
Completion date extended.

REASON FOR CHANGE:
Extra time is needed to complete the project due to unforseen conditions.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
None

Amount of this Change Order Item:	**Increase**	**$ -**
Time adjustment by this Change Order Item:	**Increase**	51 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$ 131,035.72**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**90 DAYS**

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

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Muir, Winchell Elementary, and Sequoia HVAC/EMS Replacement*
DSA #: 02-120179
BID #: 23-54

Date: 09/19/24
Contractor: Strategic Mechanical Inc.
Architect: Lawrence Engineering Group
Change Order: 002

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	6,094,320.00
Base Bid:	$	-
Additive Alternate 1:	$	-
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Additive Alternate 4:	$	-
Total Agreement Amount:	**$**	**6,094,320.00**

Contract Adjustments:

Total Contract Amount $ 6,094,320.00

Contract Adjustments:	**District Requested**		**Governing agency req'd change post-bid**		**Unknown, unforeseen, hidden**		**Designer E & O**		**District/Designer**		**Total**			
CO #001	$ 175,694.85		$ -		$ 63,117.50		$ 47,595.91		$ -		$ 286,408.26			
CO #002	$ 11,074.72		$ -		$ 63,122.54		$ 56,838.46		$ -		$ 131,035.72			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals:	**$ 186,769.57**	3%	**$ -**	0%	**$ 126,240.04**	2%	**$ 104,434.37**	2%	**$ -**	0%	**$ 417,443.98**	**$ 417,443.98**	6.8%	

Total Contract Amount with Adjustments **$ 6,511,763.98**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Sequoia MS HVAC Replacement
4050 E Hamilton Ave
Fresno, CA 93702

CHANGE ORDER No. :	003
DSA File No. :	10-48
Application No. :	02-120180

CONTRACTOR :
Strategic Mechanical, Inc
4661 E. Commerce Ave
Fresno, CA 93725

DESIGNER'S PROJECT No. :	22032
FUSD BID/CONTRACT No. :	23-54
CONTRACTOR P.O. No. :	778068

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

The original Contract Sum was	$	6,094,320.00
Net change by previously authorized Change Orders	$	417,443.98
The Contract Sum prior to this Change Order was	$	6,511,763.98
The Contract Sum will be adjusted by	**$**	**9,143.55**
The new Contract Sum, including this Change Order will be	$	6,520,907.53
The Contract Completion date prior to this Change Order was		15-Aug-24
The Contract Time will be adjusted by		(90)Calendar Days
The new Contract Completion date, including this Change Order is therefore		13-Nov-24

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:***
Lawrence Engineering Group	Strategic Mechanical, Inc	**Fresno Unified School District**
4910 E Clinton Way #101	4661 E. Commerce Ave	4600 N. Brawley
Fresno, CA 93727	Fresno, CA 93725	Fresno, CA 93722
ARCHITECT/ENGINEER:	***CONTRACTOR:***	***OWNER:***
By: Michael D. Cantelmi	By: Digitally signed by Chad Petty Date: 2024.09.18 13:50:28-07'00'	By:
Date: 9/16/2024	Date: 9-18-24	Date: 9/24/2024

Fresno Unified School District

CHANGE ORDER

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

Item 1-1

DESCRIPTION OF CHANGE:
Install remote test switches and connect duct smoke dampers to existing fire alarm system.

REASON FOR CHANGE:
Units did not come furnished with remote test switches and electrical drawings do not show tie in of duct smoke dampers to existing fire alarm system.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-S01

Amount of this Change Order Item:	**Increase**	**$**	**5,446.80**
Time adjustment by this Change Order Item:	**Increase**		3 Days

Item 1-2

DESCRIPTION OF CHANGE:
Addition of current sensors to monitor the compressors for each multizone unit.

REASON FOR CHANGE:
The sensor add is due to district preference of monitoring compressor status.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-S02

Amount of this Change Order Item:	**Increase**	**$**	**1,168.12**
Time adjustment by this Change Order Item:	**Increase**		1 Days

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-3

DESCRIPTION OF CHANGE:
Overtime to help accelerate the project completion.

REASON FOR CHANGE:
Unforseen conditions caused delays to progress.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-S03

Amount of this Change Order Item:	**Increase**	**$**	**625.33**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 1-4

DESCRIPTION OF CHANGE:
Troubleshoot and identify the correct zoning.

REASON FOR CHANGE:
The Zones shown on the plans did not match those in the field.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC-S04

Amount of this Change Order Item:	**Increase**	**$**	**1,903.30**
Time adjustment by this Change Order Item:	**Increase**		1 Day

*** End of CHANGE ORDER ***

Fresno Unified School District

CHANGE ORDER

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

Item 1-5

DESCRIPTION OF CHANGE:
Completion date extended.

REASON FOR CHANGE:
Extra time is needed to complete the project due to unforseen conditions.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
None

Amount of this Change Order Item:	**Increase**	**$ -**
Time adjustment by this Change Order Item:	**Increase**	85 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$ 9,143.55**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**90 DAYS**

*** End of CHANGE ORDER ***

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Muir, Winchell Elementary, and Sequoia HVAC/EMS Replacement*
DSA #: 02-120180
BID #: 23-54

Date: 09/19/24
Contractor: Strategic Mechanical Inc.
Architect: Lawrence Engineering Group
Change Order: 003

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	6,094,320.00
Base Bid:	$	-
Additive Alternate 1:	$	-
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Additive Alternate 4:	$	-
Total Agreement Amount:	**$**	**6,094,320.00**

Contract Adjustments:

Total Contract Amount $ 6,094,320.00

Contract Adjustments:	**District Requested**		**Governing agency req'd change post-bid**		**Unknown, unforeseen, hidden**		**Designer E & O**		**District/Designer**		**Total**			
CO #001	$ 175,694.85		$ -		$ 63,117.50		$ 47,595.91		$ -		$ 286,408.26			
CO #002	$ 11,074.72		$ -		$ 63,122.54		$ 56,838.46		$ -		$ 131,035.72			
CO #003	$ 1,793.45		$ -		$ -		$ 7,350.10		$ -		$ 9,143.55			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals:	**$ 188,563.02**	3%	**$ -**	0%	**$ 126,240.04**	2%	**$ 111,784.47**	2%	**$ -**	0%	**$ 426,587.53**	**$**	**426,587.53**	7.0%
Total Contract Amount with Adjustments												**$**	**6,520,907.53**	

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Birney & Centennial ES HVAC Replacement
3034 E Cornell Ave.
Fresno, CA 93703

CHANGE ORDER No. :	**001**
DSA File No. :	N/A
Application No. :	N/A

CONTRACTOR :
Modern Air Mechanical
2200 Cooper Ave.
Merced, CA 95344

DESIGNER'S PROJECT No. :	12435
FUSD BID/CONTRACT No. :	24-14
CONTRACTOR P.O. No. :	791058

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

The original Contract Sum was	$	2,659,545.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	2,659,545.00
The Contract Sum will be adjusted by	$	(11,709.00)
The new Contract Sum, including this Change Order will be	$	2,647,836.00
The Contract Completion date prior to this Change Order was		9-Aug-24
The Contract Time will be adjusted by		(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore		9-Aug-24

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:***
TETER, LLP	**Modern Air Mechanical**	**Fresno Unified School District**
7535 N. Palm Suite 201	2200 Cooper Ave.	4600 N. Brawley
Fresno, CA 93711	Merced, CA 95344	Fresno, CA 93722
ARCHITECT/ENGINEER:	***CONTRACTOR:***	***OWNER:***
By: Aya Shitanishi, AIA	By: Mark Cauwels	By: Alex Belanger | Chief Executive
Date: 9/23/24	Date: 9-23-24	Date: 9/26/2024

Fresno Unified School District

CHANGE ORDER

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

Item 1-1

DESCRIPTION OF CHANGE:
Furnish and install differential pressure sensors for the chiller and boiler at Birney ES.
Furnish and install (28) relays for the wall mounted heat pump equipment at Birney ES.
REASON FOR CHANGE:
The additional relays assist with the heat pump compressor cycles.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Submittal 15

Amount of this Change Order Item:	**Increase $**	**10,663.00**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-2

DESCRIPTION OF CHANGE:
Furnish and install differential pressure sensors for the chiller and boiler at Centennial ES.
Furnish and install (18) relays for the wall mounted heat pump equipment at Centennial ES.
REASON FOR CHANGE:
The additional relays assist with the heat pump compressor cycles.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Submittal 13

Amount of this Change Order Item:	**Increase $**	**8,685.00**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-3

DESCRIPTION OF CHANGE:
Provide tamper-proof screws to protect equipment compressors from vandalism.

REASON FOR CHANGE:
The equipment compressors are routinely targeted for copper metal.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
SI-03

Amount of this Change Order Item:	**Increase $**	**7,251.00**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-4

DESCRIPTION OF CHANGE:
Furnish and install a new thermal flow switch for the Boiler at Birney ES.

REASON FOR CHANGE:
The equipment did not come with a thermal flow switch from the manufacturer.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFP# 03

Amount of this Change Order Item:	**Increase $**	**1,298.00**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-5

DESCRIPTION OF CHANGE:
The awarded Contract Cost amount included a $70,000 Allowance for painting, patching and misc. additional items desired or required by the Fresno Unified School District during construction. The total cost of $30,394 associated with the fabrication of the unit ventilator carpet patch work is funded out of the Allowance, leaving an unused Allowance of $39,606 to be returned to the District.

REASON FOR CHANGE:
The Allowance of $70,000 was established by the Fresno Unified School District to cover costs for any necessary painting, patching and other unknown or unforeseen items encountered during construction. Upon completion of the contracted work, there was an unused balance that is being credited to the contract amount

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Contractor MAM #6.0 & 6.1

Amount of this Change Order Item:	**Decrease**	**$ (39,606.00)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**DECREASE**	**$ (11,709.00)**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**0 DAYS**

*** End of CHANGE ORDER ***

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Birney & Centennial ES HVAC Replacement*

DSA #: N/A

BID #: 24-14

Date: 09/23/24

Contractor: Modern Air Mechanical

Architect: Teter, LLP

Change Order: 1

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	1,501,105.00
Base Bid:	$	1,088,440.00
Additive Alternate 1:	$	-
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Allowance:	$	70,000.00
Total Agreement Amount:	**$**	**2,659,545.00**

Contract Adjustments:

Total Contract Amount $ 2,659,545.00

Contract Adjustments:	District Requested		Governing agency req'd change post-bid		Unknown, unforeseen, hidden		Designer E & O		District/Designer		Total			
CO #001	$ (13,007.00)		$ -				$ 1,298.00				$ (11,709.00)			
			$ -				$ -		$ -		$ -			
			$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals:	**$ (13,007.00)**	0%	$ -	0%	$ -	0%	**$ 1,298.00**	0%	$ -	0%	**$ (11,709.00)**		**$ (11,709.00)**	-0.4%

Total Contract Amount with Adjustments **$ 2,647,836.00**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Wawona MS HVAC Replacement
4525 N. Thorne Ave.
Fresno, CA 93704

CHANGE ORDER No. :	**001**
DSA File No. :	10-48
Application No. :	02-120869

CONTRACTOR :
Strategic Mechanical, Inc.
4661 E Commerce Ave.
Fresno, CA 93725

DESIGNER'S PROJECT No. :	12446
FUSD BID/CONTRACT No. :	24-24
CONTRACTOR P.O. No. :	796572

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

The original Contract Sum was	$	2,287,319.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	2,287,319.00
The Contract Sum will be adjusted by	$	44,539.55
The new Contract Sum, including this Change Order will be	$	2,331,858.55
The Contract Completion date prior to this Change Order was		5-Aug-24
The Contract Time will be adjusted by	(54)	Calendar Days
The new Contract Completion date, including this Change Order is therefore		28-Sep-24

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:

TETER, LLP
7535 N. Palm Suite 201
Fresno, CA 93711
ARCHITECT/ENGINEER:

By: Aya Shitanishi, AIA

Date: 9/23/24

Accepted by:

Strategic Mechanical, Inc.
4661 E Commerce Ave.
Fresno, CA 93725
CONTRACTOR:

Digitally signed by Chad Petty
Date: 2024.09.23 07:09:29-07'00'

By: Chad Petty

Date: 9-23-24

Authorized by:

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

By: Alex Belanger | Chief Executive

Date: 9/26/2024

Fresno Unified School District

CHANGE ORDER

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

Item 1-1

DESCRIPTION OF CHANGE:
Remove and Replace (4) sensors and (2) damper actuators. Remove and replace the room temperature sensor. Furnish and install new control panel.

REASON FOR CHANGE:
The existing air handler unit controls will not communicate with the campus EMS upgrade.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI #1

Amount of this Change Order Item:	**Increase**	**$**	**8,310.10**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 1-2

DESCRIPTION OF CHANGE:
Furnish and install (2) curb adapters for wall mounted heat pumps at portable classrooms 921 & 669.

REASON FOR CHANGE:
The existing framed Supply Air (SA) and Return Air (RA) openings at the building do not line up with the new SA/RA openings of the new unit and will require a curb adapter.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI # 18

Amount of this Change Order Item:	**Increase**	**$**	**3,239.76**
Time adjustment by this Change Order Item:	**Increase**		1 Days

Fresno Unified School District

CHANGE ORDER

Item 1-3

DESCRIPTION OF CHANGE:
Extend the height of the existing fence enclosure by 6" for outdoor unit 1 (ODU-1).

REASON FOR CHANGE:
The height of the new outdoor unit is taller than the existing one was.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI # 14

Amount of this Change Order Item:	**Increase**	**$**	**1,807.81**
Time adjustment by this Change Order Item:	**Increase**		1 Days

Item 1-4

DESCRIPTION OF CHANGE:
Furnish and install new electrical wiremold around the new unit ventilators (UV) in classrooms 30, 31, 32, 52, and 53.

REASON FOR CHANGE:
In several classrooms, the existing wiremold needed to be relocated to accommodate the installation of the new UV.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI # 24

Amount of this Change Order Item:	**Increase**	**$**	**4,599.35**
Time adjustment by this Change Order Item:	**Increase**		2 Days

Fresno Unified School District

CHANGE ORDER

Item 1-5

DESCRIPTION OF CHANGE:
Furnish and install a new 3-way control valve on the chilled water loop.

REASON FOR CHANGE:
The existing control valve is leaking.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFI # 01

Amount of this Change Order Item:	**Increase $**	**7,631.04**
Time adjustment by this Change Order Item:	**Increase**	2 Days

Item 1-6

DESCRIPTION OF CHANGE:
Furnish and install a new 125A 2-pole main breaker at portable classroom 16.

REASON FOR CHANGE:
Field technicians reported seeing arcing from the existing main breaker.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI #29

Amount of this Change Order Item:	**Increase $**	**754.71**
Time adjustment by this Change Order Item:	**Increase**	1 Days

Fresno Unified School District

CHANGE ORDER

Item 1-7

DESCRIPTION OF CHANGE:
Furnish and install new alarm sounder base and 24VDC power to provide an audible signal at fire alarm device inside (2) relocatable classrooms.

REASON FOR CHANGE:
The CO devices required a sounder base in order to provide an audible signal.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFI # 32-36

Amount of this Change Order Item:	**Increase**	**$ 13,557.20**
Time adjustment by this Change Order Item:	**Increase**	5 Days

Item 1-8

DESCRIPTION OF CHANGE:
Furnish and install replacement ceiling tiles at fan coil 5 and 6 in Building I.

REASON FOR CHANGE:
The existing ceiling tiles were removed to access building structure for the installation of new hanger supports at fan coil 5 & 6.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI # 22

Amount of this Change Order Item:	**Increase**	**$ 2,270.52**
Time adjustment by this Change Order Item:	**Increase**	1 Days

Fresno Unified School District

CHANGE ORDER

Item 1-9

DESCRIPTION OF CHANGE:
Fabricate and install a sheet metal cover to hide copper piping at exterior wall of building PCR 183.

REASON FOR CHANGE:
The sheet metal cover will provide better coverage from vandalism than the manufacturer's insulated pipe cover. Contractor will provide a credit for the insulated cover to reduce the cost of the sheet metal cover.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Punchwalk item

Amount of this Change Order Item:	**Increase $**	**1,725.56**
Time adjustment by this Change Order Item:	**Increase**	2 Days

Item 1-10

DESCRIPTION OF CHANGE:
Furnish and install new outside air louvers for (21) unit ventilators.

REASON FOR CHANGE:
The existing outside air louver partially blocks the new UV air intake, allowing air to pass through only the bottom 25% of the louver and not achieving the required amount of outside air to the classroom.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI #38

Amount of this Change Order Item:	**Increase $**	**23,628.75**
Time adjustment by this Change Order Item:	**Increase**	35 Days

Fresno Unified School District

CHANGE ORDER

Item 1-11

DESCRIPTION OF CHANGE:
Install fan coil 2 above ceiling and provide new ductwork and ceiling grilles.

REASON FOR CHANGE:
The new fan coil is larger than the old unit and cannot be installed in the same location due to conflicts with the lighting.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFI #22

Amount of this Change Order Item:	**Increase**	**$ 10,584.53**
Time adjustment by this Change Order Item:	**Increase**	4 Days

Item 1-12

DESCRIPTION OF CHANGE:
Furnish and install (18) relays for the unit ventilator fan controls.

REASON FOR CHANGE:
The additional relays assist maintenance technicians when servicing the equipment.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Insert Document Reference shown on signed COIR

Amount of this Change Order Item:	**Increase**	**$ 1,430.22**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-13

DESCRIPTION OF CHANGE:
The awarded Contract Cost amount included a $35,000 Allowance for painting, patching and misc. additional items desired or required by the Fresno Unified School District during construction. The total cost of $0.00 associated with the fabrication of the unit ventilator carpet patch work is funded out of the Allowance, leaving an unused Allowance of $35,000 to be returned to the District.

REASON FOR CHANGE:
The Allowance of $35,000 was established by the Fresno Unfied School District to cover cost for any necessary painting, patching and other unknown or unforeseen items encountered during construction. Upon completion of the contract work, there was an unused balance that is being credited to the Contract Amount.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
Insert Document Reference shown on signed COIR

Amount of this Change Order Item:	**Decrease**	**$ (35,000.00)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$ 44,539.55**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**54 DAYS**

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

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Wawona MS HVAC Replacement*

DSA #: 02-120869

BID #: 24-24

Date: 9/24//2024

Contractor: Strategic Mechanical, Inc

Architect: Teter, LLP

Change Order: 1

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	2,252,319.00
Base Bid:		
Additive Alternate 1:	$	-
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Allowance:	$	35,000.00
Total Agreement Amount:	**$**	**2,287,319.00**

Contract Adjustments:

Total Contract Amount $ 2,287,319.00

Contract Adjustments:	District Requested		Governing agency req'd change post-bid		Unknown, unforeseen, hidden		Designer E & O		District/Designer		Total		
CO #001	$ 10,786.82		$ -		$ 11,885.43		$ 21,867.30				$ 44,539.55		
			$ -				$ -		$ -		$ -		
			$ -		$ -		$ -		$ -		$ -		
	$ -		$ -		$ -		$ -		$ -		$ -		
	$ -		$ -		$ -		$ -		$ -		$ -		
	$ -		$ -		$ -		$ -		$ -		$ -		
Totals:	**$ 10,786.82**	0%	**$ -**	0%	**$ 11,885.43**	1%	**$ 21,867.30**	1%	**$ -**	0%	**$ 44,539.55**	**$ 44,539.55**	1.9%

Total Contract Amount with Adjustments **$ 2,331,858.55**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Wolters Elementary School HVAC Upgrade
5174 N First St
Fresno, CA 93710

CHANGE ORDER No. : 001

DSA File No. : 10-48

Application No. : 02-121188

CONTRACTOR :
Strategic Mechanical Inc.
4661 E Commerce Ave
Fresno, CA 93725

DESIGNER'S PROJECT No. : 22072

FUSD BID/CONTRACT No. : 24-26

CONTRACTOR P.O. No. : 795405

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

The original Contract Sum was	$	1,664,000.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	1,664,000.00
The Contract Sum will be adjusted by	$	20,193.03
The new Contract Sum, including this Change Order will be	$	1,684,193.03
The Contract Completion date prior to this Change Order was		5-Aug-24
The Contract Time will be adjusted by		(41) Calendar Days
The new Contract Completion date, including this Change Order is therefore		15-Sep-24

NOTE: *Contractor agrees to furnish all labar and materials and perform all of the work described herein, in accordance with the abave 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:

Lawrence Engineering
4910 E Clinton Way
Fresno, CA 93727

ARCHITECT/ENGINEER:

By: Michael Cantelmi

Date: 9/23/24

Accepted by:

Strategic Mechanical, Inc.
4661 E Commerce Ave
Fresno, CA 93725

CONTRACTOR:

Digitally signed by Chad Petty
Date: 2024.09.23 11:17:38-07'00'

By: Jack Warring

Date: 9-23-24

Authorized by:

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

OWNER:

By: Alex Belanger

Date: 9/27/2024

Fresno Unified School District

CHANGE ORDER

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

Item 1-1

DESCRIPTION OF CHANGE:
Providing 480V disconnects in place of specified 240V.

REASON FOR CHANGE:
Power discrepancy for Air Handling Units.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC 001

Amount of this Change Order Item:	**Increase**	**$**	**1,351.05**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Item 1-2

DESCRIPTION OF CHANGE:
New Electrical work that was added to scope of the project for HP-1 and HP-2.

REASON FOR CHANGE:
Electrical work that was not included in the original bid.

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
RFC 002

Amount of this Change Order Item:	**Increase**	**$**	**6,705.25**
Time adjustment by this Change Order Item:	**Increase**		0 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-3

DESCRIPTION OF CHANGE:
Changed the mounting of the UV's from wall mount to floor mount.

REASON FOR CHANGE:
Floor mounting would allow for the new UV to reconnect to existing pipes and omitted the framing work required thus allowed for a credit.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC 003

Amount of this Change Order Item:	Decrease	$	(10,790.80)
Time adjustment by this Change Order Item:	Increase		0 Days

Item 1-4

DESCRIPTION OF CHANGE:
Extend the chiller yard slab.

REASON FOR CHANGE:
In order for all mechanical items to fit, the slab had to be extended.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC 004

Amount of this Change Order Item:	Increase	$	1,908.00
Time adjustment by this Change Order Item:	Increase		7 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-5

DESCRIPTION OF CHANGE:
Upgrade controls on the split unit at the MPR stage.

REASON FOR CHANGE:
The controls were outdated.

CHANGE CATEGORY:
District and Designer

DOCUMENT REFERENCE:
RFC 005

Amount of this Change Order Item:	**Increase**	**$**	**6,551.40**
Time adjustment by this Change Order Item:	**Increase**		3 Days

Item 1-6

DESCRIPTION OF CHANGE:
Added new panel to fit electrical items.

REASON FOR CHANGE:
Existing panel was full so new one was added for additional circuits.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC 006

Amount of this Change Order Item:	**Increase**	**$**	**2,025.30**
Time adjustment by this Change Order Item:	**Increase**		6 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-7

DESCRIPTION OF CHANGE:
Added trap primers to the floor sinks in the boiler room.

REASON FOR CHANGE:
A trap primer is necessary for floor sinks for odor.

CHANGE CATEGORY:
District and Designer

DOCUMENT REFERENCE:
RFC 007

Amount of this Change Order Item:	Increase	$	**2,682.51**
Time adjustment by this Change Order Item:	Increase		2 Days

Item 1-8

DESCRIPTION OF CHANGE:
Remove all asbestos gaskets found in the boiler room.

REASON FOR CHANGE:
Asbestos was found in the gaskets in the boiler room. They needed to be abated and removed.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC 008

Amount of this Change Order Item:	Increase	$	**2,795.15**
Time adjustment by this Change Order Item:	Increase		1 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-11

DESCRIPTION OF CHANGE:
A revision to the roofing to match the other existing roofs.

REASON FOR CHANGE:
District requested for roof to be up to district standard.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC 011

Amount of this Change Order Item:	**Increase**	**$ 5,417.29**
Time adjustment by this Change Order Item:	**Increase**	2 Days

Item 1-12

DESCRIPTION OF CHANGE:
This RFC is to adjust the metal railings at the portables.

REASON FOR CHANGE:
DSA inspector found the existing configuration of the metal railings at the portables to not be in accordance with ADA standards and has informed the design team that the railings need to be adjusted to conform to those guidelines.

CHANGE CATEGORY:
Governing agency required change after document approval.

DOCUMENT REFERENCE:
RFC 012

Amount of this Change Order Item:	**Increase**	**$ 17,806.72**
Time adjustment by this Change Order Item:	**Increase**	3 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-9

DESCRIPTION OF CHANGE:
Installation of two new condensate pumps for AH-1A and AH-1B.

REASON FOR CHANGE:
The existing condensate was not accessible with the new units so a new pump needed to be added.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC 009

Amount of this Change Order Item:	**Increase**	**$**	**1,517.75**
Time adjustment by this Change Order Item:	**Increase**		1 Days

Item 1-10

DESCRIPTION OF CHANGE:
Added relays for UV's and replaced damaged board at MPR split system.

REASON FOR CHANGE:
District requested to have relays for the UV's.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC 010

Amount of this Change Order Item:	**Increase**	**$**	**3,615.41**
Time adjustment by this Change Order Item:	**Increase**		2 Days

Fresno Unified School District

CHANGE ORDER

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

Item 1-13

DESCRIPTION OF CHANGE:
The awarded Contract Cost amount included a $35,000 Allowance for Painting, Patching and misc. additional items desired or required by the Fresno Unified School District during construction. The total cost of $13,608 associated with the fabrication of the unit ventilator carpet patch work is funded out of the Allowance, leaving an unused Allowance of $21,392 to be returned to the District.

REASON FOR CHANGE:
The Allowance of $35,000 was established by the Fresno Unified School District to cover costs for any necessary painting, patching and other unknown or unforseen items encountered during construction. Upon completion of the contract work, there was an unused balance that is being credited to the Contract Amount.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
Quality Carpets Commercial Contract

Amount of this Change Order Item:	Decrease $	**(21,392.00)**
Time adjustment by this Change Order Item:	Increase	14 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$20,193.03**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**41 DAYS**

*** End of CHANGE ORDER ***

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Wolters ES HVAC and EMS Replacement*

DSA #: 02-121188

BID #: 24-26

Date: 09/23/24

Contractor: Strategic Mechanical

Architect: Lawrence Engineering Group

Change Order: 001

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	1,629,000.00
Allowance	$	35,000.00
Additive Alternate 1:	$	-
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Additive Alternate 4:	$	-
Total Agreement Amount:	$	**1,664,000.00**

Contract Adjustments:

Total Contract Amount $ 1,664,000.00

Contract Adjustments:	District Requested		Governing agency req'd change post-bid		Unknown, unforeseen, hidden		Designer E & O		District/Designer		Total			
CO#1	$ (12,359.30)		$ 17,806.72		$ (2,544.60)		$ 8,056.30		$ 9,233.91		$ 20,193.03			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals:	**$ (12,359.30)**	-1%	**$ 17,806.72**	1%	**$ (2,544.60)**	0%	**$ 8,056.30**	0%	**$ 9,233.91**	1%	**$ 20,193.03**	**$**	**20,193.03**	1.2%

Total Contract Amount with Adjustments **$ 1,684,193.03**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Sunset ES & Viking ES HVAC/EMS Replacement
S - 1755 S Crystal Ave, Fresno, CA 93706
V - 4251 N Winery Ave, Fresno, CA 93726

CHANGE ORDER No. : 001

DSA File No. : 10-48

Application No. : 02-121674/121675

CONTRACTOR :
Strategic Mechanical, Inc.
4661 E Commerce Ave, Fresno, CA 93725

DESIGNER'S PROJECT No. : 1249/1250

FUSD BID/CONTRACT No. : 24-41

CONTRACTOR P.O. No. : 797233

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

The original Contract Sum was	$	2,072,016.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	2,072,016.00
The Contract Sum will be adjusted by	$	(17,419.58)
The new Contract Sum, including this Change Order will be	$	2,054,596.42
The Contract Completion date prior to this Change Order was		5-Aug-24
The Contract Time will be adjusted by		25 Days
The new Contract Completion date, including this Change Order is therefore		30-Aug-24

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:***
Net Positive Consulting **5 River Park Place East, Ste 303, Fresno, CA 93720**	**Strategic Mechanical** **4661 E Commerce Ave, Fresno, CA 93725**	**Fresno Unified School District** **4600 N. Brawley Ave.** **Fresno CA 93722**
ARCHITECT/ENGINEER:	***CONTRACTOR:***	***OWNER:***
Hannah Brigdon	Digitally signed by Chad Petty Date: 2024.09.23 07:05:46-07'00'	
By: Hannah Brigdon PE	By: Chad Petty	By: Alex Belanger
Date: 09/23/2024	Date: 9-23-24	Date:

Fresno Unified School District

CHANGE ORDER

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

Item 1-1 **Sunset ES - Heat Pump Non-Fused Disconnect Switch**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet No. E2.0., Note 7. Provide all labor, materials and equipment to replace all pullout type disconnects with a non-fused standard single throw disconnect switch.

REASON FOR CHANGE:
Replacing the pullout type disconnects to a non-fused standard single throw disconnect switch will allow for quick power shutoff for the Heat Pump in case of required maintenance or emergency situation.

CHANGE CATEGORY:
District Requested Change

DOCUMENT REFERENCE:
RFC-S01

Amount of this Change Order Item:	**Increase $**	**131.42**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-2 **Sunset ES - Additional Relay's**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet No. M705. Provide all labor, materials and equipment to include relays located in the Energy Management System control panels for specified equipment. All work to be performed is subject to the same conditions as specified in the original contract documents.

REASON FOR CHANGE:
All fans, compressors, and reversing valves do not have associated relays. The addition of isolating relays for these components allows for testing and/or isolation of individual units for maintenance.

CHANGE CATEGORY:
District Requested Change

DOCUMENT REFERENCE:
RFC-S02

Amount of this Change Order Item:	**Increase $**	**7,240.65**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-3 **Sunset ES - Boiler Flow Switch**

DESCRIPTION OF CHANGE:
Provide all labor and material required to install the District standard boiler thermal flow switch TDFS2-2-C-06.

REASON FOR CHANGE:
Owner request to use District standard flow switch for consistency across all campuses.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-S03

Amount of this Change Order Item:	**Increase**	**$448.38**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-4 **Sunset ES - Heat Pump 3 and 4 Curb Adapters**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet No. M101 and Drawing Sheet No. M800. Provide all labor and material to fabricate and install curb adapters for Bard Heat Pump No. 3 and Heat Pump No. 4 at Building E portable classrooms.

REASON FOR CHANGE:
The existing duct opening and new Bard Heat Pump do not align properly. There is not enough space to provide a proper transition from the Heat Pump to the existing wall opening. The curb adapter will allow for additional space to install a duct transition. An increase of 12 days is approved for procurement of material, fabrication, and installation of the additional curbs.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-S04

Amount of this Change Order Item:	**Increase**	**$1,864.06**
Time adjustment by this Change Order Item:	**Increase**	12 Days

Fresno Unified School District

CHANGE ORDER

Item 1-5 **Sunset ES - Additional Concrete Extension at Air Handler Unit**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet X-M800, Detail 20. Provide all labor and material to pour and add a concrete extension around the existing concrete houskeeping pad.

REASON FOR CHANGE:
The existing concrete houskeeping pad is too small to secure the air handler unit and requires to be extended by 12" on the east side and 12" on the south side. An increase of 13 days is approved for scheduling of concrete contractor and inspector and pouring of the concrete for the extension.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-S05

Amount of this Change Order Item:	**Increase**	**$8,256.67**
Time adjustment by this Change Order Item:	**Increase**	13 Days

Item 1-6 **Sunset ES - Patch and Paint Allowance Credit**

DESCRIPTION OF CHANGE:
The awarded Contract Cost Amount included a $35,000 Construction Allowance. Per the Contract Documents, all unused Allowance amount is to be formally credited back to the District through a Change Order. This Allowance was not needed, nor utilized and is now being credited back to the District in its entirety.

REASON FOR CHANGE:
The $35,000 Allowance was established by the District and included in the awarded Contract for costs relating to necessary patching, painting, items required due to concealed, unforeseen or unknown conditions or additional items desired by the District. Upon completion of all work, this Allowance was not utilized and is being credited back to the District in its entirety.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Decrease**	**($35,000.00)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-7 **Viking ES - Additional Louvers**

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to install (10) additional louvers in classrooms with UVs in addition to the existing (24) for a total of (34) louvers installed throughout the site.

REASON FOR CHANGE:
Per contract details and specifications, a total of 24 louvers were indicated to be installed. It was determined that 34 total louvers were needed to accommodate proper airflow to all the UVs. 10 additional louvers will be fabricated and installed to meet this requirement.

CHANGE CATEGORY:
Designer E&O.

DOCUMENT REFERENCE:
RFC-V01

Amount of this Change Order Item:	**Increase $**	**6,153.67**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-8 **Viking ES - Heat Pump Non-Fused Disconnect Switch**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet No. E2.0, Note 7. Provide all labor, materials and equipment to replace all pullout type disconnects with a non-fused standard single throw disconnect switch.

REASON FOR CHANGE:
Replacing the pullout type disconnects to a non-fused standard single throw disconnect switch will allow for quick power shutoff for the Heat Pump in case of required maintenance or emergency situation.

CHANGE CATEGORY:
District Requested Change.

DOCUMENT REFERENCE:
RFC-V02

Amount of this Change Order Item:	**Increase $**	**1,182.86**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-9 **Viking ES - Additional Relay's**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet No. M705. Provide all labor, materials and equipment to include relays located in the Energy Management System control panels for specified equipment. All work to be performed is subject to the same conditions as specified in the original contract documents.

REASON FOR CHANGE:
All fans, compressors, and reversing valves do not have associated relays. The addition of isolating relays for these components allows for testing and/or isolation of individual units for maintenance.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-V03

Amount of this Change Order Item:	**Increase**	**$9,235.99**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-10 **Electrical Subpanel Circuit Breaker Addition**

DESCRIPTION OF CHANGE:
Refer to Drawing Sheet No. E2.1, Note 5. Provide all labor, materials and equipment as required to install two additional slots for circuit breakers in Electrical Distribution Panel "D".

REASON FOR CHANGE:
The approved drawings indicate the addition of (4) new breakers. Two are replacements of old breakers, while two are being added to the panel. Panel "D" does not have enough space to house two additional breakers, and a sub panel needs to be created to house the additional breakers.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
RFC-V04

Amount of this Change Order Item:	**Increase**	**$1,126.49**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-11 **Viking ES - Boiler Flow Switch**

DESCRIPTION OF CHANGE:
Provide all labor and material required to install the District standard boiler thermal flow switch TDFS2-2-C-06.

REASON FOR CHANGE:
Owner request to use District standard flow switch for consistency across all campuses.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-V05

Amount of this Change Order Item:	**Increase**	**$448.38**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-12 **Sunset and Viking ES - Asbestos Gasket Removal**

DESCRIPTION OF CHANGE:
Provide all labor and material required to remove, transport, and dispose of asbestos containing material identified in the FACS survey affected by the renovation.

REASON FOR CHANGE:
During demolition of the existing piping at Viking and Sunset Elementary School Boiler Rooms, it was noted in a FACS Survey that the pipe gaskets material contained asbestos and required proper handling for disposal.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
RFC-V06

Amount of this Change Order Item:	**Increase**	**$1,735.15**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-13 **Viking ES - Patch and Paint Allowance Credit**

DESCRIPTION OF CHANGE:
The awarded Contract Cost Amount included a $35,000 Construction Allowance. Per the Contract Documents, all unused Allowance amount is to be formally credited back to the District through a Change Order.

REASON FOR CHANGE:
The $35,000 Allowance was established by the District and included in the awarded Contract for costs relating to necessary patching, painting, items required due to concealed, unforeseen or unknown conditions or additional items desired by the District. The carpet patchwork and paint around the new Unit Ventilators will be funded out of this Allowance. Upon completion of the contract work, there was an unused balance of $20,243.30 that will be credited back to District through this Change Order.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:	**Decrease**	**($20,243.30)**
Time adjustment by this Change Order Item:	**Increase**	0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**DECREASE**	**$ (17,419.58)**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**25 Days**

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

Fresno Unified School District

Maintenance & Operations

Project Financial Summary

Project Name: *Sunset ES and Viking ES HVAC/EMS Replacement*

DSA #: 02-121674/121675

BID #: 24-41

Date: 09/20/24

Contractor: Strategic Mechanical, Inc

Architect: Net Positive

Change Order: 1

Contract Summary:

Bid Award Amount(s)

Base Bid:	$	814,016.00
Base Bid:	$	1,188,000.00
Additive Alternate 1:	$	-
Additive Alternate 2:	$	-
Additive Alternate 3:	$	-
Allowance:	$	70,000.00
Total Agreement Amount:	**$**	**2,072,016.00**

Contract Adjustments:

Total Contract Amount $ 2,072,016.00

Contract Adjustments:	District Requested		Governing agency req'd change post-bid		Unknown, unforeseen, hidden		Designer E & O		District/Designer		Total			
CO #001	$ (34,820.47)		$ -		$ 11,247.22		$ 6,153.67				$ (17,419.58)			
			$ -				$ -		$ -		$ -			
			$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
	$ -		$ -		$ -		$ -		$ -		$ -			
Totals:	**$ (34,820.47)**	-2%	**$ -**	0%	**$ 11,247.22**	1%	**$ 6,153.67**	0%	**$ -**	0%	**$ (17,419.58)**		**$ (17,419.58)**	-0.8%

Total Contract Amount with Adjustments **$ 2,054,596.42**

Fresno Unified School District

CHANGE ORDER

PROJECT NAME:
Manchester Gate Elementary ESSER
2307 E Dakota Ave
Fresno, CA 93726

CHANGE ORDER No. :	**001**
DSA File No. :	10-48
Application No. :	02-120976

CONTRACTOR :
Viking Enterprises
6936 E. Floradora
Fresno, CA 93727

DESIGNER'S PROJECT No. :	2235
FUSD BID/CONTRACT No. :	24-55
CONTRACTOR P.O. No. :	805237

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

The original Contract Sum was	$	228,999.00
Net change by previously authorized Change Orders	$	-
The Contract Sum prior to this Change Order was	$	228,999.00
The Contract Sum will be adjusted by	$	$9165.40
The new Contract Sum, including this Change Order will be	$	238,164.40
The Contract Completion date prior to this Change Order was		July 31st, 2024
The Contract Time will be adjusted by		79 Calendar Days
The new Contract Completion date, including this Change Order is therefore		October 18th, 2024

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:***
TAM Architects	**Viking Enterprises**	**Fresno Unified School District**
6781 N Palm Ave Ste 120	6936 E. Floradora	4600 N. Brawley
Fresno, CA 93704	Fresno, CA 93727	Fresno, CA 93722
ARCHITECT/ENGINEER:	***CONTRACTOR:***	***OWNER:***
By: Jared Ramirez	By: Joshua Siebert	By: Alex Belanger | Chief Executive
Date: 9.26.2024	Date: 9.27.2024	Date: 9/30/2024

Fresno Unified School District

CHANGE ORDER

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

Item 1-1

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to add (2) additional Window shades at existing windows

REASON FOR CHANGE:
Existing window blinds were in bad condition

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
COIR 001 / RFI 08

Amount of this Change Order Item:	**Increase** $	**3,298.00**
Time adjustment by this Change Order Item:	**Increase**	15 Days

Item 1-2

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to install a new signaling line circuit for the fire alarm control panel

REASON FOR CHANGE:
Existing fire alarm feeder does not support audible devices

CHANGE CATEGORY:
Designer E & O.

DOCUMENT REFERENCE:
COIR 002 / RFI 13

Amount of this Change Order Item:	**Increase** $	**2332.00**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-3

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to install tack board around interior column shrouds in office P105 and reception P101.

REASON FOR CHANGE:
The interior column shrouds were worn due to their age. Tackboard was installed to cover the aged column shrouds and match the new wall finish.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
ASI 002, COIR 03

Amount of this Change Order Item:	**Increase** $	**990.00**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Item 1-4

DESCRIPTION OF CHANGE:
Provide two electrical receptacles, a data and a phone outlet in reception P101

REASON FOR CHANGE:
District requested additional power and data per discussion with site on functionality of the space use in reception P101

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
COIR 04, ASI 003

Amount of this Change Order Item:	**Increase** $	**1,951.40**
Time adjustment by this Change Order Item:	**Increase**	0 Days

Fresno Unified School District

CHANGE ORDER

Item 1-5

DESCRIPTION OF CHANGE:
Add 60 Calendar Days to contract duration.

REASON FOR CHANGE:
Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:
Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:
COIR 005

Amount of this Change Order Item:	**Increase**	
Time adjustment by this Change Order Item:	**Increase**	64 Days

Item 1-6

DESCRIPTION OF CHANGE:
Provide all labor, materials and equipment as required to relocate existing cabinet to library

REASON FOR CHANGE:
The library was in need of the cabinet that was removed in the project.

CHANGE CATEGORY:
District requested change.

DOCUMENT REFERENCE:
COIR 006 / ASI 004

Amount of this Change Order Item:	**Increase**	$	594.00
Time adjustment by this Change Order Item:	**Increase**		

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	**$9165.40**
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:	**INCREASE**	79 **Days**

*** End of CHANGE ORDER ***

Fresno Unified School District

Facilities Management & Planning

Project Financial Summary

Project Name: Manchester Confidential Space Project

DSA #: 02-120976

BID #: 24-55

Date: 9/27/24

Contractor: Viking Construction

Architect: TAM Architects

Change Order: 1

Contract Summary:

Bid Award Amount(s)		
Base Bid:		$ 228,999.00
Additive Alternate 1:	N/A	$ -
Additive Alternate 2:	N/A	$ -
Additive Alternate 3:	N/A	$ -
Additive Alternate 4:	N/A	$ -
Total Agreement Amount:		$ 228,999.00

Contract Adjustments:

Total Contract Amount													$ 228,999.00	
Contract Adjustments:		**District Requested**		**Governing agency req'd change post-**		**Unknown, unforeseen, hidden**		**Designer E & O**		**District/Designer**		**Total**		
CO #001	$	6,833.40		$ -				$ 2,332.00		$ -		$ 9,165.40		
	$	-		$ -		$ -				$ -		$ -		
	$	-		$ -				$ -				$ -		
	$	**6,833.40**	3.0%	**$** -	0.0%	**$** -	0.0%	**$ 2,332.00**	1.0%	**$** -	0.0%	**$ 9,165.40**	**$ 9,165.40**	4.0%
Total Contract Amount with Adjustments													**$ 238,164.40**	

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-25**

ACTION REQUESTED: RATIFY

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Ratify the Filing of Notices of Completion

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

Bid 23-16, Manchester, Pyle, and Vinland Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacement

For Information Only

Original contract amount:	$ 3,970,398
Change Order(s) previously ratified:	$ 75,983
Contract amount:	$ 4,046,381

Bid 23-65, Robinson Elementary School Portable Relocation

For Information Only

Original contract amount:	$ 1,223,410
Change Order(s) previously ratified:	$ 46,680
Contract amount:	$ 1,270,090

Bid 24-14, Birney and Centennial Elementary Schools Heating, Ventilation, Air Conditioning Energy Management System Replacements

For Information Only

Original contract amount:	$ 2,659,545
Change Order(s) previously ratified:	$ -11,709
Contract amount:	$ 2,647,836

Bid 24-24, Wawona Middle School Heating, Ventilation, Air Conditioning Energy Management System Replacement

For Information Only

Original contract amount:	$ 2,287,319
Change Order(s) previously ratified:	$ 44,540
Contract amount:	$ 2,331,859

Bid 24-26, Wolters Elementary School Heating, Ventilation, Air Conditioning Energy Management System Replacement

For Information Only	
Original contract amount:	$ 1,664,000
Change Order(s) previously ratified:	$ 20,194
Contract amount:	$ 1,684,194

Bid 24-28, Lowell Elementary School Heating, Ventilation, Air Conditioning and Energy Management System Replacement

For Information Only	
Original contract amount:	$ 1,299,000
Change Order(s) previously ratified:	$ 9,260
Contract amount:	$ 1,308,260

Bid 24-41, Sunset and Viking Elementary Schools Heating, Ventilation, Air Conditioning, Energy Management System, and Boiler Replacements

For Information Only	
Original contract amount:	$ 2,072,016
Change Order(s) previously ratified:	$ -17,419
Contract amount:	$ 2,054,597

Bid 24-55, Manchester Elementary School Portable Confidential Space Installation

For Information Only	
Original contract amount:	$ 228,999
Change Order(s) previously ratified:	$ 9,165
Contract amount:	$ 238,165

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

PREPARED BY: Ann Loorz

DIVISION: Operational Services

CABINET APPROVAL PHONE: (559) 457-3134

CABINET APPROVAL: Chief Operations and Classifieds Labor Management Officer, Paul Idsvoog

INTERIM SUPERINTENDENT APPROVAL:

2024-0092990

FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 08, 2024 03:56:53 PM

CONFORMED COPY

Copy of document recorded.
Has not been compared with original.

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

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 26, 2024**
The work done was **HVAC and EMS Replacement** **Bid No. 23-16**
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 **May 25, 2023**
(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:

Manchester Elementary School	**2307 E. Dakota Ave.,**	**Fresno, CA 93726**	**DSA No.: N/A**
Pyle Elementary School	**4140 N. Augusta Ave.,**	**Fresno, CA 93726**	**DSA No.: N/A**
Vinland Elementary School	**4666 N. Maple Ave.,**	**Fresno, CA 93726**	**DSA No.: N/A**

Date: **October 8, 2024**

Ann Loorz, 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 8, 2024 at Fresno,

Ann Loorz, Executive Director of Purchasing
Fresno Unified School District

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

2024-0090793
FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 01, 2024 03:55:34 PM
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Has not been compared with original.

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 **May 16, 2024**
   The work done was **Portable Relocation** **Bid No. 23-65**
   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:
   BDM Inc. 240 N. 12th Ave. Box 306, Hanford, CA 95230 June 22, 2023
   (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:

   Robinson Elementary School 555 E. Browning Ave., Fresno, CA 93710 DSA No.: 02-120985

Date: **October 1, 2024**

Ann Loorz, 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 1, 2024 at Fresno,

Ann Loorz, Executive Director of Purchasing
Fresno Unified School District

2024-0092993

FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 08, 2024 03:56:53 PM

CONFORMED COPY

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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

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 **August 9, 2024**
The work done was **HVAC and EMS Replacement** **Bid No. 24-14**
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:
Modern Air Mechanical 2200 Cooper Ave., Merced, CA 95348 **September 14, 2023**
(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:

Birney Elementary School 3034 E. Cornell Ave., Fresno, CA 93703 DSA No.: N/A
Centennial Elementary School 3830 E. Saginaw Way, Fresno, CA 93726 DSA No.: N/A

Date: **October 8, 2024**

Ann Loorz, 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 8, 2024 at Fresno,

Ann Loorz, Executive Director of Purchasing
Fresno Unified School District

2024-0092996
FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 08, 2024 03:56:53 PM
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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

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 28, 2024**
The work done was **HVAC/EMS Replacement** **Bid No. 24-24**
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 **January 11, 2024**
(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:

Wawona Middle School 4524 N. Thorne Ave., Fresno, CA 93704 **DSA No.: 02-120869**

Date: **October 8, 2024**

Ann Loorz, 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 8, 2024 at Fresno,

Ann Loorz, Executive Director of Purchasing
Fresno Unified School District

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

2024-0092991
FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 08, 2024 03:56:53 PM
CONFORMED COPY
Copy of document recorded.
Has not been compared with original.

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 15, 2024**
The work done was **HVAC and EMS Replacement** **Bid No. 24-26**
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 **December 14, 2023**
(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:

Wolters Elementary School 5174 N. First St., Fresno, CA 93710 **DSA No.: 02-121188**

Date: **October 8, 2024**

Ann Lodrz, 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 8, 2024 at Fresno,

Ann Lodrz, Executive Director of Purchasing
Fresno Unified School District

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

2024-0092994
FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 08, 2024 03:56:53 PM
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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 **August 21, 2024**
The work done was **HVAC and EMS Replacement** **Bid No. 24-28**
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:
New England Sheet Metal Co. 525 W. Alluvial Ave., Fresno, CA 93711 December 14, 2023
(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:

Lowell Elementary School 171 N. Poplar Ave., Fresno, CA 93701 DSA No.: 02-121591

Date: **October 8, 2024**

Ann Loorz, 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 8, 2024 at Fresno,

Ann Loorz, Executive Director of Purchasing
Fresno Unified School District

2024-0092992

FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 08, 2024 03:56:53 PM

CONFORMED COPY

Copy of document recorded.
Has not been compared with original.

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

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 **August 30, 2024**
   The work done was **HVAC, EMS, and Boiler Replacement** **Bid No. 24-41**
   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 **February 22, 2024**
   (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:

   Sunset Elementary School 1755 S. Crystal Ave., Fresno, CA 93706 DSA No.: 02-121674
   Viking Elementary School 4251 N. Winery Ave., Fresno, CA 93726 DSA No.: 02-121675

Date: **October 8, 2024**

Ann Loorz, 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 8, 2024 at Fresno,

Ann Loorz, Executive Director of Purchasing
Fresno Unified School District

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

2024-0092995
FRESNO County Recorder
Paul Dictos, CPA
Tuesday, Oct 08, 2024 03:56:53 PM
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Copy of document recorded.
Has not been compared with original.

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 18, 2024**
The work done was **Portable Confidential Space Installation** **Bid No. 24-55**
This determination of acceptance/completion shall not be construed as a woiver 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:
Viking Enterprises PO Box 8329, Fresno, CA 93747 **April 26, 2024**
(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:

Manchester Elementary School 2307 E. Dakota Ave., Fresno, CA 93726 DSA No.: 02-120976

Date: **October 8, 2024**

Ann Loorz, 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 8, 2024 at Fresno,

Ann Loorz, Executive Director of Purchasing
Fresno Unified School District

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-26**

ACTION REQUESTED: RATIFY

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Ratify Purchase Orders from August 01, 2024, through August 31, 2024 – Primary Report

ITEM DESCRIPTION: Included in the Board binders is information on purchase orders issued from August 01, 2024, through August 31, 2024, Primary Report. 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 in the support material.

PREPARED BY: Ann Loorz

DIVISION: Operational Services

CABINET APPROVAL PHONE: (559) 457-3134

CABINET APPROVAL: Chief Operations and Classifieds Labor Management Officer, Paul Idsvoog

INTERIM SUPERINTENDENT APPROVAL:

THE FOLLOWING PURCHASE ORDERS ARE FOR $10,000 OR MORE

PURCHASE ORDERS DATED
AUGUST 01, 2024 TO AUGUST 31, 2024
RATIFICATION DATE NOVEMBER 06, 2024

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
1099 PRO, INC.	0889	25002167	030	0709	$15,225.00
BELOW BID LIMIT (PCC 20111)					
2 BROS CATERING	0796	25003628	030	0667	$35,000.00
BELOW BID LIMIT (PCC 20111)					
3 POINT 0	0790	25002166	060	2600	$265,048.00
RFQ 22-09					
A & A CRANE SERVICE	0919	25002007	060	8150	$12,000.00
BELOW BID LIMIT (PCC 20111)					
A HOPEFUL ENCOUNTER, INC.	0790	25002171	060	2600	$189,614.72
RFQ 22-09					
A R TRANSMISSION, INC.	0919	25002110	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
A&E INDUSTRIAL CLEANING EQUIP.	0919	25002206	060	8150	$40,000.00
BELOW BID LIMIT (PCC 20111)					
A&E INDUSTRIAL CLEANING EQUIP.	0919	25002639	060	8150	$13,218.70
BELOW BID LIMIT (PCC 20111)					
ADI-HONEYWELL INTERNATIONAL	0919	25004447	060	8150	$20,000.00
BELOW BID LIMIT (PCC 20111)					
ADVANCED WORKPLACE STRATEGIES, INC.	0930	25003273	030	0720	$17,538.84
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
AGILE SPORTS TECHNOLOGIES	0055	25002252	030	0172	$12,050.00
BELOW BID LIMIT (PCC 20111)					
AGILE SPORTS TECHNOLOGIES	0235	25003345	030	0172	$11,400.00
BELOW BID LIMIT (PCC 20111)					
AGILE SPORTS TECHNOLOGIES	0395	25002120	030	0172	$13,631.52
BELOW BID LIMIT (PCC 20111)					
ALBARRAN-PEREZ, DAISY	0701	25003526	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ALBERT, JENNIFER	0701	25003733	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ALL AMERICAN GLASS	0925	25002082	030	7230	$10,000.00
BELOW BID LIMIT (PCC 20111)					
ALL COMMERCIAL FENCE	1495	2501862	350	0917	$24,500.00
BOE 01/08/14 A-10 (CUPCCAA)					
A-MARK T-SHIRT, INC.	0020	25004064	030	7090	$11,517.61
RFQ 23-21					
AMAZON CAPITAL SERVICES	0005	25003916	030	7090	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0015	25003163	030	7090	$15,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					

AMAZON CAPITAL SERVICES	0075	25002002	030	7090	$25,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0150	25002921	030	7090	$25,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0185	25002429	030	0125	$20,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0185	25003982	030	7090	$30,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0230	25003140	030	7090	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0240	25002000	030	0128	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0310	25002531	030	7090	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0310	25002538	030	0113	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0325	25002539	030	7090	$12,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0480	25003162	030	7090	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0510	25003161	030	7090	$40,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0617	25003284	060	7435	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0617	25003285	060	7435	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0617	25003287	060	7435	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0617	25003288	060	7435	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0617	25003289	060	7435	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0617	25003290	060	7435	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0617	25003914	060	7435	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0710	25003942	060	6387	$20,555.05
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0755	25003764	030	0176	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0755	25003764	060	2600	$15,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0755	25003984	030	0189	$40,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0810	25001992	030	0649	$16,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0895	25AMZTA0	030	0112	$2,088,000.00

BOE 06/12/24 A-23 (PIGGYBACK)					
AMERICAN AMBULANCE	0725	25003712	030	0172	$39,000.00
BOE 08/14/24 A-7 (BUNDLED CONTRACTS)					
AMPLIFY EDUCATION, INC.	0617	25002783	060	7435	$21,840.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ANOTHER LEVEL TRAINING ACADEMY	0812	25003699	030	0137	$10,000.00
RFQ 23-05					
ARMIDA ESPINOZA	0758	25002775	030	7091	$15,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ARNOLD, DAWN	0701	25003703	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ARROW ELECTRIC MOTOR, INC.	0919	25002864	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	0875	25003879	030	0690	$328,500.00
BOE 06/20/24 A-23					
AUTOZONE PARTS, INC.	0919	25002095	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
AWESOME CHARTERS AND TOURS, LLC	0925	25002165	030	7230	$300,000.00
RFQ 23-10					
AYALA, HELIODORO	0701	25003723	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
AZTEC SOFTWARE ASSOCIATES, INC.	0680	25002965	110	6391	$11,440.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
B & H PHOTO-VIDEO, INC.	0240	25002946	060	6770	$45,012.06
BOE 06/12/24 A-23 (PIGGYBACK)					
BAAYAN BAKARI	0601	25004323	060	3010	$115,000.00
RFQ 23-30					
BALTARA ENTERPRISES, LP	0601	25003792	030	0677	$103,500.00
BOE 04/24/24 A-11					
BANUELOS, DANIELLE	0701	25003519	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BARCO, BENITO	0701	25003673	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BARNES & NOBLE, INC.	0700	25003098	060	7810	$21,998.54
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
BARNES & NOBLE, INC.	0702	25004270	060	9075	$20,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
BAROBO, INC.	0755	25004399	060	2600	$77,803.98
RFQ 23-30					
BEACH CITIES LEARNING, LLC	0787	25003217	060	6500	$300,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
BEARD, PRECIOUS	0701	25003482	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BECERRIL, LUZ	0701	25003659	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BEER MONUMENT WORKS, INC.	0919	2501649	060	8150	$22,750.00
BOE 01/08/14 A-10 (CUPCCAA)					

BENEDICT COLLEGE	0706	25004404	060	3010	$21,645.00
BELOW BID LIMIT (PCC 20111)					
BEST TOURS AND TRAVEL, INC.	0925	25002164	030	7230	$600,000.00
RFQ 23-10					
BETTER FLOORING, INC.	0919	25004318	060	8150	$17,973.39
BOE 01/08/14 A-10 (CUPCCAA)					
BETTER FLOORING, INC.	0919	25004322	060	8150	$10,025.85
BOE 01/08/14 A-10 (CUPCCAA)					
BETTERLESSON, INC.	0617	25003398	060	7435	$152,000.00
RFQ 23-30					
BIMBO BAKERIES USA	1910	25002738	130	5310	$550,000.00
RFP 23-22					
BIOZONE CORPORATION	1748	IB25002	060	6300	$37,065.57
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
BLACK ROCKET PRODUCTIONS, LLC	0790	25002172	060	2600	$871,173.00
RFQ 22-09					
BOBCAT OF FRESNO	0919	25002191	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
BOMMERSBACH, AMY	0701	25003545	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BOSCO FUNDRAISING, LLC	0090	25002686	080	8210	$10,662.90
BELOW BID LIMIT (PCC 20111)					
BRIGAID, LLC	1910	25793144A	060	7032	$1,200,000.00
RFP 23-24					
BROSIUS, SARAH	0701	25003474	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BROWN, ERIC	0701	25003704	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BROWN'S DOCK & DOOR, INC.	0919	25002208	060	8150	$55,000.00
BELOW BID LIMIT (PCC 20111)					
BUDD, LINDY	0701	25003753	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
BULLDOG TOWING	0919	25002097	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
BURLINGTON ENGLISH, INC.	0675	25003382	110	6391	$28,800.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
BUSHIVE, INC.	0925	25002939	030	7230	$14,700.00
BELOW BID LIMIT (PCC 20111)					
BUSINESS SOFTWARE, INC.	0887	25002771	030	0140	$16,131.86
BELOW BID LIMIT (PCC 20111)					
BUSLOOP, INC.	0925	25002163	030	7230	$400,000.00
RFQ 23-10					
BUSTER ENTERPRISES, INC.	1910	25003073	130	5310	$1,765,500.00
RFP 23-37					
CALIFORNIA DEPT. OF EDUCATION	0702	25749111C	060	9075	$45,000.00
10/27/21 A- 21					
CALLES, CYNTHIA	0701	25003528	060	5823	$28,333.30

BELOW BID LIMIT (PCC 20111)					
CAMBIUM LEARNING, INC.	0617	25004182	060	7435	$12,033.83
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CAMBRIDGE UNIV. PRESS	1748	IB25000003	060	6300	$18,669.08
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CARDOZA, MARIELA	0701	25003648	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
CAREERSAFE, LLC	0710	25002515	060	6387	$81,052.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CARRILLO, MAYRA	0701	25003643	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
CASEY PRINTING	0860	25003361	030	0694	$13,856.78
BELOW BID LIMIT (PCC 20111)					
CASTANEDA, ADRIANNA	0701	25003665	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
CDW GOVERNMENT, INC.	0705	25003257	110	6391	$58,102.69
BOE 06/12/24 A-23 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0705	25003887	110	6391	$20,144.75
BOE 06/12/24 A-23 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0791	25002772	060	2600	$11,490.00
BOE 06/12/24 A-23 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0888	25002927	030	0143	$76,115.88
BOE 06/12/24 A-23 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0888	25003031	030	0143	$1,453,462.50
BOE 06/12/24 A-23 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0925	25004509	030	7230	$10,856.67
BOE 06/12/24 A-23 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	25003268	030	0716	$51,361.88
BOE 06/12/24 A-23 (PIGGYBACK)					
CEDAR AVENUE RECYCLING AND TRANSFER STATION, LP	0919	25002969	060	8150	$20,000.00
BELOW BID LIMIT (PCC 20111)					
CEFERINO DOLORES LOPEZ	0919	25003616	060	8150	$24,835.00
BOE 01/08/14 A-10 (CUPCCAA)					
CENGAGE LEARNING	0710	25002898	060	6387	$11,376.39
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CENTRAL CAL METALS	0919	25002887	060	8150	$12,893.65
BELOW BID LIMIT (PCC 20111)					
CENTRAL SANITARY SUPPLY CO., INC.	1891	25004343	030	0716	$41,086.32
BOE 06/12/24 A-23 (PIGGYBACK)					
CENTRAL SANITARY SUPPLY CO., INC.	1910	25004328	130	5310	$45,620.12
BOE 06/12/24 A-23 (PIGGYBACK)					
CENTRAL SANITARY SUPPLY CO., INC.	1910	25004336	130	5310	$66,564.61
BOE 06/12/24 A-23 (PIGGYBACK)					
CENTRAL VALLEY ASPHALT	0919	25002930	140	6205	$13,800.00
BOE 01/08/14 A-10 (CUPCCAA)					
CENTRAL VALLEY RV REPAIR	0919	25002101	060	8150	$10,000.00

BELOW BI DLIMIT (PCC 20111)					
CENTRAL VALLEY TRAILER REPAIR	0919	25002102	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
CENTRAL VALLEY TRAINING CENTER, INC.	0787	25003208	060	6500	$122,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
CENTRO LA FAMILIA ADVOCACY SERVICES, INC.	0758	25002006	060	7803	$15,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
CHOATE, ARIANNA	0701	25003541	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
CINTAS CORP.	0925	25001997	030	7230	$20,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
CITY OF FRESNO	0705	25002005	110	6391	$20,000.00
PUBLIC UTILITIES (PCC 10103)					
CITY OF FRESNO CONVENTION & ENTERTAINMENT CENTER	0758	25002357	030	0117	$20,000.00
BOE 06/20/24 B-55					
CIVIC EDUCATION CENTER	0700	25002284	060	3010	$59,000.00
RFQ 23-30					
CKEPUSA, LLC	0910	25002719	060	7032	$11,122.13
BOE 06/12/24 A-23 (PIGGYBACK)					
CLAREMONT PARTNERS, INC.	0880	25003340	670	0841	$97,001.00
BOE 08/14/24 A-9					
CLASSIC CHARTER	0925	25002162	030	7230	$300,000.00
RFQ 23-10					
COLLEGE BOARD, THE	0865	25004350	030	0315	$23,684.58
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
COMMUNITY CONNECTIONS PSYCHOLOGICAL ASSOCIATES, INC.	0227	25004296	060	5634	$35,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
CONSTELLATION NEWENERGY, INC.	0705	25002004	110	6391	$110,000.00
PUBLIC UTILITIES (PCC 10103)					
CORNERSTONE COMMUNITY CARE	0758	25002976	060	7803	$10,000.00
BELOW BID LIMIT (PCC 20111)					
CORONA CHAVEZ, KARLA	0701	25003746	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
CORWIN PRESS	0617	25004103	060	7435	$135,000.00
RFQ 23-30					
COUNCIL OF THE GREAT CITY	0855	NR25000008	030	0670	$100,000.00
BOE 05/22/24 A-28					
COUNTY OF FRESNO TREASURER	0919	25002103	060	8150	$70,000.00
BELOW BID LIMIT (PCC 20111)					
CREATION STATION MEDIA CORPORATION	0617	2501341	060	7435	$1,492,000.00
RFQ 23-30S4					
CREATIVE ALTERNATIVES, INC.	0787	25003219	060	6500	$1,082,358.00
RFQ 24-05					
CREATIVE ALTERNATIVES, INC.	0787	25003899	030	7240	$200,000.00
RFQ 24-05					
CREATIVE FOOD INNOVATIONS, LLC	1910	25003182	130	5310	$21,000.00

RFP 23-50R					
CREDENTIA NURSE AIDE, LLC	0670	25002786	110	6391	$14,400.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CREEDE BLYTH LAW, APC	0875	25003821	030	0690	$164,500.00
BOE 06/20/24 A-23					
CROMER, INC.	0919	25004311	060	8150	$70,000.00
BELOW BID LIMIT (PCC 20111)					
CROMER, INC.	1910	25002386	130	5310	$75,000.00
BELOW BID LIMIT (PCC 20111)					
CRUZ CAMACHO, DAVID	0701	25003701	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
CRUZ MIGUEL, CAROLINA	0701	25003464	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
CULLINAN EDUCATION CENTER	0617	25004105	060	2600	$200,000.00
CULLINAN EDUCATION CENTER	0617	25004105	060	6211	$108,575.00
CULLINAN EDUCATION CENTER	0617	25004105	060	7435	$867,675.00
RFQ 22-09					
CURRICULUM ASSOCIATES, INC.	0380	25003051	030	7090	$11,475.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CURRICULUM ASSOCIATES, INC.	0460	25003335	060	3182	$12,382.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CURRICULUM ASSOCIATES, INC.	0865	25004159	030	0195	$1,579,631.54
RFQ 23-30					
D.E. VIGIL UNLIMITED, INC.	0919	25002071	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
D.E. VIGIL UNLIMITED, INC.	0925	25003783	030	7230	$100,000.00
BELOW BID LIMIT (PCC 20111)					
DARDEN ARCHITECTS, INC.	1796	2501957	350	0917	$20,000.00
RFQ 20-13					
DAVE CHRISTIAN CONST. CO., INC.	1417	25002552	350	0917	$29,500.00
BOE 01/08/14 A-10 (CUPCCAA)					
DAVIS MORENO CONSTRUCTION, INC.	1120	777945A	350	0913	$41,289.91
BID 23-33					
DAVIS MORENO CONSTRUCTION, INC.	1120	777945B	350	0913	$182,511.49
BID 23-33					
DAVIS MORENO CONSTRUCTION, INC.	1145	767775B	350	0912	$111,960.03
BID 23-02					
DAVIS MORENO CONSTRUCTION, INC.	1561	751875	350	0913	$70,207.21
BID 22-21					
DAYLIGHT FOODS, INC.	1910	25002746	130	5310	$2,145,000.00
RFP 23-41					
DAYLIGHT FOODS, INC.	1910	25002749	130	5310	$715,000.00
RFP 23-41					
DAYLIGHT FOODS, INC.	1910	25002750	130	5310	$237,789.52
RFP 23-41					
DAYLIGHT FOODS, INC.	1910	25002752	130	5310	$50,000.00
MICRO-PURCHASE (RESOLUTION 24-52)					

DE LA O, ELIZABETH	0701	25003517	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
DEERE AND COMPANY	0235	25002254	030	0125	$16,024.81
BELOW BID LIMIT (PCC 20111)					
DELRAY TIRE AND RETREADING, INC.	0919	25002105	060	8150	$100,000.00
BELOW BID LIMIT (PCC 20111)					
DELTA HEALTH SYSTEMS	0881	2501326	670	0841	$188,370.00
BOE 05/22/24 A-14					
DEMCO, INC.	0325	25004410	060	6211	$11,139.02
BELOW BID LIMIT (PCC 20111)					
DIAZ, ISABELLA	0701	25003508	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
DIAZ-ALANIZ, BIANCA	0701	25003674	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
DIRECTED ANALYTICS, INC.	0755	25003975	060	7435	$145,000.00
RFQ 23-30					
DISCOVERY CENTER THE	0791	25003432	060	2600	$45,919.35
BELOW BID LIMIT (20111)					
DOLORES-CRUZ, ADELA	0701	25003556	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
DOUBLE TREE INN BY HILTON	1910	25002867	060	7032	$11,500.00
BELOW BID LIMIT (PCC 20111)					
EAGLE AUTOMOTIVE EQUIPMENT IV, INC.	0925	25002089	030	7230	$10,000.00
BELOW BID LIMIT (PCC 20111)					
EAMES, JENSEN	0701	25003735	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
EAST BAY TIRE CO.	0919	25002106	060	8150	$60,000.00
BELOW BID LIMIT (PCC 20111)					
ECHEVERRIA, ERICA	0701	25003718	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
EDUCATION AND LEADERSHIP FOUNDATION	0617	25003313	060	6211	$29,142.78
RFQ 23-30					
EDUCATION AND LEADERSHIP FOUNDATION	0617	25003316	060	6211	$84,358.01
RFQ 23-30					
EDUCATION AND LEADERSHIP FOUNDATION	0617	25004048	060	7435	$367,016.98
RFQ 23-30					
EDUCATION AND LEADERSHIP FOUNDATION	0617	25004059	060	7435	$583,890.65
RFQ 23-30					
EDUCATION AND LEADERSHIP FOUNDATION	0617	25004060	060	7435	$550,525.47
RFQ 23-30					
EDUCATION AND LEADERSHIP FOUNDATION	0617	25004135	060	7435	$300,316.18
RFQ 23-30					
EDUCATION AND LEADERSHIP FOUNDATION	0755	25004080	060	7435	$87,694.62
RFQ 23-30					
EDUCATION AND LEADERSHIP FOUNDATION	1758	25003574	060	3010	$375,228.97
EDUCATION AND LEADERSHIP FOUNDATION	1758	25003574	060	4203	$307,005.53
RFQ 23-30					

EDUCATION BEHAVIOR CONSULTANTS, INC.	0326	25003221	060	6546	$512,000.00
RFQ 24-05					
EDUCATION ELEMENTS, INC.	0700	25004285	060	6266	$40,000.00
RFQ 23-30					
EDUCATION ELEMENTS, INC.	0700	25778392B	030	7090	$12,000.00
EDUCATION ELEMENTS, INC.	0700	25778392B	060	3010	$9,064.00
RFQ 23-30 C					
EDUCATIONAL RESOURCE CONSULT.	0791	25003245	060	2600	$84,370.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
EKC ENTERPRISES, INC.	0919	25002126	060	8150	$57,742.30
BELOW BID LIMIT (PCC 20111)					
EKC ENTERPRISES, INC.	1045	25003972	140	6205	$16,771.50
BID 24-59					
EKC ENTERPRISES, INC.	1090	25003971	140	6205	$16,771.50
BID 24-59					
EKC ENTERPRISES, INC.	1200	25004459	140	6205	$16,771.50
BID 24-59					
EKC ENTERPRISES, INC.	1370	25003967	140	6205	$16,771.50
BID 24-59					
EKC ENTERPRISES, INC.	1480	25003951	140	6205	$16,771.50
BID 24-59					
ELEARNING SYSTEMS, LLC	0710	25002784	060	6387	$19,032.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ELGEDEI, LAMA	0701	25003751	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ELITE LANDSCAPE CONSTRUCTION, INC.	1920	25002890	030	0734	$19,327.00
RFQ 23-53					
ELIZABETH ANNE STODDEN	0701	25004177	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ELYSIUM FOOD GROUP, LLC	1910	25003113	130	5310	$61,042.80
RFP 23-50R					
ENVIRO CLEAN	0919	25003680	060	8150	$50,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ENVIRO CLEAN	0920	25003684	060	3213	$675,681.44
BOE 06/12/24 A-23 (PIGGYBACK)					
ENVIRO CLEAN	0920	25003685	060	3213	$238,370.00
BOE 06/12/24 A-23 (PIGGYBACK)					
EPPLER TOWING AND RECOVERY	0919	25002107	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
ESGI, LLC	0617	25003383	060	7435	$27,765.40
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
EVERY NEIGHBORHOOD PARTNERSHIP	0617	25002693	060	7435	$641,105.00
RFQ 23-30S5 C					
EVERYDAY SPEECH, LLC	0785	25004266	060	6500	$17,995.11
INSTRUCTIONAL MATERIALS (PCC 20118.)					
EVERYDAY SPEECH, LLC	0785	25004266	060	6547	$23,853.99
INSTRUCTIONAL MATERIALS (PCC 20118.)					

EVOQUA WATER TECHNOLOGIES, LLC	0919	25002563	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
EXPLORE LEARNING, LLC	0700	25004055	030	7090	$82,713.75
RFQ 23-30,					
EXPLORE LEARNING, LLC	0700	25004055	030	7091	$3,596.25
RFQ 23-30,					
EXPLORE LEARNING, LLC	0700	25004055	060	3010	$86,310.00
RFQ 23-30,					
EXPLORE LEARNING, LLC	0700	25004055	060	3182	$3,596.25
RFQ 23-30,					
EXPLORE LEARNING, LLC	0700	25004055	060	7399	$3,596.25
RFQ 23-30,					
FAGEN, FRIEDMAN, AND FULFROST	0875	25003880	030	0690	$150,000.00
BOE 06/20/24 A-23					
FAIRBANK, MASLIN, MAULLIN, METZ, AND ASSOC., INC.	0860	25002854	030	0694	$40,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
FAN IN A BOX, LLC	0170	25003154	030	7090	$14,959.51
RFQ 23-21					
FERGUSON ENTERPRISES, INC.	0919	25002717	060	8150	$63,663.49
BOE 06/12/24 A-23 (PIGGYBACK)					
FIMBREZ, JEFF	0701	25003504	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
FIRST STRING SPORTS	0417	25003187	030	0172	$11,000.00
RFQ 23-21S					
FIRST STRING SPORTS	0423	25002575	030	0172	$10,000.00
RFQ 23-21S					
FIRST STRING SPORTS	0575	25004267	030	0172	$11,000.00
BELOW BID LIMIT (PCC 20111)					
FITZGERALD, CHRISTIAN	0701	25003679	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
FLEMING, ANGELINA	0701	25003543	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
FOCUS FORWARD	0860	25003023	030	0694	$15,000.00
BELOW BID LIMIT (PCC 20111)					
FOLLETT HIGHER EDUCATION GROUP, INC.	0230	25002777	030	7091	$10,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
FOLLETT HIGHER EDUCATION GROUP, INC.	1748	25002083	060	6300	$250,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
FOSS, MCKENNA	0701	25003488	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
FRESNO AG HARDWARE	0919	25002902	060	8150	$25,000.00
BELOW BID LIMIT (PCC 20111)					
FRESNO BEKINS	1145	768373B	350	0913	$11,094.00
BELOW BID LIMIT (PCC 20111)					
FRESNO BEKINS	1440	778015A	350	0917	$24,882.69
BELOW BID LIMIT (PCC 20111)					

FRESNO BEKINS	1561	802380A	350	0913	$58,698.15
BELOW BID LIMIT (PCC 20111)					
FRESNO BEKINS	1796	2501880	350	0917	$22,292.39
BELOW BID LIMIT (PCC 20111)					
FRESNO BEKINS	1796	802770A	350	0917	$23,446.30
BELOW BID LIMIT (PCC 20111)					
FRESNO CO. PUBLIC HEALTH	1910	25003861	130	5310	$33,000.00
SOLE SOURCE (PCC 3400)					
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0680	25003058	110	6391	$12,500.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0700	25003837	060	6266	$38,500.00
INTERAGENCY (PCC 10335)					
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0765	25003224	060	9021	$25,000.00
INTERAGENCY (PCC 10335)					
FRESNO METROPOLITAN MINISTRY	0790	2501905	060	2600	$230,637.75
RFQ 22-09					
FRESNO PIPE & SUPPLY, INC.	0919	2501033	060	8150	$35,000.00
BELOW BID LIMIT (PCC 20111)					
FRGM, LLC	0919	25002068	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
FULCRUM MNGMT SOLUTIONS, INC.	1795	25002915	060	3010	$52,920.00
BELOW BID LIMIT (PCC 20111)					
FUTURE FORD OF CLOVIS	0919	25002065	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
GALVEZ, ALISA	0701	25003666	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GARCIA, CRYSTAL	0701	25003682	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GARCIA, VERONICA	0701	25003573	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GARVEY, HANNAH	0701	25003722	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GATEWAY EDUCATIONAL HOLDINGS, LLC	1748	25003983	060	6300	$50,665.07
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
GATEWAY EDUCATIONAL HOLDINGS, LLC	1748	25004002	060	6300	$122,640.26
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
GATEWAY EDUCATIONAL HOLDINGS, LLC	1748	25004025	060	6300	$49,104.69
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
GATEWAY EDUCATIONAL HOLDINGS, LLC	1748	IB25000007	060	6300	$46,118.58
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
GCB1, INC. DBA GC BUILDERS	1089	2501936	120	6128	$1,225,700.00
BID 24-96 S					
GENERATION CHANGERS TITLE 1 COMM. DEV. CNT., INC.	0790	25002026	060	2600	$152,100.00
RFQ 22-09					
GENUINE PARTS CO.	0919	25002139	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					

GIBBS INTERNATIONAL, INC.	0919	25002148	060	8150	$20,000.00
BELOW BID LIMIT (PCC 20111)					
GILLANDERS, ADAM	0701	25003663	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GLEIM-CROWN PUMP, INC.	0919	25001983	060	8150	$25,000.00
BELOW BID LIMIT (PCC 20111)					
GOBO, LLC	0795	25003310	030	0705	$16,098.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
GOLD STAR FOODS, INC.	0060	25003980	030	0370	$30,450.00
RFP 23-40					
GOLD STAR FOODS, INC.	0140	25003989	030	0370	$27,038.00
RFP 23-40					
GOLD STAR FOODS, INC.	0165	25003991	030	0370	$24,728.00
RFP 23-40					
GOLD STAR FOODS, INC.	0195	25003994	030	0370	$37,958.00
RFP 23-40					
GOLD STAR FOODS, INC.	0200	25004003	030	0370	$24,360.00
RFP 23-40					
GOLD STAR FOODS, INC.	0320	25004004	030	0370	$24,308.00
RFP 23-40					
GOLD STAR FOODS, INC.	0422	25004005	030	0370	$18,008.00
RFP 23-40					
GOLD STAR FOODS, INC.	1910	25002637	130	5310	$21,792.00
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25002640	130	5310	$24,516.00
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25002991	130	5310	$3,190,000.00
BOE 06/12/2024 A-23 (PIGGYBACK)					
GOLD STAR FOODS, INC.	1910	25003000	130	5310	$50,000.00
MICRO-PURCHASE (RESOLUTION 24-52)					
GOLD STAR FOODS, INC.	1910	25003009	130	5310	$2,475,000.00
RFP 23-41					
GOLD STAR FOODS, INC.	1910	25003024	130	5310	$825,000.00
RFP 23-41					
GOLD STAR FOODS, INC.	1910	25003028	130	5310	$237,789.52
RFP 23-41					
GOLD STAR FOODS, INC.	1910	25003036	130	5310	$22,000.00
MICRO-PURCHASE (RESOLUTION 24-52)					
GOLD STAR FOODS, INC.	1910	25003092	130	5310	$33,541.20
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003094	130	5310	$65,703.68
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003095	130	5310	$37,776.00
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003096	130	5310	$23,738.40
BOE 06/12/24 A-23 (PIGGYBACK)					
GOLD STAR FOODS, INC.	1910	25003100	130	5310	$10,780.00

RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003169	130	5310	$10,780.00
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003171	130	5310	$27,442.80
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003172	130	5310	$16,869.12
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003181	130	5310	$1,500,000.00
RFP 23-50R					
GOLD STAR FOODS, INC.	1910	25003184	130	5310	$11,000.00
RFP 23-41					
GOLDEN EAGLE CHARTER, INC.	0925	25002161	030	7230	$300,000.00
RFQ 23-10					
GOLF CARTS BY DESIGN, INC.	0005	25003990	030	7090	$10,171.17
BELOW BID LIMIT (PCC 20111)					
GOMEZ, LISANDRO	0701	25003662	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GOMEZ, LISETTE	0701	25003496	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GONZALEZ, SULAMIT	0701	25003579	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GOODHEART-WILLCOX CO.	0710	25002510	060	6387	$13,184.64
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
GOPHER	0790	25003016	060	6010	$46,283.12
BOE 06/12/24 A-23 (PIGGYBACK)					
GOTTSCHALK MUSIC CENTER	0055	25002963	060	6770	$11,215.31
RFP 22-32					
GRAPHIC COMMUNICATION	1891	25003941	030	0716	$11,270.00
BELOW BID LIMIT (PCC 20111)					
GREAT MINDS	0617	2501950	060	7435	$18,009.45
BELOW BID LIMIT (PCC 20111)					
GRIMMER, MATTHEW	0701	25003491	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
GUEVARA ARTS AND LEADERSHIP, LLC	0790	25002028	060	2600	$1,165,213.94
RFQ 22-09					
GUTIERREZ JR, DAVID	0701	25003702	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
HAAKER EQUIPMENT CO.	0919	25002447	060	8150	$84,539.00
BELOW BID LIMIT (PCC 20111)					
HANNA INTERPRETING SERVICES, LLC	0758	25003128	060	4201	$100,000.00
RFQ 24-17					
HARVARD HOUSE	0727	25003236	030	0168	$155,000.00
RFP 22-32					
HATMAKER LAW GROUP	0875	25003881	030	0690	$30,000.00
BOE 06/20/24 A-23					
HBC ENTERPRISES	1055	801804A	060	9046	$1,569,049.00
BID 24-54					

HBC ENTERPRISES	1055	801804A	350	0917	$465,400.00
BID 24-54					
HCI SYSTEMS, INC.	0919	25002014	060	8150	$15,400.00
BELOW BID LIMIT (PCC 20111)					
HEINEMANN PROFESSIONAL	0617	2501914	060	7435	$11,852.95
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
HENG, YADIRA	0701	25003569	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
HER, KAYLIN	0701	25003749	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
HOUGHTON MIFFLIN COMPANY	0617	25003563	060	7435	$10,320.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
HOUGHTON MIFFLIN COMPANY	1748	25003277	060	6300	$64,906.14
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
HUNT JR, JOHN	0701	25003738	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
IB SOURCE, INC.	1748	25003818	060	6300	$35,404.10
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
IB SOURCE, INC.	1748	IB25000005	060	6300	$35,404.10
BOOKS FOR IB COURSE AT FRESNO HS					
IMAGINE LEARNING, INC.	0601	25002978	030	0677	$169,000.00
RFQ 23-30					
IMAGINE LEARNING, INC.	0601	25002978	060	3010	$400,000.00
RFQ 23-30					
IMPACT ATHLETICS, LLC	0780	25002031	060	2600	$273,161.60
RFQ 22-09					
INPLAY LEARNING NETWORK	0791	25003835A1	060	2600	$690,000.00
RFQ 22-09					
INSTITUTE FOR EXCELLENCE IN EDUCATION	0012	25004041	030	0134	$15,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
INTERNATIONAL BACCALAUREATE	0617	25002470	030	0675	$75,360.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
INTERNATIONAL BACCALAUREATE	0617	25002541	030	0675	$18,645.99
INTERNATIONAL BACCALAUREATE	0617	25002541	060	3010	$16,918.01
BELOW BID LIMIT (PCC 20111)					
IRON MOUNTAIN	0880	25002643	670	0841	$3,300.00
BELOW BID LIMIT (PCC 20111)					
IRON MOUNTAIN	0880	25002643	680	0851	$3,300.00
BELOW BID LIMIT (PCC 20111)					
IRON MOUNTAIN	0880	25002643	690	0861	$3,400.00
BELOW BID LIMIT (PCC 20111)					
J & C BOOKS	1748	25002814	060	6300	$16,196.25
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
J & D MEAT COMPANY	0712	25002454	110	6390	$14,000.00
BELOW BID LIMIT (PCC 20111)					
J&D MIND BUILDERS, INC.	0710	25004132	030	0194	$160,000.00
RFQ 23-30					

J.T.M. FOOD GROUP	1910	25003134	130	5310	$42,140.28
RFP 23-52R					
J.T.M. FOOD GROUP	1910	25003260	130	5310	$42,140.28
RFP 23-52R					
JACKSON, SAMUEL	0701	25003477	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
JASON WAYNE WHITING	0791	25796539A	060	2600	$50,316.30
RFQ 22-09					
JERICO FIRE PROTECTION	0919	25002012	060	8150	$114,500.00
BELOW BID LIMIT (PCC 20111)					
JIMENEZ, CRYSTAL	0701	25003683	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
JOHNSON, IRELAND	0701	25003511	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
JONES, TRINITY	0701	25003468	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
JORDAN ESCOBAR	0856	25003859	030	0681	$68,900.00
RFQ 24-09					
K12 INSIGHT, LLC	0617	25004071	030	0675	$275,683.00
RFI 24-21					
KALEVA, LOGAN	0701	25003492	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
KALUSTIAN, QUINCY	0701	25003586	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
KARCHER INSULATION, INC.	0919	25001971	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
KARCHER INSULATION, INC.	0919	2501937	060	8150	$14,270.00
EMERGENCY (PCC 1102)					
KLS DESIGN, INC.	0790	25002034	060	2600	$647,085.62
RFQ 22-09					
KNORR SYSTEMS INTL., LLC	0919	2501956	060	8150	$20,000.00
BELOW BID LIMIT (PCC 20111)					
KONG, CHUA	0701	25003536	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
KRAZAN AND ASSOC.	1440	2501882	350	0917	$12,430.00
RFQ 20-14					
KROEGER EQUIPMENT & SUPPLY CO.	0919	25002251	060	8150	$30,000.00
BELOW BID LIMIT (PCC 20111)					
LAWRENCE ENGINEERING GROUP	1395	25003170	350	0913	$23,500.00
RFQ 20-14					
LAZ KARP ASSOCIATES, LLC	0930	25002839	030	0720	$12,000.00
BELOW BID LIMIT (PCC 20111)					
LAZAR, RACHEL	0701	25003583	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LEDESMA, BLANCA	0701	25003675	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LEE GRANT INSPECTIONS	1310	25002080	120	6128	$11,880.00

RFQ 20-14 S					
LESLIE'S POOLMART, INC.	0919	2501954	060	8150	$14,000.00
BELOW BID LIMIT (PCC 20111)					
LET'S DO LUNCH, INC.	1910	25003130	130	5310	$22,533.12
RFP 23-52R					
LET'S DO LUNCH, INC.	1910	25003132	130	5310	$40,040.00
RFP 23-52R					
LET'S DO LUNCH, INC.	1910	25003179	130	5310	$20,020.00
RFP 23-52R					
LIGHTBOX COLLABORATIVE, LLC	0765	25001974	120	9085	$40,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
LILY'S CAFE	0702	25002457	060	9075	$15,000.00
BELOW BID LIMIT (PCC 20111)					
LINGUISTICA INTERPRETING AND TRANSLATION, LLC	0864	25004425	030	0695	$70,000.00
RFQ 24-17					
LITHIA	0880	25002795	680	0851	$76,010.27
RESOLUTION 23-40					
LITHIA	0888	25002797	030	0149	$54,828.93
RESOLUTION 23-40					
LITHIA	0919	25002149	060	8150	$20,000.00
BELOW BID LIMIT (PCC 20111)					
LITTLE, TRINA	0701	25003459	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LO, BAI	0701	25003672	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LO, PA DER	0701	25003590	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LOPEZ ESPINOZA, JULIAN	0701	25003745	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LOPEZ, ANDREA	0701	25003668	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LOPEZ, MELINA	0701	25003485	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LOPEZ-VELASQUEZ, YAJAIRA	0701	25003462	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
LOZANO SMITH, LLP	0875	25003882	030	0690	$95,000.00
BOE 06/20/24 A-23					
LUCCA PETRUCCI	0755	25003207	030	0176	$32,430.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
M GREEN AND COMPANY, LLP	0856	25002204	030	0681	$12,500.00
BELOW BID LIMIT (PCC 20111)					
MAC'S LIFT GATE, INC.	0919	25004324	060	8150	$18,929.45
BELOW BID LIMIT (PCC 20111)					
MALIOBORO	0919	25002061	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
MANGO PUBLISHING GROUP	0700	25002111	060	7435	$49,298.32
INSTRUCTIONAL MATERIALS (PCC 20118.3)					

MANZO, MARIA	0701	25003652	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
MARLIN, NOHELLE	0701	25003632	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
MARTINEZ, LESLIE	0701	25004179	060	5823	$18,000.00
BELOW BID LIMIT (PCC 20111)					
MATTHEW CAUDILLO	0925	25002090	030	7230	$20,000.00
BELOW BID LIMIT (PCC 20111)					
MC GRAW-HILL EDUCATION, INC.	0135	25004273	060	3010	$16,166.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MC GRAW-HILL EDUCATION, INC.	0250	25004155	030	7090	$20,588.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MC GRAW-HILL EDUCATION, INC.	0785	25002246	060	6500	$16,542.53
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MC GRAW-HILL EDUCATION, INC.	1748	25003697	060	6300	$28,636.16
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MCCAA, RAYSHAWN	0701	25003481	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
MCEL UNITED, INC.	0702	25003756	060	6266	$42,500.00
BOE 08/14/24 A-7 (BUNDLED CONTRACTS)					
MCI/LOS CABOS FOODS	1910	25003139	130	5310	$47,131.92
RFP 23-52R					
MCI/LOS CABOS FOODS	1910	25003246	130	5310	$19,281.24
RFP 23-52R					
MEGA-PRINTS, INC.	1055	25002970	350	0917	$20,187.87
BELOW BID LIMIT (PCC 20111)					
MEJIA, ALEXIS	0701	25003551	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ME-N-ED'S, INC.	0235	25002021	030	7090	$10,000.00
BELOW BID LIMIT (PCC 20111)					
MESA ENERGY SYSTEMS, INC.	0919	25001970	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
METEOR EDUCATION, LLC	0710	25002122	030	0152	$11,743.08
BOE 06/12/24 A-23 (PIGGYBACK)					
METEOR EDUCATION, LLC	1796	25003430	350	0917	$34,500.00
BOE 01/08/14 A-10 (CUPCCAA)					
MEZA JAUREGUI, ILEANA	0701	25003727	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
MIDAS FOODS INTERNATIONAL	1910	25003069	130	5310	$198,000.00
RFP 23-50R					
MIND EDUCATION	0510	25002318	030	7090	$10,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MINUTEMAN PRESS	0185	25003151	030	7090	$12,627.99
RFQ 23-21					
MINUTEMAN PRESS	0335	25002551	030	7090	$13,000.00
RFQ 23-21					
MINUTEMAN PRESS	0395	25003274	030	7090	$17,354.88

RFQ 23-21					
MISSION SPRINGS CAMPS AND CONFERENCE CTR., INC.	0725	25003280	030	0173	$17,188.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
MOERDYK, TIBER	0701	25003576	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
MONOPRICE, INC.	0886	25002929	030	0140	$10,000.00
BELOW BID LIMIT (PCC 20111)					
MORENO INSTITUTE, LLC	0617	25002815	060	7435	$99,712.00
RFQ 23-30S4					
MORENO INSTITUTE, LLC	0617	25002819	060	7435	$109,345.00
RFQ 23-30S4 C					
MORENO INSTITUTE, LLC	0617	25002820	060	7435	$196,821.00
RFQ 23-30S4					
MORENO INSTITUTE, LLC	0758	25002351	060	7803	$46,000.00
RFQ 23-30S4					
MORENO INSTITUTE, LLC	0790	25002036	060	2600	$400,272.50
RFQ 22-09					
MORENO INSTITUTE, LLC	0812	25003998	030	0137	$11,500.00
MORENO INSTITUTE, LLC	0812	25003998	030	0141	$11,500.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
MPS	1748	2501943	060	6300	$91,571.46
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MUNOZ, ELIZABETH	0701	25003514	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
MY POWER CORP.	0705	2501888A	110	6371	$80,384.00
ENERGY CONSERVATION (GC 4217)					
MY POWER CORP.	1920	2500520	030	0734	$312,000.00
ENERGY CONSERVATION (GC 4217)					
NATIONAL UNIVERSITY	0702	25748345C	060	9075	$300,000.00
BOE 10/27/21 A-21					
NAVEX GLOBAL, INC.	0852	25002146	030	0679	$28,016.64
BELOW BID LIMIT (PCC 20111)					
NAVIGATED, LLC	0810	25002249	030	0649	$20,000.00
BELOW BID LIMIT (PCC 20111)					
NEARPOD, INC.	0145	25004262	030	7090	$10,901.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
NELSON, JACOB	0701	25003730	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
NETFILE, INC.	0875	25002043	030	0700	$12,374.46
BELOW BID LIMIT (PCC 20111)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	0880	2501003	680	0851	$23,915.00
BOE 01/08/14 A-10 (CUPCCAA)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	0919	25001966	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	0919	2500765	060	8150	$23,823.00
BOE 01/08/14 A-10 (CUPCCAA)					

NEW TEACHER CENTER	0701	2501947	060	3010	$10,000.00
BELOW BID LIMIT (PCC 20111)					
NEWS-2-YOU, INC.	0785	25004335	060	6500	$84,055.98
INSTRUCTIONAL MATERIALS (PCC 200118.3)					
NEWS-2-YOU, INC.	1748	25003560	060	6300	$215,998.76
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
NEWSELA, INC.	0255	25003831	060	6211	$10,085.70
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
NEXSTAR MEDIA, INC.	0860	25003146	030	0693	$30,000.00
BOE 06/20/2024 (BUNDLED CONTRACTS)					
NEXT GEN MATH, LLC	0195	25004338	030	7090	$13,260.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
NEXT GEN MATH, LLC	0415	25002674	030	7090	$14,364.00
SITE LICENSE FOR 24/25 SCHOOL YEAR FOR MATH STUDENTS					
NOSSAMAN, LLP	0875	25003883	030	0690	$30,000.00
BOE 06/20/24 A-23					
NUNEZ, JONATHAN	0701	25003742	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
NVB EQUIPMENT, INC.	0925	25002093	030	7230	$45,000.00
BELOW BID LIMIT (PCC 20111)					
ODP BUSINESS SOLUTIONS, LLC	0015	OD25000303	030	7090	$15,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0075	OD25000282	030	7090	$15,000.00
BOE 6/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0095	OD25000283	030	7090	$15,000.00
BOE 6/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0100	OD25000276	030	7090	$14,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0150	OD25000153	030	7090	$25,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000286	030	7090	$30,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0195	OD25000309	030	7090	$20,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0225	OD25000239	030	7090	$25,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0310	OD25000248	030	7090	$20,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0310	OD25000249	030	0113	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0325	OD25000246	030	7090	$12,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000242	030	7090	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0415	OD25000240	030	7090	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0445	OD25000288	030	7090	$10,000.00

BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0450	OD25000324	030	0110	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0755	OD25000436	030	0189	$15,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0755	OD25000437	030	0176	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0755	OD250105	030	0176	$10,500.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0790	OD25000155	060	4124	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0790	OD25000158	060	6010	$30,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0791	OD25000156	060	2600	$50,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0791	OD25000157	060	2600	$50,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0796	OD250031	030	0667	$40,000.00
BOE 6/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0812	OD25000308	030	0137	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0886	OD25000326	030	0140	$10,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
ODP BUSINESS SOLUTIONS, LLC	0895	OD2500TA25	030	0112	$28,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
OGNIBENE JR, CHARLES	0701	25003677	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
OIL CHANGER	0919	25002137	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
ORBACH, HUFF, SUAREZ, AND HENDERSON, LLP	0875	25003820	030	0690	$30,000.00
BOE 06/20/24 A-23					
O'REILLY AUTO PARTS	0919	25002135	060	8150	$25,000.00
BELOW BID LIMIT (PCC 20111)					
OSUNA, ZACK	0701	25003567	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
OUTFRONT MEDIA, INC.	0705	25003359	110	6391	$13,200.00
BELOW BID LIMIT (PCC 20111)					
PACE SUPPLY CORP.	0919	25002706	060	8150	$109,194.75
BID 23-06					
PACIFIC FABRICATION	1910	25003269	130	5310	$22,211.75
BELOW BID LIMIT (PCC 20111)					
PACIFIC GAS & ELECTRIC CO.	0705	2501951	110	6391	$150,000.00
PUBLIC UTILITIES (PCC 10103)					
PACIFIC GAS & ELECTRIC CO.	1910	25002073	130	5310	$600,000.00
PUBLIC UTILITIES (PCC 10103)					
PACIFIC PUBLISHING GROUP, INC.	0856	25003996	030	0681	$10,741.00
BELOW BID LIMIT (PCC 20111)					

PACIFICA PIZZA/OLIVE	0240	25002027	030	7091	$10,000.00
BELOW BID LIMIT (PCC 20111)					
PAPE MATERIAL HANDLING	0919	25002569	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
PARENT INSTITUTE FOR QUALITY EDUCATION	0796	25003796	030	0667	$12,000.00
BELOW BID LIMIT (PCC 20111)					
PARENTSQUARE, INC.	0758	25002926	030	7091	$11,700.00
BOE 06/12/24 A-23 (PIGGYBACK)					
PAYAN, TANIA	0701	25003471	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
PELAYO-ALCAZAR, MONICA	0701	25003636	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
PELISARI, INC.	0710	25004124	060	6387	$42,000.00
RFQ 23-30S5					
PETERSON FARMS FRESH, INC.	1910	25003137	130	5310	$33,088.00
RFP 23-50R					
PETERSON FARMS FRESH, INC.	1910	25003202	130	5310	$16,544.00
RFP 23-50R					
PLATINUM GROUP, THE	1910	25004106	130	5310	$37,856.00
BID 23-27					
PLATINUM GROUP, THE	1910	25004317	130	5310	$35,728.00
BID 23-27					
PLATINUM GROUP, THE	1910	25004319	130	5310	$37,856.00
BID 23-27					
POKORNY, JULIANNA	0701	25003501	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
POLLARD, ZOE	0701	25003557	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
POWER LIFT ACQUISITION, INC.	0725	25004415	060	2600	$80,115.66
BELOW BID LIMIT (PCC 20111)					
POWERSTRIDE BATTERY	0919	25002134	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
PRE SORT CENTER OF STOCKTON, INC.	0421	25003799	030	7090	$16,500.00
BOE 06/12/24 A-23 (PIGGYBACK)					
PRECISION MECHANICAL SOLUTIONS, INC.	0880	2500769	680	0851	$11,766.57
BOE 01/08/14 A-10 (CUPCCAA)					
PRECISION MECHANICAL SOLUTIONS, INC.	0919	25001965	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
PRECISION MECHANICAL SOLUTIONS, INC.	0919	2501941	060	8150	$13,737.85
BOE 01/08/14 A-10 (CUPCCAA)					
PRENTICE, LINDSAY	0701	25003752	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
PRO-ACCESS SOLUTIONS, INC.	0919	25002960	060	8150	$11,394.26
BOE 01/08/14 A-10 (CUPCCAA)					
PRODUCERS DAIRY FOODS	1910	25002744	130	5310	$4,400,000.00
RFP 23-38					
PROFESSIONAL UTILITY LOCATING	0919	25001993	060	8150	$10,000.00

BELOW BID LIMIT (PCC 20111)					
PROPIO LS, LLC	0864	25004147	030	0695	$60,000.00
RFQ 24-17					
PTGMB, LLC	0919	25002108	060	8150	$20,000.00
BELOW BID LIMIT (PCC 20111)					
PTGMB, LLC	0919	25004444	060	8150	$36,878.65
BELOW BID LIMIT (PCC 20111)					
PUENTES, JOCELYN	0701	25003502	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
PUENTES, KARLA	0701	25003747	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
PYTHIAN SERVICES USA, INC.	0887	25004393	030	0140	$14,600.00
BELOW BID LIMIT (PCC 20111)					
QUAVERMUSIC.COM, LLC	0727	25002121	030	0168	$37,200.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
QUIQ LABS	0127	25004362	030	0139	$401,600.00
RFQ 23-30					
R & H WHOLESALE SUPPLY, INC.	0919	25002868	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
R & S ERECTION TRI-COUNTY, INC.	0919	25002762	060	8150	$13,000.00
BELOW BID LIMIT (20111)					
R & S ERECTION TRI-COUNTY, INC.	0919	25003798	060	8150	$11,125.00
BOE 01/08/14 A-10 (CUPCCAA)					
R/G AWARD SYSTEMS	0725	25003160	030	0172	$50,000.00
BELOW BID LIMIT (PCC 20111)					
R/G AWARD SYSTEMS	0758	25002984	030	7091	$12,189.38
BELOW BID LIMIT (PCC 20111)					
RAEL AND LETSON	0880	25799687A	670	0841	$16,666.00
BOE 02/07/24 A-4					
RAMIREZ, BRITTANY	0701	25003676	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RAMIREZ, ISAAC	0701	25003728	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RAMOS, VICTORIA	0701	25003570	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RANGEL QUEZADA, ALMA	0701	25003667	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RED GOLD, LLC	1910	25003343	130	5310	$15,366.12
RFP 23-52R					
REPUBLIC SERVICES OF FRESNO	1910	25003090	130	5310	$15,000.00
RFP 24-29					
RESTORATIVE EQUITY PARTNERSHIP	0810	25003808	030	0189	$175,000.00
RESTORATIVE EQUITY PARTNERSHIP	0810	25003808	030	0640	$10,000.00
RFP 23-69					
RESTORATIVE EQUITY PARTNERSHIP	0852	25003816	030	0679	$75,000.00
RFP 23-69					
REXEL USA, INC.	0919	25002443	060	8150	$20,902.87

BELOW BID LIMIT (PCC 20111)					
REYES, ALLYSON	0701	25003548	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
REYNA HERNANDEZ, JESSICA	0701	25003737	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RICH CHICKS, LLC	1910	25004368	130	5310	$10,802.40
RFP 23-52R					
RICHARD'S CRANE SERVICE, LLC	0919	25002442	060	8150	$15,427.50
BELOW BID LIMIT (PCC 20111)					
RICOH USA, INC.	0035	RL250297	030	7090	$16,725.30
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0155	RL250318	030	7090	$23,896.90
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0175	RL250316	030	7090	$12,762.64
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0395	RL250179	030	7090	$21,398.10
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0421	RL250202	030	0125	$19,266.90
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0445	RL250211	030	7090	$18,119.70
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0450	RL250215	030	7090	$25,430.20
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0565	RL250241	030	7090	$14,070.80
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0580	RL250274	030	7090	$12,335.10
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0664	RL250187	030	0672	$10,645.12
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0701	RL250205	060	3010	$32,477.83
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0702	RL250126	030	0675	$12,324.00
RICOH USA, INC.	0702	RL250126	060	3010	$39,826.00
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0755	RL250293	030	0176	$16,478.90
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0785	RL250195	060	6500	$1,474.67
RICOH USA, INC.	0785	RL250195	060	6546	$1,474.67
RICOH USA, INC.	0785	RL250195	060	6547	$9,796.78
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0786	RL250246	060	6500	$17,249.92
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0787	RL250193	060	6500	$15,918.40
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0790	RL250538	060	2600	$378,129.60
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0795	RL250199	060	3010	$17,626.04

BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0796	RL250158	030	0667	$18,122.32
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0810	RL250217	030	0649	$24,283.10
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0852	RL250174	030	0602	$10,269.90
RICOH USA, INC.	0852	RL250174	030	0679	$10,269.90
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0855	RL250204	030	0670	$13,677.85
RICOH USA, INC.	0855	RL250204	030	0674	$12,041.67
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0888	RL250313	030	0143	$64,469.24
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0895	RL250169	030	0716	$10,710.30
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0895	RL250171	030	0716	$667,903.12
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	0895	RL250172	030	0716	$34,428.20
BOE 06/12/24 A-23 (PIGGYBACK)					
RICOH USA, INC.	1910	RL250301	130	5310	$14,787.30
BOE 06/12/24 A-23 (PIGGYBACK)					
RIGHT WAY SALES	0919	25002133	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
RIGHT WAY SALES	0925	25002141	030	7230	$70,000.00
BELOW BID LIMIT (PCC 20111)					
RIOS, ARLINE	0701	25003538	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RIOS, MARIANA	0701	25003649	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RJMS CORPORATION	0230	25003793	060	7399	$42,679.72
BELOW BID LIMIT (PCC 20111)					
RJMS CORPORATION	0710	25002807	060	6387	$30,737.65
BELOW BID LIMIT (PCC 20111)					
RNS COMMUNICATIONS, INC.	0705	25002853	110	6391	$19,665.00
BELOW BID LIMIT (PCC 20111)					
RODRIGUEZ, HOPE	0701	25003724	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ROGERS, RENE	0701	25003479	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
ROMERO, MARIA	0701	25003651	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RUELAS, NOHEMI	0701	25003593	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
RUSH ADVERTISING	0880	25003229	680	0851	$41,399.83
RFQ 23-21					
SAAVEDRA SANTOYO, DANIEL	0701	25003700	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					

SALAS, KATIE	0701	25003748	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SAN DIEGO STATE UNIVERSITY	0702	25748180C	060	9075	$300,000.00
BOE 10/27/21 A-21					
SAN JOAQUIN CHEMICAL CO.	1910	25003194	130	5310	$14,500.00
BELOW BID LIMIT (PCC 20111)					
SAN JOAQUIN COLLEGE OF LAW	0675	25805094A	110	5852	$27,258.75
BOE 04/24/24 A-21					
SAN JOAQUIN COLLEGE OF LAW	0675	25805094B	110	5852	$81,776.25
BOE 004/24/24 A-21					
SANCHEZ, ALEJANDRO	0701	25003553	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SANCHEZ, LUCAS	0701	25003660	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SANTIAGO, DANIELA	0701	25003524	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SCHOLASTIC, INC.	0617	25001982	060	7435	$13,463.57
BELOW BID LIMIT (PCC 20111)					
SCHOLASTIC, INC.	0617	25002179	060	6211	$138,941.00
SCHOLASTIC, INC.	0617	25002179	060	7435	$99,262.00
RFQ 23-30					
SCHOLASTIC, INC.	0617	25003390	060	7435	$13,463.57
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SCHOOL SERVICES OF CALIF., INC.	0875	25003720	030	0700	$50,674.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
SCHOOL SPECIALTY, LLC	1150	2501901	350	0916	$17,111.35
BOE 06/12/24 A-23 (PIGGYBACK)					
SCHOOL YARD RAP, LLC	0790	25002037	060	2600	$1,000,000.00
RFQ 22-09S2					
SCHOOLWORKS, INC.	0905	2501894	030	0738	$18,000.00
RFQ 20-14 S					
SCHWAN'S FOOD SERVICE	1910	25003142	130	5310	$16,142.40
RFP 23-52R					
SCHWAN'S FOOD SERVICE	1910	25003248	130	5310	$16,853.40
RFP 23-52R					
SCP DISTRIBUTORS, LLC	0919	25001968	060	8150	$25,000.00
BELOW BID LIMIT (PCC 20111)					
SDI INNOVATIONS, INC.	0421	25002382	030	7090	$14,055.16
RFQ 23-21S					
SECURADYNE SYSTEMS INTERMEDIATE, LLC	0664	25004398	030	0672	$47,100.00
BELOW BID LIMIT (PCC 20111)					
SEIBERTS OIL COMPANY, INC.	0919	25002052	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
SHIFTING PERSPECTIVES, INC.	0702	NR25000005	060	9075	$49,500.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
SHOULET BLUNT, LLC	0710	25004258	060	3550	$248,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACT)					

SI SWUN	0260	25002117	030	7090	$7,328.10
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SI SWUN	0260	25002117	030	7091	$3,945.93
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SI SWUN	0700	2501902	030	0189	$768,000.00
RFQ 23-30					
SINCLAIR BROADCAST GROUP, INC.	0860	25002514	030	0693	$40,000.00
BOE 06/20/2024 (BUNDLED CONTRACTS)					
SITEONE LANDSCAPE SUPPLY	0919	25003192	060	8150	$47,660.94
BELOW BID LIMIT (PCC 20111)					
SITEONE LANDSCAPE SUPPLY	0919	2500954	060	8150	$50,000.00
BELOW BID LIMIT (PCC 20111)					
SMITH, AUDRA	0701	25003671	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SMITH, KYRA	0701	25003497	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SOLANO, NALLELI	0701	25003635	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SOUTHERN TIRE MART, LLC	0919	25002042	060	8150	$20,000.00
BELOW BID LIMIT (PCC 20111)					
SPALARD, GABRIELLE	0701	25003719	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
SPURR	0705	2501952	110	6391	$60,000.00
PUBLIC UTILITIES (PCC 10103)					
STACI JONES	0755	2501942	030	0189	$25,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
STANDARD LIFE COMPANY	0880	25769440B1	670	0841	$190,000.00
BOE 12/07/22 A-14					
STAR AUTISM SUPPORT, INC.	0785	25003884	060	6266	$56,250.00
RFQ 24-05S					
STAR AUTISM SUPPORT INC.	0785	25004314	060	6547	$41,150.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
STATE ARCHITECT, DIVISION OF	1030	25002445	350	0917	$13,150.75
SOLE SOURCE (PCC 3400)					
STATE ARCHITECT, DIVISION OF	1255	25003315	350	0913	$10,513.72
SOLE SOURCE (PCC 3400)					
STATE CENTER COMMUNITY COLLEGE DIST.	0680	25002962	110	6391	$13,403.34
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
STATE CENTER COMMUNITY COLLEGE DIST.	0705	25002741	110	6391	$20,280.00
BELOW BID LIMIT (PCC 20111)					
STATE OF CALIFORNIA ADMIN. SVS.	0930	25002688	030	0720	$210,000.00
FINGERPRINTING (EC 45125.1)					
STATE OF CALIFORNIA DIR	0919	25001962	060	8150	$50,000.00
SOLE SOURCE (PCC 3400)					
STODDEN, ELIZABETH	0701	25004088	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
STRATEGIC MECHANICAL, INC.	0919	2500773	060	8150	$20,554.00

BOE 01/08/14 A-10 (CUPCCAA)					
STRATEGIC MECHANICAL, INC.	0919	2501959	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
STRATEGIC MECHANICAL, INC.	1910	25003802	130	5310	$20,000.00
BELOW BID LIMIT (PCC 20111)					
SUMMIT K12 HOLDINGS, INC.	0758	25002255	060	4203	$89,505.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003038	130	5310	$2,651,000.00
BOE 06/12/2024 A-23 (PIGGYBACK)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003039	130	5310	$61,600.00
BOE 06/12/2024 A-23 (PIGGYBACK)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003097	130	5310	$21,450.00
MICRO-PURCHASE (RESOLUTION 24-52)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003122	130	5310	$25,282.80
BOE 06/12/24 A-23 (PIGGYBACK)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003131	130	5310	$11,856.00
BOE 06/12/24 A-23 (PIGGYBACK)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003165	130	5310	$27,500.00
MICRO-PURCHASE (RESOLUTION 24-52)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003167	130	5310	$41,250.00
BOE 06/12/2024 A-23 (PIGGYBACK)					
SYSCO OF CENTRAL CALIFORNIA	1910	25003178	130	5310	$11,000.00
MICRO-PURCHASE (RESOLUTION 24-52)					
SYSCO OF CENTRAL CALIFORNIA	1910	806154A	130	5310	$45,463.20
BOE 06/14/2023 A-9 (PIGGYBACK)					
SYSCO OF CENTRAL CALIFORNIA	1910	806155A	130	5310	$65,735.28
BOE 06/14/2023 A-9 (PIGGYBACK)					
T1 SPORTS ACADEMY	0790	25002038	060	2600	$367,852.80
RFQ 22-09					
TASTY BRANDS, LLC	1910	25003143	130	5310	$17,750.88
RFP 23-52R					
TEI Y STREET	0755	NR250002	030	0189	$14,000.00
BELOW BID LIMIT (PCC 20111)					
TELEMUNDO 51 FRESNO	0705	25002525	110	6391	$15,000.00
BELOW BID LIMIT (PCC 20111)					
TERI COLLET, LCSW	0810	25004104	030	0641	$33,360.00
RFQ 24-05					
TETER ARCHITECTS, LLP	0919	25004331	060	8150	$15,000.00
RFQ 20-13					
THAO, AR	0701	25003670	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
THE LEADERSHIP ACADEMY, INC.	0702	25003800	060	6266	$71,200.00
BOE 08/14/24 A-7 (BUNDLED CONTRACTS)					
THE MARIACHI CONNECTION	0335	25004211	060	6770	$22,925.78
BELOW BID LIMIT (PCC 20111)					
THE MOWERS EDGE	1561	25002193	350	0913	$14,138.44
BELOW BID LIMIT (PCC 20111)					

THE NEW TEACHER PROJECT, INC.	0617	25003761	060	7435	$1,177,557.00
RFQ 23-30					
THE SCHOLARS FIRST, INC.	0617	25004222	030	0606	$1,276.00
THE SCHOLARS FIRST, INC.	0617	25004222	030	0675	$73,724.00
BOE 08/14/24 A-7 (BUNDLED CONTRACTS)					
THE WRITE TOOLS, LLC	0150	NR25000004	030	0113	$11,850.00
RFQ 23-30					
THE WRITE TOOLS, LLC	0270	25004209	060	3010	$19,150.00
RFQ 23-30					
THE WRITE TOOLS, LLC	0330	NR25000009	060	3010	$10,950.00
RFQ 23-30					
THEODORE ADAMS	0601	25002988	030	0677	$3,953.00
THEODORE ADAMS	0601	25002988	060	7435	$10,997.00
BELOW BID LIMIT (PCC 20111)					
THERMO KING FRESNO, INC.	0919	25002046	060	8150	$27,000.00
BELOW BID LIMIT (PCC 20111)					
TINCH-HOWARD AIR CONDITIONING	0919	25001991	060	8150	$15,000.00
BELOW BID LIMIT (PCC 20111)					
TK ELEVATOR CORPORATION	0919	25002778	060	8150	$150,000.00
BOE 06/12/24 A-23 (PIGGYBACK)					
T-MOBILE USA, INC.	0888	25003027	030	0143	$98,000.00
BELOW BID LIMIT (PCC 20111)					
TOM LITTLE INSPECTIONS	1355	25002257	350	0917	$18,500.00
RFQ 20-14					
TOSTED ASPHALT, INC.	1417	25003706	350	0917	$19,000.00
BOE 01/08/14 A-10 (CUPCCAA)					
TOUCHSTONE FAMILY DVLPMT. CNTR., INC.	0785	25004308	060	6547	$69,390.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
TPR EDUCATION, LLC	0700	2501874	030	0189	$150,000.00
RFQ 23-30					
TRANE COMPANY	1421	25004371	350	0917	$132,061.32
EMERGENCY (PCC 1102)					
TRI CPR, INC.	0710	25002302	060	6387	$64,202.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
TRUE NORTH PHYSICIAN SERVICES, LLC	0790	25002039	060	2600	$158,184.80
RFQ 22-09S2					
TUCS EQUIPMENT, INC.	1910	25002612	130	5310	$10,473.81
BELOW BID LIMIT (PCC 20111)					
TURNBULL, MARIA	0701	25003650	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
TURNITIN, LLC	0395	25003829	030	7090	$11,049.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
TY ALLAN JACKSON, LLC	0700	NR25000006	060	2600	$30,835.00
BOE 08/14/24 A-7 (BUNDLED CONTRACTS)					
TYSON FOODS, INC.	1910	25003145	130	5310	$15,393.60
RFP 23-52R					
TYSON FOODS, INC.	1910	25003148	130	5310	$20,055.75

RFP 23-52R					
TYSON FOODS, INC.	1910	25003249	130	5310	$47,013.12
RFP 23-52R					
UC DAVIS	0755	25004096	060	2600	$60,600.00
INTERAGENCY (PCC 10335)					
UCRIGHT.COM, INC.	0886	25003785	030	0140	$14,700.00
BELOW BID LIMIT (PCC 20111)					
UNDERWOOD, THOMAS	0701	25003577	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
UNIFIRST	0919	25002841	060	8150	$25,000.00
BELOW BID LIMIT (PCC 20111)					
UNIGLOBE TRAVEL	0421	25002716	030	7090	$11,271.24
BOE 06/12/24 A-23 (PIGGYBACK)					
UNITED SITE SERVICE, INC.	0919	25003435	060	8150	$50,000.00
BELOW BID LIMIT (PCC 20111)					
UNITED SITE SERVICE, INC.	1150	791651A	350	0916	$17,368.95
BELOW BID LIMIT (PCC 20111)					
VALADEZ, MARCUS	0701	25003653	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VALLEY ELEVATOR, INC.	0919	25001987	060	8150	$75,000.00
BELOW BID LIMIT (PCC 20111)					
VALLEY FENCE COMPANY	1200	25002735	350	0917	$24,997.00
BOE 01/08/14 A-10 (CUPCCAA)					
VALLEY FENCE COMPANY	1255	25003611	350	0913	$14,850.00
BOE 01/08/14 A-10 (CUPCCAA)					
VALLEY FENCE COMPANY	1495	25002731	350	0917	$18,050.00
BOE 01/08/14 A-10 (CUPCCAA)					
VAN DE HEETKAMP, TRISTAN	0701	25003465	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VANG, JANNIE	0701	25004010	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VANG, MAI	0701	25003654	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VANG, MAI KAO	0701	25003656	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VANG, PANGCHIA	0701	25003588	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VANG, TOUA	0701	25003470	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VANORNAM, SYDNEE	0701	25003473	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VARITRONICS, LLC	0095	25002708	060	6211	$10,454.69
BELOW BID LIMIT (PCC 20111)					
VARSITY BRANDS HOLDING CO., INC.	0395	25002091	030	0172	$20,408.41
RFQ 23-21S					
VASQUEZ, NORMA	0701	25003591	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					

VELEZ, MELISSA	0701	25003638	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VERDUZCO, MAYA	0701	25003646	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
VIKING ENTERPRISES	0885	25003041	030	0140	$16,999.00
BOE 01/08/14 A-10 (CUPCCAA)					
VINCENT COMMUNICATIONS, INC.	0919	25002109	060	8150	$10,000.00
BELOW BID LIMIT (PCC 20111)					
VIRCO, INC.	1895	25003087	030	0717	$20,114.09
BOE 06/12/24 A-23 (PIGGYBACK)					
VISTA HIGHER LEARNING, INC.	1748	25004058	060	6300	$325,535.53
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
VUE, IVY	0701	25003506	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
WAINSCOTT, ANDREA	0701	25004180	060	5823	$20,962.00
BELOW BID LIMIT (PCC 20111)					
WATERFORD RESEARCH INSTITUTE, LLC	0260	2501913	030	7090	$28,208.02
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
WESCO GRAPHICS, INC.	0705	25003133	110	6371	$43,840.29
BELOW BID LIMIT (PCC 20111)					
WESCO GRAPHICS, INC.	0705	25004416	110	6371	$90,000.00
RFQ 23-21S					
WESTED	0758	25002327	060	7803	$42,000.00
RFQ 23-30S4					
WESTED	1758	25002380	060	3010	$52,500.00
RFQ 22-30					
WILSON, MADELIN	0701	25003657	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
WINSUPPLY	0919	25002465	060	8150	$18,924.21
BID 23-06					
WOLFF, LANG, CHRISTOPHER ARCHITECTS, INC.	1055	604985A	350	0917	$50,974.00
RFQ 20-13					
WONDER VALLEY RANCH RESORT	0725	25003779	030	0173	$14,000.00
BOE 06/20/24 B-55 (BUNDLED CONTRACTS)					
WORKED, INC.	0710	25004131	060	3550	$244,958.00
RFQ 23-30					
WORKED, INC.	0790	25003354	060	2600	$1,346,695.24
RFQ 22-09					
XIONG, GER	0701	25003721	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
XIONG, IA	0701	25003725	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
XIT, INC.	0919	25004401	060	8150	$27,619.82
BID 24-79					
YANEZ, ROBERT	0701	25003582	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
YANG, JOHN	0701	25003739	060	5823	$28,333.30

BELOW BID LIMIT (PCC 20111)					
YANG, KIMBERLY	0701	25003750	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
YANG, MILLENIA	0701	25003484	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					
YOUSCIENCE, LLC	0710	25002303	060	6387	$15,900.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ZAVALA, SILVIA	0701	25003580	060	5823	$28,333.30
BELOW BID LIMIT (PCC 20111)					

THE FOLLOWING PURCHASE ORDERS ARE UNDER $10,000

PURCHASE ORDERS DATED
AUGUST 01, 2024 TO AUGUST 31, 2024
RATIFICATION DATE NOVEMBER 06, 2024

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
95 PERCENT GROUP, INC.	0260	25004402	060	6211	$218.12
A & A CRANE SERVICE	0919	25002008	060	8150	$1,040.00
A&E INDUSTRIAL CLEANING EQUIP.	0925	25002176	030	7230	$8,000.00
ABDO PUBLISHING COMPANY	0495	25003374	030	0625	$3,250.45
ABLENET, INC.	1785	805047	060	3010	$6.01
ACE FENCE COMPANY	0705	25003614	210	0905	$538.30
ACE FENCE COMPANY	0919	25002196	060	8150	$5,000.00
ACE PARKING MANAGEMENT, INC.	0865	25002119	030	0602	$750.00
ACE TROPHY SHOP	0015	25002555	030	7090	$800.00
ACE TROPHY SHOP	0565	25003890	080	8210	$1,500.00
ACTE/ASSOC. FOR CAREER AND TECH. EDUC.	0230	25003529	060	7399	$238.00
ACTIVE INTERNET TECHNOLOGIES, LLC	0860	25004389	030	0694	$6,000.00
ADAM FRYE	0135	25002714	030	7090	$3,500.00
ADAM FRYE	0225	25002721	030	7090	$5,500.00
ADAM FRYE	0295	25002697	030	7090	$5,500.00
ADAM FRYE	0365	25003062	080	8210	$2,750.00
ADAM FRYE	0365	25004440	060	6010	$2,100.00
ADAM FRYE	0435	25004407	030	7090	$2,200.00
ADAM FRYE	0460	25002718	030	7090	$3,500.00
ADDICTIVE AUDIO, INC.	0100	25004347	030	7090	$1,500.00
ADI-HONEYWELL INTERNATIONAL	0919	25003791	060	8150	$3,965.50
ADLAI E. STEVENSON/HS DISTRICT 125	0421	25002579	030	7090	$1,400.00
AGILE SPORTS TECHNOLOGIES	0185	25004052	030	0172	$3,999.00
ALERT-O-LITE, INC.	0421	25004026	030	0172	$4,500.00
ALEXIA DANIELLE VARELA	0812	25002181	030	0137	$2,000.00
ALL AMERICAN SPORTS USA	0035	25003371	030	0172	$4,000.00
ALL AMERICAN SPORTS USA	0035	25003964	030	7090	$4,088.38
ALL AMERICAN SPORTS USA	0285	25002009	030	7090	$3,622.90
ALL AMERICAN SPORTS USA	0417	25002492	030	0115	$1,982.76
ALL AMERICAN SPORTS USA	0495	25004151	060	6010	$4,497.01
ALL COMMERCIAL FENCE	1325	25004316	350	0917	$4,850.00
ALLARD'S, INC.	0060	25004453	030	7090	$300.00
ALLARD'S, INC.	0395	25003518	030	0125	$1,500.00
ALLARD'S, INC.	0420	25004396	060	6010	$3,000.00
ALLARD'S, INC.	0421	25003478	030	0125	$350.00
ALLARD'S, INC.	0421	25003902	030	0125	$702.62
ALLARD'S, INC.	0475	25003516	030	0625	$500.00
ALLARD'S, INC.	0727	25003234	030	0169	$4,000.00
ALLARD'S, INC.	0895	TA251024884	030	0112	$500.00
ALLARD'S, INC.	0895	TA251045251	030	0112	$500.00

ALLARD'S, INC.	0895	TA251070362	030	0112	$500.00
ALLARD'S, INC.	0895	TA251074190	030	0112	$500.00
ALLARD'S, INC.	0895	TA251076603	030	0112	$500.00
ALLIED STORAGE CONTAINERS, INC.	1395	25003357	350	0916	$7,500.00
ALONZO, MICHAEL	0930	25002765	030	0720	$94.00
ALTA LANGUAGE SERVICES, INC.	0758	25002468	030	0178	$2,000.00
ALVAH M SQUIBB CO., INC.	0185	25003500	030	7090	$121.74
ALYA HASSAN	0812	25002903	030	0137	$2,000.00
A-MARK T-SHIRT, INC.	0055	25004011	030	0172	$1,733.60
A-MARK T-SHIRT, INC.	0055	25004012	030	0172	$1,045.31
A-MARK T-SHIRT, INC.	0098	25002484	030	7090	$463.20
A-MARK T-SHIRT, INC.	0208	25002490	030	0173	$311.51
A-MARK T-SHIRT, INC.	0208	25002517	030	7090	$994.54
A-MARK T-SHIRT, INC.	0325	25002559	030	7090	$4,892.00
A-MARK T-SHIRT, INC.	0325	25003755	030	0111	$824.00
A-MARK T-SHIRT, INC.	0325	25003755	030	7090	$824.00
A-MARK T-SHIRT, INC.	0325	25004139	030	7090	$2,136.66
A-MARK T-SHIRT, INC.	0335	25003888	030	7090	$4,897.42
A-MARK T-SHIRT, INC.	0335	2501906	030	0125	$2,519.14
A-MARK T-SHIRT, INC.	0423	25002812	030	7090	$1,525.22
A-MARK T-SHIRT, INC.	0430	25004238	030	7090	$976.50
A-MARK T-SHIRT, INC.	0475	25002488	030	7090	$1,489.81
A-MARK T-SHIRT, INC.	0495	25002577	030	7090	$276.29
A-MARK T-SHIRT, INC.	0710	25003020	030	0152	$995.56
A-MARK T-SHIRT, INC.	0710	25003022	030	0152	$526.07
A-MARK T-SHIRT, INC.	0790	25003578	060	2600	$6,093.77
A-MARK T-SHIRT, INC.	0791	25003216	060	2600	$361.89
A-MARK T-SHIRT, INC.	0791	25003302	060	2600	$186.36
A-MARK T-SHIRT, INC.	0884	25003360	030	0140	$492.99
A-MARK T-SHIRT, INC.	0895	25003348	030	0716	$37.92
AMAZON CAPITAL SERVICES	0010	25004382	030	0625	$2,000.00
AMAZON CAPITAL SERVICES	0012	25003015	030	0134	$500.00
AMAZON CAPITAL SERVICES	0020	2501931	030	7090	$5,000.00
AMAZON CAPITAL SERVICES	0030	25002412	030	0115	$2,000.00
AMAZON CAPITAL SERVICES	0035	25002365	030	7090	$4,900.00
AMAZON CAPITAL SERVICES	0035	25002537	030	7090	$8,000.00
AMAZON CAPITAL SERVICES	0035	25003212	030	0171	$2,100.00
AMAZON CAPITAL SERVICES	0055	25002367	030	0172	$1,500.00
AMAZON CAPITAL SERVICES	0060	25002463	030	7090	$4,900.00
AMAZON CAPITAL SERVICES	0060	25004246	030	7090	$4,900.00
AMAZON CAPITAL SERVICES	0070	25002562	030	7090	$4,500.00
AMAZON CAPITAL SERVICES	0090	25003923	030	7090	$5,000.00
AMAZON CAPITAL SERVICES	0095	25002363	030	7090	$1,000.00
AMAZON CAPITAL SERVICES	0095	25002364	030	7090	$1,000.00
AMAZON CAPITAL SERVICES	0098	25002292	030	0172	$1,000.00
AMAZON CAPITAL SERVICES	0100	25002809	030	7090	$4,000.00
AMAZON CAPITAL SERVICES	0102	25002565	030	0171	$1,000.00

AMAZON CAPITAL SERVICES	0170	25002358	030	7090	$4,000.00
AMAZON CAPITAL SERVICES	0170	25004377	030	0171	$2,000.00
AMAZON CAPITAL SERVICES	0175	25002368	030	7090	$3,000.00
AMAZON CAPITAL SERVICES	0190	25004332	030	7140	$500.00
AMAZON CAPITAL SERVICES	0208	25003762	030	0171	$1,000.00
AMAZON CAPITAL SERVICES	0215	25002509	030	7090	$4,000.00
AMAZON CAPITAL SERVICES	0227	25002804	030	0644	$2,000.00
AMAZON CAPITAL SERVICES	0235	25004063	030	0172	$1,000.00
AMAZON CAPITAL SERVICES	0237	25003370	030	0133	$1,000.00
AMAZON CAPITAL SERVICES	0250	25003416	030	0110	$2,000.00
AMAZON CAPITAL SERVICES	0260	25002360	060	6211	$2,000.00
AMAZON CAPITAL SERVICES	0265	25001972	030	7090	$4,500.00
AMAZON CAPITAL SERVICES	0285	25002414	030	0110	$2,000.00
AMAZON CAPITAL SERVICES	0295	25003425	030	7090	$4,000.00
AMAZON CAPITAL SERVICES	0305	25002534	030	7090	$5,000.00
AMAZON CAPITAL SERVICES	0325	25002532	030	7091	$8,000.00
AMAZON CAPITAL SERVICES	0335	25004375	030	0125	$2,000.00
AMAZON CAPITAL SERVICES	0340	25002540	030	7090	$6,000.00
AMAZON CAPITAL SERVICES	0355	25003736	030	7090	$2,000.00
AMAZON CAPITAL SERVICES	0365	25004379	030	0625	$1,000.00
AMAZON CAPITAL SERVICES	0370	25002808	030	0110	$4,900.00
AMAZON CAPITAL SERVICES	0370	25003008	030	7090	$4,800.00
AMAZON CAPITAL SERVICES	0380	25003909	030	7090	$5,000.00
AMAZON CAPITAL SERVICES	0395	2500262	030	0125	$3,500.00
AMAZON CAPITAL SERVICES	0410	25004009	030	0110	$3,000.00
AMAZON CAPITAL SERVICES	0415	25002314	030	0115	$4,500.00
AMAZON CAPITAL SERVICES	0415	25003873	030	0625	$500.00
AMAZON CAPITAL SERVICES	0417	25002375	030	0115	$1,500.00
AMAZON CAPITAL SERVICES	0420	25003889	030	7090	$1,500.00
AMAZON CAPITAL SERVICES	0423	25002373	030	7090	$3,000.00
AMAZON CAPITAL SERVICES	0423	25004136	030	7091	$4,000.00
AMAZON CAPITAL SERVICES	0430	25004373	080	8210	$3,000.00
AMAZON CAPITAL SERVICES	0435	25002366	030	7090	$1,500.00
AMAZON CAPITAL SERVICES	0440	25003004	030	7090	$4,000.00
AMAZON CAPITAL SERVICES	0445	25003311	030	7090	$4,500.00
AMAZON CAPITAL SERVICES	0450	25002377	030	7090	$3,500.00
AMAZON CAPITAL SERVICES	0455	25002566	030	0115	$2,000.00
AMAZON CAPITAL SERVICES	0475	25003011	030	7090	$3,000.00
AMAZON CAPITAL SERVICES	0475	25003013	030	0171	$1,500.00
AMAZON CAPITAL SERVICES	0475	25003124	030	0625	$3,000.00
AMAZON CAPITAL SERVICES	0495	25002846	030	7090	$4,000.00
AMAZON CAPITAL SERVICES	0495	25004378	030	0625	$1,250.00
AMAZON CAPITAL SERVICES	0530	25003001	030	7090	$2,000.00
AMAZON CAPITAL SERVICES	0550	25004232	060	6770	$800.00
AMAZON CAPITAL SERVICES	0580	25002997	030	7090	$4,900.00
AMAZON CAPITAL SERVICES	0617	25002904	060	7435	$3,700.00
AMAZON CAPITAL SERVICES	0617	25002905	060	7435	$800.00

AMAZON CAPITAL SERVICES	0617	25002906	060	7435	$1,030.00
AMAZON CAPITAL SERVICES	0617	25003228	060	7435	$9,500.00
AMAZON CAPITAL SERVICES	0617	25003420	060	7435	$850.00
AMAZON CAPITAL SERVICES	0700	25002361	030	0606	$2,000.00
AMAZON CAPITAL SERVICES	0702	2501932	060	9075	$5,000.00
AMAZON CAPITAL SERVICES	0710	25003943	060	6387	$1,546.63
AMAZON CAPITAL SERVICES	0765	2501470	060	9021	$1,000.00
AMAZON CAPITAL SERVICES	0781	2501889	060	9017	$3,000.00
AMAZON CAPITAL SERVICES	0787	25003218	060	6500	$4,000.00
AMAZON CAPITAL SERVICES	0795	25003263	030	0705	$1,000.00
AMAZON CAPITAL SERVICES	0852	25002369	030	0679	$8,000.00
AMAZON CAPITAL SERVICES	0852	25004346	030	0682	$3,000.00
AMAZON CAPITAL SERVICES	0860	25003018	030	0694	$3,000.00
AMAZON CAPITAL SERVICES	0864	2501929	030	0695	$5,000.00
AMAZON CAPITAL SERVICES	0884	25003141	030	0140	$5,000.00
AMAZON CAPITAL SERVICES	0925	25004065	030	7230	$5,000.00
AMAZON CAPITAL SERVICES	0930	25002806	030	0720	$4,900.00
AMAZON CAPITAL SERVICES	1400	25003264	030	7394	$2,500.00
AMAZON CAPITAL SERVICES	1891	25002805	030	0716	$9,390.02
AMAZON CAPITAL SERVICES	1891	25004303	030	0716	$2,094.50
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, INC.	0601	25002195	030	0677	$6,500.00
AMERICAN MUSIC	0220	25004502	030	7091	$1,301.58
AMERICAN MUSIC	1400	25002656	030	7394	$500.00
AMERICAN MUSIC	1400	25003907	030	7394	$500.00
AMERICAN MUSIC	1400	25004457	030	7394	$3,250.34
AMERICAN T'S	0120	25003149	080	8210	$6,896.48
AMERICAN T'S	0710	25002848	060	6387	$1,566.74
AMERICAN T'S	1400	25003891	030	7394	$1,684.84
AMF BOWLING CENTERS/BOWLERO	0055	25002153	030	0123	$9,760.01
AMF BOWLING CENTERS/BOWLERO	0575	25002334	030	0115	$6,065.15
AMPLIFY EDUCATION, INC.	0270	25001979	030	7090	$3,178.35
ANDERSON'S ALPHABET U	0055	25003865	030	0172	$1,612.25
ANGEL KRAUSE	0727	25003801	030	0169	$520.00
ANGELS OF GRACE, INC.	0860	25002025	030	0694	$2,500.00
AQUA SOURCE, INC.	0919	2501958	060	8150	$8,000.00
ARBITER SPORT, LLC	0185	25004433	030	0172	$2,757.50
ARBITER SPORT, LLC	0235	25003328	030	0172	$2,185.45
ARBITER SPORT, LLC	0335	25003987	030	0172	$2,320.00
ARBON EQUIPMENT CORP.	1910	25002888	060	7032	$5,000.00
ARDENT GENERAL, INC.	1145	25003860	060	3213	$7,500.00
ARROWHEAD FORENSICS	0710	25003327	060	6387	$3,229.56
ART TRIO SIGNS	0925	25002529	030	7230	$5,000.00
ARTHUR M. PALKOWITZ	0890	25003075	030	0708	$3,000.00
ARTISAN MARKETING GROUP	0025	25002395	030	7090	$2,794.12
ARTISAN MARKETING GROUP	0230	25003155	030	7090	$6,756.90
ASCD	0423	25004461	030	7090	$275.00

ASIAN SUPERMARKET	0035	25002432	030	7090	$4,900.00
ASIAN SUPERMARKET	0035	25002974	030	7090	$7,000.00
ASIAN SUPERMARKET	0315	25002617	030	7090	$600.00
ASIAN SUPERMARKET	0510	2501884	030	7090	$2,500.00
ASSOC. OF TITLE IX ADMIN.	0617	2501893	030	0675	$2,615.00
ASSOC. OF TITLE IX ADMIN.	0725	25003215	030	0189	$3,068.20
AT&T MOBILITY	0421	25003458	030	0125	$70.94
AT&T MOBILITY	0710	25003135	030	0152	$70.94
AT&T MOBILITY	0755	25004228	030	0176	$366.09
AT&T MOBILITY	0755	AT25066	030	0176	$3,000.00
AT&T MOBILITY	1910	25003892	130	5310	$51.09
AT&T MOBILITY	1910	25003893	130	5310	$51.09
ATASCADERO HIGH SCHOOL	0421	25004496	030	0172	$500.00
ATTAINMENT COMPANY, INC.	0785	25003070	060	6547	$561.09
ATTAINMENT COMPANY, INC.	0788	25003639	060	6500	$362.91
AUDEAMUS	0095	25004229	060	6211	$1,616.90
AUDEAMUS	0127	25002729	030	7090	$1,982.94
AUDEAMUS	0235	25002032	030	0125	$593.97
AUDEAMUS	0237	25004170	030	0133	$2,155.87
AUDEAMUS	0865	25004400	030	0602	$1,077.94
AXCES INDUSTRIAL SUPPLY, INC.	0919	25002401	060	8150	$3,000.00
B & H PHOTO-VIDEO, INC.	0230	25002942	030	7090	$7,421.29
B & H PHOTO-VIDEO, INC.	0240	25003433	060	7399	$3,225.23
B & H PHOTO-VIDEO, INC.	0710	25003210	060	6387	$1,075.94
B & H PHOTO-VIDEO, INC.	0710	25004353	060	6387	$1,545.66
B & R MARKET, LLC	0370	25002481	030	7090	$500.00
BAKEMARK	1910	25002574	130	5310	$8,250.00
BAKER, MICHELLE	0495	25002964	080	8210	$149.65
BALLOONS ARE EVERYWHERE, INC.	0100	25002816	030	7090	$2,000.00
BALLOONS ARE EVERYWHERE, INC.	0145	25003856	030	0171	$1,500.00
BALLOONS ARE EVERYWHERE, INC.	0185	25002817	030	0172	$2,000.00
BALLOONS ARE EVERYWHERE, INC.	0421	25004452	030	0172	$1,000.00
BAND SHOPPE	1400	25004196	030	7394	$2,921.65
BARGAIN PARTY RENTAL	0860	25002399	030	0694	$1,525.00
BARNES & NOBLE, INC.	0060	25003118	030	7090	$1,000.00
BARNES & NOBLE, INC.	0090	25002475	030	7090	$1,000.00
BARNES & NOBLE, INC.	0145	25004057	030	0625	$3,000.00
BARNES & NOBLE, INC.	0145	25004099	030	0125	$498.33
BARNES & NOBLE, INC.	0208	25002634	030	7090	$640.88
BARNES & NOBLE, INC.	0235	25004286	030	7090	$500.00
BARNES & NOBLE, INC.	0235	25004287	030	7090	$500.00
BARNES & NOBLE, INC.	0235	25004288	030	7090	$250.00
BARNES & NOBLE, INC.	0235	25004289	030	7090	$150.00
BARNES & NOBLE, INC.	0235	25004290	030	7090	$350.00
BARNES & NOBLE, INC.	0235	25004291	030	7090	$300.00
BARNES & NOBLE, INC.	0235	25004292	030	7090	$500.00
BARNES & NOBLE, INC.	0235	25004293	030	7090	$500.00

BARNES & NOBLE, INC.	0240	25003847	030	0625	$5,000.00
BARNES & NOBLE, INC.	0285	25002330	060	3010	$1,551.00
BARNES & NOBLE, INC.	0365	25003681	030	0625	$500.00
BARNES & NOBLE, INC.	0370	25002912	030	0625	$4,000.00
BARNES & NOBLE, INC.	0370	25004294	030	7090	$1,500.00
BARNES & NOBLE, INC.	0445	25003373	030	0625	$3,000.00
BARNES & NOBLE, INC.	0445	25003633	060	3010	$1,228.69
BARNES & NOBLE, INC.	0475	25003115	030	0625	$2,000.00
BARNES & NOBLE, INC.	0495	25002914	030	0625	$500.00
BARNES & NOBLE, INC.	0617	25004178	060	7435	$184.20
BARNES & NOBLE, INC.	0617	25004181	060	7435	$1,657.76
BARNES & NOBLE, INC.	0617	2501907	060	7435	$324.51
BARNES & NOBLE, INC.	0701	25003626	060	6266	$4,498.43
BARNES & NOBLE, INC.	0758	2501891	030	7091	$5,000.00
BARNES & NOBLE, INC.	0765	25003325	120	9085	$5,029.06
BARNES & NOBLE, INC.	0765	25003741	060	9064	$280.00
BATTELLE FOR KIDS	0702	25004420	060	6266	$499.00
BATTERIES PLUS	0788	25003439	060	6500	$600.00
BETTER ENTERPRISES, INC.	1500	25002776	060	9046	$5,825.73
BIG 5 SPORTING GOODS	0208	25002124	030	0172	$500.00
BIG 5 SPORTING GOODS	0450	25003900	030	0172	$1,000.00
BIG 5 SPORTING GOODS CORP.	0225	25003358	030	0172	$1,200.00
BIG 5 SPORTING GOODS CORP.	0230	25002813	030	0124	$1,000.00
BIG 5 SPORTING GOODS CORP.	0315	25004029	030	0172	$400.00
BIG 5 SPORTING GOODS CORP.	0335	25004149	030	7090	$800.00
BIG 5 SPORTING GOODS CORP.	0335	25004150	030	7090	$480.00
BIG 5 SPORTING GOODS CORP.	0335	25004150	030	7091	$320.00
BIG TEX TRAILER WORLD, INC.	0919	25003419	060	8150	$6,811.56
BLAIR, CHURCH, AND FLYNN	1005	603664A	350	0912	$975.00
BLAIR, CHURCH, AND FLYNN	1455	25004315	350	0917	$3,100.00
BLICK ART MATERIALS	0235	25003120	030	7090	$471.68
BLUUM USA, INC.	0423	802006	030	7090	$16.70
BLUUM USA, INC.	0710	25002040	030	0152	$227.54
BOBBY SALAZARS	0130	25002293	030	7090	$3,000.00
BOBBY SALAZARS	0188	25002350	030	7090	$400.00
BOBBY SALAZARS	0230	25002831	030	0124	$2,500.00
BOBBY SALAZARS	0340	25004119	030	0110	$500.00
BOBBY SALAZARS	0395	25002720	030	0125	$1,000.00
BOBBY SALAZARS	0423	25002213	030	7090	$1,000.00
BOBBY SALAZARS	0440	25002415	030	7090	$600.00
BOBBY SALAZARS	0705	25002956	110	6390	$1,000.00
BOBBY SALAZARS	0727	25002296	030	0168	$1,000.00
BOBBY SALAZARS	0727	2501900	030	0169	$300.00
BOOT BARNES HOLDINGS	0897	25003356	030	0716	$9,250.00
BOX OUT PRODUCTIONS	0440	25003910	030	7090	$2,895.00
BOYS AND GIRLS CLUBS OF FRESNO	0860	25002074	030	0694	$1,500.00
BRAINPOP.COM, LLC	0045	25002268	060	3010	$4,095.00

BRAINPOP.COM, LLC	0195	25004345	030	7090	$4,095.00
BRAINPOP.COM, LLC	0330	25003296	030	7090	$3,890.25
BRAINPOP.COM, LLC	0440	25004295	030	7090	$3,030.00
BRAINPOP.COM, LLC	0510	25004306	030	7090	$4,095.00
BRAINPOP.COM, LLC	0552	25003271	030	0625	$1,818.00
BRAINPOP.COM, LLC	0565	25002250	060	3010	$4,095.00
BROADWAY PLUS VIP SERVICES, LLC	1400	25004126	030	7394	$1,800.00
BUCHANAN HIGH SCHOOL	0421	25004498	030	0172	$475.00
BULLARD HIGH SCHOOL	0421	25004493	030	0172	$300.00
BULLARD UNIFORMS, INC.	1910	25002354	130	5310	$2,925.45
BUSHIVE, INC.	0925	25002519	030	7230	$1,350.00
BUSHIVE, INC.	0925	25002794	030	7230	$1,000.00
BUSHIVE, INC.	0925	25004500	030	7230	$900.00
C&L FRESNO 1, LLC	0265	25002159	030	7090	$3,000.00
C&L FRESNO 1, LLC	0423	25002346	030	7090	$1,000.00
C&L FRESNO 1, LLC	0601	25003240	030	0677	$1,000.00
C&L FRESNO 1, LLC	0755	25003686	030	0189	$5,000.00
C&L FRESNO 1, LLC	0854	25002980	030	0679	$500.00
CA ASSN. OF DIRECTORS	0125	25003947	030	0124	$300.00
CA ASSN. OF DIRECTORS	0145	25004118	030	0171	$770.00
CA ASSN. OF DIRECTORS	0208	25004016	030	0171	$300.00
CA ASSN. OF DIRECTORS	0335	25003950	030	0171	$300.00
CA ASSN. OF DIRECTORS	0421	25003509	030	0171	$300.00
CA ASSN. OF DIRECTORS	0726	25003872	030	0606	$525.00
CAASFEP/CA ASSOC. ADMIN. OF ST. AND FED. PRGMS.	0795	25003226	060	3010	$600.00
CAI SAFETY SYSTEMS, INC.	0925	25002392	030	7230	$6,000.00
CALIF. CHARTER SCHOOLS ASSCO.	0012	25002852	030	0134	$650.00
CALIF. COALITION OF EARLY AND MIDDLE COLLEGES	0123	25004476	030	7090	$895.00
CALIF. COALITION OF EARLY AND MIDDLE COLLEGES	0706	25002486	060	9073	$3,580.00
CALIFORNIA BUSINESS MACH., INC.	0075	25004156	030	7090	$660.94
CALIFORNIA CHARTER AUTHORIZING PROFESSIONALS	0012	25003054	030	0134	$1,900.00
CALIFORNIA CHARTER AUTHORIZING PROFESSIONALS	0012	25004466	030	0134	$500.00
CALIFORNIA SMOG REPAIR, INC.	0919	25002100	060	8150	$5,000.00
CALIFORNIA SMOG REPAIR, INC.	0919	25004163	060	8150	$2,729.85
CALIFORNIA STATE BAND CHAMPIONSHIPS	1400	25004488	030	7394	$195.00
CALVERT CATERING	0075	25002015	030	7090	$700.00
CALVERT CATERING	0120	25002223	030	7090	$1,055.71
CALVERT CATERING	0188	25002374	030	7090	$400.00
CALVERT CATERING	0210	2501879	030	7090	$1,100.00
CALVERT CATERING	0215	25002116	030	7090	$3,000.00
CALVERT CATERING	0227	25002497	030	0644	$500.00
CALVERT CATERING	0228	25002600	030	0644	$2,500.00
CALVERT CATERING	0320	25002835	030	7090	$500.00
CALVERT CATERING	0325	25002214	030	7090	$1,500.00
CALVERT CATERING	0325	25002433	030	7090	$2,000.00
CALVERT CATERING	0335	25004036	030	7090	$2,000.00
CALVERT CATERING	0440	25002421	030	7090	$1,000.00

CALVERT CATERING	0450	25002753	030	7090	$1,894.77
CALVERT CATERING	0550	25002609	030	0110	$1,740.00
CALVERT CATERING	0601	25003239	030	0677	$1,000.00
CALVERT CATERING	0617	25002304	060	7435	$6,050.00
CALVERT CATERING	0617	25003030	030	0675	$3,400.00
CALVERT CATERING	0664	25002422	030	0672	$2,200.00
CALVERT CATERING	0706	25004244	030	0157	$2,500.00
CALVERT CATERING	0710	25004212	060	6387	$3,500.00
CALVERT CATERING	0710	25004243	060	6387	$1,000.00
CALVERT CATERING	0755	25002583	030	0176	$1,500.00
CALVERT CATERING	0755	25003687	030	0189	$5,000.00
CALVERT CATERING	0791	25002030	060	2600	$7,000.00
CALVERT CATERING	0810	25002880	030	0640	$2,019.45
CALVERT CATERING	0810	25002880	030	0649	$2,019.46
CALVERT CATERING	0852	2500415	030	0679	$1,000.00
CALVERT CATERING	0852	25004475	030	0682	$3,600.00
CALVERT CATERING	0854	25002982	030	0679	$500.00
CALVERT CATERING	0885	25002865	030	0140	$500.00
CALVIN CREST CAMP	0227	25004354	060	5634	$5,462.50
CAMBROOKE FOODS, INC.	1910	25003066	130	5310	$5,060.00
CAMP OAKHURST, INC.	0725	25003384	030	0173	$6,000.00
CAMPUS POINTE CINEMAS OPERATING CO., LLC	0505	25003037	030	7090	$3,300.00
CARNICERIA COLIMA	0417	25002613	030	0115	$1,120.00
CARNICERIA COLIMA	0465	25003688	030	0110	$2,500.00
CAROLINA BIOLOGICAL SUPPLY CO.	0055	25003323	030	7090	$1,846.48
CAROLYN DE ANDA	0395	25003105	030	7090	$3,357.59
CASA CORONA	0098	25003970	030	2430	$350.00
CASA CORONA	0098	25004067	030	2430	$350.00
CASA CORONA	0260	25002217	030	7091	$500.00
CASA OF FRESNO AND MADERA COUNTIES	0860	25002062	030	0694	$3,500.00
CASTILLO'S MEXICAN FOOD, INC.	0240	25002618	030	7090	$1,000.00
CCSESA	0440	25004421	030	7090	$600.00
CDW GOVERNMENT, INC.	0030	25004165	030	0115	$276.29
CDW GOVERNMENT, INC.	0055	25003366	030	7090	$391.85
CDW GOVERNMENT, INC.	0100	25002730	030	7090	$1,298.95
CDW GOVERNMENT, INC.	0127	25002516	030	7090	$3,006.79
CDW GOVERNMENT, INC.	0230	25002524	030	0625	$3,583.05
CDW GOVERNMENT, INC.	0230	25002527	030	0625	$3,374.85
CDW GOVERNMENT, INC.	0230	25004128	030	0625	$362.80
CDW GOVERNMENT, INC.	0330	25002536	680	0851	$287.35
CDW GOVERNMENT, INC.	0385	25002504	060	3010	$1,971.47
CDW GOVERNMENT, INC.	0415	25003895	030	0625	$1,242.63
CDW GOVERNMENT, INC.	0415	25003897	030	0625	$180.85
CDW GOVERNMENT, INC.	0421	25002530	030	0625	$4,677.10
CDW GOVERNMENT, INC.	0430	25003885	030	7090	$444.24
CDW GOVERNMENT, INC.	0505	25002247	030	7090	$2,990.46
CDW GOVERNMENT, INC.	0705	25003886	110	6391	$352.17

CDW GOVERNMENT, INC.	0706	25004169	030	0157	$4,028.95
CDW GOVERNMENT, INC.	0730	2501899	030	0656	$439.38
CDW GOVERNMENT, INC.	0755	25004434	030	0176	$1,474.74
CDW GOVERNMENT, INC.	0810	25004166	030	0640	$218.60
CDW GOVERNMENT, INC.	0865	25004112	030	0602	$208.03
CDW GOVERNMENT, INC.	0888	803712	030	0149	$300.00
CDW GOVERNMENT, INC.	0889	25003894	030	0709	$608.50
CDW GOVERNMENT, INC.	0919	25003778	060	8150	$1,791.52
CDW GOVERNMENT, INC.	0925	25003981	030	7230	$1,300.78
CDW GOVERNMENT, INC.	0930	25003314	030	0720	$4,108.95
CDW GOVERNMENT, INC.	1400	25002773	030	7394	$2,500.00
CDW GOVERNMENT, INC.	1910	25003150	130	5310	$2,912.70
CDW GOVERNMENT, INC.	1910	25003308	130	5310	$4,537.16
CDW GOVERNMENT, INC.	1910	25003309	130	5310	$2,286.67
CELINA SANTIAGO LLAMAS	0812	25002183	030	0137	$2,000.00
CENCAL SERVICES, INC.	1110	25003281	350	0917	$2,500.00
CENGAGE LEARNING	0455	25003101	030	7090	$1,805.34
CENGAGE LEARNING	1748	25003378	060	6300	$5,347.95
CENGAGE LEARNING	1748	25003381	060	6300	$8,965.01
CENTER FOR LAND-BASED LEARNING	0710	25004259	060	6387	$525.00
CENTER FOR LAND-BASED LEARNING	0710	25004261	060	6387	$525.00
CENTRAL CALIFORNIA LEGAL SERVICES, INC.	0860	25004413	030	0694	$1,500.00
CENTRAL CALIFORNIA WOMEN'S CONFERENCE	0240	25002754	030	0128	$1,245.00
CENTRAL CALIFORNIA WOMEN'S CONFERENCE	0796	25004422	030	0667	$1,775.00
CENTRAL CALIFORNIA WOMEN'S CONFERENCE	0860	25001990	030	0152	$1,485.00
CENTRAL CALIFORNIA WOMEN'S CONFERENCE	0860	25002748	030	0694	$3,300.00
CENTRAL SANITARY SUPPLY CO., INC.	1891	25003661	030	0716	$2,348.49
CENTRAL SANITARY SUPPLY CO., INC.	1891	25003664	030	0716	$2,019.64
CENTRAL SANITARY SUPPLY CO., INC.	1891	25003669	030	0716	$5,472.76
CENTRAL SANITARY SUPPLY CO., INC.	1891	2501633	030	0716	$28.11
CENTRAL SANITARY SUPPLY CO., INC.	1910	25004339	130	5310	$4,191.41
CENTRAL SANITARY SUPPLY CO., INC.	1910	25004340	130	5310	$178.78
CENTRAL SANITARY SUPPLY CO., INC.	1910	25004351	130	5310	$1,584.84
CENTRAL SANITARY SUPPLY CO., INC.	1910	25004364	130	5310	$9,908.28
CENTRAL SANITARY SUPPLY CO., INC.	1910	25004409	130	5310	$1,308.65
CENTRAL STAR MARKETING, LLC	0285	25002010	030	0111	$780.12
CENTRAL VALLEY AFFILIATE OF	0785	25003205	060	9017	$5,400.00
CENTRAL VALLEY IMMIGRANT INTEGRATION COLLABORATIVE	0758	25002669	060	7803	$5,000.00
CENTRAL VALLEY SPORTS STITCH AND INK	0450	25002123	030	0172	$4,800.00
CENTRO LA FAMILIA ADVOCACY SERVICES, INC.	0860	25002948	030	0694	$2,000.00
CHILDREN'S PLUS, INC.	0430	25004044	030	0625	$2,097.71
CHILDREN'S PLUS, INC.	0765	2501910	120	6052	$4,215.90
CHOCOLATE WISHES AND TREATS	0188	25002343	030	7090	$400.00
CHOCOLATE WISHES AND TREATS	0227	25002495	030	0644	$500.00
CHOCOLATE WISHES AND TREATS	0265	25002156	030	0115	$1,000.00
CHOCOLATE WISHES AND TREATS	0567	25004015	030	7090	$1,000.00

CHOCOLATE WISHES AND TREATS	0567	25004503	030	7090	$1,000.00
CHOCOLATE WISHES AND TREATS	0885	25002847	030	0140	$500.00
CHURRASCO GRILL	0435	25002436	030	7090	$1,300.00
CIF	0335	25004468	030	0172	$1,886.50
CIF CENTRAL SECTION	0185	25003294	030	0172	$1,595.00
CIF CENTRAL SECTION	0335	25004470	030	0172	$1,566.25
CIF CENTRAL SECTION	0421	25003976	030	0172	$1,797.50
CIF STATE OFFICE	0055	25002056	030	0172	$2,352.00
CIF STATE OFFICE	0185	25003297	030	0172	$1,920.80
CIF STATE OFFICE	0421	25003978	030	0172	$2,693.04
CINTAS CORP.	1910	25002441	130	5310	$1,159.35
CITY OF FRESNO/POLICE DEPT.	0185	25004330	030	7090	$352.00
CITY OF FRESNO/POLICE DEPT.	0230	25787495A	030	7090	$1,129.39
CITY OF FRESNO/POLICE DEPT.	0725	25002245	030	0675	$7,500.00
CKEPUSA, LLC	0865	25003198	030	0602	$5,319.99
CLASSWORK CO.	0330	25003376	060	3010	$1,999.00
CLASSWORK CO.	0417	25003304	030	7091	$3,316.00
CLAY MIX	0421	25003903	030	0125	$1,000.00
CLEAN LINE LANDSCAPE, INC.	1055	25004100	350	0917	$4,300.00
CLINTON BUSINESS AND CONFERENCE CENTER, LLC	0703	25003974	060	7311	$1,197.75
CLOVIS EAST HIGH SCHOOL	0421	25004497	030	0172	$425.00
CLOVIS HIGH SCHOOL	0145	25004495	030	0172	$450.00
CLOVIS WEST HIGH SCHOOL	0145	25004208	030	0172	$900.00
COMCAST CABLE	0856	25002522	030	0681	$3,000.00
COMMERCE PRINTING	1748	2501935	060	6300	$2,081.55
COMMISSION ON TEACHER CREDENTIALING	0701	25004329	060	3010	$2,130.00
COMMISSION ON TEACHER CREDENTIALING	0702	25003364	060	9075	$1,500.00
COMMITTEE FOR CHILDREN	1748	25002954	120	6053	$4,325.33
COMMUNITY PRODUCTS, LLC-RIFTON EQUIPMENT	0765	25002044	120	6053	$1,837.16
CONCORD THETRICALS CORP.	0727	25003804	030	0167	$1,040.00
CONCORD THETRICALS CORP.	0727	25003805	030	0167	$4,883.96
CONSORTIUM FOR SCHOOL NETWORKING	0887	25003678	030	0140	$2,599.00
CORE BUSINESS INTERIORS, INC.	1045	25002449	350	0913	$2,291.00
CORE BUSINESS INTERIORS, INC.	1961	25002780	350	0917	$8,378.67
CORWIN PRESS	0005	25002315	060	7399	$2,364.36
COURTESY MOVING SERVICE	1270	25003173	060	3213	$800.00
CREATIVE CAKES AND MORE	1910	25003067	130	5310	$1,100.00
CREATIVE LEARNING SYSTEMS	0710	25002521	060	6387	$7,000.00
CRESCO	1910	25002151	130	5310	$2,042.40
CRESCO	1910	25002543	130	5310	$338.92
CRESCO	1910	25002658	060	7032	$405.12
CRESCO	1910	25002671	130	5310	$302.08
CRESCO	1910	25002677	130	5310	$6,217.12
CRESCO	1910	25002681	130	5310	$223.20
CRESCO	1910	25002685	130	5310	$1,637.82
CRESCO	1910	25003042	130	5310	$7,096.93
CRESCO	1910	25003272	130	5310	$390.06

CRISIS PREVENTION INST., INC.	0787	25002281	030	0648	$4,331.17
CTBOOK HOLDINGS, LLC	1748	IB25000004	060	6300	$1,150.68
CULTER-OROSI JOINT UNIFIED SCHOOL DISTRICT	0421	25004505	030	0172	$350.00
CUMMINS PACIFIC, LLC	0925	25002087	030	7230	$5,000.00
CUMULUS MEDIA-FRESNO	0765	25002585	120	6053	$120.00
CUMULUS MEDIA-FRESNO	0765	25002588	120	6053	$1,560.00
CUMULUS MEDIA-FRESNO	0765	25002590	120	6053	$960.00
CUMULUS MEDIA-FRESNO	0765	25002592	120	6053	$120.00
CURRICULUM ASSOCIATES, INC.	0035	25002466	030	7090	$6,936.00
CURRICULUM ASSOCIATES, INC.	0210	25002546	030	7090	$4,786.88
CURRICULUM ASSOCIATES, INC.	0210	25002986	030	7090	$7,905.52
CURRICULUM ASSOCIATES, INC.	0250	25003091	030	7091	$3,017.50
CURRICULUM ASSOCIATES, INC.	0270	25002140	030	7091	$6,035.00
CURRICULUM ASSOCIATES, INC.	0310	25002469	060	6211	$6,936.00
CURRICULUM ASSOCIATES, INC.	0550	25004148	060	6211	$4,923.57
CURRICULUM ASSOCIATES, INC.	0617	25003568	060	7435	$6,936.00
D.E. VIGIL UNLIMITED, INC.	0919	25003214	060	8150	$2,466.03
DANIEL MURRIETA	0130	25003035	030	0173	$2,589.52
DANIEL MURRIETA	0130	25003158	030	7090	$8,483.81
DANIEL MURRIETA	0235	25002788	030	0125	$9,106.90
DANIEL MURRIETA	0460	25003156	030	7090	$8,971.72
DANTE CLUB	0617	25002130	060	7435	$4,500.00
DANTE CLUB	0810	25002832	060	9017	$2,400.00
DARLING INTERNATIONAL, INC.	0712	25003183	110	6390	$120.00
DAVID KNOTT, INC./FIG GARDEN ROCKERY	0919	25003196	060	8150	$5,000.00
DAVID RODRIGUEZ	0732	25004146	030	0658	$1,469.70
DAYLIGHT FOODS, INC.	0712	25002456	110	6390	$3,500.00
DELI DELICIOUS	0005	25001988	030	7090	$1,000.00
DELI DELICIOUS	0015	25002827	030	7090	$3,000.00
DELI DELICIOUS	0125	25002866	030	0124	$500.00
DELI DELICIOUS	0185	25003002	030	7090	$2,000.00
DELI DELICIOUS	0227	25002662	030	0644	$500.00
DELI DELICIOUS	0240	25004248	030	0171	$1,000.00
DELI DELICIOUS	0440	25002418	030	7090	$800.00
DELI DELICIOUS	0617	25003692	060	7435	$1,000.00
DELI DELICIOUS	0710	25004446	030	0152	$850.00
DELI DELICIOUS	0755	25002384	030	0189	$5,000.00
DELI DELICIOUS	0795	25003394	030	0705	$200.00
DELI DELICIOUS	0856	25004239	030	0681	$1,000.00
DELI DELICIOUS	0885	25002862	030	0140	$1,000.00
DELI DELICIOUS	0886	25003017	030	0140	$4,000.00
DELI DELICIOUS	0930	25003256	030	0720	$1,000.00
DELTAMATH SOLUTIONS, INC.	0417	25002319	030	7090	$1,700.00
DELTAMATH SOLUTIONS, INC.	0445	25003584	060	3010	$1,840.00
DEMCO, INC.	0100	25003392	030	0625	$1,061.02
DEMCO, INC.	0430	25002907	030	0625	$793.89
DEMCO, INC.	0530	25003777	030	0625	$5,645.43

DENI CAMIT	0810	25002840	030	0649	$6,000.00
DERREL'S MINI STORAGE #21/TULARE ST.	0705	25004167	110	6391	$5,344.80
DERREL'S MINI STORAGE #21/TULARE ST.	0755	25003191	030	0176	$2,073.24
DERREL'S MINI STORAGE #21/TULARE ST.	0758	25002086	030	0117	$1,953.24
DERREL'S MINI STORAGE, INC.	0765	25002498	120	6053	$5,786.10
DERREL'S MINI STORAGE/W. ASHLAN	0765	2501946	120	6053	$2,578.20
DESIGNING LEARNING, INC.	0127	25003266	030	7090	$5,000.00
DEVELOPMENT GROUP, INC.	1045	25002024	060	3213	$2,420.39
DI CICCO'S/BLACKSTONE	0005	25002301	030	7090	$1,000.00
DI CICCO'S/BLACKSTONE	0145	25004073	030	7090	$4,500.00
DI CICCO'S/KINGS CANYON	0567	25004278	030	7090	$1,000.00
DICICCO'S	0100	25003007	030	7090	$2,000.00
DICICCO'S	0310	25002142	030	0110	$1,000.00
DICICCO'S	0601	25003242	030	0677	$1,000.00
DICICCO'S	0930	25003259	030	0720	$1,000.00
DICICCOS ITALIAN RESTAURANT	0885	25002851	030	0140	$500.00
DICICCO'S ITALIAN RESTAURANT	0185	25003852	030	0125	$1,500.00
DICICCO'S ITALIAN RESTAURANT	0854	25003227	030	0679	$500.00
DINUBA HIGH SCHOOL	0055	25003690	030	0172	$350.00
DINUZZO ENTERPRISES, LLC	0480	25002607	030	7090	$1,000.00
DOCUMENT TRACKING SERVICE	0795	25002520	030	0705	$695.00
DON DEL TORO	0440	25004028	030	7090	$250.00
DONALD KEITH CAPPELLUTI	0710	25003874	060	6387	$2,371.39
DONALD KEITH CAPPELLUTI	0810	25004426	030	0137	$3,000.00
DONALD KEITH CAPPELLUTI	0810	25004426	030	0649	$3,500.00
DONALD KEITH CAPPELLUTI	0865	25002419	030	0602	$430.15
DONALD L. OJEDA II	0925	25004215	030	7230	$7,168.73
DOUBLE TREE INN BY HILTON	1910	25003276	060	7032	$3,126.55
DOUGGY FRESH PIZZA	0005	25002582	030	0172	$1,000.00
DRAMATIC PUBLISHING CO.	0185	25002547	030	7090	$360.00
DUFFY, TOM COMPANY	0919	25003928	060	8150	$3,491.47
DUMONT PRINTING, INC.	0856	25002798	030	0681	$280.63
DUTCH BROS COFFEE FRESNO	0070	25002704	030	7090	$3,000.00
DUTCH BROS COFFEE FRESNO	0340	25002679	030	0110	$800.00
DUTCH BROS COFFEE FRESNO	0705	25002973	110	6391	$4,000.00
DUTCH BROS COFFEE FRESNO	0856	25004411	030	0681	$500.00
DYNAMISM, INC.	0885	25002740	030	0143	$270.88
EAGLESHIELD PEST CONTROL, INC.	1910	25004153	130	5310	$2,328.00
EAT IT UP CATERING SERVICE, INC.	0852	25004473	030	0682	$2,500.00
ECONOMIC DEVELOPMENT CORP.	0860	25002949	030	0694	$2,500.00
ECONOMY MOVERS	1475	25002187	060	3213	$2,483.33
EDCITE, INC.	0260	25004365	060	6211	$2,350.00
EKC ENTERPRISES, INC.	0423	25004110	030	7090	$2,539.01
EKC ENTERPRISES, INC.	0919	25003956	060	8150	$1,330.25
EKC ENTERPRISES, INC.	0919	25003958	060	8150	$2,172.91
EKC ENTERPRISES, INC.	0919	25003959	060	8150	$5,673.70
EKC ENTERPRISES, INC.	1905	793707A	350	0913	$1,200.00

EL TORITO	0580	25002664	030	7090	$3,000.00
ELECTRONIC ENTRY DISTRIBUTORS	0919	25003291	060	8150	$3,000.00
ELITE EVENT VENUES, LLC	0617	25002129	060	7435	$3,000.00
ELITE EVENT VENUES, LLC	0701	25002480	030	0606	$900.00
ELITE LANDSCAPE CONSTRUCTION, INC.	1005	25003125	350	0913	$3,375.00
ELITE LANDSCAPE CONSTRUCTION, INC.	1920	25002879	030	0734	$5,580.00
ELITE LANDSCAPE CONSTRUCTION, INC.	1920	25002925	030	0734	$3,420.00
ENVIRO CLEAN	0670	25002053	110	6391	$5,000.00
ENVIRO CLEAN	1891	25002616	030	0716	$2,297.02
ENVIRO CLEAN	1910	25003119	130	5310	$970.27
ERIC WAGNER	0075	25004277	030	7090	$1,876.00
ESGI, LLC	0325	25003839	030	7091	$738.00
ESGI, LLC	0617	25003726	060	7435	$117.00
ESPINOSA, SANDRA	0495	25002889	080	8210	$110.30
ESTRELLITA	0617	25002548	060	7435	$2,369.71
EUGENE MITCHELL JR.	0601	25003250	030	0677	$1,000.00
EUGENE MITCHELL JR.	0755	25002383	030	0189	$5,000.00
EVERYCHILD CALIFORNIA	0765	25003625	120	9055	$5,000.00
EXCEPTIONAL PARENTS UNLIMITED, INC.	0765	25003695	060	9021	$5,000.00
EXPLORE LEARNING, LLC	0070	25003842	030	7090	$3,596.25
EXPLORE LEARNING, LLC	0130	25003843	030	7090	$4,830.00
EXPLORE LEARNING, LLC	0315	25004300	060	3010	$3,596.25
EXPLORE LEARNING, LLC	0340	25002684	030	7090	$3,596.25
EXPLORE LEARNING, LLC	0421	25003834	030	7091	$6,900.00
EXPLORE LEARNING, LLC	0422	25004360	060	3010	$3,596.25
EXPO DECOR	0852	25002990	030	0679	$6,270.00
FAN IN A BOX, LLC	0421	25003731	030	0172	$370.56
FARMER BROS. COMPANY	1910	25003230	130	5310	$1,400.00
FARMERS LUMBER & SUPPLY	0919	25002309	060	8150	$2,000.00
FARMERSVILLE HIGH SCHOOL	0185	25002216	030	0172	$500.00
FARMERSVILLE HIGH SCHOOL	0185	25003771	030	0172	$500.00
FD OPCO, LLC	0227	25002493	030	0644	$600.00
FD OPCO, LLC	0423	25004506	030	7090	$550.00
FIREPLACE, INC.	0701	25003443	060	6266	$1,890.00
FIREWORKS AND STAGE FX AMERICA, LLC	0130	25003295	030	7090	$565.00
FIRM, INC./FRESNO INTERDENOM. REFUGEE MINISTRIES	0860	25002950	030	0694	$2,500.00
FIRST 5 FRESNO COUNTY	0852	25002060	030	0679	$221.00
FIRST 5 FRESNO COUNTY	0852	25002070	030	0679	$221.00
FIRST 5 FRESNO COUNTY	0885	25003988	030	0143	$70.00
FIRST STRING SPORTS	0055	25002983	030	0172	$4,500.00
FIRST STRING SPORTS	0060	25003298	030	0172	$4,950.00
FIRST STRING SPORTS	0075	25004455	030	0172	$4,999.00
FIRST STRING SPORTS	0170	25004394	030	0172	$6,000.00
FIRST STRING SPORTS	0185	25004157	030	0172	$162.49
FIRST STRING SPORTS	0208	25002125	030	0172	$3,000.00
FIRST STRING SPORTS	0235	25002810	030	0172	$3,277.37

FIRST STRING SPORTS	0235	25003963	030	0172	$3,621.45
FIRST STRING SPORTS	0235	25004141	030	0172	$2,535.26
FIRST STRING SPORTS	0305	25004030	030	0172	$3,000.00
FIRST STRING SPORTS	0310	25003525	030	0172	$1,000.00
FIRST STRING SPORTS	0335	25003898	030	0172	$3,000.00
FIRST STRING SPORTS	0335	25004142	030	0172	$1,699.00
FIRST STRING SPORTS	0395	25002989	030	0172	$476.65
FIRST STRING SPORTS	0445	25003904	030	0172	$2,000.00
FIRST STRING SPORTS	0450	25003901	030	0172	$1,500.00
FIRST STRING SPORTS	0530	25004027	030	0172	$3,000.00
FIRST STRING SPORTS	0895	TA251014564	030	0112	$500.00
FIRST STRING SPORTS	0895	TA251014579	030	0112	$500.00
FIRST STRING SPORTS	0895	TA251028113	030	0112	$500.00
FIRST STRING SPORTS	0895	TA251030703	030	0112	$500.00
FIRST STRING SPORTS	0895	TA251048701	030	0112	$500.00
FIRST STRING SPORTS	0895	TA251049698	030	0112	$500.00
FIRST STRING SPORTS	0895	TA251061655	030	0112	$500.00
FITGUARD, INC.	1561	25002329	350	0913	$2,550.00
FLINN SCIENTIFIC, INC.	0055	25003319	030	7090	$103.24
FLINN SCIENTIFIC, INC.	0055	25003320	030	7090	$249.04
FLINN SCIENTIFIC, INC.	0421	25003321	030	0125	$2,784.52
FLINN SCIENTIFIC, INC.	1748	25002020	060	6300	$76.39
FLINN SCIENTIFIC, INC.	1748	25002041	060	6300	$125.22
FLINN SCIENTIFIC, INC.	1748	25002104	060	6300	$73.88
FLINN SCIENTIFIC, INC.	1748	25002104A	060	6300	$300.35
FLINN SCIENTIFIC, INC.	1748	2501765A	060	6300	$96.74
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1089	25003152	120	6128	$1,326.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1395	25002188	350	0916	$7,680.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1961	799435	350	0917	$3,665.00
FRESNO AG HARDWARE	1910	25003261	130	5310	$1,500.00
FRESNO ART MUSEUM	0710	25004403	060	6387	$450.00
FRESNO BEKINS	0710	25003848	030	0152	$3,050.00
FRESNO BEKINS	0787	25003940	060	6500	$9,500.00
FRESNO BEKINS	0805	25002190	030	0710	$6,000.00
FRESNO BEKINS	0885	25002789	030	0140	$3,000.00
FRESNO BEKINS	1055	798415A	060	3213	$2,656.23
FRESNO BEKINS	1160	25003262	060	3213	$1,356.23
FRESNO BEKINS	1255	778014B	350	0913	$3,809.69
FRESNO BEKINS	1285	804735A	350	0913	$1,670.45
FRESNO BEKINS	1335	25003946	350	0913	$1,560.00
FRESNO BUSINESS COUNCIL	0860	25002023	030	6350	$5,500.00
FRESNO CENTER FOR NEW AMERICANS	0860	25002391	030	0694	$5,000.00
FRESNO CHAFFEE ZOO	0340	25003782	080	8210	$711.00
FRESNO CHAFFEE ZOO CORPORATION	0145	25004263	030	7090	$930.00
FRESNO CHAFFEE ZOO CORPORATION	0210	25003908	060	6010	$350.00
FRESNO CHAFFEE ZOO CORPORATION	0701	25002747	030	0606	$1,409.50
FRESNO CHAFFEE ZOO CORPORATION	0755	25004127	030	0176	$1,007.70

FRESNO CHAMBER OF COMMERCE	0860	2501934	030	0694	$750.00
FRESNO CHRISTIAN SCHOOLS	0185	25003769	030	0172	$300.00
FRESNO CHRISTIAN SCHOOLS	0185	25003770	030	0172	$325.00
FRESNO CONVENTION & ENTERTAIN.	0227	25004276	060	5632	$9,908.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0145	25002871	060	722A	$2,800.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0410	25004216	060	6770	$1,200.00
FRESNO EQUIPMENT COMPANY	0235	2500939	030	0125	$1,750.00
FRESNO OXYGEN	0230	2501918	030	7091	$500.00
FRESNO OXYGEN	0670	25002263	110	6391	$2,300.00
FRESNO OXYGEN	0710	25003265	060	6387	$500.00
FRESNO RESCUE MISSION	0701	25004320	060	5823	$1,425.00
FRESNO RESCUE MISSION	0860	25002943	030	0694	$1,000.00
FRESNO ROOFING CO., INC.	0725	25003944	030	0172	$7,500.00
FSS CONTENT TOPCO, LP	0495	25003814	030	0625	$1,657.57
FSS CONTENT TOPCO, LP	0758	25003811	030	0117	$453.36
G L A D ENTERTAINMENT, INC.	0145	25002173	030	7090	$2,362.50
G W SCHOOL SUPPLY	0005	25004095	060	6010	$1,000.00
G W SCHOOL SUPPLY	0015	25002545	030	7090	$3,000.00
G W SCHOOL SUPPLY	0030	25004200	060	2600	$500.00
G W SCHOOL SUPPLY	0035	2500172	030	7090	$1,900.00
G W SCHOOL SUPPLY	0035	25002785	030	7090	$4,900.00
G W SCHOOL SUPPLY	0035	25003927	060	6010	$2,000.00
G W SCHOOL SUPPLY	0045	25002323	030	7090	$4,900.00
G W SCHOOL SUPPLY	0055	25002332	030	0173	$200.00
G W SCHOOL SUPPLY	0055	25002931	030	0171	$500.00
G W SCHOOL SUPPLY	0060	25003926	060	2600	$1,000.00
G W SCHOOL SUPPLY	0060	25004107	030	0625	$400.00
G W SCHOOL SUPPLY	0070	25002201	030	7090	$4,000.00
G W SCHOOL SUPPLY	0075	25003929	060	6010	$2,000.00
G W SCHOOL SUPPLY	0075	25004117	060	6010	$2,500.00
G W SCHOOL SUPPLY	0090	25002479	030	7090	$2,500.00
G W SCHOOL SUPPLY	0095	25002047	030	7090	$3,000.00
G W SCHOOL SUPPLY	0120	25004092	060	6010	$1,000.00
G W SCHOOL SUPPLY	0140	25003925	060	2600	$1,000.00
G W SCHOOL SUPPLY	0145	25004121	030	7090	$315.00
G W SCHOOL SUPPLY	0150	25004201	060	6010	$500.00
G W SCHOOL SUPPLY	0175	25002199	030	7090	$500.00
G W SCHOOL SUPPLY	0195	25004091	060	2600	$1,000.00
G W SCHOOL SUPPLY	0195	25004097	030	7090	$250.00
G W SCHOOL SUPPLY	0200	25004199	060	2600	$700.00
G W SCHOOL SUPPLY	0210	25002049	030	7090	$100.00
G W SCHOOL SUPPLY	0210	25002202	030	7090	$125.00
G W SCHOOL SUPPLY	0210	25002205	030	7090	$125.00
G W SCHOOL SUPPLY	0210	25002920	030	7090	$125.00
G W SCHOOL SUPPLY	0210	25002928	030	0110	$300.00
G W SCHOOL SUPPLY	0210	25002932	030	0110	$300.00
G W SCHOOL SUPPLY	0210	25002936	060	6500	$196.00

G W SCHOOL SUPPLY	0210	25002938	060	6500	$196.00
G W SCHOOL SUPPLY	0210	25002940	030	0110	$300.00
G W SCHOOL SUPPLY	0210	25004094	060	6010	$1,000.00
G W SCHOOL SUPPLY	0220	25003934	060	6010	$2,000.00
G W SCHOOL SUPPLY	0225	25003825	030	7090	$500.00
G W SCHOOL SUPPLY	0235	2501886	030	7090	$3,000.00
G W SCHOOL SUPPLY	0255	25003931	060	6010	$2,500.00
G W SCHOOL SUPPLY	0265	25002325	030	7090	$350.00
G W SCHOOL SUPPLY	0295	25004085	030	0110	$200.00
G W SCHOOL SUPPLY	0295	25004087	030	0110	$200.00
G W SCHOOL SUPPLY	0295	25004218	060	6010	$1,500.00
G W SCHOOL SUPPLY	0315	25003827	030	7090	$4,000.00
G W SCHOOL SUPPLY	0325	25004357	060	6010	$5,000.00
G W SCHOOL SUPPLY	0330	25002478	030	0625	$200.00
G W SCHOOL SUPPLY	0340	25002472	030	7090	$250.00
G W SCHOOL SUPPLY	0340	25002473	030	7090	$150.00
G W SCHOOL SUPPLY	0340	25004089	120	6105	$500.00
G W SCHOOL SUPPLY	0340	25004188	030	7090	$250.00
G W SCHOOL SUPPLY	0340	25004190	030	7090	$250.00
G W SCHOOL SUPPLY	0340	25004191	030	7090	$250.00
G W SCHOOL SUPPLY	0340	25004192	030	7090	$250.00
G W SCHOOL SUPPLY	0340	25004194	030	7090	$250.00
G W SCHOOL SUPPLY	0340	2500685	030	7090	$500.00
G W SCHOOL SUPPLY	0355	25003824	060	6510	$100.00
G W SCHOOL SUPPLY	0370	25002933	030	0625	$1,000.00
G W SCHOOL SUPPLY	0385	25004093	060	6010	$1,000.00
G W SCHOOL SUPPLY	0385	25004219	060	6500	$200.00
G W SCHOOL SUPPLY	0385	25004220	060	6500	$200.00
G W SCHOOL SUPPLY	0410	25003826	030	7090	$2,000.00
G W SCHOOL SUPPLY	0420	25004358	060	6010	$5,000.00
G W SCHOOL SUPPLY	0422	25004198	060	2600	$500.00
G W SCHOOL SUPPLY	0430	25004115	060	6010	$1,000.00
G W SCHOOL SUPPLY	0435	25002051	030	7090	$1,000.00
G W SCHOOL SUPPLY	0450	25002207	030	7090	$2,000.00
G W SCHOOL SUPPLY	0450	25004066	030	0110	$475.00
G W SCHOOL SUPPLY	0450	25004068	030	0110	$375.00
G W SCHOOL SUPPLY	0450	25004079	030	0110	$450.00
G W SCHOOL SUPPLY	0450	25004083	030	0110	$375.00
G W SCHOOL SUPPLY	0450	25004084	030	0110	$375.00
G W SCHOOL SUPPLY	0450	25004102	030	0110	$375.00
G W SCHOOL SUPPLY	0455	25003924	060	6010	$2,500.00
G W SCHOOL SUPPLY	0465	25003930	060	6010	$2,000.00
G W SCHOOL SUPPLY	0470	25002326	030	7090	$500.00
G W SCHOOL SUPPLY	0475	25003114	030	0625	$500.00
G W SCHOOL SUPPLY	0480	25004113	060	6010	$500.00
G W SCHOOL SUPPLY	0485	25003933	060	6010	$1,000.00
G W SCHOOL SUPPLY	0495	25004108	060	6010	$500.00

G W SCHOOL SUPPLY	0510	2501898	030	0110	$1,000.00
G W SCHOOL SUPPLY	0725	25002333	030	0173	$500.00
G W SCHOOL SUPPLY	0758	25002922	030	7091	$1,500.00
G2SOLUTIONS, INC.	0930	25003203	030	0720	$3,000.00
GALE GROUP, THE	0145	25004304	030	0625	$2,169.68
GARTON TRACTOR, INC.	0919	25004008	060	8150	$2,936.44
GATEWAY EDUCATIONAL HOLDINGS, LLC	0710	25002294	060	6387	$2,361.79
GEIL ENTERPRISES, INC.	0758	25003082	030	7091	$800.00
GEYER INSTRUCTIONAL AIDS	0230	25004186	030	7091	$160.59
GIMKIT, INC.	0395	25004007	030	7090	$1,000.00
GIMKIT, INC.	0460	25001981	030	7090	$650.00
GIPPER MEDIA, INC.	0055	25003986	030	0172	$1,500.00
GLOBAL DATEBOOKS	0565	25004020	030	7090	$681.85
GLOBAL DATEBOOKS	0565	25004022	030	7090	$681.85
GLOBAL DATEBOOKS	0565	25004023	030	7090	$627.68
GLOBAL DATEBOOKS	0565	25004143	030	7090	$681.85
GOLD STAR FOODS, INC.	0005	25003397	130	5370	$5,664.30
GOLD STAR FOODS, INC.	0015	25003407	130	5370	$3,111.78
GOLD STAR FOODS, INC.	0020	25003411	130	5370	$3,972.18
GOLD STAR FOODS, INC.	0025	25003463	130	5370	$3,943.50
GOLD STAR FOODS, INC.	0035	25003476	130	5370	$4,811.07
GOLD STAR FOODS, INC.	0045	25003483	130	5370	$5,406.18
GOLD STAR FOODS, INC.	0070	25003487	130	5370	$5,327.31
GOLD STAR FOODS, INC.	0075	25003495	130	5370	$4,345.02
GOLD STAR FOODS, INC.	0090	25003510	130	5370	$5,363.16
GOLD STAR FOODS, INC.	0095	25003520	130	5370	$4,230.30
GOLD STAR FOODS, INC.	0120	25003530	130	5370	$3,441.60
GOLD STAR FOODS, INC.	0135	25003533	130	5370	$4,717.86
GOLD STAR FOODS, INC.	0150	25003539	130	5370	$5,585.43
GOLD STAR FOODS, INC.	0155	25003544	130	5370	$6,496.02
GOLD STAR FOODS, INC.	0160	25003549	130	5370	$4,531.44
GOLD STAR FOODS, INC.	0175	25003554	130	5370	$3,520.47
GOLD STAR FOODS, INC.	0208	25003561	130	5370	$6,008.46
GOLD STAR FOODS, INC.	0210	25003562	130	5370	$4,129.92
GOLD STAR FOODS, INC.	0215	25003655	130	5370	$4,352.19
GOLD STAR FOODS, INC.	0220	25003658	130	5370	$2,954.04
GOLD STAR FOODS, INC.	0225	25003707	130	5370	$3,921.99
GOLD STAR FOODS, INC.	0250	25003708	130	5370	$2,416.29
GOLD STAR FOODS, INC.	0255	25003709	130	5370	$3,190.65
GOLD STAR FOODS, INC.	0260	25003710	130	5370	$4,244.64
GOLD STAR FOODS, INC.	0270	25003711	130	5370	$3,154.80
GOLD STAR FOODS, INC.	0285	25003713	130	5370	$4,682.01
GOLD STAR FOODS, INC.	0290	25003714	130	5370	$4,172.94
GOLD STAR FOODS, INC.	0295	25003715	130	5370	$5,119.38
GOLD STAR FOODS, INC.	0305	25003716	130	5370	$5,707.32
GOLD STAR FOODS, INC.	0310	25003428	130	5370	$3,778.59
GOLD STAR FOODS, INC.	0315	25003451	130	5370	$2,330.25

GOLD STAR FOODS, INC.	0325	25003461	130	5370	$3,541.98
GOLD STAR FOODS, INC.	0325	25004162	130	5370	$4,280.49
GOLD STAR FOODS, INC.	0340	25003513	130	5370	$3,656.70
GOLD STAR FOODS, INC.	0355	25003522	130	5370	$4,638.99
GOLD STAR FOODS, INC.	0365	25003534	130	5370	$7,750.77
GOLD STAR FOODS, INC.	0370	25003546	130	5370	$5,119.38
GOLD STAR FOODS, INC.	0380	25003550	130	5370	$3,785.76
GOLD STAR FOODS, INC.	0385	25003555	130	5370	$5,155.23
GOLD STAR FOODS, INC.	0410	25003559	130	5370	$4,560.12
GOLD STAR FOODS, INC.	0420	25003610	130	5370	$5,456.37
GOLD STAR FOODS, INC.	0430	25003613	130	5370	$4,237.47
GOLD STAR FOODS, INC.	0435	25003615	130	5370	$3,047.25
GOLD STAR FOODS, INC.	0450	25003618	130	5370	$6,252.24
GOLD STAR FOODS, INC.	0460	25003619	130	5370	$4,337.85
GOLD STAR FOODS, INC.	0465	25003622	130	5370	$4,911.45
GOLD STAR FOODS, INC.	0470	25003623	130	5370	$4,345.02
GOLD STAR FOODS, INC.	0475	25003627	130	5370	$5,090.70
GOLD STAR FOODS, INC.	0480	25003631	130	5370	$2,566.86
GOLD STAR FOODS, INC.	0485	25003637	130	5370	$4,825.41
GOLD STAR FOODS, INC.	0490	25003640	130	5370	$5,155.23
GOLD STAR FOODS, INC.	0495	25003642	130	5370	$3,950.67
GOLD STAR FOODS, INC.	0500	25003645	130	5370	$3,384.24
GOLD STAR FOODS, INC.	0510	25003558	130	5370	$4,058.22
GOLD STAR FOODS, INC.	0530	25003531	130	5370	$4,194.45
GOLD STAR FOODS, INC.	0535	25003472	130	5370	$5,406.18
GOLD STAR FOODS, INC.	0550	25003634	130	5370	$4,445.40
GOLD STAR FOODS, INC.	0565	25003647	130	5370	$5,212.59
GOLD STAR FOODS, INC.	0567	25003621	130	5370	$6,001.29
GOLD STAR FOODS, INC.	1910	25002635	130	5310	$5,754.40
GOLD STAR FOODS, INC.	1910	25002636	130	5310	$6,908.00
GOLD STAR FOODS, INC.	1910	25003093	130	5310	$8,979.30
GOLD STAR FOODS, INC.	1910	25003102	130	5310	$2,186.50
GOLD STAR FOODS, INC.	1910	25003103	130	5310	$1,356.50
GOLD STAR FOODS, INC.	1910	25003110	130	5310	$2,328.00
GOLD STAR FOODS, INC.	1910	25003117	130	5310	$3,270.00
GOLD STAR FOODS, INC.	1910	25003174	130	5310	$3,289.00
GOLD STAR FOODS, INC.	1910	25003175	130	5310	$7,091.00
GOLD STAR FOODS, INC.	1910	25003177	130	5310	$8,124.80
GOLD STAR FOODS, INC.	1910	25003331	130	5310	$5,181.00
GOLD STAR FOODS, INC.	1910	25003337	130	5310	$5,181.00
GOLD STAR FOODS, INC.	1910	25003338	130	5310	$5,181.00
GOLD STAR FOODS, INC.	1910	25003341	130	5310	$5,181.00
GOLDEN PALACE EVENT CENTER, INC.	0617	25002811	030	0675	$1,000.00
GOLDEN VALLEY HIGH SCHOOL	0145	25004349	030	0172	$400.00
GOLDEN VALLEY HIGH SCHOOL	0145	25004352	030	0172	$350.00
GOLDEN VALLEY HIGH SCHOOL	0145	25004406	030	0172	$350.00
GOLDEN VALLEY HIGH SCHOOL	0421	25004043	030	0172	$400.00

GOLDEN VALLEY HIGH SCHOOL	0421	25004045	030	0172	$350.00
GOLDEN VALLEY HIGH SCHOOL	0421	25004046	030	0172	$350.00
GOLF CAR CENTRAL SERVICE	0130	2501192	030	7090	$248.78
GOLF CAR CENTRAL SERVICE	0265	25002398	030	0115	$642.97
GOLF CAR CENTRAL SERVICE	0919	25002050	060	8150	$5,000.00
GOLF CAR CENTRAL SERVICE	0919	25002168	060	8150	$1,648.92
GOLF CAR CENTRAL SERVICE	1910	25002733	130	5310	$5,000.00
GOLF CAR CENTRAL SERVICE	1910	25003447	130	5310	$302.53
GOOD DIRT POTTERY STUDIO	0791	25002873	060	2600	$2,500.00
GOODHEART-WILLCOX CO.	0710	25002507	060	6387	$5,269.59
GOODHEART-WILLCOX CO.	0710	25003300	060	6387	$2,044.08
GOPHER	0145	25004031	030	7090	$1,325.62
GOPHER	0235	25004140	030	7090	$1,276.57
GORDON INDUSTRIAL SUPPLY, INC.	1910	25003033	130	5310	$1,412.84
GOTTSCHALK MUSIC CENTER	0100	25002759	030	7090	$750.00
GRADUATE SERVICES, LTD	0680	2501883	110	6391	$1,000.00
GRAINGER, INC.	1910	25002602	060	7032	$2,950.17
GRAINGER, INC.	1910	25002724	060	7032	$2,950.17
GRAINGER, INC.	1910	25002842	130	5310	$1,392.74
GRAINGER, INC.	1910	25003159	060	7032	$4,144.04
GRAINGER, INC.	1910	25003270	130	5310	$3,886.73
GRANICK SPORT, INC.	0055	25002079	030	0172	$171.41
GRANICK SPORT, INC.	0055	25002081	030	0172	$854.59
HARO ENTERTAINMENT	0055	25003641	030	0172	$600.00
HARO ENTERTAINMENT	0185	25002869	070	0761	$900.00
HARVEST OF HARMONY COMMUNITY CHURCH	0860	25002945	030	0694	$1,000.00
HCI-AUDIOMETRICS	0760	2500324	060	9017	$2,000.00
HD SUPPLY FACILITIES MAINTENANCE, LTD	1891	25002311	030	0716	$1,053.16
HD SUPPLY FACILITIES MAINTENANCE, LTD	1891	25003318	030	0716	$2,372.87
HEINEMANN PROFESSIONAL	0617	25001964	060	7435	$1,196.03
HEINEMANN PROFESSIONAL	0617	25002321	060	7435	$5,382.10
HEINEMANN PROFESSIONAL	0617	25002451	060	7435	$1,196.03
HEINEMANN PROFESSIONAL	0617	2501953	060	7435	$2,392.06
HELADOS LA TAPATIA, INC.	0340	25002615	030	7090	$400.00
HENG CHAN SUN KIM	0100	25003021	030	7090	$600.00
HENG CHAN SUN KIM	0185	25003003	030	7090	$1,000.00
HENG CHAN SUN KIM	0235	25003048	030	7090	$5,000.00
HENG CHAN SUN KIM	0445	25002424	030	7090	$100.00
HER, SUE	0495	25003911	080	8210	$99.02
HERITAGE-CRYSTAL CLEAN, LLC	0925	25001996	030	7230	$8,000.00
HEWITT'S RESTAURANT	0120	25002348	030	7090	$604.59
HEWITT'S RESTAURANT	0130	25002288	030	7090	$3,000.00
HEWITT'S RESTAURANT	0227	25002489	030	0644	$1,000.00
HEWITT'S RESTAURANT	0228	25002598	030	0644	$2,000.00
HEWITT'S RESTAURANT	0315	25002620	030	7090	$300.00
HEWITT'S RESTAURANT	0315	25002621	030	7090	$300.00
HEWITT'S RESTAURANT	0315	25002624	030	7090	$300.00

HEWITT'S RESTAURANT	0315	25002625	030	7090	$300.00
HEWITT'S RESTAURANT	0315	25002626	030	7090	$300.00
HEWITT'S RESTAURANT	0315	25002893	030	7090	$300.00
HEWITT'S RESTAURANT	0315	25002894	030	7090	$300.00
HEWITT'S RESTAURANT	0340	25002337	030	7090	$663.64
HEWITT'S RESTAURANT	0395	25002094	030	0125	$4,900.00
HEWITT'S RESTAURANT	0415	25002757	030	0115	$588.61
HEWITT'S RESTAURANT	0415	25002757	030	7090	$588.61
HEWITT'S RESTAURANT	0485	25002160	030	7090	$2,925.45
HEWITT'S RESTAURANT	0617	25002394	030	0675	$999.00
HEWITT'S RESTAURANT	0702	2501890	060	9075	$3,800.00
HEWITT'S RESTAURANT	0710	25004245	060	6387	$800.00
HEWITT'S RESTAURANT	0755	25002589	030	0176	$2,500.00
HEWITT'S RESTAURANT	0811	25004275	030	0130	$1,000.00
HEWITT'S RESTAURANT	0812	25002953	030	0137	$3,000.00
HEWITT'S RESTAURANT	0885	25002844	030	0140	$500.00
HIGHLAND BEEFALO FARMS, INC.	1910	25003136	130	5310	$9,544.50
HILLCREST FARM	0340	25003780	080	8210	$675.00
HL CORPORATION	0145	25003965	030	7090	$442.07
HOME DEPOT	0765	25004474	120	9055	$146.16
HOOVER HIGH SCHOOL	0421	25004489	030	0172	$650.00
HORN PHOTO, INC.	0710	25003734	060	6387	$300.00
HORN PHOTO, INC.	0860	25003449	030	0694	$520.05
HORN PHOTO, INC.	0860	25003454	030	0694	$444.17
HORN SHOP, THE	1400	25002955	030	7394	$2,000.00
HOUGHTON MIFFLIN COMPANY	0235	25003334	030	0625	$1,820.00
HOUGHTON MIFFLIN COMPANY	0240	25003841	060	3010	$1,560.00
HOUGHTON MIFFLIN COMPANY	1748	25002033	060	6300	$8,178.86
HOUGHTON MIFFLIN COMPANY	1748	25002885	060	6300	$6,194.39
HOUGHTON MIFFLIN COMPANY	1748	25004369	060	6300	$9,194.94
HOUSING AUTHORITY OF THE CITY OF FRESNO	0860	25002066	030	0694	$5,000.00
HUNGRY BEAR SALES	0885	25002850	030	0140	$500.00
HUNGRY HOWIE'S	0455	25002220	030	7090	$600.00
IDEAL SAW WORKS	0710	25002892	060	6387	$2,500.00
IN FULL BLOOM, LLC	0055	25002882	030	0172	$250.00
INCLUSIVE TLC, INC.	0552	25003786	030	0625	$3,559.00
INGRAHAM TROPHIES	0335	25003869	030	0172	$2,500.00
INSTRUCTURE, INC.	0127	25002467	030	0152	$5,776.00
INTELLIAS, INC.	0887	25003781	030	0140	$8,091.91
INTELLIGENT MARKING USA, INC.	0055	25002494	030	0172	$1,448.43
INTELLIGENT MARKING USA, INC.	0185	25003763	030	0172	$2,775.76
INTERNATIONAL AGRI-CENTER	0710	25004203	060	6387	$300.00
INTERNATIONAL AGRI-CENTER	0710	25004206	060	6387	$255.00
IVY HUFF	0796	25003773	030	0667	$2,000.00
IVY HUFF	0796	25003784	030	0667	$1,000.00
IXL LEARNING, INC.	0176	25003379	060	3010	$1,015.00
IXL LEARNING, INC.	0270	25002553	030	7090	$5,195.00

J & C BOOKS	1748	25002843	060	6300	$1,911.16
J & E RESTAURANT SUPPLY, INC.	0712	25002452	110	6390	$800.00
J AND I TWINS SUPER MARKET EL PARIAN, LLC	0575	2501927	030	0115	$6,024.26
J. TAYLOR EDUCATION, INC.	0208	25002791	030	7091	$1,069.41
J W PEPPER & SONS, INC.	0030	25003948	060	6770	$943.46
J W PEPPER & SONS, INC.	0185	25003698	030	7090	$750.00
J W PEPPER & SONS, INC.	0235	25004050	030	7090	$500.00
J W PEPPER & SONS, INC.	0421	25002909	030	0125	$2,000.00
J W PEPPER & SONS, INC.	1400	25002910	030	7394	$2,000.00
J W PEPPER & SONS, INC.	1400	25004221	030	7394	$500.00
J W PEPPER & SONS, INC.	1440	25002908	030	7394	$500.00
J. ELLIOT MARKETING	0880	25786113A	670	0841	$750.00
J. W. PEPPER & SONS, INC.	0421	25002403	030	0625	$1,342.88
JAMES MORPHY	0395	25003346	030	0172	$172.82
JAMES MORPHY	0395	25003352	030	0172	$238.12
JASMINE MARISOL NAVARRO	0812	25002184	030	0137	$2,000.00
JAVIER VILLAGOMEZ ELIZONDO	0185	25002425	030	7090	$3,696.92
JOHNNY BALTIERRA	0860	25002076	030	0694	$5,000.00
JOSTENS, INC.	0185	25002396	030	7090	$536.13
JOSTENS, INC.	0680	2501887	110	6391	$1,000.00
KAP 7 INTERNATIONAL	0055	25004138	030	0172	$803.82
KAPLAN EARLY LEARNING	0715	25002298	120	6105	$627.35
KARINA OROCIO	0145	25004417	060	4124	$1,253.18
KIKKU JAPANESE	0012	25003450	030	0134	$700.00
KIKKU JAPANESE	0175	25002500	030	7090	$610.82
KIKKU JAPANESE	0310	25002692	060	6211	$1,000.00
KIKKU JAPANESE	0440	25002420	030	7090	$1,500.00
KIKKU JAPANESE	0601	25003243	030	0677	$1,000.00
KIKKU JAPANESE	0617	25003693	060	7435	$1,000.00
KIKKU JAPANESE	0702	25003365	060	9075	$5,000.00
KIKKU JAPANESE	0885	25002860	030	0140	$1,000.00
KIKKU JAPANESE	0930	25003258	030	0720	$1,000.00
KIM CARLSON	0856	25002203	030	0681	$5,000.00
KONA ICE OF CLOVIS, LLC	0210	25002606	060	6010	$1,000.00
KONA ICE OF FRESNO, DBA ROLLING ICE, LLC	0295	25003807	030	7090	$4,900.00
KREBS, JAMES	0930	25002764	030	0720	$130.00
KUTA SOFTWARE, LLC	0421	25004442	030	7090	$784.00
L.N. CURTIS AND SONS	0710	25004334	060	6387	$4,368.44
LA ESTRELLA BAKERY	0015	25002619	030	7090	$1,000.00
LA ESTRELLA BAKERY	0250	25002225	030	7090	$500.00
LA ESTRELLA BAKERY	0310	25002143	030	0110	$1,000.00
LA IMPERIAL TAQUERIA	0450	25003850	030	7090	$2,073.12
LA IMPERIAL TAQUERIA	0850	25002567	030	0674	$2,040.79
LA TORTA	0210	25002269	030	0111	$700.00
LA TORTA	0856	25002935	030	0681	$500.00
LA TORTA	0885	25002858	030	0140	$500.00
LAKESHORE LEARNING MATERIALS	0075	25002297	030	7090	$4,051.07

LAKESHORE LEARNING MATERIALS	0225	25003349	030	7090	$3,460.80
LAKESHORE LEARNING MATERIALS	0260	25002174	030	7090	$559.15
LAKESHORE LEARNING MATERIALS	0260	25002253	030	7090	$559.15
LAKESHORE LEARNING MATERIALS	0765	25002055	120	6053	$1,221.17
LAKESHORE LEARNING MATERIALS	0765	25003322	060	9021	$365.50
LAKESHORE LEARNING MATERIALS	0785	25002243	060	6500	$1,720.52
LAKESHORE LEARNING MATERIALS	0785	25002307	060	6547	$3,020.79
LAKESHORE LEARNING MATERIALS	0785	25003333	060	6500	$4,964.36
LAKESHORE LEARNING MATERIALS	0785	2501188	060	6500	$1,520.00
LAKESHORE LEARNING MATERIALS	0785	2501930	060	6500	$1,677.27
LAKESHORE LEARNING MATERIALS	0785	2501948	060	6500	$1,713.39
LAKESHORE LEARNING MATERIALS	1748	25004260	120	6053	$9,954.66
LAOTIAN-AMERICAN COMMUNITY OF FRESNO	0860	25003776	030	0694	$3,000.00
LARSON BROTHERS	0090	25003438	080	8210	$2,401.31
LARSON BROTHERS	0185	25002996	030	0125	$500.00
LARSON BROTHERS	0285	25004408	080	8210	$89.71
LARSON BROTHERS	0430	25004018	080	8210	$3,060.02
LARSON BROTHERS	0495	25003057	080	8210	$321.58
LASTPASS US, LP	0886	25004356	030	0140	$2,270.83
LAZ KARP ASSOCIATES, LLC	0758	25002646	030	7091	$4,000.00
LAZ KARP ASSOCIATES, LLC	0795	25002802	060	3010	$500.00
LAZ KARP ASSOCIATES, LLC	0850	25002977	030	0674	$3,000.00
LEARNING A-Z	0270	25001975	030	7091	$3,604.00
LEARNING A-Z	0310	25003386	060	6211	$3,615.00
LEARNING A-Z	0325	25003845	030	7091	$723.00
LEARNING A-Z	0450	25003833	030	7090	$7,953.00
LELA'S PIZZERIA, LLC	0105	2500968	030	0171	$1,000.00
LELA'S PIZZERIA, LLC	0485	25002995	030	7090	$3,500.00
LELA'S PIZZERIA, LLC	0550	25002610	030	7090	$1,000.00
LEMOORE HIGH SCHOOL	0145	25004210	030	0172	$450.00
LEMOORE HIGH SCHOOL	0395	25002947	030	0172	$475.00
LEON ENVIRONMENTAL SERVICES	1160	25002077	060	3213	$1,000.00
LET'S DO LUNCH, INC.	1910	25003121	130	5310	$8,000.00
LIFELONG LEARNER ENTERPRISES II, LLC	0674	25003790	110	3913	$2,821.80
LIFELONG LEARNER ENTERPRISES II, LLC	0674	25003790	110	6390	$6,584.20
LILY'S CAFE	0045	25002676	030	0110	$500.00
LILY'S CAFE	0208	25002092	030	7090	$700.00
LILY'S CAFE	0601	25003452	030	0677	$1,000.00
LILY'S CAFE	0617	25003691	060	7435	$1,000.00
LILY'S CAFE	0617	2501885	030	0675	$4,999.00
LILY'S CAFE	0702	2501892	060	9075	$4,500.00
LILY'S CAFE	0755	25002388	030	0189	$5,000.00
LILY'S CAFE	0865	25002614	030	0602	$2,500.00
LILY'S CAFE	0885	25002861	030	0140	$1,000.00
LILY'S CAFE	0930	25003254	030	0720	$1,000.00
LINDSAY ELECTRIC COMPANY	1100	25003129	060	3213	$2,140.00
LINKA CORPORATION	0227	25002397	030	0644	$250.00

LINKA CORPORATION	0235	25002266	030	7090	$3,000.00
LINKA CORPORATION	0385	25002331	030	7090	$1,200.00
LINKA CORPORATION	0450	25003851	030	7090	$712.80
LINKA CORPORATION	0567	25004014	030	7090	$1,000.00
LINKA CORPORATION	0796	25003012	030	0667	$2,000.00
LINKA CORPORATION	0854	25002227	030	0653	$1,500.00
LINKA CORPORATION	0865	25002715	030	0602	$1,000.00
LITERACY MINNESOTA	0670	25002528	110	6391	$500.00
LITERACY RESOURCES, LLC	0325	25003828	030	7091	$89.00
LITERACY RESOURCES, LLC	0617	25002458	060	7435	$2,727.13
LITERACY RESOURCES, LLC	0617	25002491	060	7435	$3,670.72
LITERACY RESOURCES, LLC	0617	2501967	060	7435	$4,923.89
LIVINGWORKS	0810	25003339	060	9017	$8,191.26
LOPEZ, VERONICA	0930	25002766	030	0720	$94.00
LOS AMIGOS MEXICAN RESTAURANT	0005	2501782	030	7090	$242.44
LOS AMIGOS MEXICAN RESTAURANT	0098	25002961	030	0171	$350.00
LOWE'S	0030	25003251	030	7090	$500.00
LOWE'S	0060	25003912	060	2600	$600.00
LOWE'S	0230	25003878	030	7090	$500.00
LOWE'S	0240	25002312	030	7091	$500.00
LOWE'S	0791	25002322	060	2600	$4,900.00
LOWE'S	1910	25002698	130	5310	$5,000.00
LOWE'S	1910	25002751	130	5310	$172.64
LUNA PIZZERIA AND ITALIAN REST.	0415	25002645	030	7090	$800.00
LUNA PIZZERIA AND ITALIAN REST.	0450	25004032	030	7090	$678.65
LUNA PIZZERIA AND ITALIAN REST.	0550	25002155	030	7090	$800.00
M & M SCREEN PRINTING	0355	25004001	030	0172	$812.96
MADERA WASH DEPOT	0791	2501866	060	2600	$4,900.00
MADISON SCALISE	0812	25002186	030	0137	$2,000.00
MAGNETAR.US, INC.	0919	25002016	060	8150	$6,850.00
MAMA MIA PIZZERIA	0755	25002389	030	0189	$5,000.00
MAMA MIA PIZZERIA	0755	25002591	030	0176	$2,000.00
MARCUS SHAW	0812	25002192	030	0137	$2,000.00
MARIA GIL	0791	25003233	060	2600	$1,300.00
MARIN BY THE BAY, LLC	0700	25002560	060	3010	$650.00
MARJAREE MASON CENTER	0860	25002054	030	0694	$3,000.00
MATTHEW WILLIAM DAVIS	0055	25003774	030	0172	$1,000.00
MC GRAW-HILL EDUCATION, INC.	0176	25003840	060	3010	$465.00
MC GRAW-HILL EDUCATION, INC.	0235	25004333	030	0625	$4,149.64
MC GRAW-HILL EDUCATION, INC.	0430	25003853	030	7090	$985.21
MC GRAW-HILL EDUCATION, INC.	0617	25004183	060	7435	$1,089.07
MC GRAW-HILL EDUCATION, INC.	0710	25004152	060	6387	$4,150.19
MC GRAW-HILL EDUCATION, INC.	1748	25003317	060	6300	$5,258.78
MCKESSON MEDICAL-SURGICAL	0710	25002774A1	060	6387	$5,594.98
MCKESSON MEDICAL-SURGICAL	0710	25003084	060	6387	$1,450.88
MCKESSON MEDICAL-SURGICAL	1891	25004307	030	0716	$699.57
MCLANE H.S. STUDENT BODY	0185	25003063	030	0172	$450.00

MCLANE H.S. STUDENT BODY	0235	25002951	030	0172	$450.00
MEAT MARKET, INC. THE	0170	25002434	030	7090	$1,516.09
MEAT MARKET, INC. THE	0567	25002431	030	7090	$1,000.00
MEDITERRANEAN GRILL	0100	25003005	030	7090	$2,000.00
MEDITERRANEAN GRILL	0145	25004070	030	7090	$2,500.00
MEDITERRANEAN GRILL	0188	25002682	030	7090	$400.00
MEDITERRANEAN GRILL	0210	25002215	030	7090	$1,739.00
MEDITERRANEAN GRILL	0227	25002404	030	0644	$800.00
MEDITERRANEAN GRILL	0315	25002886	030	7090	$2,000.00
MEDITERRANEAN GRILL	0320	25002623	030	7090	$250.00
MEDITERRANEAN GRILL	0340	25002756	030	0110	$1,652.00
MEDITERRANEAN GRILL	0415	25003010	030	7090	$800.00
MEDITERRANEAN GRILL	0440	25002426	030	7090	$1,500.00
MEDITERRANEAN GRILL	0490	25002154	030	7090	$1,500.00
MEDITERRANEAN GRILL	0601	25003244	030	0677	$1,000.00
MEDITERRANEAN GRILL	0705	2501877	110	6390	$2,000.00
MEDITERRANEAN GRILL	0755	25002595	030	0176	$1,500.00
MEDITERRANEAN GRILL	0811	25004274	030	0130	$1,000.00
MEDITERRANEAN GRILL	0812	25002952	030	0137	$2,500.00
MEDITERRANEAN GRILL	0864	25004471	030	0695	$500.00
MEDITERRANEAN GRILL	0865	25004251	030	0602	$1,000.00
MEDITERRANEAN GRILL	0930	25003279	030	0720	$1,000.00
MEGA-PRINTS, INC.	1055	25002461	350	0917	$91.01
MEGA-PRINTS, INC.	1210	25002689	060	3213	$1,134.49
MEGA-PRINTS, INC.	1335	25002439	350	0913	$2,704.35
ME-N-ED'S, INC.	0015	25002707	030	7090	$3,000.00
ME-N-ED'S, INC.	0025	25002709	030	7090	$2,000.00
ME-N-ED'S, INC.	0035	25002975	030	7090	$5,000.00
ME-N-ED'S, INC.	0045	25002278	030	0110	$2,500.00
ME-N-ED'S, INC.	0055	25004195	030	0125	$1,000.00
ME-N-ED'S, INC.	0055	25004448	030	0171	$1,000.00
ME-N-ED'S, INC.	0075	25002084	030	7090	$700.00
ME-N-ED'S, INC.	0100	25002830	030	7090	$4,000.00
ME-N-ED'S, INC.	0102	25003797	030	2430	$2,248.00
ME-N-ED'S, INC.	0130	25002299	030	7090	$3,000.00
ME-N-ED'S, INC.	0185	25002999	030	7090	$2,000.00
ME-N-ED'S, INC.	0200	25002487	030	0172	$2,500.00
ME-N-ED'S, INC.	0210	25002272	030	7090	$4,700.00
ME-N-ED'S, INC.	0227	25002959	030	0644	$400.00
ME-N-ED'S, INC.	0230	25002276	030	0171	$3,000.00
ME-N-ED'S, INC.	0230	25002833	030	0124	$2,500.00
ME-N-ED'S, INC.	0235	25004039	030	0172	$100.00
ME-N-ED'S, INC.	0250	25002229	030	7090	$1,000.00
ME-N-ED'S, INC.	0265	25002157	030	0115	$3,000.00
ME-N-ED'S, INC.	0320	25002342	030	0171	$1,500.00
ME-N-ED'S, INC.	0335	25002282	030	7090	$1,500.00
ME-N-ED'S, INC.	0340	25002211	030	7090	$2,250.00

ME-N-ED'S, INC.	0340	25002666	030	7090	$1,419.10
ME-N-ED'S, INC.	0340	25002670	030	0110	$750.00
ME-N-ED'S, INC.	0365	25002838	080	8210	$1,100.00
ME-N-ED'S, INC.	0365	25004487	060	6010	$1,000.00
ME-N-ED'S, INC.	0370	25002672	030	7090	$500.00
ME-N-ED'S, INC.	0395	25003019	030	7090	$2,000.00
ME-N-ED'S, INC.	0395	2501868	060	722D	$2,500.00
ME-N-ED'S, INC.	0421	25004213	030	0171	$1,500.00
ME-N-ED'S, INC.	0421	25004450	030	0172	$649.92
ME-N-ED'S, INC.	0423	25002347	030	7090	$3,000.00
ME-N-ED'S, INC.	0440	25002416	030	7090	$1,000.00
ME-N-ED'S, INC.	0440	25002611	030	0115	$1,000.00
ME-N-ED'S, INC.	0440	25002629	030	7091	$1,000.00
ME-N-ED'S, INC.	0445	25002423	030	7090	$600.00
ME-N-ED'S, INC.	0450	25002739	030	7090	$1,400.00
ME-N-ED'S, INC.	0460	25002112	030	7090	$2,500.00
ME-N-ED'S, INC.	0505	25002743	030	7090	$988.42
ME-N-ED'S, INC.	0510	2501921	030	7090	$2,000.00
ME-N-ED'S, INC.	0530	25003854	030	7090	$988.42
ME-N-ED'S, INC.	0552	25002502	030	7090	$339.00
ME-N-ED'S, INC.	0567	25002430	030	7090	$500.00
ME-N-ED'S, INC.	0702	2501872	030	0720	$2,000.00
ME-N-ED'S, INC.	0755	25002387	030	0189	$5,000.00
ME-N-ED'S, INC.	0755	25002597	030	0176	$1,500.00
ME-N-ED'S, INC.	0755	25003363	030	0176	$8,000.00
ME-N-ED'S, INC.	0787	25003969	060	6500	$1,400.00
ME-N-ED'S, INC.	0795	25004490	030	0705	$4,739.00
ME-N-ED'S, INC.	0811	25004268	030	0130	$1,000.00
ME-N-ED'S, INC.	0854	25002981	030	0679	$300.00
ME-N-ED'S, INC.	0865	25004249	030	0602	$600.00
ME-N-ED'S, INC.	0885	25002857	030	0140	$1,000.00
ME-N-ED'S, INC.	0930	25003252	030	0720	$1,000.00
MESA ENERGY SYSTEMS, INC.	1910	25002737	130	5310	$8,592.50
MESA ENERGY SYSTEMS, INC.	1910	25003602	130	5310	$5,092.50
METEOR EDUCATION, LLC	1895	25004101	030	0717	$8,952.20
MICHAEL'S STORES	0355	25002127	030	7090	$200.00
MICHAEL'S STORES	0355	25002128	030	7090	$300.00
MICHAEL'S STORES	0370	25004392	030	0625	$500.00
MICHAEL'S STORES	0895	TA251046107	030	0112	$500.00
MICHAEL'S STORES	0895	TA251064233	030	0112	$500.00
MICHAEL'S STORES	0895	TA251064253	030	0112	$500.00
MID VALLEY DISTRIBUTORS	0919	25002138	060	8150	$5,500.00
MIMIS NORTH, LLC	0100	25002503	030	0115	$3,000.00
MIMIS NORTH, LLC	0265	25002158	030	0115	$2,000.00
MINUTEMAN PRESS	0105	25002408	030	7090	$886.79
MINUTEMAN PRESS	0370	25003204	030	7090	$1,971.19
MINUTEMAN PRESS	0395	25002793	030	0125	$92.36

MINUTEMAN PRESS	0710	25003055	030	0152	$204.59
MINUTEMAN PRESS	0888	25003211	030	0149	$97.50
MIRACLE PLAYSYSTEMS, INC.	1255	25003235	350	0913	$7,367.92
MISSION OAK HIGH SCHOOL	0421	25004492	030	0172	$525.00
MK ELECTRIC, LLC	1105	25003045	130	5310	$5,800.00
MK ELECTRIC, LLC	1185	25002966	130	5310	$2,500.00
MK ELECTRIC, LLC	1385	25003044	130	5310	$2,600.00
MOBILE MINI, INC.	1490	805688A	060	3213	$1,413.96
MONTGOMERY'S AUTOBODY	0919	25004355	060	8150	$8,266.27
MORRO BAY HIGH SCHOOL	0055	25003768	030	0172	$350.00
MULTI MARKETING CORP.	0055	25003164	030	7090	$3,559.81
MULTI MARKETING CORP.	0055	25003186	030	7090	$2,894.03
MULTI MARKETING CORP.	0856	25002803	030	0681	$4,076.75
MULTI MEDICAL SYSTEMS	0421	25004000	030	0172	$388.00
MUSIC THEATRE INTERNATIONAL	0727	25004427	030	0167	$4,240.00
MY POWER CORP.	0705	2501888	110	6391	$9,616.67
NAEYC/NATIONAL ASSOCIATION FOR THE	0765	25004305	120	9055	$2,338.60
NASCO EDUCATION, LLC	0421	25004445	030	0125	$447.75
NATIONAL ASSOC. OF CHARTER SCH. AUTHORIZORS	0012	25004464	030	0134	$1,500.00
NATIONAL AUTISM RESOURCES, INC.	0785	25002248	060	6500	$126.70
NATIONAL AUTISM RESOURCES, INC.	0785	25002264	060	6500	$122.90
NATIONAL AUTISM RESOURCES, INC.	0785	2501924	060	6500	$964.57
NATIONAL COLLEGE RESOURCES FOUNDATION	0706	2501938	060	3010	$1,500.00
NEARPOD, INC.	0105	25002295	060	3010	$5,760.00
NEARPOD, INC.	0130	25003830	030	7090	$7,600.00
NEARPOD, INC.	0150	25002271	060	3010	$5,760.00
NEARPOD, INC.	0170	25003832	030	7091	$8,235.00
NEARPOD, INC.	0325	25003329	030	7091	$4,840.00
NEARPOD, INC.	0415	25002781	030	7090	$5,760.00
NEARPOD, INC.	0417	25003080	030	7091	$3,562.80
NEARPOD, INC.	0700	25002316	060	3010	$4,840.00
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	0235	25002446	030	7090	$6,192.28
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	0919	25002572	060	8150	$3,543.06
NEWS-2-YOU, INC.	0235	25002305	030	7090	$2,994.95
NEXPLORE	0791	25806265A	060	2600	$7,377.50
NEXT GEN MATH, LLC	0210	25002779	030	7090	$9,360.00
NEXT GEN MATH, LLC	0260	25002063	030	7090	$9,105.00
NEXT GEN MATH, LLC	0270	25002505	030	7090	$5,940.00
NEXT GEN MATH, LLC	0310	25003393	030	7090	$6,890.00
NEXT GEN MATH, LLC	0435	25003071	030	7090	$4,097.00
NICK'S CUSTOM GOLF CARS	0145	25003819	030	7090	$4,785.25
NICK'S CUSTOM GOLF CARS	0417	25002535	030	0115	$1,129.56
NIMCO, INC.	0385	25004419	030	7090	$2,716.93
NO SURRENDER FRESNO, LLC	0230	25003866	030	0124	$60.00
NO TEARS LEARNING, INC.	1748	25002901	060	6300	$1,657.25
NO TEARS LEARNING, INC.	1748	25003385	060	6300	$1,657.25
NO TEARS LEARNING, INC.	1748	25003387	060	6300	$1,657.25

NO TEARS LEARNING, INC.	1748	25003388	060	6300	$1,657.25
NOODLETOOLS, INC.	0145	25004280	030	0625	$480.00
NOTORIOUS GRAFIX	0145	25002393	030	7090	$2,985.04
NOTORIOUS GRAFIX	0145	25002993	030	7090	$4,058.79
NSMOORE, INC.	0235	25002150	030	0125	$800.00
NSMOORE, INC.	0255	25002687	030	7090	$300.00
NSMOORE, INC.	0255	25002694	030	7090	$300.00
NSMOORE, INC.	0255	25003437	030	7090	$300.00
NSMOORE, INC.	0415	25002896	030	7090	$500.00
NSMOORE, INC.	0415	25002897	030	7090	$500.00
NSMOORE, INC.	0421	25003813	030	7090	$250.00
NSMOORE, INC.	0495	25002660	030	7090	$150.00
NSMOORE, INC.	0510	2501871	030	7090	$500.00
NVB EQUIPMENT, INC.	0919	25002874	060	8150	$2,000.00
ODELL PLANNING & RESEARCH, INC.	0905	25004313	030	0738	$97.00
ODP BUSINESS SOLUTIONS, LLC	0005	OD25000411	030	0113	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0012	OD25000236	030	0134	$500.00
ODP BUSINESS SOLUTIONS, LLC	0020	OD25000154	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0020	OD25000338	060	6010	$2,500.00
ODP BUSINESS SOLUTIONS, LLC	0030	OD25000176	030	0115	$3,000.00
ODP BUSINESS SOLUTIONS, LLC	0030	OD25000350	060	2600	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0055	OD25000287	030	0125	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0055	OD25000421	030	0625	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0060	OD25000222	030	7090	$4,900.00
ODP BUSINESS SOLUTIONS, LLC	0060	OD25000341	060	2600	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0060	OD25000366	030	0625	$3,500.00
ODP BUSINESS SOLUTIONS, LLC	0070	OD25000182	030	7090	$4,900.00
ODP BUSINESS SOLUTIONS, LLC	0075	OD25000337	060	6010	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0090	OD25000323	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0095	OD25000354	060	6010	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0098	OD25000257	030	7090	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0102	OD25000264	030	0172	$2,500.00
ODP BUSINESS SOLUTIONS, LLC	0105	OD25000475	060	6010	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0120	OD25000355	060	6010	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0125	OD25000258	030	0124	$586.25
ODP BUSINESS SOLUTIONS, LLC	0125	OD25000279	030	7090	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0125	OD25000280	030	7090	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0127	OD25000159	030	0139	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0130	OD25000163	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0130	OD25000347	030	0171	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0140	OD25000339	060	2600	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000223	030	7090	$4,000.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000224	030	7090	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000225	030	7090	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000226	030	7090	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000227	030	7090	$4,000.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000228	030	7090	$1,500.00

ODP BUSINESS SOLUTIONS, LLC	0145	OD25000295	030	0625	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000351	060	4124	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000367	030	0125	$500.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000368	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000369	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000370	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000371	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000372	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000373	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000374	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000380	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000438	030	7090	$115.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000439	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000440	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000441	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000445	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000446	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000447	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000448	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000449	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000450	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000451	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000452	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000453	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000454	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000455	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000456	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000457	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000458	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000459	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000461	030	7090	$215.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000462	030	7090	$100.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000463	030	7090	$115.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000464	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000465	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000466	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000467	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000468	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000469	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000470	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000471	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000472	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0145	OD25000473	030	7090	$315.00
ODP BUSINESS SOLUTIONS, LLC	0150	OD25000363	060	6010	$500.00
ODP BUSINESS SOLUTIONS, LLC	0170	OD25000340	030	0115	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0175	OD25000180	030	7090	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0175	OD25000180	030	7091	$2,000.00

ODP BUSINESS SOLUTIONS, LLC	0175	OD25000353	060	6010	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000235	030	0172	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000278	030	7090	$3,000.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000284A	030	7090	$5,400.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000296	030	0125	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000329	030	0125	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000420	030	7090	$2,200.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000422	030	7090	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0185	OD25000423	030	7090	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0188	OD25000175	030	0133	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0195	OD25000349	060	2600	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0200	OD25000277	030	7090	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0200	OD25000429	060	2600	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000173	030	0110	$400.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000174	030	0110	$300.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000232	030	0110	$400.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000233	030	7090	$300.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000261	030	0110	$300.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000289	030	0110	$400.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000291	060	6500	$196.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000292	060	6500	$196.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000293	060	6500	$196.00
ODP BUSINESS SOLUTIONS, LLC	0210	OD25000333	060	6010	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0215	OD25000270	030	7090	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0230	OD25000238	030	7091	$366.95
ODP BUSINESS SOLUTIONS, LLC	0230	OD25000327	030	7091	$1,451.77
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000273	030	0625	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000348	030	0172	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000356	030	7090	$4,999.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000377	030	7090	$575.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000400	030	7090	$526.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000401	030	7090	$500.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000402	030	7090	$657.50
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000403	060	6500	$200.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000404	030	7090	$263.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000405	030	7090	$657.50
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000406	030	7090	$657.50
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000407	030	7090	$150.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000408	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000409	030	7090	$657.50
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000434	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000442	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000443	030	7090	$100.00
ODP BUSINESS SOLUTIONS, LLC	0235	OD25000444	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0237	OD25000378	030	0133	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0240	OD25000311	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0250	OD25000305	030	0110	$2,000.00

ODP BUSINESS SOLUTIONS, LLC	0255	OD25000334	060	6010	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0260	OD25000229	060	6211	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0265	OD25000168	030	0115	$4,950.00
ODP BUSINESS SOLUTIONS, LLC	0265	OD25000260	030	0115	$3,500.00
ODP BUSINESS SOLUTIONS, LLC	0265	OD25000398	030	0110	$3,000.00
ODP BUSINESS SOLUTIONS, LLC	0270	OD25000164	030	0113	$4,995.00
ODP BUSINESS SOLUTIONS, LLC	0270	OD25000415	030	0110	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0285	OD25000167	030	7090	$4,000.00
ODP BUSINESS SOLUTIONS, LLC	0295	OD25000230	030	0111	$200.00
ODP BUSINESS SOLUTIONS, LLC	0295	OD25000417	030	0110	$200.00
ODP BUSINESS SOLUTIONS, LLC	0295	OD25000418	030	0110	$200.00
ODP BUSINESS SOLUTIONS, LLC	0295	OD25000419	030	0110	$200.00
ODP BUSINESS SOLUTIONS, LLC	0295	OD25000430	060	6010	$1,800.00
ODP BUSINESS SOLUTIONS, LLC	0295	OD25000433	030	7090	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0305	OD25000254	030	7090	$8,000.00
ODP BUSINESS SOLUTIONS, LLC	0305	OD25000375	060	6500	$330.00
ODP BUSINESS SOLUTIONS, LLC	0305	OD25000413	060	6010	$1,400.00
ODP BUSINESS SOLUTIONS, LLC	0315	OD25000250	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0320	OD25000247	030	0110	$5,500.00
ODP BUSINESS SOLUTIONS, LLC	0325	OD25000245	030	7091	$6,000.00
ODP BUSINESS SOLUTIONS, LLC	0330	OD25000274	030	0625	$300.00
ODP BUSINESS SOLUTIONS, LLC	0335	OD25000177	060	6385	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0335	OD25000185	060	722B	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0335	OD25000186	060	722C	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000312	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000313	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000314	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000315	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000316	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000317	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000318	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000319	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000320	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000321	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000390	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000391	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000392	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000394	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000395	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000396	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0340	OD25000435	030	7090	$250.00
ODP BUSINESS SOLUTIONS, LLC	0355	OD25000178	030	7090	$110.00
ODP BUSINESS SOLUTIONS, LLC	0355	OD25000179	030	7090	$400.00
ODP BUSINESS SOLUTIONS, LLC	0355	OD25000181	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0355	OD25000184	030	7090	$200.00
ODP BUSINESS SOLUTIONS, LLC	0355	OD25000328	030	7090	$400.00
ODP BUSINESS SOLUTIONS, LLC	0355	OD25000428	060	6010	$1,000.00

ODP BUSINESS SOLUTIONS, LLC	0365	OD25000426	060	6010	$1,500.00
ODP BUSINESS SOLUTIONS, LLC	0370	OD25000183	030	7090	$7,800.00
ODP BUSINESS SOLUTIONS, LLC	0370	OD25000294	030	0625	$800.00
ODP BUSINESS SOLUTIONS, LLC	0370	OD25000332	060	6010	$4,800.00
ODP BUSINESS SOLUTIONS, LLC	0370	OD25000343	030	0110	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0380	OD25000307	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0385	OD25000352	060	6010	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0385	OD25000386	060	6500	$200.00
ODP BUSINESS SOLUTIONS, LLC	0385	OD25000387	060	6500	$200.00
ODP BUSINESS SOLUTIONS, LLC	0395	OD250040	030	0125	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0395	OD250132	060	722D	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0410	OD25000325	030	7090	$7,000.00
ODP BUSINESS SOLUTIONS, LLC	0417	OD25000234	030	0115	$2,500.00
ODP BUSINESS SOLUTIONS, LLC	0421	OD25000306	030	0125	$1,700.00
ODP BUSINESS SOLUTIONS, LLC	0421	OD25000399	030	0125	$1,200.00
ODP BUSINESS SOLUTIONS, LLC	0422	OD25000431	060	2600	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0423	OD25000243	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0423	OD25000244	030	0115	$8,000.00
ODP BUSINESS SOLUTIONS, LLC	0430	OD25000160	030	7090	$7,500.00
ODP BUSINESS SOLUTIONS, LLC	0430	OD25000297	030	0625	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0430	OD25000361	060	6010	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0435	OD25000253	030	7090	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0440	OD25000268	030	7090	$4,000.00
ODP BUSINESS SOLUTIONS, LLC	0445	OD25000267	030	7090	$2,810.60
ODP BUSINESS SOLUTIONS, LLC	0450	OD25000298	030	7090	$4,950.00
ODP BUSINESS SOLUTIONS, LLC	0460	OD25000427	060	6010	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0465	OD25000322	030	7090	$2,444.47
ODP BUSINESS SOLUTIONS, LLC	0465	OD25000335	060	6010	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0470	OD25000166	030	7090	$500.00
ODP BUSINESS SOLUTIONS, LLC	0470	OD25000336	060	6010	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0475	OD25000281	030	0625	$3,000.00
ODP BUSINESS SOLUTIONS, LLC	0475	OD25000359	060	6010	$4,900.00
ODP BUSINESS SOLUTIONS, LLC	0480	OD25000269	030	7090	$3,000.00
ODP BUSINESS SOLUTIONS, LLC	0480	OD25000362	060	6010	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0480	OD25000424	030	0625	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0490	OD25000241	030	7090	$9,000.00
ODP BUSINESS SOLUTIONS, LLC	0495	OD25000165	030	7091	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0495	OD25000425	060	6010	$2,500.00
ODP BUSINESS SOLUTIONS, LLC	0505	OD25000251	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0530	OD25000416	030	7090	$5,000.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000170	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000171	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000172	030	7090	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000187	030	7091	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000188	030	7091	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000189	030	7091	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000190	030	7090	$350.00

ODP BUSINESS SOLUTIONS, LLC	0550	OD25000191	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000192	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000193	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000194	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000195	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000196	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000197	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000198	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000199	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000200	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000201	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000202	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000203	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000204	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000205	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000206	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000207	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000208	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000209	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000210	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000211	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000212	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000213	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000214	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000215	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000216	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000217	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000218	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000219	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000220	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0550	OD25000221	030	7090	$350.00
ODP BUSINESS SOLUTIONS, LLC	0567	OD25000360	060	6010	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0567	OD25000389	030	0625	$300.00
ODP BUSINESS SOLUTIONS, LLC	0580	OD25000271	030	7090	$4,900.00
ODP BUSINESS SOLUTIONS, LLC	0617	OD25000256	060	7435	$1,728.78
ODP BUSINESS SOLUTIONS, LLC	0617	OD25000299	060	7435	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0617	OD25000304	060	7435	$475.70
ODP BUSINESS SOLUTIONS, LLC	0617	OD25000330	060	7435	$247.57
ODP BUSINESS SOLUTIONS, LLC	0664	OD25000275	030	0672	$3,000.00
ODP BUSINESS SOLUTIONS, LLC	0725	OD25000272	030	0172	$4,000.00
ODP BUSINESS SOLUTIONS, LLC	0730	OD25000344	030	0110	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0755	OD25000252	030	0176	$8,000.00
ODP BUSINESS SOLUTIONS, LLC	0755	OD25000300	030	0176	$4,500.00
ODP BUSINESS SOLUTIONS, LLC	0758	OD25000357	030	7091	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0765	OD25000169	120	6053	$325.04
ODP BUSINESS SOLUTIONS, LLC	0785	OD25000266	060	6500	$480.39
ODP BUSINESS SOLUTIONS, LLC	0787	OD25000301	060	6500	$3,000.00

ODP BUSINESS SOLUTIONS, LLC	0795	OD25000259	060	3010	$2,500.00
ODP BUSINESS SOLUTIONS, LLC	0795	OD25000310	030	0705	$2,500.00
ODP BUSINESS SOLUTIONS, LLC	0810	OD25000262	060	9017	$6,000.00
ODP BUSINESS SOLUTIONS, LLC	0810	OD25000263	030	0641	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0811	OD25000397	030	0130	$2,000.00
ODP BUSINESS SOLUTIONS, LLC	0852	OD25000410	030	0682	$3,000.00
ODP BUSINESS SOLUTIONS, LLC	0864	OD25000412	030	0695	$1,000.00
ODP BUSINESS SOLUTIONS, LLC	0865	OD25000364	030	0315	$4,900.00
ODP BUSINESS SOLUTIONS, LLC	0865	OD25000365	030	0602	$4,900.00
ODP BUSINESS SOLUTIONS, LLC	0880	25004494	680	0851	$151.59
ODP BUSINESS SOLUTIONS, LLC	0880	OD25000414	690	0861	$306.34
ODP BUSINESS SOLUTIONS, LLC	0886	OD25000265	030	0140	$4,000.00
ODP BUSINESS SOLUTIONS, LLC	0889	OD25000161	030	0709	$8,500.00
ODP BUSINESS SOLUTIONS, LLC	0895	OD25000331	030	0716	$3,500.00
ODP BUSINESS SOLUTIONS, LLC	0919	OD25000255	060	8150	$7,000.00
ODP BUSINESS SOLUTIONS, LLC	0925	OD25000379	030	7230	$8,000.00
ODP BUSINESS SOLUTIONS, LLC	0930	OD25000290	030	0720	$4,900.00
ODP BUSINESS SOLUTIONS, LLC	1400	OD25000231	030	7394	$4,000.00
ODP BUSINESS SOLUTIONS, LLC	1891	OD25000302	030	0716	$575.98
ODP BUSINESS SOLUTIONS, LLC	1921	OD25000474	030	0734	$4,000.00
ORIGAMI RISK, LLC	0880	25003107	690	0861	$6,900.00
OTICON, INC.	0788	25003412	060	6500	$1,000.00
OVERDRIVE, INC.	0145	25004056	030	0625	$4,000.00
OVERDRIVE, INC.	0421	25002642	030	0625	$2,000.00
OVERDRIVE, INC.	0423	25004367	030	0625	$4,700.00
PACE SUPPLY CORP.	0919	25002180	350	0917	$2,167.80
PACE SUPPLY CORP.	0919	25003921	060	8150	$3,678.05
PACIFIC FABRICATION	0919	25003935	060	8150	$6,582.26
PACIFICA PIZZA/OLIVE	0045	25003049	030	0110	$3,000.00
PACIFICA PIZZA/OLIVE	0098	25002675	030	2430	$1,000.00
PACIFICA PIZZA/OLIVE	0185	25002937	030	0172	$1,000.00
PACIFICA PIZZA/OLIVE	0185	25002998	030	7090	$3,000.00
PACIFICA PIZZA/OLIVE	0340	25002341	030	7090	$2,000.00
PACIFICA PIZZA/OLIVE	0856	25004412	030	0681	$500.00
PANADERIA AND TAQUERIA	0325	25003223	030	7090	$1,050.00
PANERA BREAD COMPANY	0070	25002703	030	7090	$1,000.00
PANERA BREAD COMPANY	0185	25002870	030	7090	$3,000.00
PANERA BREAD COMPANY	0295	25002427	030	7090	$200.00
PANERA BREAD COMPANY	0310	25002145	060	6211	$1,000.00
PANERA BREAD COMPANY	0423	25002345	030	7090	$1,000.00
PANERA BREAD COMPANY	0440	25002417	030	7090	$1,000.00
PANERA BREAD COMPANY	0455	25002578	030	0115	$250.00
PANERA BREAD COMPANY	0455	25002578	030	7090	$750.00
PANERA BREAD COMPANY	0550	25002283	030	0110	$900.00
PANERA BREAD COMPANY	0601	25003395	030	0677	$1,000.00
PANERA BREAD COMPANY	0617	25002594	060	7435	$1,135.56
PANERA BREAD COMPANY	0617	25002837	060	7435	$1,000.00

PANERA BREAD COMPANY	0702	25003367	060	9075	$5,000.00
PANERA BREAD COMPANY	0852	25002700	030	0679	$1,500.00
PANERA BREAD COMPANY	0885	25002863	030	0140	$1,000.00
PARDINI'S CATERING	0758	25002673	030	7091	$5,634.20
PARTY WORKS, INC./CLOVIS	0100	25004230	030	7090	$2,000.00
PARTY WORKS/BLACKSTONE	0055	25002883	030	0172	$250.00
PARTY WORKS/W. SHAW	0370	25004465	030	7090	$500.00
PARTY WORKS/W. SHAW	0811	25004234	030	0130	$500.00
PATRICK SMITH	0919	25002118	060	8150	$5,399.00
PAUL WILLIAM LOCKE	0421	25004197	030	0125	$2,000.00
PCG HOSPITALITY GROUP, INC.	0886	25002768	030	0140	$1,000.00
PEPA'S MEXICAN RESTAURANT	0175	25002222	030	7090	$585.00
PEPA'S MEXICAN RESTAURANT	0235	2501875	030	0123	$3,500.00
PEPA'S MEXICAN RESTAURANT	0330	25002899	030	0111	$195.00
PEPSI-COLA COMPANY	0712	25002455	110	6390	$3,300.00
PERFORMANCE HEALTH HOLDINGS, INC.	0235	25003572	030	0172	$766.94
PERFORMANCE HEALTH HOLDINGS, INC.	0395	25002265	060	722D	$652.62
PERFORMANCE HEALTH HOLDINGS, INC.	0395	25003332	060	722D	$287.13
PERFORMANCE HEALTH HOLDINGS, INC.	0725	25004501	030	0172	$287.13
PERFORMANCE HEALTH HOLDINGS, INC.	1891	25004370	030	0716	$2,591.45
PERSONNEL CONCEPTS	0880	25004405	680	0851	$604.50
PETUNIA'S PLACE	0145	25004120	030	7090	$315.00
PETUNIA'S PLACE	0330	25002477	030	0625	$1,000.00
PETUNIA'S PLACE	0365	25002957	030	0625	$1,000.00
PETUNIA'S PLACE	0421	25002471	030	0625	$4,900.00
PETUNIA'S PLACE	0430	25002918	030	0625	$5,000.00
PETUNIA'S PLACE	0475	25003116	030	0625	$3,000.00
PETUNIA'S PLACE	0495	25002919	030	0625	$1,000.00
PETUNIA'S PLACE	0727	25003330	030	0169	$1,000.00
PHONAK, LLC	0788	25003406	060	6500	$4,900.00
PIEMONTE'S ITALIAN DELI	0015	25002829	030	7090	$3,000.00
PIEMONTE'S ITALIAN DELI	0235	25002209	030	0125	$1,800.00
PILGRIM ARMENIAN CONGREGATION	0617	25002131	060	7435	$1,070.00
PIONEER ATHLETICS	0145	25003857	030	0172	$450.00
PIONEER ATHLETICS	0145	25003862	030	0172	$500.00
PIONEER VALLEY HIGH SCHOOL	0145	25004255	030	0172	$450.00
PIONEER VALLEY HIGH SCHOOL	0145	25004348	030	0172	$500.00
PITNEY BOWES GLOBAL FINANCIAL SERVICES, LLC	0897	25004154	030	0716	$8,000.00
PIXELLOT US, INC.	0421	25003979	030	0172	$1,499.00
PIXELLOT US, INC.	0421	25004391	030	0172	$499.00
PKU PERSPECTIVES	1910	25003072	130	5310	$1,100.00
PLAYSCRIPTS, INC.	0727	25004193	030	0167	$895.00
POCKET NURSE MEDICAL SUPPLIES	0670	25003026	110	3555	$8,473.80
PORT WILLIAM ACADEMY, LLC	0335	25002523	030	7090	$566.67
POSITIVE PHYSICS, LLC	0235	25004034	030	7090	$2,249.00
POSITIVE PROMOTIONS, INC.	0365	25003029	080	8210	$563.06
PRE SORT CENTER OF STOCKTON, INC.	0055	2501458	030	7090	$1,150.00

PRE SORT CENTER OF STOCKTON, INC.	0440	25003166	030	7090	$1,000.00
PRISM SCHOOL SERVICES CORP.	0355	25003754	030	0172	$600.00
PRO-ED, INC.	0617	25003644	060	7435	$1,159.83
PROFESSIONAL PRINT AND MAIL, INC.	0035	25004217	030	7090	$131.10
PROFESSIONAL PRINT AND MAIL, INC.	0075	25004062	030	0110	$393.31
PROFESSIONAL PRINT AND MAIL, INC.	0225	25004451	030	7090	$121.00
PROFESSIONAL PRINT AND MAIL, INC.	0230	25004257	030	0124	$131.10
PROFESSIONAL PRINT AND MAIL, INC.	0235	25004061	030	0125	$196.66
PROFESSIONAL PRINT AND MAIL, INC.	0260	25003350	030	7090	$60.50
PROFESSIONAL PRINT AND MAIL, INC.	0305	25004054	030	0110	$262.21
PROFESSIONAL PRINT AND MAIL, INC.	0385	25004254	030	7090	$262.21
PROFESSIONAL PRINT AND MAIL, INC.	0490	25004053	030	7090	$262.21
PROFESSIONAL PRINT AND MAIL, INC.	0490	25004463	030	7090	$262.21
PROFESSIONAL PRINT AND MAIL, INC.	0530	25004047	030	0110	$262.21
PROJECT 1972, INC.	0860	25003111	030	0694	$5,800.00
PROJECT LEAD THE WAY, INC.	0030	25002260	060	9095	$1,200.00
PROJECT LEAD THE WAY, INC.	0030	25002262	060	9095	$1,200.00
PROJECT LEAD THE WAY, INC.	0055	25004363	030	7090	$4,400.00
PRO-SCREEN, INC SIGNS & GRAPHICS	0030	25002453	030	0172	$762.00
PRO-SCREEN, INC SIGNS & GRAPHICS	0230	25003043	030	7090	$8,646.73
PRO-SCREEN, INC SIGNS & GRAPHICS	0325	25002934	030	7090	$404.72
PRO-SCREEN, INC SIGNS & GRAPHICS	0330	25002828	030	0110	$404.72
PRO-SCREEN, INC SIGNS & GRAPHICS	0410	25003743	030	7090	$404.72
PRUDENTIAL OVERALL SUPPLY	0670	25002444	110	6390	$1,743.00
QUINN POWER SYSTEMS	0919	25004125	060	8150	$1,560.00
QUIZIZZ, INC.	0145	25004272	030	7090	$8,400.00
QUIZIZZ, INC.	0417	25003303	030	7090	$4,520.00
R & S ERECTION TRI-COUNTY, INC.	0919	25003283	060	8150	$472.50
R F MACDONALD COMPANY	1910	25002067	130	5310	$6,000.00
R/G AWARD SYSTEMS	0235	25002994	030	7090	$1,000.00
R/G AWARD SYSTEMS	0320	25001984	030	0172	$600.00
RAINDANCE PRESS, INC.	0020	25002356	060	3010	$3,268.71
RAINDANCE PRESS, INC.	0485	25002371	030	7090	$4,474.03
RAINDANCE PRESS, INC.	0510	25002328	030	7091	$3,172.88
RAPTOR TECHNOLOGIES, LLC	0664	25002506	030	0672	$576.33
RAPTOR TECHNOLOGIES, LLC	0732	25002836	030	0658	$823.46
RDO EQUIPMENT COMPANY	0919	25003046	060	8150	$1,662.10
READING HEART	0005	25004037	060	6010	$1,000.00
RED CARPET	0710	25002508	030	0152	$515.88
RED CARPET	0796	25002734	030	0667	$275.88
RED GOLD, LLC	1910	25003342	130	5310	$7,030.24
REDEEMER LUTHERAN CHURCH	0787	2501809	060	6500	$375.00
REEDLEY HIGH SCHOOL	0145	25003863	030	0172	$320.00
REFRIGERATION SUPP. DIST.	0919	25002586	060	8150	$1,809.15
REFRIGERATION SUPP. DIST.	1910	25002800	130	5310	$4,056.62
REGAL CINEMEDIA CORP.	0102	25003282	030	2430	$465.00
REHABMART, LLC	0788	25003999	060	6500	$1,758.42

RENAISSANCE LEARNING, INC.	0060	25004264	030	7090	$5,003.60
RENAISSANCE LEARNING, INC.	0176	25003377	060	3010	$1,390.00
RENAISSANCE LEARNING, INC.	0295	25004281	030	7090	$6,751.00
RENAISSANCE LEARNING, INC.	0510	25004302	030	7090	$4,241.52
REPTILE RON ANIMAL PRESENTATIONS, INC.	0145	25004435	030	7090	$300.00
RESEARCH PRESS CO. INC.	0785	2501909	060	6500	$430.68
RESORT LIFE VENTURES, INC.	0055	25003985	030	7090	$4,000.00
RESORT LIFE VENTURES, INC.	0105	2500906	030	0115	$2,750.00
REXEL USA, INC.	0919	25002198	060	8150	$4,631.80
REXEL USA, INC.	0919	25002787	060	8150	$8,005.36
REXEL USA, INC.	0919	25003817	060	8150	$9,695.54
RGC MANAGEMENT, INC.	0810	25002370	030	0130	$400.00
RGC MANAGEMENT, INC.	0810	25002370	030	0141	$800.00
RGC MANAGEMENT, INC.	0810	25002370	030	0640	$1,200.00
RGC MANAGEMENT, INC.	0810	25002370	030	0641	$400.00
RGC MANAGEMENT, INC.	0810	25002370	030	0649	$1,200.00
RICHARD'S CRANE SERVICE, LLC	0919	25001980	060	8150	$5,000.00
RICOH USA, INC.	0005	RL250279	030	7090	$6,985.60
RICOH USA, INC.	0005	RL250530	030	0110	$886.20
RICOH USA, INC.	0005	RL250545	030	7091	$3,151.70
RICOH USA, INC.	0005	RL250555	030	7090	$712.64
RICOH USA, INC.	0012	RL250296	030	0134	$1,767.00
RICOH USA, INC.	0025	RL250541	030	7090	$5,183.12
RICOH USA, INC.	0035	RL250505	030	7090	$627.22
RICOH USA, INC.	0035	RL250515	030	7090	$627.22
RICOH USA, INC.	0035	RL250547	030	7090	$2,973.70
RICOH USA, INC.	0045	RL250526	030	7090	$5,909.51
RICOH USA, INC.	0055	RL250277	030	0125	$4,831.30
RICOH USA, INC.	0055	RL250278	030	0125	$428.20
RICOH USA, INC.	0055	RL250509	030	0123	$671.32
RICOH USA, INC.	0055	RL250520	030	7091	$627.22
RICOH USA, INC.	0055	RL250525	030	0125	$675.40
RICOH USA, INC.	0075	RL250523	030	7090	$627.72
RICOH USA, INC.	0090	RL250264	030	7090	$3,094.10
RICOH USA, INC.	0095	RL250250	030	7090	$5,617.30
RICOH USA, INC.	0095	RL250285	030	7090	$6,022.30
RICOH USA, INC.	0102	RL250532	030	2430	$627.22
RICOH USA, INC.	0105	RL250257	030	0115	$4,595.20
RICOH USA, INC.	0140	RL250308	030	7090	$1,767.00
RICOH USA, INC.	0140	RL250507	030	0110	$2,945.02
RICOH USA, INC.	0145	RL250275	030	7090	$6,188.50
RICOH USA, INC.	0145	RL250276	030	7090	$1,726.20
RICOH USA, INC.	0145	RL250315	030	0625	$1,074.80
RICOH USA, INC.	0145	RL250521	030	7090	$512.70
RICOH USA, INC.	0145	RL250529	030	7090	$627.22
RICOH USA, INC.	0145	RL250534	030	7090	$1,139.90
RICOH USA, INC.	0145	RL250539	030	7090	$2,770.84

RICOH USA, INC.	0145	RL250552	030	7090	$3,358.04
RICOH USA, INC.	0145	RL250556	030	7090	$2,753.43
RICOH USA, INC.	0145	RL250558	030	7090	$2,944.60
RICOH USA, INC.	0150	RL250251	030	0113	$6,322.72
RICOH USA, INC.	0150	RL250283	030	0110	$4,394.52
RICOH USA, INC.	0160	RL250265	030	7090	$4,098.80
RICOH USA, INC.	0170	RL250282	030	7090	$1,726.20
RICOH USA, INC.	0170	RL250292	030	7090	$4,306.00
RICOH USA, INC.	0170	RL250500	030	7090	$1,563.40
RICOH USA, INC.	0170	RL250544	030	7090	$2,850.60
RICOH USA, INC.	0170	RL250554	030	7090	$3,412.60
RICOH USA, INC.	0175	RL250262	030	0113	$1,116.00
RICOH USA, INC.	0175	RL250294	030	7090	$2,565.30
RICOH USA, INC.	0185	RL250291	030	0125	$1,583.12
RICOH USA, INC.	0185	RL250319	030	7090	$3,448.30
RICOH USA, INC.	0200	RL250249	030	7090	$1,181.24
RICOH USA, INC.	0208	RL250518	030	7090	$512.70
RICOH USA, INC.	0208	RL250557	030	7090	$712.64
RICOH USA, INC.	0220	RL250546	030	0110	$712.64
RICOH USA, INC.	0225	RL250268	030	7090	$6,985.60
RICOH USA, INC.	0225	RL250513	030	7090	$660.95
RICOH USA, INC.	0230	RL250506	030	0124	$8,765.95
RICOH USA, INC.	0235	RL250314	030	7090	$2,724.84
RICOH USA, INC.	0237	RL250504	030	0133	$1,076.31
RICOH USA, INC.	0240	RL250510	030	0128	$3,584.02
RICOH USA, INC.	0241	RL250271	030	7090	$5,306.80
RICOH USA, INC.	0241	RL250286	030	7090	$6,904.60
RICOH USA, INC.	0265	RL250542	030	7090	$2,425.14
RICOH USA, INC.	0270	RL250270	030	7090	$4,583.70
RICOH USA, INC.	0295	RL250281	030	7090	$3,094.10
RICOH USA, INC.	0310	RL250551	030	7091	$4,275.84
RICOH USA, INC.	0325	RL250533	030	7091	$627.22
RICOH USA, INC.	0330	RL250247	030	7090	$7,896.80
RICOH USA, INC.	0335	RL250259	030	0625	$389.30
RICOH USA, INC.	0335	RL250266	030	0125	$1,735.10
RICOH USA, INC.	0335	RL250311	030	7090	$1,074.80
RICOH USA, INC.	0335	RL250503	030	0171	$1,583.25
RICOH USA, INC.	0335	RL250517	030	7090	$2,784.80
RICOH USA, INC.	0335	RL250535	060	722C	$627.22
RICOH USA, INC.	0365	RL250168	030	0110	$789.30
RICOH USA, INC.	0370	RL250248	030	7090	$5,469.70
RICOH USA, INC.	0370	RL250252	030	7090	$6,989.90
RICOH USA, INC.	0380	RL250177	030	0110	$3,030.90
RICOH USA, INC.	0385	RL250178	030	0716	$3,202.80
RICOH USA, INC.	0395	RL250280	030	0125	$4,802.20
RICOH USA, INC.	0410	RL250186	030	7090	$4,204.60
RICOH USA, INC.	0415	RL250188	060	3010	$8,625.27

RICOH USA, INC.	0415	RL250189	030	7091	$8,715.90
RICOH USA, INC.	0415	RL250261	030	7090	$6,043.10
RICOH USA, INC.	0417	RL250190	030	7090	$6,779.62
RICOH USA, INC.	0417	RL250191	030	7090	$493.64
RICOH USA, INC.	0420	RL250192	030	7090	$5,334.84
RICOH USA, INC.	0421	RL250317	030	0125	$4,299.20
RICOH USA, INC.	0422	RL250198	030	7090	$5,601.52
RICOH USA, INC.	0423	RL250212	030	0115	$6,789.10
RICOH USA, INC.	0423	RL250213	030	0625	$1,475.70
RICOH USA, INC.	0423	RL250522	030	7090	$5,017.73
RICOH USA, INC.	0430	RL250201	030	0110	$1,700.00
RICOH USA, INC.	0430	RL250537	030	7090	$2,508.88
RICOH USA, INC.	0435	RL250203	030	7090	$2,024.04
RICOH USA, INC.	0435	RL250516	030	7090	$2,260.55
RICOH USA, INC.	0440	RL250210	030	0115	$2,691.40
RICOH USA, INC.	0455	RL250216	030	7090	$7,077.70
RICOH USA, INC.	0455	RL250255	030	7090	$389.30
RICOH USA, INC.	0455	RL250284	030	7090	$4,993.70
RICOH USA, INC.	0460	RL250221	030	7090	$5,270.62
RICOH USA, INC.	0465	RL250226	030	0110	$1,375.40
RICOH USA, INC.	0465	RL250254	030	0110	$3,703.73
RICOH USA, INC.	0465	RL250254	030	7090	$5,473.87
RICOH USA, INC.	0470	RL250227	030	0110	$2,858.00
RICOH USA, INC.	0475	RL250231	030	7090	$3,892.40
RICOH USA, INC.	0475	RL250320	030	7090	$6,034.24
RICOH USA, INC.	0480	RL250232	030	0171	$333.00
RICOH USA, INC.	0480	RL250559	030	7090	$712.64
RICOH USA, INC.	0485	RL250234	030	7090	$7,061.52
RICOH USA, INC.	0485	RL250235	030	7090	$7,566.92
RICOH USA, INC.	0490	RL250236	030	7090	$3,777.40
RICOH USA, INC.	0490	RL250237	030	7090	$6,558.84
RICOH USA, INC.	0490	RL250531	030	7090	$4,390.52
RICOH USA, INC.	0495	RL250238	030	7090	$9,627.10
RICOH USA, INC.	0495	RL250239	030	7090	$8,442.00
RICOH USA, INC.	0500	RL250244	030	7090	$2,079.30
RICOH USA, INC.	0505	RL250242	030	0115	$5,985.60
RICOH USA, INC.	0505	RL250243	030	0115	$1,106.20
RICOH USA, INC.	0510	RL250267	030	7090	$3,094.10
RICOH USA, INC.	0550	RL250233	030	0110	$198.58
RICOH USA, INC.	0550	RL250233	030	7090	$4,729.42
RICOH USA, INC.	0552	RL250306	030	7090	$583.11
RICOH USA, INC.	0552	RL250306	030	7091	$1,183.89
RICOH USA, INC.	0552	RL250508	030	0625	$861.13
RICOH USA, INC.	0552	RL250524	030	0133	$627.22
RICOH USA, INC.	0553	RL250527	030	7090	$627.22
RICOH USA, INC.	0565	RL250240	030	7090	$7,500.00
RICOH USA, INC.	0565	RL250511	030	7090	$627.22

RICOH USA, INC.	0565	RL250512	030	7090	$408.92
RICOH USA, INC.	0567	RL250223	030	7090	$1,910.30
RICOH USA, INC.	0567	RL250224	030	7090	$6,757.92
RICOH USA, INC.	0580	RL250222	030	7090	$1,726.20
RICOH USA, INC.	0580	RL250273	030	7090	$7,808.50
RICOH USA, INC.	0601	RL250502	030	0677	$933.30
RICOH USA, INC.	0617	RL250124	060	3010	$3,218.80
RICOH USA, INC.	0617	RL250305	060	3010	$1,767.00
RICOH USA, INC.	0700	RL250225	030	0168	$4,600.00
RICOH USA, INC.	0700	RL250501	060	3010	$1,715.43
RICOH USA, INC.	0700	RL250550	060	3010	$712.64
RICOH USA, INC.	0701	RL250263	030	0606	$1,726.20
RICOH USA, INC.	0701	RL250287	060	4035	$1,726.20
RICOH USA, INC.	0701	RL250303	060	4035	$1,885.70
RICOH USA, INC.	0702	RL250528	060	3010	$755.50
RICOH USA, INC.	0710	RL250260	030	0152	$3,094.10
RICOH USA, INC.	0755	RL250288	030	0176	$1,913.63
RICOH USA, INC.	0765	RL250258	060	9021	$4,083.42
RICOH USA, INC.	0785	RL250196	060	6500	$1,459.50
RICOH USA, INC.	0787	RL250194	030	0133	$1,332.00
RICOH USA, INC.	0794	RL250307	030	0663	$5,734.92
RICOH USA, INC.	0796	RL250519	030	0667	$627.22
RICOH USA, INC.	0850	RL250290	030	0674	$3,393.90
RICOH USA, INC.	0850	RL250302	030	0681	$5,177.04
RICOH USA, INC.	0852	RL250175	030	0679	$276.44
RICOH USA, INC.	0852	RL250176	030	0602	$1,915.30
RICOH USA, INC.	0852	RL250269	030	0679	$1,302.41
RICOH USA, INC.	0855	RL250253	030	0670	$3,165.10
RICOH USA, INC.	0865	RL250300	030	0602	$1,766.97
RICOH USA, INC.	0880	RL250536	670	0841	$626.93
RICOH USA, INC.	0880	RL250536	690	0861	$512.95
RICOH USA, INC.	0880	RL250540	670	0841	$647.86
RICOH USA, INC.	0880	RL250543	680	0851	$647.90
RICOH USA, INC.	0880	RL250548	690	0861	$598.10
RICOH USA, INC.	0880	RL250549	670	0841	$712.64
RICOH USA, INC.	0880	RL250553	670	0841	$712.64
RICOH USA, INC.	0885	RL250206	030	0140	$9,109.94
RICOH USA, INC.	0885	RL250208	030	0140	$4,842.13
RICOH USA, INC.	0886	RL250207	030	0140	$2,851.50
RICOH USA, INC.	0886	RL250295	030	0140	$970.73
RICOH USA, INC.	0895	RL250167	030	0716	$2,897.24
RICOH USA, INC.	0895	RL250170	030	0716	$389.30
RICOH USA, INC.	0895	RL250173	030	0716	$4,181.72
RICOH USA, INC.	0895	RL250182	030	0716	$6,026.04
RICOH USA, INC.	0895	RL250183	030	0716	$7,307.40
RICOH USA, INC.	0895	RL250209	030	0716	$4,484.64
RICOH USA, INC.	0895	RL250230	060	6300	$853.50

RICOH USA, INC.	0895	RL250256	030	0716	$9,804.60
RICOH USA, INC.	0895	RL250272	030	0716	$6,885.60
RICOH USA, INC.	0897	RL250228	030	0716	$3,892.40
RICOH USA, INC.	0897	RL250229	030	0716	$5,783.11
RICOH USA, INC.	0919	RL250304	060	8150	$1,074.80
RICOH USA, INC.	0919	RL250514	060	8150	$512.70
RICOH USA, INC.	0925	RL250218	030	7230	$2,213.70
RICOH USA, INC.	0925	RL250219	030	7230	$2,313.82
RICOH USA, INC.	0925	RL250220	030	7230	$9,071.00
RICOH USA, INC.	0925	RL250289	030	7230	$2,189.69
RICOH USA, INC.	0925	RL250289	030	7240	$1,098.11
RICOH USA, INC.	0925	RL250800	030	7230	$731.80
RICOH USA, INC.	0930	RL250310	030	0720	$1,767.00
RICOH USA, INC.	1910	RL250245	130	5310	$4,312.43
RIDDELL/ALL AMERICAN SPORTS CORP.	0055	25002072	030	0125	$2,420.41
RIDDELL/ALL AMERICAN SPORTS CORP.	0395	25003157	030	0172	$4,348.56
RIPPLE EFFECTS, INC.	0105	25003301	030	7090	$7,200.00
RIVERSIDE ASSESSMENTS, LLC	0755	25003299	060	2600	$9,000.00
RIVERSIDE GOLF COURSE	0055	25004438	030	0172	$1,475.00
RJ COOPER AND ASSOCIATES, INC.	0788	25003962	060	6500	$367.85
RJMS CORPORATION	0710	25002702	060	6387	$2,773.76
RMA GEOSCIENCE, INC.	1089	2501955	120	6128	$5,725.00
RMA GEOSCIENCE, INC.	1270	25003241	060	3213	$3,623.78
ROOSEVELT BOOSTER CLUB	0395	25002438	030	0172	$4,334.00
ROOSEVELT BOOSTER CLUB	0395	25003112	030	0172	$1,408.55
ROTARY CLUB OF FRESNO	0889	25002450	030	0680	$2,048.00
RUSH ADVERTISING	0445	25002596	030	0115	$1,982.81
RUSSEL SIGLER, INC.	0919	25002448	060	8150	$6,784.88
S & R SPORT	0235	25004033	030	0172	$1,246.48
S/P2	0670	25002462	110	6390	$399.00
S/P2	0670	25002462	110	6391	$399.00
SAGE PUBLICATIONS, INC.	0120	803839	030	7090	$22.95
SALEM ENGINEERING GROUP, INC.	1355	25004168	350	0917	$4,083.00
SALEM, NAJLA	0787	25002221	030	0146	$173.00
SAN FRANCISCO FLORAL	0791	25002755	060	2600	$1,376.68
SCA OF CA, LLC	0924	25002349	060	8150	$5,000.00
SCHERRER, ANDREW	0856	25002891	030	0681	$190.30
SCHOLASTIC BOOK FAIRS, INC.	0430	789781A	030	0624	$4,718.21
SCHOLASTIC, INC.	0260	25002018	030	7090	$8,893.00
SCHOLASTIC, INC.	0430	25004483	030	7091	$2,199.00
SCHOLASTIC, INC.	0617	25003920	060	7435	$2,699.00
SCHOLASTIC, INC.	0617	25003922	060	7435	$3,699.00
SCHOLASTIC LIBRARY PUBLISHING	0075	25004161	060	6211	$3,699.00
SCHOLASTIC LIBRARY PUBLISHING	0310	25004309	060	6211	$2,866.24
SCHOLASTIC LIBRARY PUBLISHING	0765	25004223	120	6052	$289.66
SCHOLASTIC LIBRARY PUBLISHING	0765	25004224	120	6052	$298.45
SCHOLASTIC LIBRARY PUBLISHING	0765	25004225	120	6052	$188.07

SCHOLASTIC LIBRARY PUBLISHING	0765	25004226	120	6052	$259.43
SCHOLASTIC LIBRARY PUBLISHING	0765	25004227	120	6052	$254.50
SCHOLASTIC MAGAZINE	0250	25002476	030	7090	$2,389.00
SCHOLASTIC MAGAZINE	0758	25004172	060	4203	$824.19
SCHOLASTIC MAGAZINE	0758	25004173	060	4203	$164.84
SCHOLASTIC MAGAZINE	0758	25004174	060	4203	$549.46
SCHOLASTIC MAGAZINE	0758	25004175	060	4203	$164.84
SCHOOL HEALTH CORPORATION	0421	25004006A	030	0172	$2,009.90
SCHOOL HEALTH CORPORATION	0730	25002668	060	9017	$1,165.04
SCHOOL HEALTH CORPORATION	0730	25002699	060	9017	$7,349.80
SCHOOL HEALTH CORPORATION	0765	25004130	120	9077	$1,078.67
SCHOOL HEALTH CORPORATION	1891	25004310	030	0716	$848.38
SCHOOL MATE	0500	25003421	030	7090	$573.44
SCHOOL MATE	0758	801466	030	7091	$25.06
SCHOOL SERVICES OF CALIF., INC.	0601	25002923	030	0677	$550.00
SCHOOL SPECIALTY, LLC	0075	25004164	060	6211	$3,977.50
SCHOOL SPECIALTY, LLC	0127	2501904	030	0625	$1,993.85
SCHOOL SPECIALTY, LLC	0185	25002580	030	0172	$1,549.91
SCHOOL SPECIALTY, LLC	0210	25002513	060	6500	$220.00
SCHOOL SPECIALTY, LLC	0220	25003876	060	6770	$639.41
SCHOOL SPECIALTY, LLC	0310	25004449	060	6770	$639.41
SCHOOL SPECIALTY, LLC	0385	25004423	060	6770	$639.41
SCHOOL SPECIALTY, LLC	0415	25003870	030	0625	$323.23
SCHOOL SPECIALTY, LLC	0435	25004460	060	6770	$639.41
SCHOOL SPECIALTY, LLC	0465	25003957	060	6770	$639.41
SCHOOL SPECIALTY, LLC	0505	25004418	030	7090	$6,657.55
SCHOOL SPECIALTY, LLC	0617	25002631	060	7435	$2,769.69
SCHOOL SPECIALTY, LLC	0617	25002632	060	7435	$3,165.38
SCHOOL SPECIALTY, LLC	0617	25002633	060	7435	$2,176.18
SCHOOL SPECIALTY, LLC	0617	25003053	060	7435	$1,384.86
SCHOOL SPECIALTY, LLC	0617	25003056	060	7435	$1,978.35
SCHOOL SPECIALTY, LLC	0617	25003871	060	7435	$8,227.01
SCHOOL SPECIALTY, LLC	0617	25003875	060	7435	$6,718.72
SCHOOL SPECIALTY, LLC	0617	25003913	060	7435	$2,870.19
SCHOOL SPECIALTY, LLC	0617	25003917	060	7435	$780.24
SCHOOL SPECIALTY, LLC	0785	25003372	060	6510	$222.19
SCHOOL SPECIALTY, LLC	0785	2501908	060	6500	$1,286.59
SCHOOL SPECIALTY, LLC	0895	TA251012869	030	0112	$500.00
SCHOOL SPECIALTY, LLC	0895	TA251019191	030	0112	$500.00
SCHOOL SPECIALTY, LLC	0895	TA251043924	030	0112	$500.00
SCHOOL SPECIALTY, LLC	0895	TA251063201	030	0112	$500.00
SCHOOL SPECIALTY, LLC	0895	TA251071184	030	0112	$500.00
SCHOOL SPECIALTY, LLC	0895	TA251074074	030	0112	$500.00
SCHOOL SPECIALTY, LLC	1891	25003286	030	0716	$1,265.53
SCHUYLKILL VALLEY SPORTS, INC.	0055	25001977	030	0172	$7,606.19
SCOUT ISLAND/FCOE	0710	25004237	060	6387	$700.00
SDI INNOVATIONS, INC.	0123	25002182	030	0625	$1,915.74

SDI INNOVATIONS, INC.	0265	25002691	030	7090	$6,339.78
SDI INNOVATIONS, INC.	0421	25004086	030	7090	$1,011.77
SEIB, TYLER	0930	25004279	030	0720	$97.95
SEQUOIA EQUIPMENT CO., INC.	0919	25002876	060	8150	$3,000.00
SHARON APPLE	0700	25002029	060	7810	$5,000.00
SHAW HR CONSULTING, INC.	0880	25002958	670	0841	$1,799.00
SHEERI ARRINGTON	0755	25002381	030	0189	$5,000.00
SHELCO INDUSTRIES	0919	25002048	060	8150	$8,000.00
SHIFTING PERSPECTIVES, INC.	0575	25004252	030	7090	$7,600.00
SI SWUN	0120	25003052	030	7090	$3,943.94
SIERRA DATA MGMT. AND STORAGE	0880	25003232	680	0851	$4,900.00
SIERRA LOCK AND GLASS	0919	25002290	060	8150	$1,000.00
SIERRA PACIFIC H.S.	0421	25004491	030	0172	$750.00
SIGNMAX	0919	25002464	060	8150	$3,000.00
SIONG, MAY	0758	25004019	060	7803	$56.18
SITEONE LANDSCAPE SUPPLY	0919	25002878	060	8150	$1,502.83
SMART & FINAL	1910	25002152	130	5310	$3,000.00
SOMAM, INC.	1285	761982	350	0913	$4,000.00
SONSRAY MACHINERY, LLC	1920	25002064	060	9046	$4,500.00
SPARKLETTS	0208	25004017	030	7090	$1,187.75
SPORT SCOPE, INC.	0055	25002725	030	0172	$540.67
SPORT SCOPE, INC.	0235	25002603	030	0172	$540.67
SPORT SCOPE, INC.	0335	25004049	030	0172	$108.35
SPORT SCOPE, INC.	0335	25004184	030	0172	$540.67
SSA GROUP, LLC	0701	25002745	030	0606	$1,568.00
ST. PAUL ARMENIAN CHURCH	0617	25002362	060	7435	$5,170.00
STAR AUTISM SUPPORT, INC.	0150	25003858	060	6500	$339.66
STAR AUTISM SUPPORT, INC.	0785	25002256	060	6500	$662.67
STAR AUTISM SUPPORT, INC.	0785	25002261	060	6500	$662.67
STAR AUTISM SUPPORT, INC.	0785	25002267	060	6500	$837.87
STAR AUTISM SUPPORT, INC.	0785	25002277	060	6500	$837.87
STAR AUTISM SUPPORT, INC.	0785	25002286	060	6500	$837.87
STAR AUTISM SUPPORT, INC.	0785	25002287	060	6500	$837.87
STAR AUTISM SUPPORT, INC.	0785	25002289	060	6500	$837.87
STAR AUTISM SUPPORT, INC.	0785	25002291	060	6500	$837.87
STAR AUTISM SUPPORT, INC.	0785	25002526	060	6547	$837.87
STAR AUTISM SUPPORT, INC.	0785	25002549	060	6500	$837.87
STAR AUTISM SUPPORT, INC.	0785	2501922	060	6500	$2,327.68
STARFALL PUBLICATIONS	0045	2501723	060	3010	$355.00
STARFALL PUBLICATIONS	0200	25003324	060	6500	$70.00
STARFALL PUBLICATIONS	0310	25003620	060	6211	$355.00
STARFALL PUBLICATIONS	0450	25004299	060	3010	$355.00
STATE ARCHITECT, DIVISION OF	1075	25003153	350	0917	$1,043.33
STATE ARCHITECT, DIVISION OF	1145	25003255	060	3213	$1,201.53
STATE ARCHITECT, DIVISION OF	1185	25003844	350	0917	$1,734.42
STATE ARCHITECT, DIVISION OF	1195	25003079	060	3213	$1,137.90
STATE ARCHITECT, DIVISION OF	1210	25002913	060	3213	$5,000.26

STATE ARCHITECT, DIVISION OF	1235	25003949	350	0917	$1,134.48
STATE ARCHITECT, DIVISION OF	1330	25003307	060	3213	$5,726.33
STATE ARCHITECT, DIVISION OF	1417	25003846	060	3213	$991.04
STATE ARCHITECT, DIVISION OF	1440	25003267	060	3213	$3,640.25
STATE ARCHITECT, DIVISION OF	1445	25003247	060	3213	$288.32
STATE ARCHITECT, DIVISION OF	1505	25004312	060	3213	$669.19
STERLING ADAPTIVES, LLC	0880	25004499	680	0851	$1,408.55
STUDIES WEEKLY, INC.	0095	25002512	030	7090	$306.09
SUBWAY #1908/FRESNO ST.	0865	25004247	030	0602	$800.00
SUBWAY SANDWICHES AND SALADS	0100	25003006	030	7090	$1,800.00
SUMMIT K12 HOLDINGS, INC.	0758	25004185	030	7091	$2,130.00
SUNBELT RENTALS	0919	25001978	060	8150	$5,000.00
SUNNYSIDE DANCEWEAR	1400	25003767	030	7394	$4,000.00
SUNNYSIDE DONUTS	0012	25002758	030	0134	$100.00
SUNNYSIDE DONUTS	0015	25002826	030	7090	$2,500.00
SUNNYSIDE DONUTS	0020	2501139	030	7090	$500.00
SUNNYSIDE DONUTS	0265	25002770	030	7090	$1,000.00
SUNNYSIDE DONUTS	0335	25002344	030	7090	$1,500.00
SUNNYSIDE DONUTS	0510	2501878	030	7090	$2,000.00
SUNNYSIDE DONUTS	0550	25002035	030	7090	$500.00
SUNNYSIDE DONUTS	0567	25002428	030	7090	$500.00
SUNNYSIDE DONUTS	0567	25002435	030	7090	$500.00
SUNNYSIDE DONUTS	0727	25002501	030	0168	$300.00
SUNNYSIDE DONUTS	1400	25002895	030	7394	$200.00
SUNNYSIDE HIGH ASB	0185	25003766	030	0172	$200.00
SUNNYSIDE TROPHY, INC.	0070	25002558	030	7090	$4,000.00
SUNNYSIDE TROPHY, INC.	0100	25004090	030	7090	$3,000.00
SUNNYSIDE TROPHY, INC.	0102	25002564	030	0171	$319.62
SUNNYSIDE TROPHY, INC.	0505	25003344	030	7090	$2,100.00
SUTHEAPANHA MENG	0340	25002210	030	7090	$300.00
SYSCO OF CENTRAL CALIFORNIA	1910	25003176	130	5310	$6,600.00
SYSCO OF CENTRAL CALIFORNIA	1910	25003180	130	5310	$5,500.00
SYSCO OF CENTRAL CALIFORNIA	1910	25004381	130	5310	$5,062.11
SYSCO OF CENTRAL CALIFORNIA	1910	25004383	130	5310	$991.40
SYSCO OF CENTRAL CALIFORNIA	1910	25004384	130	5310	$1,869.96
SYSCO OF CENTRAL CALIFORNIA	1910	25004385	130	5310	$760.27
TACOS MARQUITOS, INC.	0170	25002224	030	7090	$378.68
TACOS MARQUITOS, INC.	0188	25002372	030	7090	$400.00
TACOS MARQUITOS, INC.	0495	25001986	030	7090	$265.07
TALX CORPORATION	0930	25002690	030	0720	$4,500.00
TANK SPECIALTIES OF CALIFORNIA, LLC	0919	25003213	060	8150	$5,000.00
TARKETT USA, INC.	0919	805218	060	8150	$1,201.44
TEACHER'S CURRICULUM INSTITUTE	0055	25002474	060	3010	$1,156.00
TEACHING STRATEGIES, LLC	0765	25002147	120	6053	$6,777.70
TENNIS EXPRESS, LP	0395	25002992	030	0172	$923.62
TENNIS WAREHOUSE	0335	25004144	030	0172	$535.13
THE BERROCK SHOP	0885	25002855	030	0140	$500.00

THE BIG FRESNO FAIR	0710	25004441	060	6387	$945.00
THE BIG MAMA, INC.	0755	25002900	030	0176	$2,000.00
THE BOARD OF TRUSTEES OF THE LELAND	0700	25002968	060	6266	$5,970.00
THE CHILDREN'S MOVEMENT OF FRESNO COUNTY	0860	25002059	030	0694	$5,000.00
THE DISCOVERY SOURCE, INC.	0765	25003199	120	6128	$9,878.45
THE FOUNDATION FCOE, INC.	0860	25002069	030	0694	$3,000.00
THE HONEY BAKED HAM COMPANY, LLC	0105	25002085	030	0115	$200.00
THE HONEY BAKED HAM COMPANY, LLC	0755	25002587	030	0176	$1,500.00
THE HONEY BAKED HAM COMPANY, LLC	0755	25002736	030	0176	$2,000.00
THE HONEY BAKED HAM COMPANY, LLC	0925	25002655	030	7230	$1,500.00
THE INSTITUTE FOR MULTI-SENSORY EDUCATION	0310	25003537	060	6211	$750.00
THE INSTITUTE FOR MULTI-SENSORY EDUCATION	0617	25003915	060	7435	$4,402.04
THE LUSTIG GROUP	0889	25003061	030	0709	$4,500.00
THE PAINTED TABLE	0703	25001973	030	0720	$6,550.00
THE POSITIVITY PROJECT, LLC	0285	25004158	060	3010	$3,795.00
THE POSITIVITY PROJECT, LLC	0295	25004359	030	7090	$3,795.00
THE WYRICK BOOK CO.	0045	25004437	030	0625	$4,341.91
THERESE JASPERSON	0758	25002280	030	0117	$2,000.00
THINK SOCIAL PUBLISHING, INC.	0785	2501923	060	6500	$1,372.01
THINK SOCIAL PUBLISHING, INC.	0785	2501925	060	6500	$1,372.01
THINK SOCIAL PUBLISHING, INC.	0785	2501928	060	6500	$1,372.01
THOMAS JAY HENDERSON	0185	25002972	030	7090	$360.00
THUNDER INFLATABLES, INC.	0230	2501903	030	7090	$1,775.00
THUNDER INFLATABLES, INC.	0440	25003809	030	7090	$1,144.25
THUNDER INFLATABLES, INC.	0575	25003759	030	7090	$5,562.50
TK ELEVATOR CORPORATION	0705	25002769	210	0905	$2,738.39
TOM LITTLE INSPECTIONS	1140	799084	350	0917	$1,500.00
TOM LITTLE INSPECTIONS	1285	799085	350	0917	$3,500.00
TOM LITTLE INSPECTIONS	1295	799087	350	0917	$3,000.00
TOM LITTLE INSPECTIONS	1320	799088	350	0917	$2,500.00
TOM LITTLE INSPECTIONS	1505	799078	350	0917	$7,000.00
TPT HOLDCO, LLC	0055	25003521	030	7090	$357.00
TPT HOLDCO, LLC	0055	25003575	030	7090	$280.00
TPT HOLDCO, LLC	0195	25004361	030	7090	$5,125.00
TRI CPR, INC.	0710	25002300	060	6387	$4,516.22
TROPICALE FOODS, INC.	0170	25003938	030	0171	$500.00
TUCS EQUIPMENT, INC.	1910	25002554	130	5310	$4,674.81
TURNITIN, LLC	0130	25004171	030	7090	$4,354.00
TURNITIN, LLC	0445	25003581	060	3010	$4,232.00
TY ALLAN JACKSON, LLC	0700	NR25000007	030	0606	$5,000.00
TYLER TECHNOLOGIES, INC.	0925	25003220	030	7230	$6,300.00
TYLER TECHNOLOGIES, INC.	0925	2501896	030	7230	$410.00
TYSON FOODS, INC.	1910	25003147	130	5310	$8,215.50
U S ACADEMIC DECATHLON	0123	25003624	030	0171	$151.97
U.S. BANK	0890	25002058	030	0708	$2,420.00
ULINE	0127	25002856	030	0625	$3,720.61
ULINE	0127	25003775	030	0625	$386.95

ULINE	0230	25003772	030	7091	$3,178.80
ULINE	0235	25002279	030	0125	$7,831.98
ULINE	0785	25002244	060	6500	$4,621.56
ULINE	0897	25002732	030	0716	$524.93
UNCLE HARRY'S, INC.	0208	25002115	030	7090	$350.00
UNCLE HARRY'S, INC.	0265	25003014	030	0115	$250.00
UNCLE HARRY'S, INC.	0423	25002212	030	7090	$500.00
UNCLE HARRY'S, INC.	0440	25002581	030	0115	$1,000.00
UNCLE HARRY'S, INC.	0755	2501881	030	0189	$2,000.00
UNCLE HARRY'S, INC.	0865	25004253	030	0602	$1,000.00
UNCLE HARRY'S, INC.	0885	25002859	030	0140	$1,000.00
UNIGLOBE TRAVEL	0035	25002722	030	7090	$100.00
UNIGLOBE TRAVEL	0123	25004297	030	7090	$202.60
UNIGLOBE TRAVEL	0170	25004298	060	3182	$3,170.43
UNIGLOBE TRAVEL	0335	25003222	030	7090	$5,462.55
UNIGLOBE TRAVEL	0421	25002985	030	7090	$1,694.59
UNIGLOBE TRAVEL	0428	25003789	060	4035	$9,144.51
UNIGLOBE TRAVEL	0557	25002601	060	4035	$1,720.53
UNIGLOBE TRAVEL	0601	25002175	030	0677	$1,230.04
UNIGLOBE TRAVEL	0617	25001995	030	0675	$1,299.78
UNIGLOBE TRAVEL	0617	25003081	030	0675	$100.00
UNIGLOBE TRAVEL	0700	25002584	060	6266	$6,263.61
UNIGLOBE TRAVEL	0702	25002001	060	6266	$1,483.32
UNIGLOBE TRAVEL	0702	25004386	060	9075	$7,138.00
UNIGLOBE TRAVEL	0702	25004387	060	6266	$1,730.00
UNIGLOBE TRAVEL	0705	25003960	110	6391	$2,640.76
UNIGLOBE TRAVEL	0706	25002622	060	9073	$1,344.32
UNIGLOBE TRAVEL	0706	25003225	060	9073	$100.00
UNIGLOBE TRAVEL	0706	25003424	060	9073	$3,325.00
UNIGLOBE TRAVEL	0706	25004390	030	0157	$100.00
UNIGLOBE TRAVEL	0706	25004395	030	0157	$100.00
UNIGLOBE TRAVEL	0726	25003945	030	0606	$100.00
UNIGLOBE TRAVEL	0758	25002258	060	4203	$1,656.54
UNIGLOBE TRAVEL	0758	25002604	030	7091	$100.00
UNIGLOBE TRAVEL	0787	25004233	060	6500	$771.27
UNIGLOBE TRAVEL	0795	25003788	060	3010	$565.90
UNIGLOBE TRAVEL	0850	25003436	030	0674	$3,300.00
UNIGLOBE TRAVEL	0852	25003787	030	0679	$366.46
UNIGLOBE TRAVEL	0852	25003952	030	0679	$1,257.39
UNIGLOBE TRAVEL	0855	25002641	030	0670	$4,500.00
UNIGLOBE TRAVEL	0880	2501949	680	0851	$2,479.95
UNIGLOBE TRAVEL	0880	2501949	690	0861	$1,062.84
UNITED REFRIGERATION, INC.	0919	25002200	060	8150	$7,459.77
UNITED REFRIGERATION, INC.	0919	25003823	060	8150	$9,041.23
UNITED REFRIGERATION, INC.	1910	25003193	130	5310	$922.93
UNITED SITE SERVICE, INC.	1335	25003977	350	0913	$1,706.77
UNITED SITE SERVICE, INC.	1920	25002011	680	0851	$8,500.00

UNIVERSAL ATHLETIC, LLC	0055	25003088	030	0172	$2,244.34
UNIVERSAL ATHLETIC, LLC	0055	25003966	030	0172	$600.76
UNIVERSAL ATHLETIC, LLC	0055	25004137	030	0172	$698.10
VALLARTA FOOD ENTERPRISES	0015	25002240	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0015	25002630	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0015	25002818	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0015	25002821	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0025	25002228	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0025	25002711	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0025	25002712	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0025	2501911	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0030	25004469	060	2600	$800.00
VALLARTA FOOD ENTERPRISES	0035	25002234	030	7090	$600.00
VALLARTA FOOD ENTERPRISES	0055	25004024	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0070	25002705	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0075	25003973	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0090	25002406	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0090	25002407	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0100	25003696	030	7090	$800.00
VALLARTA FOOD ENTERPRISES	0102	25003292	030	2430	$400.00
VALLARTA FOOD ENTERPRISES	0102	25003689	030	2430	$200.00
VALLARTA FOOD ENTERPRISES	0105	25002413	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0125	2501912	030	0124	$500.00
VALLARTA FOOD ENTERPRISES	0125	2501915	030	0124	$500.00
VALLARTA FOOD ENTERPRISES	0130	25002232	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0130	25003391	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0145	25004454	030	7090	$700.00
VALLARTA FOOD ENTERPRISES	0150	2501917	030	0113	$400.00
VALLARTA FOOD ENTERPRISES	0170	25002231	030	7090	$200.00
VALLARTA FOOD ENTERPRISES	0170	25002233	030	7090	$200.00
VALLARTA FOOD ENTERPRISES	0170	25004051	060	6010	$400.00
VALLARTA FOOD ENTERPRISES	0175	25002376	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0185	25002459	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0188	25002238	030	7090	$400.00
VALLARTA FOOD ENTERPRISES	0190	25004467	030	7140	$100.00
VALLARTA FOOD ENTERPRISES	0190	25004484	030	7140	$100.00
VALLARTA FOOD ENTERPRISES	0195	25002647	030	7091	$150.00
VALLARTA FOOD ENTERPRISES	0195	25002648	030	7091	$150.00
VALLARTA FOOD ENTERPRISES	0208	25002114	030	7090	$200.00
VALLARTA FOOD ENTERPRISES	0210	25002573	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0215	25002409	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0215	25002410	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0215	25004436	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0215	25004439	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0215	25004456	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0225	25004021	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0230	25003855	030	0172	$500.00

VALLARTA FOOD ENTERPRISES	0230	2501864	030	0124	$1,000.00
VALLARTA FOOD ENTERPRISES	0235	25004038	030	0172	$300.00
VALLARTA FOOD ENTERPRISES	0240	2501873	030	0128	$1,000.00
VALLARTA FOOD ENTERPRISES	0250	25002242	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0265	25002099	030	0115	$1,000.00
VALLARTA FOOD ENTERPRISES	0285	25002098	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0295	25003849	030	7090	$400.00
VALLARTA FOOD ENTERPRISES	0310	25002113	030	7091	$500.00
VALLARTA FOOD ENTERPRISES	0315	25002576	030	7090	$2,500.00
VALLARTA FOOD ENTERPRISES	0315	25003810	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0335	25002324	030	7090	$2,000.00
VALLARTA FOOD ENTERPRISES	0335	25003389	030	7090	$350.00
VALLARTA FOOD ENTERPRISES	0355	25002239	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0355	25003815	030	7091	$250.00
VALLARTA FOOD ENTERPRISES	0370	25002482	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0370	25004480	030	0172	$200.00
VALLARTA FOOD ENTERPRISES	0370	25004481	030	0172	$200.00
VALLARTA FOOD ENTERPRISES	0370	25004482	030	0172	$200.00
VALLARTA FOOD ENTERPRISES	0395	25002760	030	7090	$800.00
VALLARTA FOOD ENTERPRISES	0415	25004485	030	0115	$500.00
VALLARTA FOOD ENTERPRISES	0415	25004486	030	0115	$500.00
VALLARTA FOOD ENTERPRISES	0417	25002713	030	0115	$200.00
VALLARTA FOOD ENTERPRISES	0417	25003694	030	7090	$100.00
VALLARTA FOOD ENTERPRISES	0420	25002742	030	7090	$600.00
VALLARTA FOOD ENTERPRISES	0421	25004236	030	0171	$500.00
VALLARTA FOOD ENTERPRISES	0423	25002236	030	7090	$200.00
VALLARTA FOOD ENTERPRISES	0423	25004507	030	7090	$200.00
VALLARTA FOOD ENTERPRISES	0435	25002657	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0440	25002411	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0455	25002571	030	0115	$700.00
VALLARTA FOOD ENTERPRISES	0490	25002096	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0490	25002544	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0490	25003362	030	7090	$300.00
VALLARTA FOOD ENTERPRISES	0510	2501870	030	7090	$500.00
VALLARTA FOOD ENTERPRISES	0552	25002483	030	7090	$250.00
VALLARTA FOOD ENTERPRISES	0567	25003939	030	7090	$400.00
VALLARTA FOOD ENTERPRISES	0575	25004428	030	7091	$500.00
VALLARTA FOOD ENTERPRISES	0575	25004429	030	7091	$500.00
VALLARTA FOOD ENTERPRISES	0575	25004430	030	7091	$500.00
VALLARTA FOOD ENTERPRISES	0575	25004431	030	7091	$500.00
VALLARTA FOOD ENTERPRISES	0701	25002845	030	0606	$350.00
VALLARTA FOOD ENTERPRISES	0702	25003794	030	0720	$1,000.00
VALLARTA FOOD ENTERPRISES	0710	25004235	030	0152	$200.00
VALLARTA FOOD ENTERPRISES	0758	2501916	030	7091	$300.00
VALLARTA FOOD ENTERPRISES	0787	25004271	060	6547	$80.00
VALLARTA FOOD ENTERPRISES	0791	2501867	060	2600	$400.00
VALLARTA FOOD ENTERPRISES	0810	25002230	030	0640	$500.00

VALLARTA FOOD ENTERPRISES	0854	25002979	030	0679	$200.00
VALLARTA FOOD ENTERPRISES	0885	25002822	030	0140	$250.00
VALLARTA FOOD ENTERPRISES	0885	25002823	030	0140	$250.00
VALLARTA FOOD ENTERPRISES	0885	25002824	030	0140	$250.00
VALLARTA FOOD ENTERPRISES	0885	25002825	030	0140	$250.00
VALLARTA FOOD ENTERPRISES	1400	25002405	030	7394	$300.00
VALLARTA FOOD ENTERPRISES	1910	25002340	130	5310	$5,000.00
VALLEY IRON, INC.	0670	25002259	110	6390	$1,500.00
VARITRONICS, LLC	0055	25003757	030	0625	$1,841.85
VARITRONICS, LLC	0155	25002605	030	0110	$1,636.05
VARITRONICS, LLC	0155	25002608	030	0110	$3,011.98
VARITRONICS, LLC	0185	25004479	060	4124	$1,031.71
VARITRONICS, LLC	0195	25003992	030	7090	$998.85
VARITRONICS, LLC	0430	25004472	030	7091	$1,755.19
VARITRONICS, LLC	0791	25002801	060	2600	$3,781.19
VARSITY BRANDS HOLDING CO., INC.	0030	25002078	030	0172	$1,628.58
VARSITY BRANDS HOLDING CO., INC.	0100	25002792	030	0172	$195.53
VARSITY BRANDS HOLDING CO., INC.	0105	25003760	030	0172	$4,902.04
VARSITY BRANDS HOLDING CO., INC.	0335	25004145	030	0172	$725.90
VARSITY BRANDS HOLDING CO., INC.	0335	25004477	030	0172	$1,046.68
VARSITY BRANDS HOLDING CO., INC.	0335	25004478	030	0172	$1,499.90
VARSITY BRANDS HOLDING CO., INC.	0395	25002987	030	0172	$174.97
VARSITY BRANDS HOLDING CO., INC.	0395	25003099	030	0172	$138.22
VARSITY BRANDS HOLDING CO., INC.	0505	25004372	030	0172	$2,268.83
VARSITY BRANDS HOLDING CO., INC.	0505	25004376	030	0171	$1,753.98
VENTURA TV, INC.	0905	25003189	030	0738	$1,342.46
VENTURA TV, INC.	1561	805945	350	0913	$65.40
VINCENT COMMUNICATIONS, INC.	0095	25002170	030	7090	$935.88
VINCENT COMMUNICATIONS, INC.	0925	25002144	030	7230	$5,000.00
VONDERBAR CORPORTATION	0897	25002437	030	0716	$750.00
W.O.W. PRODUCTIONS	1400	25002967	030	7394	$2,500.00
WALLWISHER, INC.	0395	25003380	030	7090	$2,000.00
WARDS NATURAL SCIENCE, INC.	0055	25004337	030	7090	$344.29
WATSON, TAYLOR	0786	25002782	060	6500	$1,895.00
WECO SUPPLY CO.	0100	25004265	030	7090	$1,500.00
WECO SUPPLY CO.	0230	25004114	030	0124	$327.40
WECO SUPPLY CO.	0725	25003864	030	0170	$200.00
WEPRINTIT	0055	25001969	030	0125	$4,999.00
WESTED	0765	25002683	120	6128	$2,395.62
WESTERN BAND ASSOCIATION	0421	25003758	030	0125	$1,475.00
WESTONE LABORATORIES, INC.	0788	25003401	060	6500	$1,000.00
WESTSIDE CHURCH OF GOD	0787	25003185	060	6500	$1,065.00
WEVIDEO, INC.	0385	25003305	030	7090	$314.00
WHITE CAP INDUSTRIES, INC.	0919	25003877	060	8150	$7,982.40
WHITE PINE LUMBER	0919	25003868	060	8150	$7,144.22
WHITIES PET SHOP	0230	25004122	030	7091	$1,000.00
WHITIES PET SHOP	0230	2501895	030	7091	$2,500.00

WHY TRY, INC.	0810	25004414	030	0649	$6,000.00
WILD CHILD ADVENTURES	0210	25002761	060	6010	$1,800.00
WILD WATER ADVENTURES	0150	25004111	030	0113	$1,170.00
WILD WATER ADVENTURES	0330	25003440	080	8210	$1,631.25
WILD WATER ADVENTURES	0430	25004432	080	8210	$2,316.15
WILLIAMS, MARIE	0700	25003275	030	0606	$73.95
WINDY CITY CABINET, LLC	0664	25002352	680	0851	$388.34
WONDER VALLEY RANCH RESORT	0145	25002872	060	722A	$2,600.00
WOODBURN PRESS	0305	25002701	030	0110	$2,505.52
WOODBURN PRESS	0340	25003629	030	7090	$519.71
WOODS, WILLIE	0930	25002763	030	0720	$89.00
WOOLY LEARNING, INC.	0417	25002320	030	7090	$199.00
WRESTLINGMART.COM	0030	25002075	030	0172	$4,105.33
YELLOW DOG SIGNS & GRAPHICS	0135	25002385	030	7090	$2,204.74
YELLOW DOG SIGNS & GRAPHICS	0235	25004072	030	7090	$579.24
YELLOW DOG SIGNS & GRAPHICS	0235	2501897	030	0125	$2,295.50
YELLOW DOG SIGNS & GRAPHICS	0725	25003127	030	0172	$4,201.27
YELLOW DOG SIGNS & GRAPHICS	0755	25002944	060	2600	$2,013.68
YELLOW DOG SIGNS & GRAPHICS	0791	25002849	060	2600	$1,064.11
YELLOW DOG SIGNS & GRAPHICS	0888	25001998	030	0143	$5,314.57
YELLOW DOG SIGNS & GRAPHICS	0919	25002796	060	8150	$8,000.00
YELLOW DOG SIGNS & GRAPHICS	1285	25002379	350	0917	$2,493.25
YELLOW DOG SIGNS & GRAPHICS	1295	25002557	350	0917	$639.55
YELLOW DOG SIGNS & GRAPHICS	1320	25002568	350	0917	$1,925.92
YELLOW DOG SIGNS & GRAPHICS	1400	25003032	030	7394	$1,360.33
YOUNG PRODUCERS GROUP, INC.	0130	25003060	060	6770	$3,820.80
ZANER BLOSER, INC.	0260	25003997	030	7090	$647.90

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	**OBJECT**
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	**XXXX (4)**

DEPT	DEPARTMENT NAME
0002	Academy for Civil & Entrepreneurial Leadership
0005	Addams Elementary
0010	Ahwahnee Middle School
0012	Charter School
0015	Anthony Elementary
0020	Ayer Elementary
0025	Aynesworth Elementary
0030	Baird Middle
0035	Balderas Elementary
0040	Bethune Elementary
0045	Birney Elementary
0055	Bullard High School
0060	Bullard Talent K-8
0070	Burroughs Elementary
0075	Calwa Elementary
0077	Dewolf West
0080	Carver K-8
0089	Ceasar Chavez
0090	Centennial Elementary
0095	Columbia Elementary
0098	Comm-Phoenix Elementary
0100	Computech
0102	Phoenix Secondary
0105	Cooper Middle School
0110	Dailey Elementary
0120	Del Mar Elementary
0123	Design Science High School
0125	Dewolf High School
0127	Phillip J Patino School of Entreprenuership
0130	Duncan Polytechnical
0135	Easterby Elementary
0140	Eaton Elementary
0145	Edison High School
0150	Ericson Elementary
0155	Ewing Elementary
0160	Figarden Elementary

DEPT	DEPARTMENT NAME
0165	Forkner Elementary
0170	Fort Miller Middle
0175	Fremont Elementary
0176	Fresno Adventist
0181	Fresno City College
0185	Fresno High School
0188	Fulton
0190	GATE Office
0195	Manchester GATE Elementary
0200	Gibson Elementary
0205	Ginsburg
0208	Hamilton
0210	Heaton Elementary
0215	Hidalgo Elementary
0220	Holland Elementary
0225	Homan Elementary
0227	Homeless
0228	Suicide Prevention
0230	Cambridge
0235	Hoover High School
0237	Adult Transition Program on Fairmont
0240	JE Young Independent Study
0241	JE Young eLearn Academy
0250	Jackson Elementary
0255	Jefferson Elementary
0257	Kepler Charter
0260	King Elementary
0265	Kings Canyon Middle School
0270	Kirk Elementary
0285	Kratt Elementary
0290	Lane Elementary
0295	Lawless Elementary
0302	Professional Learning
0305	Leavenworth Elementary
0310	Lincoln Elementary
0315	Lowell Elementary
0320	Malloch Elementary

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	**OBJECT**
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	**XXXX (4)**

DEPT	DEPARTMENT NAME
0330	McCardle Elementary
0335	McLane High School
0340	Muir Elementary
0355	Norseman Elementary
0361	Our Lady Of Victory
0365	Powers Elementary
0370	Pyle Elementary
0380	Robinson Elementary
0385	Roeding Elementary
0395	Roosevelt High School
0396	Roosevelt PACE
0400	Roosevelt School of the Arts
0410	Rowell Elementary
0412	San Joaquin
0415	Scandinavian Middle School
0417	Sequoia Middle School
0420	Slater Elementary
0421	Sunnyside High School
0422	Starr Elementary
0423	Terronez Middle School
0426	Creative Alternatives
0428	St Anthony
0429	St Helens
0430	Storey Elementary
0435	Sunset Elementary
0440	Tehipite Middle School
0445	Tenaya Middle School
0450	Thomas Elementary
0455	Tioga Middle School
0460	Turner Elementary
0462	Valley Preparatory Academy Charter
0463	Valley Arts and Science Academy
0465	Viking Elementary
0470	Vinland Elementary
0475	Wawona Middle School
0480	Webster Elementary
0485	Wilson Elementary
0495	Wishon Elementary
0500	Wolters Elementary
0503	Carter C. Woodson Public Charter
0504	504 Coordinator
0505	Yosemite Middle School
0510	Greenberg Elementary
0530	Olmos Elementary
0535	Bakman Elementary
0550	Williams Elementary
0552	Rata
0553	Addicott
0554	Southeast Elementary
0560	Site M-Orange/Butler
0565	Yokomi Elementary
0567	Vang Pao Elementary
0575	Gaston B Rutherford Middle School
0580	Juan Felipe Herrera Elementary
0601	Instructional Division - Academic Office
0615	Middle School
0616	Elementary Division Area HL
0617	School Leadership
0618	Elementary Division Area EG
0619	Alternative Education
0655	Instructional Leadership
0660	High School Administration
0661	Special Projects
0663	District & School Accountability
0664	Security Office
0670	Vocational Ed-Adult Education
0674	GED Testing-Adult Education
0675	ESL-Adult Education
0676	Parent Education-Adult Education
0679	231 Grant-Adult Education
0680	Secondary-Adult Education
0681	ABE-Adult Education
0682	GED-Adult Education
0700	Curriculum/Instruction

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DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	**OBJECT**
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	**XXXX (4)**

DEPT	DEPARTMENT NAME
0701	Teacher Development
0702	Leadership Development
0703	Classified Development
0705	Administration-Adult Education
0706	College & Career Readiness
0708	Bookstore-Adult Education
0710	Career / Vocational Education
0711	Community Education-Adult Education
0712	Restaurant-Adult Education
0713	HSS-Gain Excess Cost-Adult Education
0715	Children's Centers
0722	E Street Services
0725	Extracurricular & Co-curricular
0726	Campus Culture
0727	Music/Visual and Performing Arts
0730	Health Services
0732	Health Safety and Emergency Services
0744	Instructional Media
0748	IMS
0750	Migrant
0755	African American Academic Acceleration (A4)
0758	English Learner Services
0765	Early Learning Department
0767	Early Learning Center
0770	Psychological & Guidance
0775	Regional Occupation Program
0780	PACE Program
0781	Elementary-Speech Language Pathology
0782	Secondary-Speech Language Pathology
0785	Elementary-Special Education
0786	Secondary-Special Education
0787	Management-Special Education
0788	Low Incidence-Special Education
0790	Extended Learning
0794	Transfers Office
0795	State & Federal Programs

DEPT	DEPARTMENT NAME
0798	District Intiatives
0799	Categorical Indirect
0805	Student Records
0810	Prevention & Intervention
0811	Restorative Justice
0812	Men's/Women's Alliance
0840	Support Services
0850	Superintendent
0851	CART
0852	Equity & Access
0853	School Support Division
0855	Board Of Education
0860	Community Information
0865	Educational Assessment
0875	Business Services Administration
0880	Benefits & Risk Management
0881	WellPath
0885	Technology Services
0886	Technology Network Data Center
0887	Technology Learner Support
0888	Technology Refresh
0889	Payroll Department
0890	Fiscal Services
0891	Salaries & Benefits
0892	Salaries & Benefits Supplemental
0893	Grants Resources/Development
0895	Purchasing
0896	Mail Room
0897	Warehouse
0900	Operational Services
0905	Facilities Management & Planning
0910	Food Services
0915	Graphics Center
0919	Plant Maintenance
0920	Plant Maintenance & Operations
0921	Energy Management
0923	Telecommunications

October 2021

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	**OBJECT**
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	**XXXX (4)**

DEPT	DEPARTMENT NAME
0925	Transportation
0930	Human Resources
0935	Labor Relations
0970	School Safety
0976	2002A Refunding Measure A & K
0977	2004B Refunding Measure A & K
1005	Addams Elementary
1010	Ahwahnee Middle School
1012	Charter School
1015	Anthony Elementary
1020	Ayer Elementary
1025	Aynesworth Elementary
1030	Baird Middle
1035	Balderas Elementary
1040	Bethune Elementary
1045	Birney Elementary
1055	Bullard High School
1060	Bullard Talent K-8
1070	Burroughs Elementary
1075	Calwa Elementary
1080	Carver K-8
1089	Ceasar Chavez
1090	Centennial Elementary
1095	Columbia Elementary
1098	Comm-Phoenix Elementary
1100	Computech
1102	Phoenix Secondary
1105	Cooper Middle School
1110	Dailey Elementary
1120	Del Mar Elementary
1123	Design Science High School
1125	Dewolf High School
1127	Phillip J Patino School of Entreprenuership
1130	Duncan Polytechnical
1135	Easterby Elementary
1140	Eaton Elementary
1143	Education Center Canteen
1145	Edison High School
1150	Ericson Elementary
1155	Ewing Elementary
1160	Figarden Elementary
1165	Forkner Elementary
1170	Fort Miller Middle
1175	Fremont Elementary
1181	Fresno City College
1185	Fresno High School
1188	Fulton
1195	Manchester GATE Elementary
1200	Gibson Elementary
1205	Ginsburg
1208	Hamilton
1210	Heaton Elementary
1215	Hidalgo Elementary
1220	Holland Elementary
1225	Homan Elementary
1230	Cambridge
1235	Hoover High School
1237	Adult Transition Program on Fairmont
1240	JE Young Independent Study
1241	JE Young eLearn Academy
1250	Jackson Elementary
1255	Jefferson Elementary
1260	King Elementary
1265	Kings Canyon Middle School
1270	Kirk Elementary
1280	Pride Intervention
1285	Kratt Elementary
1290	Lane Elementary
1295	Lawless Elementary
1302	Professional Learning
1305	Leavenworth Elementary
1310	Lincoln Elementary
1315	Lowell Elementary
1320	Malloch Elementary

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	**OBJECT**
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	**XXXX (4)**

DEPT	DEPARTMENT NAME
1325	Mayfair Elementary
1326	JE Young Annex
1330	McCardle Elementary
1335	McLane High School
1340	Muir Elementary
1355	Norseman Elementary
1365	Powers Elementary
1370	Pyle Elementary
1380	Robinson Elementary
1385	Roeding Elementary
1395	Roosevelt High School
1396	Roosevelt PACE
1400	Roosevelt School of the Arts
1410	Rowell Elementary
1415	Scandinavian Middle School
1417	Sequoia Middle School
1420	Slater Elementary
1421	Sunnyside High School
1422	Starr Elementary
1423	Terronez Middle School
1430	Storey Elementary
1435	Sunset Elementary
1437	Southeast Intersession
1440	Tehipite Middle School
1445	Tenaya Middle School
1450	Thomas Elementary
1455	Tioga Middle School
1460	Turner Elementary
1465	Viking Elementary
1470	Vinland Elementary
1475	Wawona Middle School
1480	Webster Elementary
1485	Wilson Elementary
1490	Winchell Elementary
1495	Wishon Elementary
1500	Wolters Elementary
1505	Yosemite Middle School

DEPT	DEPARTMENT NAME
1510	Greenberg Elementary
1530	Olmos Elementary
1535	Bakman Elementary
1550	Williams Elementary
1552	Rata
1553	Addicott
1554	Southeast Elementary
1560	Site M-Orange/Butler
1561	Site Ventura/Tenth
1565	Yokomi Elementary
1567	Vang Pao Elementary
1575	Gaston B Rutherford Middle School
1576	Southeast High School
1577	Alternative Education Facility
1578	New Southeast Site
1580	Juan Felipe Herrera Elementary
1601	Instructional Division - Academic Office
1619	Alternative Education
1635	Secondary Division
1655	High School Division
1670	Vocational Ed-Adult Education
1675	ESL-Adult Education
1679	231 Grant-Adult Education
1681	ABE-Adult Education
1700	Curriculum/Instruction
1701	Teacher Development
1705	Administration-Adult Education
1709	Caregiver Training-Adult Education
1710	Career / Vocational Education
1715	Children's Centers
1722	E Street Services
1727	Music/Visual and Performing Arts
1730	Health Services
1744	Instructional Media
1748	IMS
1755	African American Academic Acceleration (A4)

October 2021

DEPARTMENT INDEX
(Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	**OBJECT**
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	**XXXX (4)**

DEPT	DEPARTMENT NAME
1758	English Learner Services
1765	Early Learning Department
1767	Early Learning Center
1781	Elementary-Speech Language Pathology
1782	Secondary-Speech Language Pathology
1785	Elementary-Special Education
1786	Secondary-Special Education
1787	Management-Special Education
1790	Extended Learning
1795	State & Federal Programs
1796	Community and Family Engagement Network
1798	District Initiatives
1810	Prevention & Intervention
1811	Restorative Justice
1812	Men's/Women's Alliance
1850	Superintendent
1851	CART
1855	Board Of Education
1860	Community Information
1865	Educational Assessment
1870	Legal Services
1885	Technology Services
1890	Fiscal Services
1891	Salaries & Benefits
1892	Salaries & Benefits Supplemental
1895	Purchasing
1897	Warehouse
1900	Operational Services
1905	Facilities Management & Planning
1910	Food Services
1912	Packaging Center
1914	Central Processing Facility
1919	Plant Maintenance
1920	Plant Maintenance & Operations
1921	Energy Management
1923	Telecommunications
1924	Environmental Services
1930	Human Resources
1935	Labor Relations
1950	Addicott-Maintenance & Operations
1958	Rata-Maintenance & Operations
1961	Education Center-Maintenance & Operations
1970	School Safety

Fresno Unified School District
Board Agenda Item

BOARD MEETING DATE: November 6, 2024 **AGENDA ITEM C-27**

ACTION REQUESTED: RATIFY

PRIORITY GOAL: Achieving Operational Excellence

TITLE AND SUBJECT: Ratify Purchase Orders from August 01, 2024, through August 31, 2024– Supplemental Report

ITEM DESCRIPTION: Included in the Board binders is information on purchase orders issued from August 01, 2024, through August 31, 2024, Supplemental Report. Purchase orders for $10,000 or more are presented first, followed by purchase orders for less than $10,000.

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 in the support material.

PREPARED BY: Ann Loorz

DIVISION: Operational Services

CABINET APPROVAL PHONE: (559) 457-3134

CABINET APPROVAL: Chief Operations and Classifieds Labor Management Officer, Paul Idsvoog

INTERIM SUPERINTENDENT APPROVAL:

THE FOLLOWING PURCHASE ORDERS ARE FOR $10,000 OR MORE

PURCHASE ORDERS DATED
AUGUST 01, 2024 TO AUGUST 31, 2024
RATIFICATION DATE NOVEMBER 06, 2024

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
CA TEACHING FELLOWS FOUNDATION	0130	25003729	060	2600	$105,636.00
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0255	25002644	060	6211	$33,121.60
RFQ 23-30					
CA TEACHING FELLOWS FOUNDATION	0617	25004098	060	7435	$63,040.00
RFQ 23-30					
CA TEACHING FELLOWS FOUNDATION	0617	2501796	060	7435	$64,100.00
RFQ 23-30					
CA TEACHING FELLOWS FOUNDATION	0675	25003822	030	0500	$48,384.00
RFQ 23-30					
CA TEACHING FELLOWS FOUNDATION	0706	25002353	060	3010	$94,944.00
RFQ 23-30					
CA TEACHING FELLOWS FOUNDATION	0755	25003532	030	0176	$92,580.00
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003399	060	2600	$138,818.18
CA TEACHING FELLOWS FOUNDATION	0790	25003399	060	4124	$53,984.85
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003400	060	2600	$155,895.15
CA TEACHING FELLOWS FOUNDATION	0790	25003400	060	6010	$155,895.15
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003402	060	2600	$243,196.43
CA TEACHING FELLOWS FOUNDATION	0790	25003402	060	6010	$68,593.87
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003403	060	2600	$108,288.08
CA TEACHING FELLOWS FOUNDATION	0790	25003403	060	4124	$53,335.92
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003404	060	2600	$76,962.53
CA TEACHING FELLOWS FOUNDATION	0790	25003404	060	4124	$53,482.44
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003405	060	2600	$76,962.53
CA TEACHING FELLOWS FOUNDATION	0790	25003405	060	4124	$53,482.44
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003408	060	2600	$76,962.53
CA TEACHING FELLOWS FOUNDATION	0790	25003408	060	4124	$53,482.44
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003409	060	2600	$40,532.74
CA TEACHING FELLOWS FOUNDATION	0790	25003409	060	6010	$21,825.32
RFQ 22-09					

CA TEACHING FELLOWS FOUNDATION	0790	25003410	060	2600	$120,950.31
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003410	060	6010	$103,031.75
CA TEACHING FELLOWS FOUNDATION	0790	25003413	060	2600	$157,142.31
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003413	060	6010	$61,110.90
CA TEACHING FELLOWS FOUNDATION	0790	25003414	060	2600	$354,000.51
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003414	060	6010	$77,707.43
CA TEACHING FELLOWS FOUNDATION	0790	25003415	060	2600	$290,035.13
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003415	060	6010	$21,755.17
CA TEACHING FELLOWS FOUNDATION	0790	25003417	060	2600	$164,625.28
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003417	060	6010	$22,448.90
CA TEACHING FELLOWS FOUNDATION	0790	25003418	060	2600	$229,477.66
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003418	060	6010	$19,954.58
CA TEACHING FELLOWS FOUNDATION	0790	25003422	060	2600	$97,278.57
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003422	060	6010	$27,437.55
CA TEACHING FELLOWS FOUNDATION	0790	25003426	060	2600	$249,744.03
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003426	060	6010	$30,867.24
CA TEACHING FELLOWS FOUNDATION	0790	25003427	060	2600	$238,519.58
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003427	060	6010	$42,091.69
CA TEACHING FELLOWS FOUNDATION	0790	25003429	060	2600	$140,305.64
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003429	060	6010	$140,305.63
CA TEACHING FELLOWS FOUNDATION	0790	25003431	060	2600	$260,968.48
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003431	060	6010	$19,642.79
CA TEACHING FELLOWS FOUNDATION	0790	25003434	060	2600	$218,876.79
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003434	060	6010	$61,734.48
CA TEACHING FELLOWS FOUNDATION	0790	25003441	060	2600	$159,844.16
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003441	060	6010	$26,021.14
CA TEACHING FELLOWS FOUNDATION	0790	25003442	060	2600	$109,750.19
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003442	060	6010	$14,965.93
CA TEACHING FELLOWS FOUNDATION	0790	25003444	060	2600	$160,957.34
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003444	060	6010	$160,957.33

CA TEACHING FELLOWS FOUNDATION	0790	25003445	060	2600	$104,761.54
CA TEACHING FELLOWS FOUNDATION	0790	25003445	060	6010	$19,954.58
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003446	060	2600	$198,153.35
CA TEACHING FELLOWS FOUNDATION	0790	25003446	060	6010	$46,480.41
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003448	060	2600	$103,514.38
CA TEACHING FELLOWS FOUNDATION	0790	25003448	060	6010	$21,201.74
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003453	060	2600	$253,027.18
CA TEACHING FELLOWS FOUNDATION	0790	25003453	060	6010	$27,584.09
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003455	060	2600	$124,716.12
CA TEACHING FELLOWS FOUNDATION	0790	25003455	060	6010	$124,716.12
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003456	060	2600	$166,496.02
CA TEACHING FELLOWS FOUNDATION	0790	25003456	060	6010	$20,578.16
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003457	060	2600	$196,861.87
CA TEACHING FELLOWS FOUNDATION	0790	25003457	060	6010	$120,657.28
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003460	060	2600	$299,318.69
CA TEACHING FELLOWS FOUNDATION	0790	25003460	060	6010	$12,471.61
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003466	060	2600	$186,121.08
CA TEACHING FELLOWS FOUNDATION	0790	25003466	060	6010	$100,219.04
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003467	060	2600	$96,519.80
CA TEACHING FELLOWS FOUNDATION	0790	25003467	060	6010	$28,196.32
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003469	060	2600	$231,788.98
CA TEACHING FELLOWS FOUNDATION	0790	25003469	060	6010	$85,730.17
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003480	060	2600	$218,253.21
CA TEACHING FELLOWS FOUNDATION	0790	25003480	060	6010	$93,537.09
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003486	060	2600	$187,074.18
CA TEACHING FELLOWS FOUNDATION	0790	25003486	060	6010	$62,358.06
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003489	060	2600	$140,305.64
CA TEACHING FELLOWS FOUNDATION	0790	25003489	060	6010	$140,305.63
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003494	060	2600	$202,040.11
CA TEACHING FELLOWS FOUNDATION	0790	25003494	060	6010	$172,108.25
RFQ 22-09					

CA TEACHING FELLOWS FOUNDATION	0790	25003499	060	2600	$206,680.48
CA TEACHING FELLOWS FOUNDATION	0790	25003499	060	6010	$48,480.61
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003503	060	2600	$197,051.47
CA TEACHING FELLOWS FOUNDATION	0790	25003503	060	6010	$52,380.77
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003507	060	2600	$246,314.34
CA TEACHING FELLOWS FOUNDATION	0790	25003507	060	6010	$65,475.96
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003512	060	2600	$219,795.95
CA TEACHING FELLOWS FOUNDATION	0790	25003512	060	6010	$29,636.29
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003515	060	2600	$136,564.15
CA TEACHING FELLOWS FOUNDATION	0790	25003515	060	6010	$50,510.03
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003523	060	2600	$101,020.06
CA TEACHING FELLOWS FOUNDATION	0790	25003523	060	6010	$23,696.06
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003527	060	2600	$124,716.12
CA TEACHING FELLOWS FOUNDATION	0790	25003527	060	6010	$124,716.12
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003535	060	2600	$205,781.60
CA TEACHING FELLOWS FOUNDATION	0790	25003535	060	6010	$168,366.76
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003540	060	2600	$106,008.70
CA TEACHING FELLOWS FOUNDATION	0790	25003540	060	6010	$18,707.42
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003542	060	2600	$133,246.39
CA TEACHING FELLOWS FOUNDATION	0790	25003542	060	6010	$22,648.76
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003547	060	2600	$221,682.90
CA TEACHING FELLOWS FOUNDATION	0790	25003547	060	6010	$58,928.37
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003552	060	2600	$140,305.64
CA TEACHING FELLOWS FOUNDATION	0790	25003552	060	6010	$140,305.63
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003565	060	2600	$107,255.86
CA TEACHING FELLOWS FOUNDATION	0790	25003565	060	6010	$17,460.26
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003566	060	2600	$220,747.53
CA TEACHING FELLOWS FOUNDATION	0790	25003566	060	6010	$153,400.83
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003571	060	2600	$187,074.18
CA TEACHING FELLOWS FOUNDATION	0790	25003571	060	6010	$62,358.06
RFQ 22-09					

CA TEACHING FELLOWS FOUNDATION	0790	25003585	060	2600	$130,951.93
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003585	060	6010	$24,943.22
CA TEACHING FELLOWS FOUNDATION	0790	25003587	060	2600	$194,360.06
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003587	060	6010	$86,251.21
CA TEACHING FELLOWS FOUNDATION	0790	25003589	060	2600	$74,829.67
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003589	060	6010	$18,707.42
CA TEACHING FELLOWS FOUNDATION	0790	25003592	060	2600	$124,716.12
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003592	060	6010	$124,716.12
CA TEACHING FELLOWS FOUNDATION	0790	25003594	060	2600	$219,775.99
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003594	060	6010	$29,656.25
CA TEACHING FELLOWS FOUNDATION	0790	25003595	060	2600	$258,785.95
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003595	060	6010	$53,004.35
CA TEACHING FELLOWS FOUNDATION	0790	25003596	060	2600	$192,794.63
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003596	060	6010	$25,458.58
CA TEACHING FELLOWS FOUNDATION	0790	25003597	060	2600	$168,708.92
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003597	060	6010	$18,365.26
CA TEACHING FELLOWS FOUNDATION	0790	25003598	060	2600	$171,484.67
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003598	060	6010	$171,484.66
CA TEACHING FELLOWS FOUNDATION	0790	25003599	060	2600	$279,416.85
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003599	060	6010	$38,102.30
CA TEACHING FELLOWS FOUNDATION	0790	25003600	060	2600	$80,812.00
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003600	060	6010	$80,812.00
CA TEACHING FELLOWS FOUNDATION	0790	25003601	060	2600	$127,379.07
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003601	060	6010	$127,379.06
CA TEACHING FELLOWS FOUNDATION	0790	25003603	060	2600	$202,975.49
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003603	060	6010	$15,277.72
CA TEACHING FELLOWS FOUNDATION	0790	25003604	060	2600	$258,162.37
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003604	060	6010	$22,448.90
CA TEACHING FELLOWS FOUNDATION	0790	25003605	060	2600	$103,514.38
CA TEACHING FELLOWS FOUNDATION RFQ 22-09	0790	25003605	060	6010	$21,201.74

CA TEACHING FELLOWS FOUNDATION	0790	25003606	060	2600	$157,234.91
CA TEACHING FELLOWS FOUNDATION	0790	25003606	060	6010	$29,839.27
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003607	060	2600	$206,354.09
CA TEACHING FELLOWS FOUNDATION	0790	25003607	060	6010	$48,404.04
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003608	060	2600	$164,625.28
CA TEACHING FELLOWS FOUNDATION	0790	25003608	060	6010	$22,448.90
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003609	060	2600	$158,098.48
CA TEACHING FELLOWS FOUNDATION	0790	25003609	060	6010	$34,704.55
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003612	060	2600	$79,509.05
CA TEACHING FELLOWS FOUNDATION	0790	25003612	060	6010	$65,052.85
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003617	060	2600	$217,006.05
CA TEACHING FELLOWS FOUNDATION	0790	25003617	060	6010	$32,426.19
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25003838	060	2600	$140,746.21
CA TEACHING FELLOWS FOUNDATION	0790	25003838	060	6010	$52,056.82
RFQ 22-09					
CA TEACHING FELLOWS FOUNDATION	0790	25004042	060	2600	$2,968,404.85
RFQ 22-09					
CSU FRESNO FOUNDATION	0706	25003953	060	9086	$32,371.00
INTERAGENCY (PCC 10335)					
CSU FRESNO FOUNDATION	0710	25003086	030	0194	$494,500.00
INTERAGENCY (PCC 10335)					
CSUF FOUNDATION	0702	25004341	060	6266	$10,500.00
BELOW BID LIMIT (PCC 20111)					
FRESNO COUNTY EOC	0700	25775351B	030	0606	$514,867.00
RFP 22-26					
FRESNO COUNTY EOC	0702	25004269	060	9075	$10,150.00
BELOW BID LIMIT (PCC 20111)					
FRESNO COUNTY EOC	0810	25002911	030	0141	$11,000.00
BELOW BID LIMIT (PCC 20111)					
FRESNO COUNTY EOC/FOOD SERVICE	0765	25003047	060	9021	$10,000.00
BELOW BID LIMIT (PCC 20111)					

THE FOLLOWING PURCHASE ORDERS ARE UNDER $10,000

PURCHASE ORDERS DATED
AUGUST 01, 2024 TO AUGUST 31, 2024
RATIFICATION DATE NOVEMBER 06, 2024

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
CA TEACHING FELLOWS FOUNDATION	0860	25002237	030	0694	$2,500.00
CALIF. STATE UNIVERSITY FRESNO	1400	25004458	030	7394	$70.00
CALIFORNIA STATE UNIVERSITY	0710	25003278	030	0152	$1,200.00
CALIFORNIA STATE UNIVERSITY	0710	25003968	060	6387	$2,850.00
CALIFORNIA STATE UNIVERSITY	0710	25004207	060	6387	$1,425.00
FRESNO STATE UNIVERSITY	0395	25002728	030	7090	$440.00
FRESNO COUNTY EOC	0228	25002599	030	0644	$2,000.00
FRESNO COUNTY EOC	0811	25004240	030	0130	$1,000.00
FRESNO COUNTY EOC/FOOD SERVICE	0765	2500402	120	9085	$5,500.00
FRIENDS OF THE BULLDOG MARCHING BAND	0421	25003803	030	0125	$425.00