### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT GOVERNING BOARD MEETING

### Monday, January 13, 2025

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

### 4:00 p.m. – PUBLIC SESSION 5:00 p.m. – CLOSED SESSION 6:00 p.m. – PUBLIC SESSION

(Please note: Designated times are approximate)

### AGENDA

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

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

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

- 1. Call to Order and Roll Call
- 2. Pledge of Allegiance
- 3. Moment of Contemplative Silence
- 4. Approval of Agenda

### DISCUSSION

- 5. Superintendent's Report
  - 5.1. 2025 Employees of the Year
  - 5.2. Communications/Recognitions
- 6. Assistant Superintendent's Report 6.1. LCAP Presentation
- Chief Business Official's Report
   7.1. Presentation of Audit Report Scott Faeth, Borchardt, Corona, Faeth & Zakarian
- 8. Board Member Reports

### ADJOURN FOR PUBLIC HEARING

### PUBLIC HEARING

Quarterly Report on Williams Uniform Complaints

### **RECONVENE PUBLIC SESSION**

### ACTION

### NOTICE TO PUBLIC - CONSENT AGENDA

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

- 9. Consent Agenda
  - 9.1. Consider Approval of Minutes December 16, 2024 Board Meeting
  - 9.2. Consider Approval of Cash Balances
  - 9.3. Consider Approval of Budget Report
  - 9.4. Consider Approval of Accounts Payable Report
  - 9.5. Consider Approval of School Accountability Report Cards
  - 9.6. Consider Acceptance of Donation: Dinamite Volleyball Club Basketball Uniforms for Rafer Johnson Jr. High

### **BUSINESS SERVICES**

- 10. Consider Approval of Kingsburg Elementary Charter School District Audit Report, Year Ended June 30, 2024
- 11. Consider Approval of Prop 28 Site Plans 2023-24 Allocation
- 12. Consider Approval of E-Rate Vendors for the 2025-26 School Year

### HUMAN RESOURCES

13. Consider Approval of Employment Contract for Director of Human Resources

### **ADMINISTRATIVE SERVICES**

- 14. Consider Approval of Board Policies/Administrative Regulations/Exhibits 14.1. AR 4161.1, 4261.1: Personal Illness/Injury Leave
- 15. Consider Approval of Quarterly Report on Williams Uniform Complaints

### **PUBLIC COMMENT**

### PUBLIC COMMENT

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

- 16. Public Comment on Agendized and Non-Agendized Items
- 17. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Tuesday, February 11, 2025, 4:00 p.m., Professional Development Building

### CLOSED SESSION

<u>REVIEW OF PERSONNEL MATTERS PURSUANT TO GOVERNMENT CODES 11126 AND 54957</u> Review of personnel matters is limited to consideration of the appointment, employment, evaluation of performance, change of status, or dismissal of a public employee; or to hear "complaints or charges brought against such employee by another person or employee unless the employee requests a public session."

- 18. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
- 19. Anticipated Litigation (Government Code Section 54956.9(b))
- 20. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
  - 20.1. The Governing Board Will Meet in Closed Session to Consider Student Expulsion Recommendations per California Education Codes 48916, 49073-49079
     20.1.1. Case No. 25-03
- 21. Public Employee Employment (Government Code Section 54957)
  - 21.1. Certificated Personnel
    - 21.1.1. Consider Approval of Student Teachers for the 2024-2025 Spring Semester
    - 21.1.2. Consider Acceptance of Resignation for the Purposes of Retirement: RSP Teacher, Lincoln School
  - 21.2. Classified Personnel
    - 21.2.1. Consider Acceptance of Resignation for the Purposes of Retirement: Director of Human Resources
    - 21.2.2. Consider Acceptance of Revised Resignation for the Purposes of Retirement: Cook III, Lincoln School
    - 21.2.3. Consider Acceptance of Resignation: Paraprofessional- Categorical, Lincoln School
    - 21.2.4. Consider Approval of Request to Hire: Director of Human Resources
- 22. Pupil Personnel

22.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)

- 22.1.1. Consider Approval of 2024-25 New Attendance Requests Site-Based Program
- 22.1.2. Consider Approval of 2024-25 New Attendance Requests Central Valley Home School

### **RECONVENE PUBLIC SESSION**

### ACTION

- 23. Report of Actions Taken in Closed Session
- 24. Adjourn

### **LOCAL CONTROL ACCOUNTABILITY PLAN**

# KECSD

24-25

25-26

26-27



**WE WILL FIND A** WAY FOR ALL **STUDENTS TO LEARN!** 





### **LCFF & LCAP - WHAT ARE THEY?**

### LOCAL CONTROL FUNDING FORMULA (LCFF)

What is it: A formula that determines how the state funds our school district. The money is allocated based on our enrollment of English Learner, Low Income and Foster students. The supplemental and concentration grant adds an additional percentage to the base grant.

What is it: The LCAP is a 3-year accountability plan, that requires input from educational partners, to ensure LCFF funds are spent intentionally and strategically, for our state and local target populations: Students with English Learners, Low Income and Foster students.



### LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)



### **LOCAL CONTROL** ACCOUNTABILITY PLAN

### The LCAP is a three year plan (2024-2027) that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities.



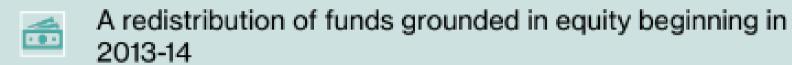




### What is Local Control Funding Formula (LCFF)?

200
200
-

An historic reform to education funding in 2012-2013

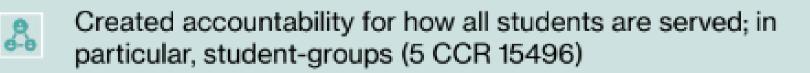


Funding based on grade level grants and demographic data for each district

Funding targets were phased in over a 6-year period



We are "fully funded" with LCFF as of 2018-19

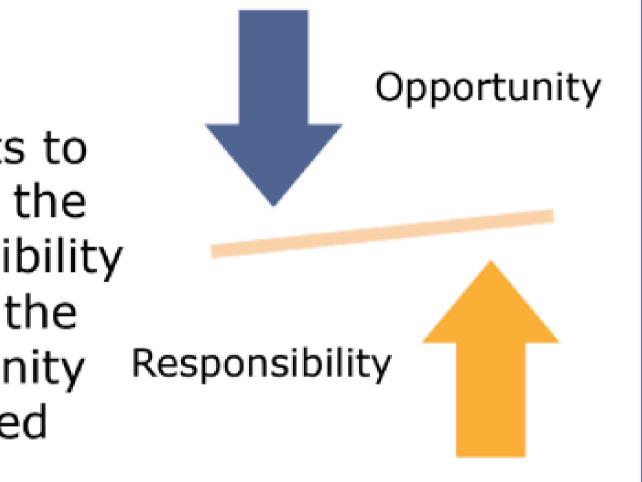




Availability of funds for LEAs dependent upon COE's approval of an LCAP

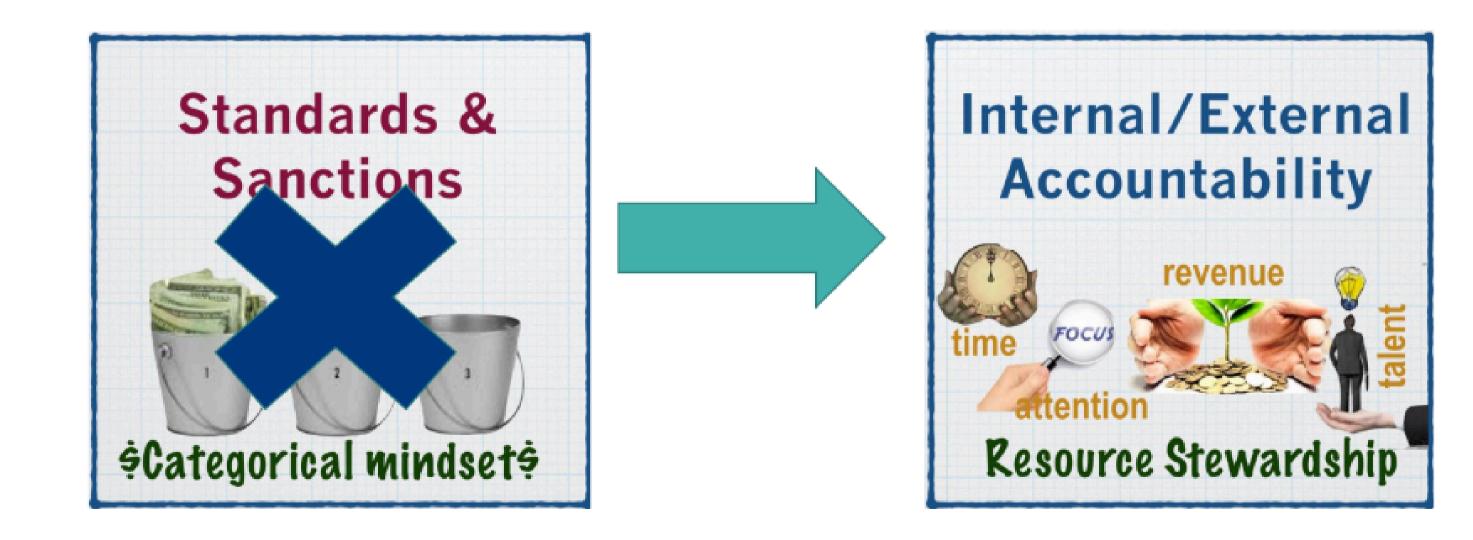
Subject of a state-wide audit resulting in AB1835

LCFF attempts to balance the responsibility against the opportunity presented





### Signaled a significant shift in CA's approach to funding & accountability



# BUDGET 2024-2025

### #1

What drives our budgeting?

- Local control accountability plan (LCAP)
- Charter
- School Site
   Plans

(Plans are based on data from multiple measures.) #2

How much money do we get?

- S&C \$5,990,885 million
- LCFF \$23.404,689 MILLION
- FEDERAL\$1,978,989 MILLION
- STATE \$5,588,135 MILLION
- LOCAL \$1.435,650 MILLION
- TOTAL = \$38.4 MILLION

#3

What types of resources do we have?

- Restricted
- Unrestricted



### #4

Where do we

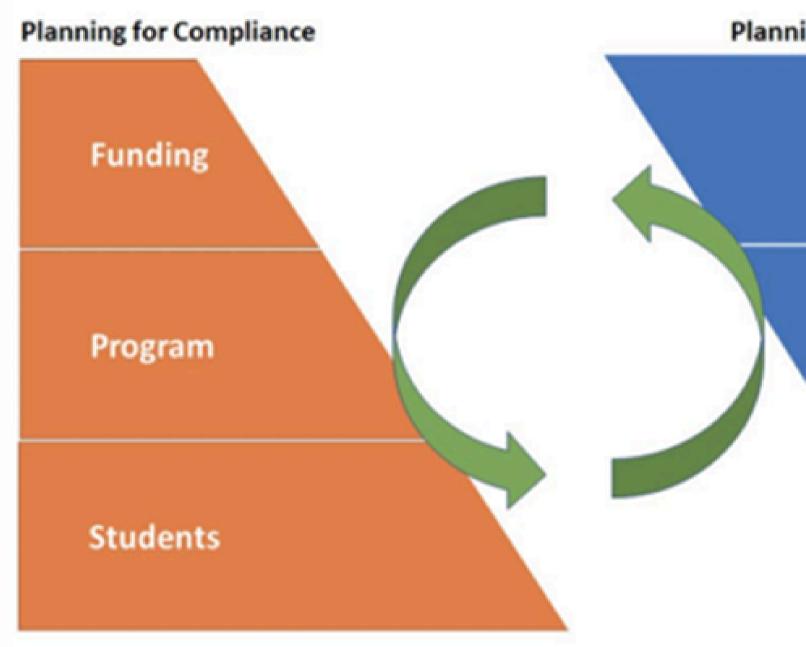
- spend our
- resources?
- School Sites
- District Support
- Infrastructure

#5

How do we spend our resources?

- Salaries & Benefits
- Books &
   Supplies
- Professional Development
- Operating Costs

# SHIFT IN MINDSET







### **Planning for Performance**

### Students

Program

Funding



### WHAT SETS US APART? SIGNATURE PRACTICES POINTS TO REMEMBER

•In addition to creating a culture for learning, a priority in the KECSD to improve student learning is to enhance the knowledge and skills of our teachers in providing the best FIRST INSTRUCTION for students...

•Best first instruction is supported by a strong Professional Development Program targeting the District's Signature Practices: SIOP, PLC, RTI, PBIS and MTSS.

•All sites should also have Targeted Interventions to meet the needs of struggling learners.



# LCAP TIMELINE

OCTOBER-DECEMBER

- 1. Review Data
- 2.212 Degrees Reports
- **3.CA School Dashboard**
- 4. Needs Assessment

JANUARY-FEBRUARY

1. Review Data 2.212 Degrees Reports **3.CA School Dashboard** 4. Needs Assessment

**FEBRUARY-MARCH** 

1. Monitor Data 2. Identify Needs 3. Analyze Budget 4. Calibrate Plan and Resources to Needs









• MARCH-APRIL 1. Revisit Stakeholders 2. Revise LCAP

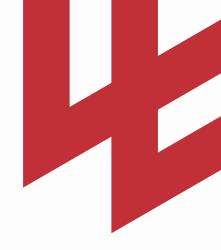
- 1. Public Viewing 2. Public Hearing
  - **1. Board Adoption** 2. LCAP Submitted to FCSS

• MAY

• JUNE









- ADMINISTRATORS
- PRINCIPALS
- TEACHERS
- PAC
- ELAC, DELAC, SSC &
- COMMUNITY
- CERTIFICATED
- CLASSIFIED
- STUDENTS
- PARENTS

- PARTNERS
  - JAN/FEB

- **APRIL**

# **ENGAGING EDUCATIONAL**



### **ENGAGEMENT #1**

• SHARE DATA PRESENT DRAFT ANNUAL UPDATE PRESENT DRAFT LCAP • GOALS, ACTIONS & SERVICES GATHER INPUT

### ENGAGEMENT #2

 SHARE LCAP DRAFT • GATHER INPUT



**THE 2024 LCAP SURVEY RESULTS** 

- PARENTS
- STUDENTS
- CLASSIFIED
- CERTIFICATED
- COMMUNITY

• ELAC, DELAC, SSC &

ADMINISTRATORS

- **TEACHERS**)
- LEARNING.
- HARDWARE/SOFTWARE
- (MAINTAIN)



- PRINCIPALS
- TEACHERS

- PAC



• GOAL 1 - STAFFING (PROPERLY CREDENTIALED

GOAL 2 - PARAPROFESSIONALS TO SUPPORT STUDENT

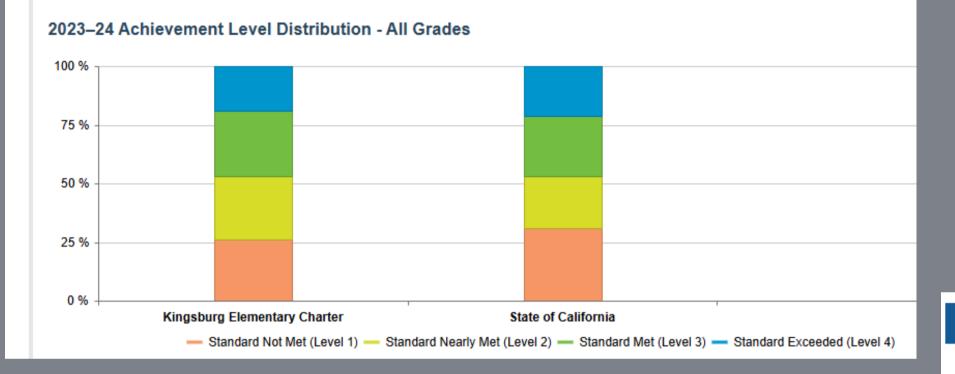
• GOAL 3 - TECHNOLOGY - MAINTAIN, REPAIR AND **ACQUIRE ADDITIONAL TECHNOLOGY** 

• GOAL 4 - MENTAL HEALTH, SCHOOL CULTURE AND CLIMATE - FULL TIME COUNSELORS & BSA'S AT EVERY SITE- MAINTAIN STAFF-ADD PSYCH OR TWO INTERNS

# CAASPP DATA

### ENGLISH LANGUAGE ARTS/LITERACY

### ▼ Data Detail - All Students (accessible data)

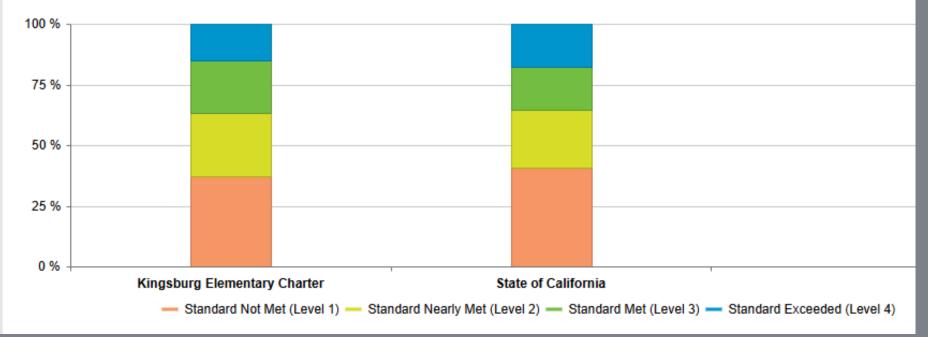




### MATHEMATICS

▼ Data Detail - All Students (accessible data)

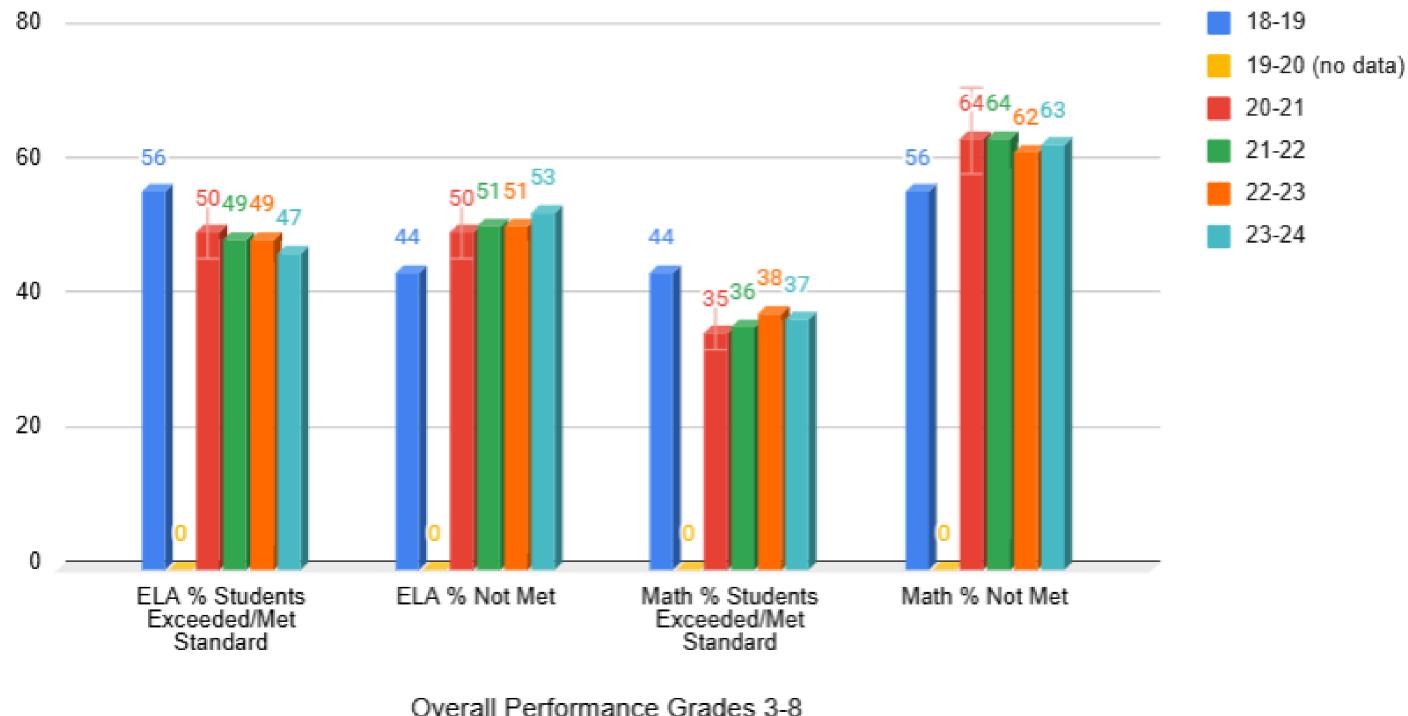
### 2023–24 Achievement Level Distribution - All Grades





# 5-YEAR SUMMATIVE SBAC

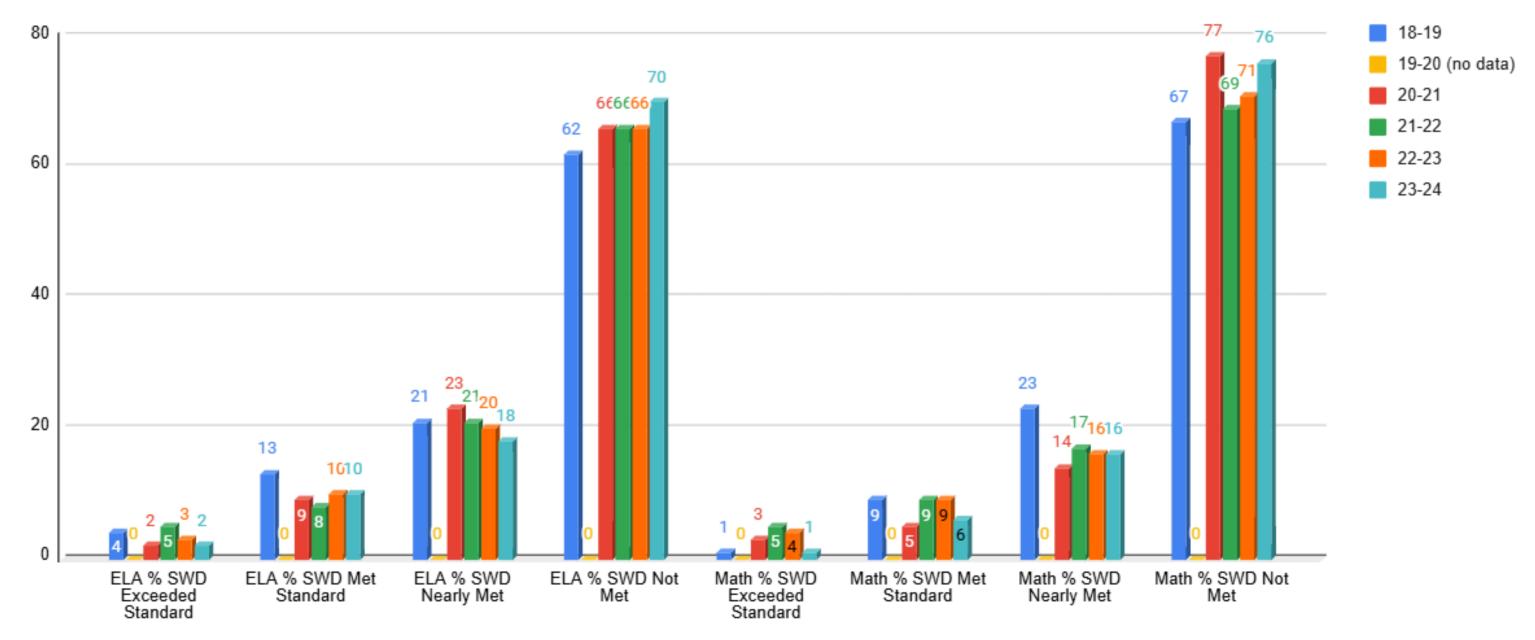
### 5 Year Summative SBAC Exceeded/Met vs. Nearly/Not Met - KECSD





# 5-YEAR SUMMATIVE SBAC

5 Year Summative SBAC Students with Disabilities - KECSD

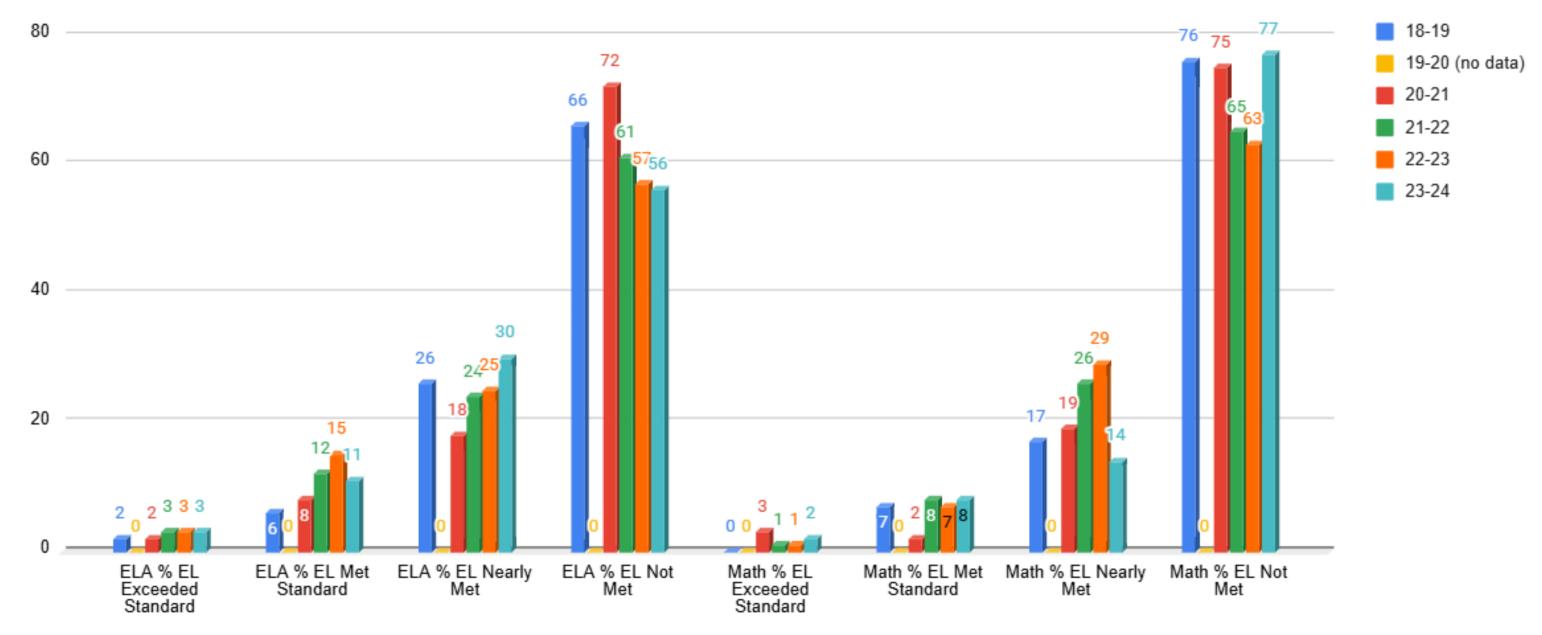


Overall Performance Students with Disabilities Grades 3-8



# 5-YEAR SUMMATIVE SBAC

### 5 Year Summative SBAC English Learners - KECSD



**Overall Performance English Learners Grades 3-8** 



# CASCHOOL DASHBOARD



Home About -

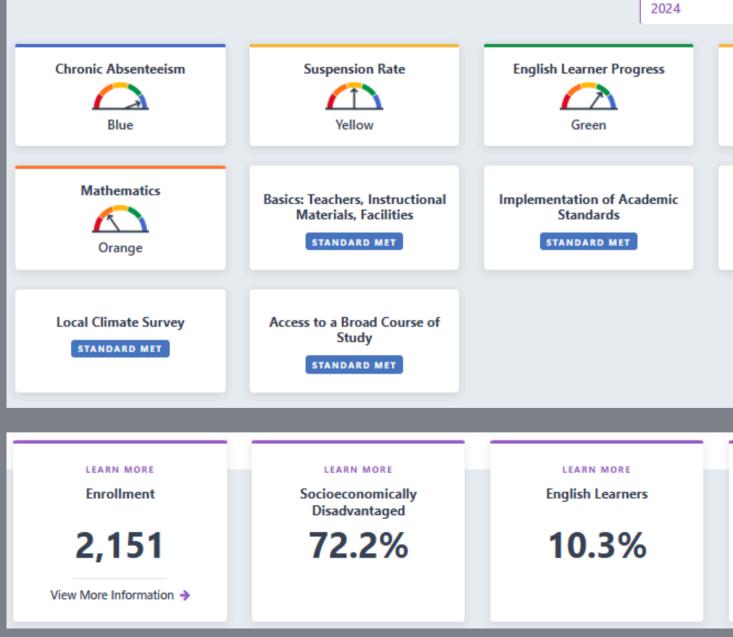
State Summary Search

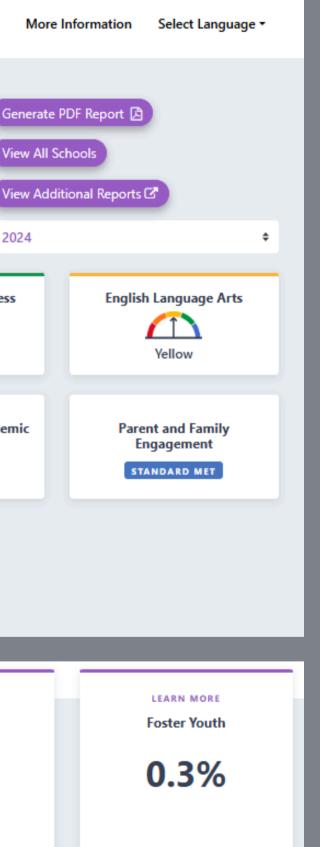
DISTRICT PERFORMANCE OVERVIEW

### **Kingsburg Elementary Charter**

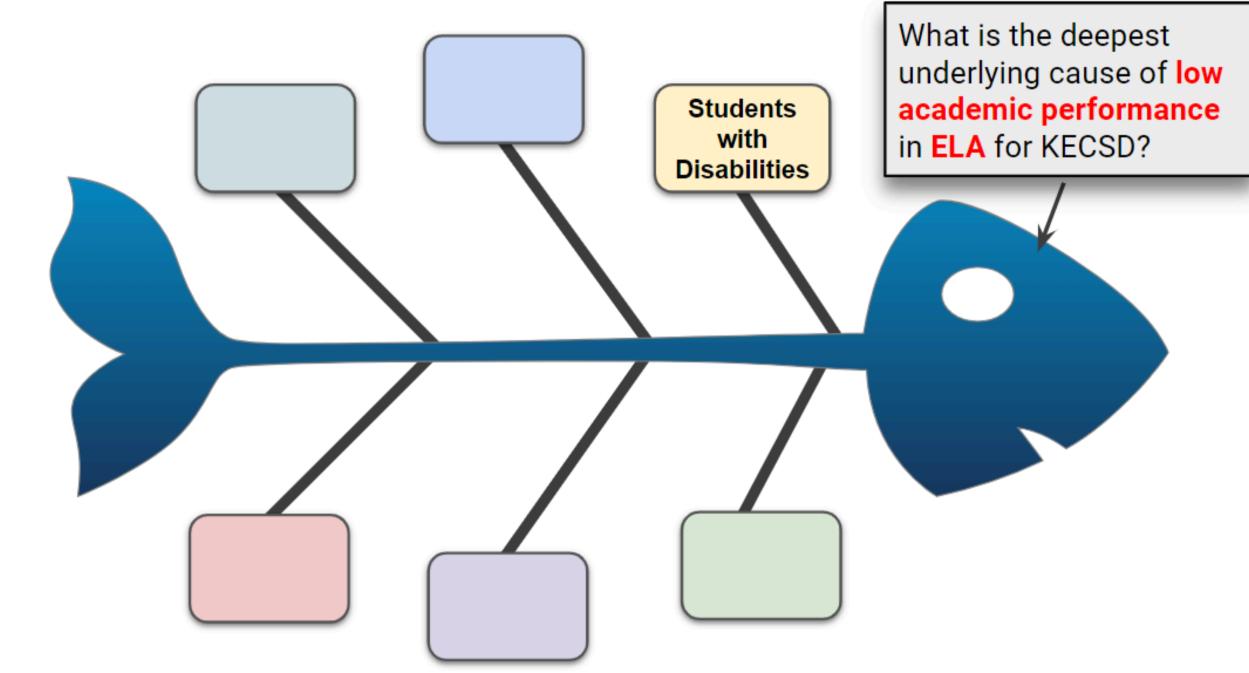
Explore the performance of Kingsburg Elementary Charter under California's Accountability System.





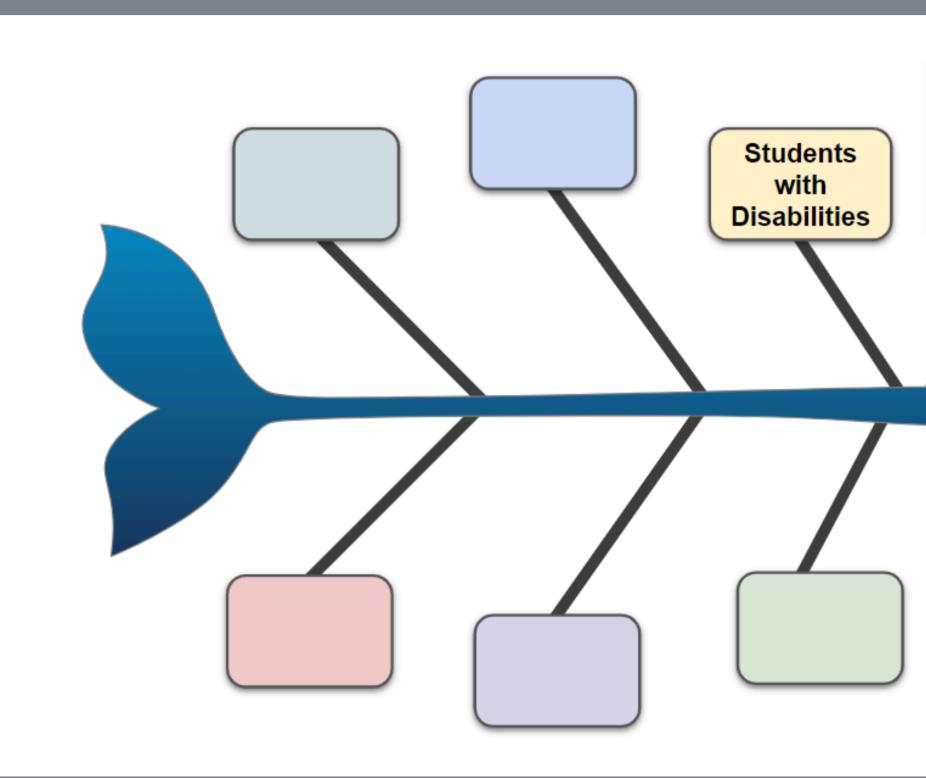


# FISHBONE ROOT CAUSES





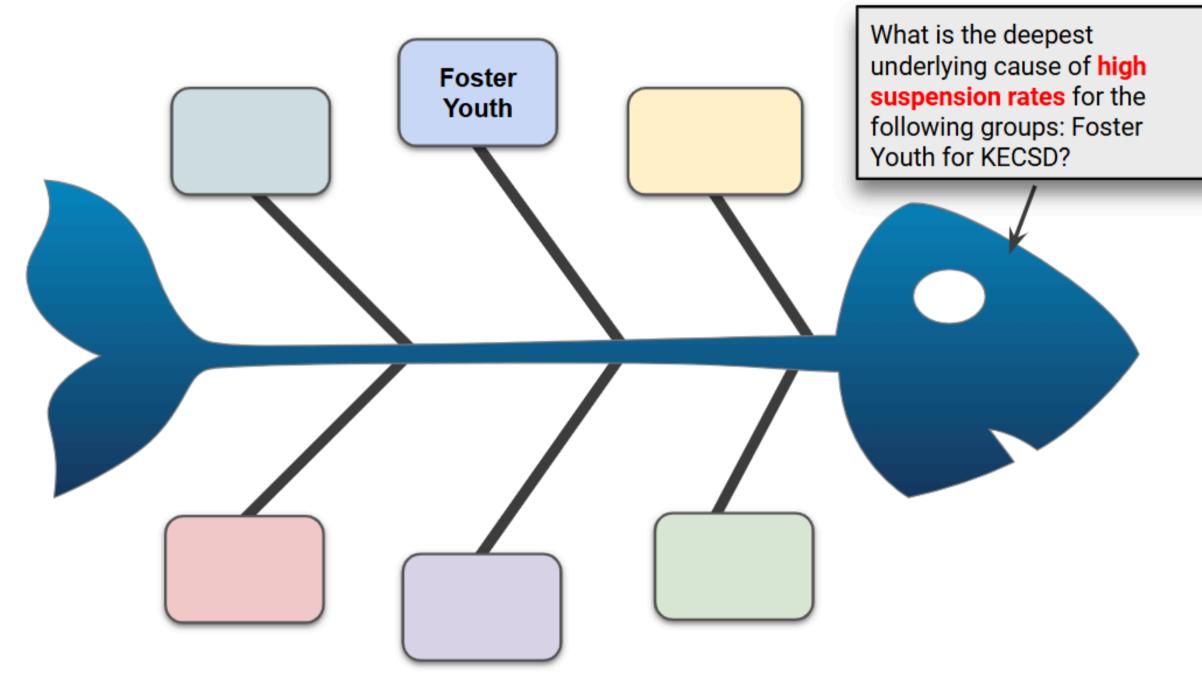
# FISHBONE ROOT CAUSES





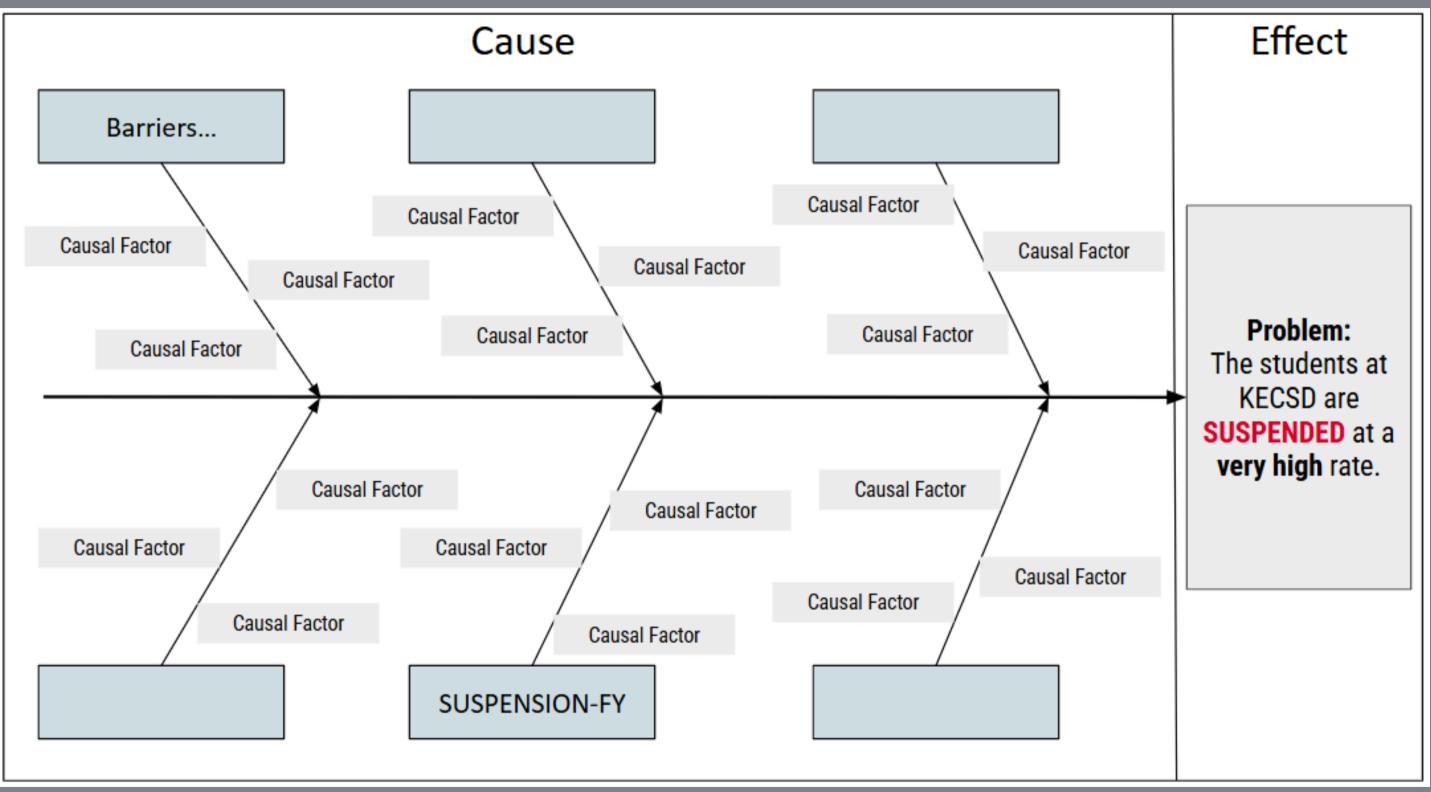
What is the deepest underlying cause of **low academic performance** in **math** for KECSD?

# FISHBONE ROOT CAUSES





# FISHBONE-CAUSE/EFFECT



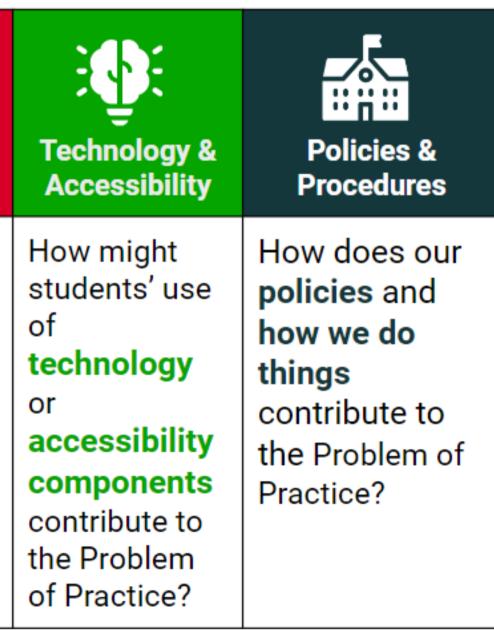


# FISHBONE-ROOT CAUSES

### **Guiding questions to consider for Root Causes**

Curriculum	Instruction	Assessment	Professional Development
How might the curriculum contribute to the Problem of Practice?	How might instruction contribute to the Problem of Practice?	How might the <b>assessment</b> contribute to the Problem of Practice?	How might the <b>professional development</b> , contribute to the Problem of Practice?





# GROUPUP Group 1 - ELA - SWD

### Group 2 - Math - SWD

### **Group 3 - SUSPENSION RATES - FOSTER YOUTH**









### **GOALS, ACTIONS & SERVICES**

### Goal # Description

1

Provide basic visual and per

The District w including the materials, pro

			Type of Goal
erformin will oper provisio	g arts. ate with increased e on of high quality and	students, including core instruction and instruction in the fficiency and effectiveness in all areas of operation d well-maintained facilities, provision of instructional conments and transportation.	Broad Goal
Action #	Title	Description	·
1.1	Closing the Achievement Gap	The 2023 CA School Dashboard results indicate that our Low-Incom English Learners have a greater Distance from Standard (DFS) lear gap than the all-student group in ELA. Our experience and the outco conducting a root cause analysis indicate that teachers would benefit	rning ome of
Action #	Title	Description	
		<ul> <li>continued access to additional diagnostic formative assessment information specific to student reading skills along with related supplemental instructional resources and supplies.</li> <li>KECSD will provide supplemental resources and DRA Assessment that support the core curriculum and instruction aligned to the CA standards.</li> <li>Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Interventio materials and the Developmental Reading Assessment (DRA) used Multi-tiered Systems of Support, Response to Intervention (RTI), an school programs to support and scaffold instruction for the Low-Inco and English Learner pupil population, is making a significant differend DRA kits are used by teachers to analyze each student's level of readind individual growth over time, so they know what early literacy sk focus on.</li> <li>Though this action is principally directed to meet the needs of our L Income and English Learners, we expect that all students will benefit this action, and it will be provided on an LEA-wide basis.</li> <li>We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA assessments on the CA Dashboard will decrease as compared to our all-student group.</li> </ul>	g n during dafter- ome nce. ading ills to ow- it from







Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.









- Provide focused intervention for students and
- professional development for staff that supports
  - pedagogy/instructional planning and effective
- utilization of data to prepare all students for mastery
  - of the state standards.





r students and ff that supports g and effective dents for mastery ds.



### GOAL 3

- Access to a Broad and Challenging Curriculum focused on
  - 21st Century Learning. Students will be successful in
- mastering the new California Standards (CCSS) and acquire
  - 21st Century Learning Skills and College and Career
- Readiness Skills, as well as develop a passion for continuous
  - learning through increased opportunities to access
    - technology and after school programs.





culum focused on e successful in (CCSS) and acquire ege and Career sion for continuous hities to access





# Provide a positive, safe and welcoming school and district climate.









By 2027, KECSD will provide a positive, safe and welcoming school climate for the students at Island Community Day School as measured by a decrease in Chronic Absenteeism of 5% for all students.







### HUDDLE UP











WESLEY SEVER, ED.D. Superintendent

MATT STOVALL Assistant Superintendent

BOBBY RODRIGUEZ Assistant Superintendent

CAROL BRAY Director, Human Resources

ERIN PASILLAS Director, Special Education, Student Services

### **Notice of Public Hearing**

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

TOPIC:	Williams Uniform Complaints
HEARING DATE:	January 13, 2025
TIME:	4:00 p.m.
LOCATION:	Professional Development Building
	Kingsburg Elementary Charter School District
	1310 Stroud Avenue
	Kingsburg, CA 93631

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

> Posted on December 16, 2024 Locations of Posting: District Office, School Sites, and District Website

1310 Stroud Avenue • Kingsburg, California 93631

(559) 897-2331 • Fax (559) 897-4784

Our mission is simple, "We will find a way for ALL students to learn!"

### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT GOVERNING BOARD MEETING

### Monday, December 16, 2024

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

4:00 p.m.

### MINUTES

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

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

### **Board Members Present**:

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

### District Office Administrators Present:

Wesley Sever, Ed.D., Superintendent Matt Stovall, Assistant Superintendent, Curriculum & Instruction, Special Projects Bobby Rodriguez, Assistant Superintendent, Business Services Carol Bray, Director, Human Resources

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

Moved: Mr. Bergstrom; Seconded: Mrs. Smith Quinn, to approve the December 16, 2024, Board agenda as submitted:

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

### DISCUSSION

- 5. Superintendent's Report
  - 5.1. Communications/Recognitions
    - 5.1.1 Dr. Sever received an email from Mike Schofield, Band Director at Kingsburg High School, who commended the Rafer Johnson Jr. High Band for their outstanding concert, highlighting strong participation and superb instrumentation. Special thanks were extended to Mrs. Sigle for her leadership and Dr. Sever and Mrs. Lee for supporting Kingsburg's music programs.

- 5.1.2 Congratulations to our 2024-25 Employees of the Year! Lisa Oehlschlaeger, Administrative Assistant, Maintenance and Operations - Employee of the Year; Lauren Galli, Principal, Lincoln School - Administrator of the Year; and Kim Martinez, 1st Grade Teacher, Roosevelt School - Educator of the Year. These employees will represent Kingsburg Elementary next November at the Fresno County Educator of the Year Awards. Thank you for your PASSION and COMMITMENT to KECSD!
- 5.1.3 The Board and Administration recently treated our night custodians to a well-deserved dinner at J's Tacos. Our custodians work tirelessly behind the scenes, ensuring our schools are clean, safe, and welcoming for everyone. It was nice to get together and see their hard work recognized and celebrated.
- 5.1.4 Congratulations to the Santa Lucia parade winners- the Grand Prize went to Lincoln School, and with the Children's Category 1st Place- Washington Elementary and 2nd Place- Roosevelt Elementary. It was a very special night. The Rafer Johnson Jr. High Band marched in the parade and CVHS and Community Schools had a booth downtown throughout the day. Thank you to the dedicated parents, volunteers, and staff who gave their time, effort, and resources to bring our festive floats to life. Thank you to Wildwood Express (Mark Woods, Jr. and Family) and Noorigian Farms (Jeff Noorigian and Family), who donate their trucks/trailers year after year to our schools.
- 5.1.5 The District Christmas Luncheon was a great success. We had great food and a strong turnout, including many retiree friends from years past. Island Photography was there to capture pictures of each staff and group. Special thanks to Maggie Gonzales, Monica Garcia, Candy Noble, Michelle Salazar, Bricki McNulty, and Kristy LeBoeuf for all their hard work. It was announced that Maggie will be retiring this year. We are thankful for all the years we have enjoyed her cooking for this event!
- 5.1.6 KECSD was selected by the Educational Results Partnership (ERP) to their Honor Roll list of California's top-performing schools and districts. Lincoln School was also selected. This is the tenth year that ERP has completed the Honor Roll list, which recognizes top public schools, school districts, and charter schools that have outperformed their peers in closing achievement gaps, particularly among higher-poverty and historically disadvantaged student populations. This year, 168 districts in California made the Honor Roll.
- 6. Assistant Superintendent- Curriculum & Instruction, Special Projects' Report
  - 6.1. The new Reading Screener law (Ed. Code 53008) requires schools to implement state-approved reading screeners for K-2nd grade students to assess early literacy skills. The state will release an approved list of screeners by December 31, 2024, and school boards must select and approve a screener by June 30, 2025. Screening must begin for all Kindergarten through 2nd grade students starting in the 2025-26 school year. This law aims to identify and address reading challenges early to support student literacy development.
  - 6.2. 2024 CA School Dashboard- The district has shown encouraging progress, moving out of targeted support based on scores. The district's focus on site leadership, accountability, and targeted interventions is driving improvement. Each school has a county coach who meets with principals twice monthly to develop and monitor game plans. Notable efforts include intervention teachers, bilingual paras, and the use of data-driven tools like I-Ready and targeted IAB tests. Reagan Elementary is showing significant progress under site leadership, with consistent usage of I-Ready. Principals and county coaches observe classrooms and provide actionable feedback to teachers. The county coaching program initiated two years ago, has proven beneficial for new administrators by providing mentorship and accountability. The district currently contracts for bi-monthly sessions, which can be adjusted as needed.
  - 6.3. KROB will kick off March 10-14 with reading activities from March 17-April 4. The author of Fenway and Hattie will conduct visits during the event.
  - 6.4. We proudly celebrated the incredible accomplishments of 47 students who passed the ELPAC test at Bilingual Night. The night was filled with joy, culture, and community as we welcomed

325 attendees. Guests enjoyed delicious food, including Panda Express and samosas from Asoka. Entertainment featured lively performances from Bollywood dancers and Folkloric dancers, who even led a fun dance tutorial that got everyone at their tables moving. We were honored to have a state representative from Congressman Jim Costa's office join us, along with certificates of recognition for our students from Senator Hurtado and Senator Mathis. Thanks to the principals and learning directors, our incredible community school staff, and the IT department for their support. Our dedicated EL Paras from each site were there to make the event a genuine community effort.

- 7. Assistant Superintendent- Business Services' Report
  - 7.1. The Food Service staff is making this time of year memorable by engaging in team-building activities, including a Hershey Kiss guessing game where the winner received a festive rolling pin. At Lincoln Cafeteria, staff member Candy introduced an Elf on the Shelf activity for students. The elf's hiding spots included areas above the serving line, and fun items like gummy pizzas and gummy hot dogs were displayed, creating excitement for students and fostering connections outside of academics.
  - 7.2. Project Updates
    - 7.2.1 Roosevelt tack board installation was completed over Thanksgiving break.
    - 7.2.2 Carpeting Project: Both sides of the H-wing will be carpeted during winter break, starting on December 18. A "walk-off" area will reduce slipping hazards and dirt tracking into classrooms. Staff have been instructed to stay off-campus from December 18th to January 2nd to protect the floated floors.
    - 7.2.3 Reagan Facilities: Stucco work for the new building will begin as weather permits (expected timeline: 2-3 weeks). Landscaping and awning installation will follow, keeping the project on track for completion by late January/early February. Staff are excited about the new space.
    - 7.2.4 Golf Cart Auction: Through a transparent bidding process, the district will auction extra golf carts in April. Updates will be provided twice daily at 11:00 AM and 3:00 PM. The auction proceeds will support the maintenance fund. Contact Lisa O. for more information.
    - 7.2.5 HVAC Maintenance: Since November 12th, the maintenance team has received 1-2 daily calls regarding heater and HVAC issues. A reduced maintenance team is managing repairs, balancing internal fixes, and contracted support as needed. Funds from the golf cart auction will help address ongoing HVAC concerns.
    - 7.2.6 Jason's Offices: Framing, wiring, and door installation to complete office spaces. Minisplit systems will be connected after the break.
    - 7.2.7 Washington Break Room: New tack board, cubbies (donated by S&S Metal), and updates to refresh the space, matching the front office improvements.
    - 7.2.8 Restroom Repairs: At Roosevelt, a floor blockage and a pipe leak were repaired. While flooring replacement is needed, Lincoln's restrooms are a higher priority. Roosevelt's flooring will be addressed at a later time.
    - 7.2.9 The district continues to address immediate needs while planning long-term improvements, ensuring progress across sites.
- 8. Board Member Reports
  - 8.1. Mr. Yanes conducted walkabouts at Roosevelt, Rafer, and Reagan.
  - 8.2. Rev. Ezaki and Mr. Yanes spent 30 minutes with Melody at Rafer; she expressed confidence in her staff and site progress.
  - 8.3. Rev. Ezaki visited CVHS with Dr. Sever and noted everything looked great. He also observed four students at Island.
  - 8.4. The band and choir concerts and student performances were well-attended and fun to watch.
  - 8.5. Mrs. Smith Quinn attended Roosevelt's program this morning.
  - 8.6. Mrs. Lunde and Mrs. Smith Quinn visited Washington School last week.

- 9. Professional Development Kristy LeBoeuf attended the CSNA 72<sup>nd</sup> Conference in Sacramento.
- 10. First Reading: Board Policies/Administrative Regulations/Exhibits 10.1. AR 4161.1, 4261.1: Personal Illness/Injury Leave

No changes were made, and the regulation will be brought back to the next Board meeting for approval.

## CONVENE ORGANIZATIONAL MEETING

11. Consider Adoption of Resolution No. 25-12: In the Matter of Insufficient Nominations of Governing Board Elections; No Election; Seating at Annual Organizational Meeting

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

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

- 12. Swearing in of Board Members Dr. Sever swore in Mrs. Lunde, Rev. Ed Ezaki, and Mr. Yanes.
- 13. Election of Officers
  - 13.1. President
  - 13.2. Clerk
  - 13.3. Secretary

Moved: Mrs. Smith Quinn; Seconded: Mr. Bergstrom, to nominate Mrs. Lunde as President, Reverend Ezaki for Clerk, and Dr. Sever for Secretary for 2025.

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

14. Consider Approval of Statement of Facts

Moved: Mr. Yanes; Seconded: Rev. Ezaki

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

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

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

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

16. Consider Approval of Authorized Signature and Mailing Permits

Moved: Rev. Ezaki; Seconded: Mr. Bergstrom

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

17. Consider Approval of Proposed 2025 Board Meeting Dates

Moved: Rev. Ezaki; Seconded: Mr. Yanes

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

## **RECONVENE REGULAR MEETING**

## ACTION

- 18. Consent Agenda
  - 18.1. Consider Approval of Minutes November 12, 2024 Board Meeting
  - 18.2. Consider Approval of Cash Balances
  - 18.3. Consider Approval of Budget Report
  - 18.4. Consider Approval of Accounts Payable Report
  - 18.5. Consider Approval of Quote from J&E Restaurant Supply for Oven and Other Items for the Lincoln School Kitchen
  - 18.6. Consider Approval of Agreement with Parsec Education
  - 18.7. Consider Approval of Quote from Read to Them for Kingsburg Reads One Book Materials
  - 18.8. Consider Approval of Quote from AVID for the 2025-2026 School Year
  - 18.9. Consider Approval of Quote from Savvas Learning Company LLC
  - 18.10. Consider Approval of Professional Services Contract with Hamish Brewer for Keynote Speaker for the District Kickoff
  - 18.11. Consider Approval of Comprehensive School Safety Plans
  - 18.12. Consider Approval of Renewal Agreement with National University for Student Teacher and Practicum Student Placement
  - 18.13. Consider Approval of Agency Agreement Between TCOE and KECSD for Intern Teachers and Support
  - 18.14. Consider Approval of Agreement with CalState TEACH for Intern Teachers and Student Teachers

Items 18.1.- 18.14.:

Moved: Mr. Yanes; Seconded: Rev. Ezaki

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

## **BUSINESS SERVICES**

19. Consider Adoption and Certification of 2024-25 First Interim Budget Report

Moved: Mr. Yanes; Seconded: Rev. Ezaki

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

 Consider Adoption of Resolution No. 25-13: In the Matter of Reviewing Development Fees on Residential and Commercial and Industrial Development Collected During the 2023-2024 School Year Moved: Rev. Ezaki; Seconded: Mrs. Smith Quinn

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

21. Consider Adoption of Resolution No. 25-14: Authorizing the Delivery and Sale of Certificates of Participation (COP)

Moved: Mr. Yanes; Seconded: Rev. Ezaki

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

22. Consider Approval of Sales Agreement for Image 2000 Riso ComColor

Moved: Rev. Ezaki; Seconded: Mr. Yanes

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

## HUMAN RESOURCES

- 23. Consider Approval of Revised Job Descriptions
  - 23.1. Cafeteria Helper
  - 23.2. Cook I
  - 23.3. Cook II
  - 23.4. Cook III 23.5. Child Nutrition Director

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

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

24. Consider Approval of Revised 2024-25 Classified Management/Supervisory/Confidential Salary Schedule

Moved: Rev. Ezaki; Seconded: Mr. Yanes

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Rev. Ezaki – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes Motion Carried: 5-0 25. Consider Approval of Request to Offer a \$4,000 Retirement Incentive if Employee Submits Letter of Resignation for the Purposes of Retirement by February 3, 2025, at 4:00 p.m., Completes Their 2024-25 Contract, and Has a Retirement Date No Later Than June 30, 2025

Moved: Rev. Ezaki; Seconded: Mr. Yanes

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

## ADMINISTRATIVE SERVICES

26. Consider Approval of Board Policies/Administrative Regulations/Exhibits
26.1. AR 4161.2, 4261.2: Personal Leaves
26.2. AR 4217.3: Layoff/Rehire

26.3. BP 4251: Employee Compensation 26.4. AR 5145.71: Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures 26.5. E 5145.71: Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures

Moved: Mr. Bergstrom; Seconded: Rev. Ezaki to approve the regulations, board policies, and exhibit as submitted, waiving the first reading for BP 4251: Employee Compensation.

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

## **PUBLIC COMMENT**

- 27. Public Comment on Agendized and Non-Agendized Items 27.1. No comments were received from the public.
- 28. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Monday, January 13, 2025, 4:00 p.m., Professional Development Building

## CLOSED SESSION

- 29. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
- 30. Anticipated Litigation (Government Code Section 54956.9(b))
- 31. Public Employee Employment

- 31.1.1 Consider Approval of Student Teachers for the 2024-2025 Spring Semester
- 32. Public Employee Employment
  - 32.1. Classified Personnel
    - 32.1.1 Consider Approval of Leave of Absence Request
    - 32.1.2 Consider Acceptance of Resignation: Child Nutrition Director, District
    - 32.1.3 Consider Acceptance of Resignation: Paraprofessional- General (TK), Washington School
    - 32.1.4 Consider Acceptance of Resignation: Cook III, Food Services
    - 32.1.5 Consider Approval of Request to Hire: Paraprofessional- EL, Lincoln School

<sup>31.1.</sup> Certificated Personnel

- 32.1.6 Consider Approval of Request to Hire: Paraprofessional- General (TK), Washington School
- 33. Pupil Personnel
  - 33.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
    - 33.1.1 Consider Approval of 2024-25 New Attendance Requests Site-Based Program
    - 33.1.2 Consider Approval of 2024-25 New Attendance Requests Central Valley Home School

## **RECONVENE PUBLIC SESSION**

## ACTION

34. Report of Actions Taken in Closed Session

Action taken on agenda item 31.1.1.:

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

• Approved Student Teachers for the 2024-2025 Spring Semester

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

Action taken on agenda item 32.1.1.:

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

Approved unpaid Leave of Absence for two months.

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

Action taken on agenda items 32.1.2. – 32.1.5.:

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

- Accepted Resignation: Kristy LeBoeuf, Child Nutrition Director, District
- Accepted Resignation: Lisa Calupina, Paraprofessional- General (TK), Washington School
- Accepted Resignation for the Purposes of Retirement: Magdalena Gonzales, Cook III, Food Services
- Approved Request to Hire: Deisy Vargas, Paraprofessional- EL, Lincoln School
- Approved Request to Hire: Faith Wilson, Paraprofessional- General (TK), Washington School

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

<u>Action taken on agenda items 33.1.1. – 33.1.2.</u> Moved: Mr. Bergstrom; Seconded: Mrs. Smith Quinn, to take the following action:

- 2024-25 New Attendance Requests Site-Based Program Approved all requests.
- 2024-25 New Attendance Requests Central Valley Home School Waitlisted one request; approved all other requests.

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

35. Adjourn

Meeting was adjourned at 6:07 p.m.

		JULY	AUGUST	SEPT	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2022-23													
60001	GE	11,462,106	10,509,697	11,595,955	12,050,047	13,862,360	17,648,124	17,729,201	17,371,298	18,891,813	20,948,944	20,226,498	23,026,957
60012	CHDE	123,576	165,679	147,787	162,548	168,141	213,137	237,513	215,225	231,392	204,189	200,160	197,121
60008	CAFÉ	8,350	67,670	133,058	21,429	16,622	173,493	69,294	4,895	204,389	238,400	298,010	446,258
60020	SPRES	2,154,262	2,160,638	2,167,387	2,167,960	2,167,960	2,175,888	2,176,434	2,176,434	2,186,966	2,187,455	2,187,455	2,199,896
65334	16 B	6,214	6,232	6,251	6,253	6,253	6,276	6,278	6,278	6,308	6,309	6,309	6,345
60006	DF	1,074,175	1,075,041	1,083,296	1,143,381	1,150,954	1,129,707	1,234,234	1,250,128	1,154,738	1,143,562	1,195,632	1,266,956
65066	04 A	468	479	480	480	480	482	482	482	484	496	495	498
65104	06 Refund	90,416	90,683	90,966	90,990	90,990	91,323	91,348	91,348	91,790	91,810	91,810	92,335
65215	13 Refi	95,515	95,826	96,125	96,150	96,150	96,502	96,526	96,526	96,993	97,041	97,041	97,593
65276	Bond Intrst	69,142	73,379	74,201	74,919	74,919	241,435	250,219	250,461	281,207	507,403	518,667	74,682
65281	16 Refi	21,888	22,909	22,403	22,606	22,606	86,540	14,381	14,447	22,902	85,760	88,833	96,552
65335	16 B Debt	29,497	31,253	30,954	31,327	31,327	140,620	22,834	22,955	38,529	146,300	151,717	165,033
2023-24													
60001	GE	20,202,997	19,271,414	18,135,834	17,771,903	17,659,066	19,912,474	19,959,366	22,045,477	23,398,287	24,048,191	23,174,503	25,750,243
60012	CHDE	229,084	213,746	247,305	256,427	381,879	349,688	330,424	355,788	331,332	343,073	343,002	343,399
60008	CAFÉ	502,800	436,623	353,644	162,204	121,919	183,471	74,958	160,661	269,430	285,461	523,535	629,245
60020	SPRES	2,200,348	2,200,348	2,214,399	2,214,877	2,214,877	2,228,942	2,229,425	2,229,425	2,243,777	2,244,251	2,244,251	2,259,195
65334	16 B	6,346	6,346	6,387	6,388	6,388	6,429	6,430	6,430	6,472	6,473	6,473	6,516
	DF	1,233,589	1,281,437	1,228,706	1,258,686	1,264,501	1,281,325	1,281,597	1,330,216	1,338,262	1,205,374	1,166,121	1,214,520
65066	04 A	498	513	516	516	516	520	520	520	523	523	523	527
65104	06 Refund	92,354	92,354	92,943	92,963	92,963	93,554	93,574	93,574	94,177	94,196	94,196	94,824
65215	13 Refi	97,613	97,719	98,342	98,364	98,364	98,988	99,009	99,009	99,647	99,668	99,668	100,331
65276	Bond Intrst	74,778	80,423	85,358	85,885	87,069	253,250	313,833	314,282	344,577	560,865	580,086	112,039
65281	16 Refi	22,005	24,048	25,075	25,224	25,548	86,265	26,982	27,104	35,399	94,104	99,260	106,701
65335	16 B Debt	32,972	36,380	38,169	38,431	39,000	150,592	57,996	58,214	72,758	180,962	190,581	204,269
2024-25													
60001	GE	22,889,928	21,080,488	22,054,060	21,457,722	20,761,666	21,446,181						
65400	ASB		105,122	122,592	143,968	185,556	179,982						
60012	CHDE	330,987	445,809	487,730	496,258	572,821	632,361						
60008	CAFÉ	551,244	619,238	564,707	386,424	396,949	481,497						
60020	SPRES	2,244,705	2,259,648	2,275,572	2,276,053	2,276,053	2,292,453						
65334	16 B	6,474	6,716	6,563	6,565	6,565	6,612						
60006	DF	965,355	985,168	1,032,720	875,991	873,427	766,177						
65066	04 A	523	527	530	531	531	534						
65104	06 Refund	94,215	94,843	95,511	95,531	95,531	96,220						
65215	13 Refi	99,688	100,352	101,059	101,080	101,080	101,809						
65276	Bond Intrst	114,493	118,807	122,425	124,603	124,776	78,189						
65281	16 Refi	33,003	34,169	34,769	35,361	35,406	35,000						
65335	16 B Debt	53,887	56,069	57,230	58,319	58,406	58,337						

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

Fu: 0100 General Fund

			E	xpended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	010
Revenues							
Total: 8000 Revenues	\$41,579,286.28	\$38,398,348.26	\$3,498,298.90	\$14,965,750.98	\$0.00	\$23,432,597.28	61.0
Expenditures							
Total: 1000 Certificated	\$14,650,518.40	\$15,578,825.27	\$1,191,158.39	\$6,211,700.57	\$0.00	\$9,367,124.70	60.1
Total: 2000 Classified	6,078,452.08	6,380,149.23	519,290.20	2,931,113.19	0.00	3,449,036.04	54.1
Total: 3000 Benefits	10,293,006.93	11,033,830.55	683,664.69	4,242,627.43	520,233.25	6,270,969.87	56.8
Total: 1000 - 3000	31,021,977.41	32,992,805.05	2,394,113.28	13,385,441.19	520,233.25	19,087,130.61	57.9
Total: 4000 Books & Supplies	3,720,096.89	4,040,710.50	78,460.12	824,464.27	215,128.03	3,001,118.20	74.3
Total: 5000 Services & Other	6,916,742.38	7,400,628.27	593,524.99	3,282,707.37	2,303,204.11	1,814,716.79	24.5
Total: 4000 - 5000	10,636,839.27	11,441,338.77	671,985.11	4,107,171.64	2,518,332.14	4,815,834.99	42.1
Total: 1000 - 5000	41,658,816.68	44,434,143.82	3,066,098.39	17,492,612.83	3,038,565.39	23,902,965.60	53.8
Total: 6000 Capital Outlay	550,000.00	2,281,900.32	139,501.29	1,267,976.86	542,188.36	471,735.10	20.7
Total: 7000 Other Outgo/Financing Uses	527,936.05	367,712.42	14,168.44	27,882.44	133,647.06	206,182.92	56.1
Total: 1000 - 7000	42,736,752.73	47,083,756.56	3,219,768.12	18,788,472.13	3,714,400.81	24,580,883.62	52.2
Total: Net Increase/(Decrease) in Fund Balance	(\$1,157,466.45)	(\$8,685,408.30)	\$278,530.78	(\$3,822,721.15)	(\$3,714,400.81)	(\$1,148,286.34)	13.2
Total: Beginning Balance	15,318,588.68	24,733,332.99	0.00	24,733,332.99			
Total: Ending Fund Balance (9790)	\$14,161,122.23	\$16,047,924.69	\$278,530.78	\$20,910,611.84			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(8,685,408.30)			
Total: Undesignated	14,161,122.23	16,047,924.69	278,530.78	29,596,020.14			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 0800 Student Activity Special Revenue Fun

			Ех	rpended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$0.00	\$237,563.94	\$4,466.24	\$238,046.09	\$0.00	(\$482.15)	-0.2
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	184,961.62	8,830.99	33,044.26	33,756.30	118,161.06	63.9
Total: 5000 Services & Other	0.00	52,602.32	1,209.85	25,041.64	6,636.50	20,924.18	39.8
Total: 4000 - 5000	0.00	237,563.94	10,040.84	58,085.90	40,392.80	139,085.24	58.5
Total: 1000 - 5000	0.00	237,563.94	10,040.84	58,085.90	40,392.80	139,085.24	58.5
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	237,563.94	10,040.84	58,085.90	40,392.80	139,085.24	58.5
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	(\$5,574.60)	\$179,960.19	(\$40,392.80)	(\$139,567.39)	0.0
Total: Beginning Balance	138,635.84	106,633.94	0.00	106,633.94			
Total: Ending Fund Balance (9790)	\$138,635.84	\$106,633.94	(\$5,574.60)	\$286,594.13			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	138,635.84	106,633.94	(5,574.60)	286,594.13			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 1200 Child Development Fund

			Ex	spended		Unencumbe	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	olo
Revenues							
Total: 8000 Revenues	\$687,914.65	\$811,127.76	\$99,258.92	\$630,182.96	\$0.00	\$180,944.80	22.3
Expenditures							
Total: 1000 Certificated	\$181,766.80	\$185,860.20	\$16,419.25	\$83,878.95	\$0.00	\$101,981.25	54.9
Total: 2000 Classified	138,994.20	140,306.69	13,108.80	60,133.63	0.00	80,173.06	57.1
Total: 3000 Benefits	155,703.80	153,743.60	9,964.85	53,543.97	20,547.50	79,652.13	51.8
Total: 1000 - 3000	476,464.80	479,910.49	39,492.90	197,556.55	20,547.50	261,806.44	54.6
Total: 4000 Books & Supplies	274,363.53	401,105.56	2,649.11	4,215.84	4,629.29	392,260.43	97.8
Total: 5000 Services & Other	1,717.07	4,934.07	65.39	3,103.84	392.34	1,437.89	29.1
Total: 4000 - 5000	276,080.60	406,039.63	2,714.50	7,319.68	5,021.63	393,698.32	97.0
Total: 1000 - 5000	752,545.40	885,950.12	42,207.40	204,876.23	25,569.13	655,504.76	74.0
Total: 6000 Capital Outlay	0.00	60,961.60	0.00	0.00	77,334.35	(16,372.75)	-26.9
Total: 7000 Other Outgo/Financing Uses	17,415.09	34,656.56	0.00	0.00	0.00	34,656.56	100.0
Total: 1000 - 7000	769,960.49	981,568.28	42,207.40	204,876.23	102,903.48	673,788.57	68.6
Total: Net Increase/(Decrease) in Fund Balance	(\$82,045.84)	(\$170,440.52)	\$57,051.52	\$425,306.73	(\$102,903.48)	(\$492,843.77)	289.2
Total: Beginning Balance	115,119.39	203,701.07	0.00	203,701.07			
Total: Ending Fund Balance (9790)	\$33,073.55	\$33,260.55	\$57,051.52	\$629,007.80			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(170,440.52)			
Total: Undesignated	33,073.55	33,260.55	57,051.52	799,448.32			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

Fu: 1300 Cafeteria Fund

			E	xpended		Unencumb	bered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$1,489,112.99	\$1,689,777.35	\$191,238.79	\$315,035.42	\$0.00	\$1,374,741.93	81.4
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	531,840.02	548,006.93	44,691.20	246,565.26	0.00	301,441.67	55.0
Total: 3000 Benefits	284,277.36	312,111.40	17,501.91	119,065.00	44,735.25	148,311.15	47.5
Total: 1000 - 3000	816,117.38	860,118.33	62,193.11	365,630.26	44,735.25	449,752.82	52.3
Total: 4000 Books & Supplies	579,354.07	716,038.60	44,517.27	250,545.43	152,502.61	312,990.56	43.7
Total: 5000 Services & Other	63,139.36	76,624.91	5,686.66	28,910.16	4,385.15	43,329.60	56.5
Total: 4000 - 5000	642,493.43	792,663.51	50,203.93	279,455.59	156,887.76	356,320.16	45.0
Total: 1000 - 5000	1,458,610.81	1,652,781.84	112,397.04	645,085.85	201,623.01	806,072.98	48.8
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	38,794.86	56,297.02	0.00	0.00	0.00	56,297.02	100.0
Total: 1000 - 7000	1,497,405.67	1,709,078.86	112,397.04	645,085.85	201,623.01	862,370.00	50.5
Total: Net Increase/(Decrease) in Fund Balance	(\$8,292.68)	(\$19,301.51)	\$78,841.75	(\$330,050.43)	(\$201,623.01)	\$512,371.93	-2,654.6
Total: Beginning Balance	401,376.62	818,770.52	0.00	818,770.52			
Total: Ending Fund Balance (9790)	\$393,083.94	\$799,469.01	\$78,841.75	\$488,720.09			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	1,114.14			
Total: Undesignated	393,083.94	799,469.01	78,841.75	487,605.95			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 1700 Special Reserve Fund for Other Than

			E	xpended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$7,444.28	\$7,444.28	\$16,399.71	\$16,880.77	\$0.00	(\$9,436.49)	-126.8
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	\$7,444.28	\$7,444.28	\$16,399.71	\$16,880.77	\$0.00	(\$9,436.49)	-126.8
Total: Beginning Balance	2,745,843.38	2,799,572.27	0.00	2,799,572.27			
Total: Ending Fund Balance (9790)	\$2,753,287.66	\$2,807,016.55	\$16,399.71	\$2,816,453.04			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	7,444.28			
Total: Undesignated	2,753,287.66	2,807,016.55	16,399.71	2,809,008.76			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

Fu: 2104 Building Fund

			E	xpended		Unencumbered	
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$0.00	\$0.00	\$47.30	\$48.65	\$0.00	(\$48.65)	0.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$47.30	\$48.65	\$0.00	(\$48.65)	0.0
Total: Beginning Balance	6,386.94	6,563.52	0.00	6,563.52			
Total: Ending Fund Balance (9790)	\$6,386.94	\$6,563.52	\$47.30	\$6,612.17			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	6,386.94	6,563.52	47.30	6,612.17			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

Fu: 2500 Capital Facilities Fund

			Ez	xpended		Unencumbe	red
	Approved	Working	Current	Year To Date	Encumbered	Balance	010
Revenues							
Total: 8000 Revenues	\$560,433.70	\$560,433.70	\$7,372.18	\$175,030.97	\$0.00	\$385,402.73	68.8
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	5,178.01	5,178.01	0.00	0.00	0.00	5,178.01	100.0
Total: 5000 Services & Other	3,850.00	123,282.62	5,634.50	22,455.12	100,827.50	0.00	0.0
Total: 4000 - 5000	9,028.01	128,460.63	5,634.50	22,455.12	100,827.50	5,178.01	4.0
Total: 1000 - 5000	9,028.01	128,460.63	5,634.50	22,455.12	100,827.50	5,178.01	4.0
Total: 6000 Capital Outlay	0.00	680,820.76	108,988.17	308,144.15	372,676.61	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	337,000.00	337,000.00	0.00	62,850.37	137,493.74	136,655.89	40.6
Total: 1000 - 7000	346,028.01	1,146,281.39	114,622.67	393,449.64	610,997.85	141,833.90	12.4
Total: Net Increase/(Decrease) in Fund Balance	\$214,405.69	(\$585,847.69)	(\$107,250.49)	(\$218,418.67)	(\$610,997.85)	\$243,568.83	-41.6
Total: Beginning Balance	965,673.71	984,606.84	0.00	984,606.84			
Total: Ending Fund Balance (9790)	\$1,180,079.40	\$398,759.15	(\$107,250.49)	\$766,188.17			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	214,405.69			
Total: Undesignated	1,180,079.40	398,759.15	(107,250.49)	551,782.48			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5100 Bond Interest and Redemption Fund

			E	xpended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$55.00	\$55.00	\$0.00	\$0.00	\$0.00	\$55.00	100.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: 1000 - 7000	55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance	335,650.18	0.00	0.00	0.00			
Total: Ending Fund Balance (9790)	\$335,650.18	\$0.00	\$0.00	\$0.00			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	335,650.18	0.00	0.00	0.00			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5101 Bond Interest and Redemption Fund

			Е	xpended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$225,500.00	\$225,500.00	\$3.82	\$3.78	\$0.00	\$225,496.22	100.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: 1000 - 7000	225,500.00	225,500.00	0.00	0.00	0.00	225,500.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$3.82	\$3.78	\$0.00	(\$3.78)	0.0
Total: Beginning Balance	0.00	530.59	0.00	530.59			
Total: Ending Fund Balance (9790)	\$0.00	\$530.59	\$3.82	\$534.37			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	530.59	3.82	534.37			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5102 Bond Interest and Redemption Fund

			E	xpended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$1,100.00	\$1,100.00	\$0.00	\$0.00	\$0.00	\$1,100.00	100.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: 1000 - 7000	1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance	0.00	0.00	0.00	0.00			
Total: Ending Fund Balance (9790)	\$0.00	\$0.00	\$0.00	\$0.00			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	0.00	0.00	0.00			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5103 Bond Interest and Redemption Fund

			E	xpended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$285,400.00	\$285,400.00	\$688.33	\$708.40	\$0.00	\$284,691.60	99.8
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: 1000 - 7000	285,400.00	285,400.00	0.00	0.00	0.00	285,400.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$688.33	\$708.40	\$0.00	(\$708.40)	0.0
Total: Beginning Balance	0.00	95,511.16	0.00	95,511.16			
Total: Ending Fund Balance (9790)	\$0.00	\$95,511.16	\$688.33	\$96,219.56			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	95,511.16	688.33	96,219.56			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5104 Bond Interest and Redemption Fund

			Е	xpended		Unencumb	ered
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$8,300.00	\$8,300.00	\$728.32	\$749.79	\$0.00	\$7,550.21	91.0
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: 1000 - 7000	8,300.00	8,300.00	0.00	0.00	0.00	8,300.00	100.0
Total: Net Increase/(Decrease) in Fund Balance	\$0.00	\$0.00	\$728.32	\$749.79	\$0.00	(\$749.79)	0.0
Total: Beginning Balance	0.00	101,058.72	0.00	101,058.72			
Total: Ending Fund Balance (9790)	\$0.00	\$101,058.72	\$728.32	\$101,808.51			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	0.00			
Total: Undesignated	0.00	101,058.72	728.32	101,808.51			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5106 Bond Interest and Redemption Fund

			E	xpended		Unencumbered	
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$100,142.62	\$100,142.62	\$844.37	\$10,685.99	\$0.00	\$89,456.63	89.3
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	100,197.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: 1000 - 7000	100,197.62	100,197.62	0.00	825.00	0.00	99,372.62	99.2
Total: Net Increase/(Decrease) in Fund Balance	(\$55.00)	(\$55.00)	\$844.37	\$9,860.99	\$0.00	(\$9,915.99)	18,029.1
Total: Beginning Balance	0.00	115,759.75	0.00	115,759.75			
Total: Ending Fund Balance (9790)	(\$55.00)	\$115,704.75	\$844.37	\$125,620.74			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(55.00)			
Total: Undesignated	(55.00)	115,704.75	844.37	125,675.74			

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5107 Bond Interest and Redemption Fund

			E	kpended		Unencumbered		
	Approved	Working	Current	Year To Date	Encumbered	Balance	00	
Revenues								
Total: 8000 Revenues	\$323,500.00	\$323,500.00	\$418.86	\$3,069.40	\$0.00	\$320,430.60	99.1	
Expenditures								
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0	
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0	
Total: 7000 Other Outgo/Financing Uses	398,062.71	398,062.71	825.00	75,388.05	0.00	322,674.66	81.1	
Total: 1000 - 7000	398,062.71	398,062.71	825.00	75,388.05	0.00	322,674.66	81.1	
Total: Net Increase/(Decrease) in Fund Balance	(\$74,562.71)	(\$74,562.71)	(\$406.14)	(\$72,318.65)	\$0.00	(\$2,244.06)	3.0	
Total: Beginning Balance	0.00	107,318.97	0.00	107,318.97				
Total: Ending Fund Balance (9790)	(\$74,562.71)	\$32,756.26	(\$406.14)	\$35,000.32				
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00				
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00				
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00				
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00				
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(74,562.71)				
Total: Undesignated	(74,562.71)	32,756.26	(406.14)	109,563.03				

From 12/01/2024 thru 12/31/2024

## Fund Summary

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

#### Fu: 5108 Bond Interest and Redemption Fund

			E	xpended		Unencumbered	
	Approved	Working	Current	Year To Date	Encumbered	Balance	00
Revenues							
Total: 8000 Revenues	\$503,455.36	\$503,455.36	\$756.17	\$5,637.12	\$0.00	\$497,818.24	98.9
Expenditures							
Total: 1000 Certificated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses	625,618.07	625,618.07	825.00	152,762.80	0.00	472,855.27	75.6
Total: 1000 - 7000	625,618.07	625,618.07	825.00	152,762.80	0.00	472,855.27	75.6
Total: Net Increase/(Decrease) in Fund Balance	(\$122,162.71)	(\$122,162.71)	(\$68.83)	(\$147,125.68)	\$0.00	\$24,962.97	-20.4
Total: Beginning Balance	0.00	205,462.94	0.00	205,462.94			
Total: Ending Fund Balance (9790)	(\$122,162.71)	\$83,300.23	(\$68.83)	\$58,337.26			
Components of Ending Fund Balance							
Total: Nonspendable (9710 - 9719)	0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)	0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)	0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)	0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)	0.00	0.00	0.00	(625,618.07)			
Total: Undesignated	(122,162.71)	83,300.23	(68.83)	683,955.33			

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 1 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
33-Amazon.com LLC	512697785	PO-250937	Toysmith STEM Rock & Mineral S	0100-09000-0-1110-1000-430000-085		271.90
		PO-250879	kelly green vinyl	0100-09000-0-1110-1000-430000-060		95.84
		PO-250996	200 pcs mochi squishy toy kawaii s	0100-41270-0-1110-1000-430000-080		32.68
		PO-250941	Grcypa 145Pcs Christmas Balloon G	0100-26000-0-1110-1000-430000-000		43.88
		CM-250041	1V3K-PDWF-VYXC PO250924	0100-11000-0-1110-1000-430000-085		(50.06)
		PV-250075	1LCJ-PCD1-HLKW PO250963	0100-11000-0-1110-1000-430000-085		49.00
		PV-250076	1LYK-7R1V-GMG1 PO250924	0100-11000-0-1110-1000-430000-085		86.70
					Warrant Total:	529.94
	512701211	PO-250998	Text Structures From Picture Book	0100-09000-0-1110-1000-430000-000		488.04
		CM-250044	1FWR-9DCC-J9MF PO250924	0100-11000-0-1110-1000-430000-085		(43.60)
		PO-250960	Disney Mickey Mouse Drawstring B	0100-26000-0-1110-1000-430000-000		654.83
		PO-250960	Disney Mickey Mouse Drawstring B	0100-26000-0-1110-1000-430000-000		587.91
		PO-250977	3 Pcs Heavy Duty Badge Reels Ret	0100-00000-0-0000-2420-430000-000		1,755.89
		PO-250977	3 Pcs Heavy Duty Badge Reels Ret	0100-00000-0-0000-2420-430000-000		282.23
		PO-250978	Maintenance Office- Invoice	0100-81500-0-0000-8110-430000-000		35.72
		PO-250979	Maintenance- Invoice	0100-81500-0-0000-8110-430000-000		459.12
		PO-250994	2016 Nissan Leaf Vin 1320- Order	0100-81500-0-0000-8110-430000-000		44.04
					Warrant Total:	4,264.18
	512702575	PO-251004	Custodial, Replacement Parts for	0100-26000-0-0000-8200-430000-000		937.50
					Warrant Total:	937.50
					Vendor Total:	5,731.62
1794-AT&T Global Services	512697787	PO-250030	Monthly Charges for District	0100-00000-0-0000-8200-590004-000		1,780.80
		PO-250031	Monthly Charges/CVHS Site July	0100-00000-0-0000-2700-590004-082		165.96
		PO-250032	HSI BUS Elite-S Service July 1,	0100-00000-0-1110-1000-590008-082		243.83
					Warrant Total:	2,190.59
					Vendor Total:	2,190.59
3451-AXA Equitable Life Insurance C	512702576	PO-250028	Employee Life Insurance Benefit	0100-00000-0-0000-0000-951400-000		824.10
5451-AAA Equitable Ene insurance C	512702570	10-250028	Employee Life insurance benefit	0100-00000-0-0000-0000-0000-0000	Warrant Total:	824.10 824.10
					Vendor Total:	824.10
					venuor Total:	824.10
2887-Belmont Nursery Inc	512701215	PO-250791	Quote 1-22114-	0100-81500-0-0000-8110-430000-000		1,594.42
					Warrant Total:	1,594.42
					Vendor Total:	1,594.42
803-California Dept of Justice	512701216	PO-250040	Fingerprint Charges July 1, 2024 th	0100-00000-0-0000-7300-580015-000		130.00

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 2 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	130.00
3050-California Teaching Fellows	512697788	PO-251016	Washington Morning Program	0100-32190-0-1110-1000-580000-000		15,972.05
C C		PO-251016	Washington Morning Program	0100-32180-0-1110-1000-580000-000		1,722.13
		PO-251016	Washington Morning Program	0100-74350-0-1110-1000-580000-000		22,202.87
					Warrant Total:	39,897.05
	512697789	PO-250594	Kingsburg Interns - July	0100-74350-0-1110-1000-580000-000		9,430.93
					Warrant Total:	9,430.93
	512701217	PO-250593	Rafer (RJJH) MS ELO	0100-26000-0-1110-1000-580000-090		5,109.66
		PO-251016	Washington Morning Program	0100-74350-0-1110-1000-580000-000		7,064.20
		PO-250589	Lincoln ES ELO	0100-26000-0-1110-1000-580000-070		13,290.16
		PO-250590	Reagan ES ELO	0100-26000-0-1110-1000-580000-085		11,586.38
		PO-250591	Roosevelt ES ELO	0100-26000-0-1110-1000-580000-080		6,398.21
		PO-250592	Washington ES ELO	0100-26000-0-1110-1000-580000-060		24,031.19
					Warrant Total:	67,479.80
					Vendor Total:	116,807.78
2671-Canon Financial Services Inc	512701218	PO-250041	Monthly Payment-Canon Copiers/	0100-11000-0-1110-1000-560000-060		1,165.84
		PO-250041	Monthly Payment-Canon Copiers/	0100-81500-0-0000-8110-560000-000		185.71
		PO-250041	Monthly Payment-Canon Copiers/	0100-65000-0-5760-1120-560000-000		219.31
		PO-250041	Monthly Payment-Canon Copiers/	0100-11000-0-1110-1000-560000-080		1,238.02
		PO-250041	Monthly Payment-Canon Copiers/	0100-11000-0-1110-1000-560000-070		1,355.66
		PO-250041	Monthly Payment-Canon Copiers/	0100-11000-0-1110-1000-560000-085		1,234.58
		PO-250041	Monthly Payment-Canon Copiers/	0100-11000-0-1110-1000-560000-090		1,199.55
		PO-250041	Monthly Payment-Canon Copiers/	0100-00000-0-1110-1000-560000-082		791.96
		PO-250041	Monthly Payment-Canon Copiers/	0100-00000-0-0000-7300-560000-000		251.44
					Warrant Total:	7,642.07
					Vendor Total:	7,642.07
149-CDW Government LLC	512697790	PO-250969	Elmo TT-12G - document camera M	0100-74350-0-1110-1000-440000-080		960.85
					Warrant Total:	960.85
					Vendor Total:	960.85
4021-Central Valley Buisness Forms	512697791	PO-250942	Umbrella Prod #F748, Navy/White	0100-41270-0-1110-1000-580000-000		1,159.21
					Warrant Total:	1,159.21
					Vendor Total:	1,159.21
162-Childs & Co Inc	512702579	PO-250534	Maintenance- Key and Lock Stock.	0100-81500-0-0000-8110-430000-000		3,330.58
		PO-251006	Maintenance, Key and Lock Stock-	0100-81500-0-0000-8110-430000-000		1,133.06

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 3 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	4,463.64
					Vendor Total:	4,463.64
166-City of Kingsburg	512702580	PO-250051	Monthly District Garbage Fees	0100-00000-0-0000-8200-550008-000		8,878.02
		PO-250051	Monthly District Garbage Fees	0100-00000-0-0000-8200-550009-000		613.00
					Warrant Total:	9,491.02
					Vendor Total:	9,491.02
3887-Clifton, Ivette	512701221	PV-250081	403b Refund/6201	0100-00000-0-0000-0000-869900-000		3,900.00
					Warrant Total:	3,900.00
					Vendor Total:	3,900.00
3321-Consolidated Electrical Distri	512702581	PO-251034	Reagan, Expanded Learning	0100-81500-0-0000-8110-440000-000		626.26
					Warrant Total:	626.26
					Vendor Total:	626.26
3067-Darden Architects Inc	512697792	PO-250111	Reagan Portable Building Project	0100-09000-0-1177-8500-620002-285		960.00
		PO-250165	Washinton MPR HVAC Project	0100-26000-0-0000-8500-620002-278		390.00
		PO-250165	Washinton MPR HVAC Project	0100-26000-0-0000-8500-620002-279		390.00
			-		Warrant Total:	1,740.00
					Vendor Total:	1,740.00
298-EDCARE GROUP, THE	512702582	PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-7600-370100-000		60,858.50
		PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-7600-370200-000		16,811.00
		PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-7110-370200-000		7,006.00
		PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-0000-951400-000		303,458.58
					Warrant Total:	388,134.08
					Vendor Total:	388,134.08
2587-EMCOR Services MESA Energy	512701222	PO-250980	Reagan, Office HVAC- Invoice	0100-81500-0-0000-8110-560000-000		685.00
		PO-250981	Rafer, Boiler- Service Call. Invoice	0100-81500-0-0000-8110-560000-000		552.50
		PO-250982	Roosevelt, Room 31 HVAC-	0100-81500-0-0000-8110-560000-000		685.00
		PO-250993	Roosevelt, Room 20 HVAC-	0100-81500-0-0000-8110-560000-000		897.50
					Warrant Total:	2,820.00
					Vendor Total:	2,820.00
3830-E-Therapy LLC	512697794	PO-250770	AUGUST 2024-JUNE 30, 2025	0100-74350-0-5760-3150-580000-000		10,185.00
					Warrant Total:	10,185.00
					Vendor Total:	10,185.00

ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 4 of 20

Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
2289-Fagen Friedman & Fulfrost LLP	512697795	PO-250045	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000	Warrant Total: Vendor Total:	89.00 <b>89.00</b> <b>89.00</b>
2331-Ferguson Enterprises Inc	512701223	PO-251013	ZP6000EURWS1 1.0 GPF Urn Fv R	0100-81500-0-0000-8110-430000-000	Warrant Total:	355.84 355.84
					Vendor Total:	355.84
324-Fresno County Superintendent	512701224	PO-250046	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000	Warrant Total:	1,575.00 <b>1,575.00</b>
					Vendor Total:	1,575.00
1614-FRESNO ROOFING COMPANY INC	512701225	PO-251007	Washington- Invoice S3599	0100-81500-0-0000-8110-580000-000	Warrant Total:	1,663.00 <b>1,663.00</b>
					Vendor Total:	1,663.00
3762-Galli, Lauren	512697796	PO-251022	Reimbursement for Meals and	0100-40350-0-1110-1000-520000-000	Warrant Total:	499.79 <b>499.79</b>
					Vendor Total:	499.79
343-Gas Company, The	512701226	PO-250050	Monthly Billing Fees	0100-00000-0-0000-8200-550003-000	Warrant Total:	11,734.89 <b>11,734.89</b>
					Vendor Total:	11,734.89
356-GRAINGER INDUSTRIAL EQUIPMEN	512702585	PO-251003	Custodial-	0100-81500-0-0000-8110-430000-000	Warrant Total:	32.62 <b>32.62</b>
					Vendor Total:	32.62
4020-hand2mind Inc	512701227	PO-250936	TALKING MIRROR MY SOUND	0100-90530-0-1110-1000-430000-000	Warrant Total:	108.93 <b>108.93</b>
					Vendor Total:	108.93
403-Home Depot	512701228	PO-251002	Roosevelt, Shed Roof Repair-	0100-81500-0-0000-8110-430000-000	Warrant Total:	275.45 <b>275.45</b>
	512702586	PV-250082	250802	0100-81500-0-0000-8110-430000-000	Warrant Total:	100.00 <b>100.00</b>
					Vendor Total:	375.45
3503-Image 2000 Fresno Inc	512702587	PO-250052	Service Contract Riso/RISO	0100-26000-0-0000-2420-580000-000	Warrant Total:	117.30 <b>117.30</b>

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 5 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	117.30
3729-Imagine Learning LLC	512697799	PO-250974	Set of 5 licenses - Edgenuity 6-8 Co	0100-30100-0-1110-1000-430000-082	Warrant Total:	2,750.00 <b>2,750.00</b>
					Vendor Total:	2,750.00
730-Joe Saubert Inc	512701230	PO-251009 PO-251010 PO-251011 PO-251012 PO-251014	Rafer- Invoice 53049 Washington- Invoice 53046 Reagan- Invoice 53048 Central Valley Home School - District Office- Invoice 53044	0100-81500-0-0000-8110-580000-000 0100-81500-0-0000-8110-580000-000 0100-81500-0-0000-8110-580000-000 0100-81500-0-0000-8110-580000-000 0100-81500-0-0000-8110-580000-000	Warrant Total:	440.00 330.00 550.00 220.00 220.00 <b>1,760.00</b>
					Vendor Total:	1,760.00
435-J's Communications Inc	512697801	PO-250847 PO-250848	XPR3500(e) Standard Li-ion Bat Motorola XPR-series 6-unit Multi C	0100-09000-0-0000-8300-430000-085 0100-09000-0-0000-8300-430000-085	Warrant Total:	270.26 623.34 <b>893.60</b>
					Vendor Total:	893.60
3167-Kings Industrial Occ Med Ctr I	512701231	PO-250054 PO-250054	Physicals/Drug Screening/E&M Physicals/Drug Screening/E&M	0100-81500-0-0000-8110-580025-000 0100-81500-0-0000-8110-580025-000	Warrant Total:	159.00 100.00 <b>259.00</b>
482-Kingsburg Elem Chrt Sch Dist	512697802	PV-250077	Reimb - 517	0100-00000-0-0000-7300-580000-000	Vendor Total: Warrant Total:	<b>259.00</b> 64.02 <b>64.02</b>
476-Kingsburg Elem. Cafeteria	512697803	PO-251021	Back to School Staff Meeting and	0100-11000-0-0000-7300-580000-000	Vendor Total: Warrant Total:	<b>64.02</b> 3,483.23 <b>3,483.23</b>
					Vendor Total:	3,483.23
3894-Kingsburg Glass & Screen Inc	512701232	PO-250995	Reagan, Library- Invoice 871	0100-81500-0-0000-8110-560000-000	Warrant Total:	108.98 <b>108.98</b>
					Vendor Total:	108.98
3938-Kingsburg Media Foundation	512702588	PO-250555	Delux Business Internet Service	0100-00000-0-0000-7200-590008-000	Warrant Total: Vendor Total:	195.00 <b>195.00</b> <b>195.00</b>
3513-Koala Tree Service	512701233	PO-250983	District Office- Remove 3 trees and	0100-81500-0-0000-8110-580000-000		3,800.00

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 6 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512701233	PO-250984	Washington- Remove 2 trees. Inv	0100-81500-0-0000-8110-580000-000		3,400.00
					Warrant Total:	7,200.00
					Vendor Total:	7,200.00
520-Lozano Smith LLP	512697805	PO-250057	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000		1,115.00
		PO-250057	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000		385.00
		PO-250057	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000		132.50
		PO-250057	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000		127.00
					Warrant Total:	1,759.50
					Vendor Total:	1,759.50
3522-Mid-Valley Disposal LLC	512697806	PO-250092	Roll Of Bin Rental Charges during J	0100-00000-0-0000-8200-550008-000		300.00
					Warrant Total:	300.00
					Vendor Total:	300.00
1450-NAPA Auto Parts of Selma	512701235	CM-250045	NAPA Auto Parts of Selma	0100-81500-0-0000-8110-430000-000		(42.91)
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		54.47
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		238.34
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		13.07
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		19.60
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000		60.99
					Warrant Total:	343.56
					Vendor Total:	343.56
595-Nelson's Ace Hardware	512701236	PO-250090	Maintenance Materials and Suppli	0100-81500-0-0000-8110-430000-000		2,337.00
					Warrant Total:	2,337.00
					Vendor Total:	2,337.00
3683-ODP Business Solutions LLC	512701237	PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000		213.86
		PO-250108	Not to exceed \$10,000 for school s	0100-11000-0-1110-1000-430000-060		240.98
		PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000		52.98
		PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000		39.87
		PO-250390	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000		66.49
		PO-250714	Not to exceed \$1500 on basic mater	0100-11000-0-1110-1000-430000-070		77.52
		PV-250080	395253989001 PO250195	0100-65000-0-0000-2700-430000-000		61.64
					Warrant Total:	753.34
	512702589	PV-250083	250714	0100-11000-0-1110-1000-430000-070		40.52
					Warrant Total:	40.52

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 7 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	793.86
618-Pacific Gas & Electric	512701238	PO-250060	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	Warrant Total:	27,572.83 <b>27,572.83</b>
	512702590	PO-250060	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000		178.36
		PO-250060	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000		170.84
					Warrant Total:	349.20
					Vendor Total:	27,922.03
3425-Pacific Shredding	512697807	PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		62.72
		PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
		PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
		PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
					Warrant Total:	264.32
	512702591	PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
		PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
		PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
		PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
		PO-250061	Shredding Service, District Wide	0100-00000-0-0000-8200-580000-000		67.20
					Warrant Total:	336.00
					Vendor Total:	600.32
2322-PRODUCERS DAIRY FOODS INC	512697808	PO-250149	NSLP, SSO, ASSP Milk Purchases	0100-70330-0-0000-3700-470000-000		1,527.60
		PO-250149	NSLP, SSO, ASSP Milk Purchases	0100-70330-0-0000-3700-470000-000		1,200.54
		PO-250149	NSLP, SSO, ASSP Milk Purchases	0100-70330-0-0000-3700-470000-000		1,826.27
					Warrant Total:	4,554.41
					Vendor Total:	4,554.41
3432-Quadient Inc	512697811	PO-250062	District Postage - July 1, 2024 thro	0100-00000-0-0000-7300-590010-000		86.33
					Warrant Total:	86.33
					Vendor Total:	86.33
3431-Quadient Leasing USA Inc	512701239	PO-250063	Postage Machine Lease Payment	0100-00000-0-0000-7300-580000-000		589.70
					Warrant Total:	589.70
					Vendor Total:	589.70
3643-Rex Moore Group Inc	512701240	PO-250356	Reagan Intervention Expansion,	0100-09000-0-1177-1000-580000-285		5,634.50
-					Warrant Total:	5,634.50
	512702592	PO-251044	Rafer- Service Call for the Fire	0100-81500-0-0000-8110-580000-000		210.00

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 8 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Warrant Total:	210.00
					Vendor Total:	5,844.50
3737-Rick Alonzo Ministries	512702593	PO-251047	Rick Alonzo Assembly for students	0100-41270-0-1110-1000-580000-080	Warrant Total:	1,500.00 <b>1,500.00</b>
					Vendor Total:	1,500.00
3976-RMA GeoScience INC	512701242	PO-250597	Reagan Intervention Expansion,	0100-09000-0-1177-8500-620019-285	Warrant Total:	1,135.50 <b>1,135.50</b>
					Vendor Total:	1,135.50
3519-Sebastian	512701244	PO-251001	Lincoln, MOT Office- Invoice	0100-81500-0-0000-8110-580000-000	Warrant Total:	220.00 <b>220.00</b>
					Vendor Total:	220.00
1294-SouthCounty Support Services	512697812	PO-250067 PO-250067 PO-250069 PO-250069	Late Bus Transportation Fees for a Late Bus Transportation Fees for a Transportation Fees, Home to Scho Transportation Fees, Home to Scho	0100-26000-0-0000-3600-510000-000 0100-26000-0-0000-3600-510000-000 0100-07230-0-0000-3600-510000-000 0100-09000-0-0000-3600-510000-000	Warrant Total:	6,672.00 12,730.63 27,815.96 51,971.34 <b>99,189.93</b>
	512701245	PO-250067 PO-250068	Late Bus Transportation Fees for a Transportation Fees/Field Trips	0100-26000-0-0000-3600-510000-000 0100-09000-0-0000-3600-580014-000	Warrant Total: Vendor Total:	3,686.43 1,807.81 <b>5,494.24</b> <b>104,684.17</b>
4009-Success Together Inc	512697813	PO-250786	Service Agreement: Parent engagem	0100-63320-0-0000-2700-580000-000	Warrant Total: Vendor Total:	1,850.00 <b>1,850.00</b> <b>1,850.00</b>
3285-THE HOME DEPOT PRO	512697814	PO-250102 PO-250102 PO-250102 PO-250102 CM-250042	Custodial Supplies purchased Custodial Supplies purchased Custodial Supplies purchased Custodial Supplies purchased THE HOME DEPOT PRO	0100-00000-0-0000-8200-430000-000 0100-00000-0-0000-8200-430000-060 0100-00000-0-0000-8200-430000-090 0100-00000-0-0000-8200-430000-000 0100-00000-0-0000-8200-430000-000	Warrant Total: Vendor Total:	254.94 292.40 288.87 9.22 (53.23) <b>792.20</b> <b>792.20</b>
3512-T-MOBILE	512701247	PO-250642	Hot Spot Fees	0100-00000-0-0000-7200-590008-000	Warrant Total:	1,881.91 <b>1,881.91</b>

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 9 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	1,881.91
872-Tulare County Office of Ed.	512697815	PO-250914	CCLA California Collaborative for	0100-09000-0-1110-1000-520000-000	Warrant Total:	30.00 <b>30.00</b>
	512702594	PO-251050	California Collaborative for	0100-09000-0-1110-1000-520000-000		300.00
					Warrant Total:	300.00
					Vendor Total:	330.00
3349-UniFirst Corporation	512701248	PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000		79.20
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000		122.72
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000		200.73
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000		105.76
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000		144.11
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000		27.51
					Warrant Total:	680.03
					Vendor Total:	680.03
2534-US Bank National Association	512697816	PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		87.53
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		58.84
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		83.89
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		37.04
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		79.52
		PV-250064	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000		30.80
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		22.00
		PO-250881	United States Shape Flag Lapel Pin	0100-07140-0-1148-1000-430000-090		358.50
		PO-250964	Reagan Portables Project- Sale#	0100-81500-0-0000-8110-430000-000		538.83
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		96.71
		PV-250071	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000		1,549.14
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		43.18
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		16.72
		PV-250067	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000		39.00
		PV-250067	4246-0445-5572-0782	0100-00000-0-0000-7300-430000-000		161.06
		PV-250065	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000		773.71
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		516.29
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		44.00
		PV-250071	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000		3,769.60
		PV-250071	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000		1,058.27
		PV-250071	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000		51.64
		PO-250841	Book Creator Premium not to exc	0100-09000-0-1110-1000-430000-080		120.00

## ACCOUNTS PAYABLE BOARD REPORT Paid Date(s) From: 12/11/2024 To: 1/8/2025

1/8/2025 Page 10 of 20

#### 0100-General Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512697816	PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		82.89
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		600.00
		PV-250064	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000		66.88
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		57.75
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		38.50
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000		74.61
		PO-250746	Registration to CERA Conference	0100-09000-0-1110-1000-520000-000		50.01
		CM-250040	4246-0445-5572-0782	0100-00000-0-0000-7100-520000-000		(649.00)
		CM-250040	4246-0445-5572-0782	0100-00000-0-0000-7100-520000-000		(899.00)
		PV-250066	4246-0445-5572-0782	0100-00000-0-0000-7100-520000-000		1,512.58
		PO-250746	Registration to CERA Conference	0100-09000-0-1110-1000-520000-000		587.93
		PO-250296	Hotel Stay: Dr. Wesley Sever	0100-00000-0-0000-7100-520000-000		318.97
		PO-250364	CERA California Educational	0100-74350-0-1110-1000-520000-070		881.90
		PO-250516	Registration to 2025 CISC	0100-40350-0-1110-1000-520000-000		281.33
		PO-250364	CERA California Educational	0100-74350-0-1110-1000-520000-070		75.01
		PV-250067	4246-0445-5572-0782	0100-09000-0-1110-1000-530000-000		84.00
		PV-250071	4246-0445-5572-0782	0100-26000-0-1110-1000-560000-000		2,160.16
		PV-250072	4246-0445-5572-0782	0100-11000-0-0000-7300-580000-000		0.99
		PV-250072	4246-0445-5572-0782	0100-11000-0-0000-7300-580000-000		10.00
		PV-250071	4246-0445-5572-0782	0100-26000-0-1110-1000-580000-000		890.10
		PV-250071	4246-0445-5572-0782	0100-26000-0-1110-1000-580000-000		890.10
		PV-250072	4246-0445-5572-0782	0100-11000-0-0000-7300-580000-000		6.00
		PV-250072	4246-0445-5572-0782	0100-11000-0-0000-7300-580000-000		1.89
		PV-250072	4246-0445-5572-0782	0100-11000-0-0000-7300-580000-000		1.49
		PV-250072	4246-0445-5572-0782	0100-11000-0-0000-7300-580000-000		0.99
		PO-250940	Volunteer Screens Level 3	0100-09000-0-0000-8300-580000-000		3,200.00
		PO-250826	Student and Staff Meals for MES	0100-07140-0-1154-1000-580000-090		81.41
		PO-250826	Student and Staff Meals for MES	0100-07140-0-1154-1000-580000-090		83.04
		PO-250826	Student and Staff Meals for MES	0100-07140-0-1154-1000-580000-090		6.14
		PO-250887	Power Wash and Clean Green Was	0100-81500-0-0000-8110-580000-000		375.00
		PO-250824	Hotel Rooms with 2 Queen Beds	0100-07140-0-1154-1000-580000-090		1,069.70
		PO-250824	Hotel Rooms with 2 Queen Beds	0100-07140-0-1154-1000-580000-090		213.94
		PO-250824	Hotel Rooms with 2 Queen Beds	0100-07140-0-1154-1000-580000-090		75.00
		PO-250826	Student and Staff Meals for MES	0100-07140-0-1154-1000-580000-090		42.81
		PO-250987	Imagine Learning Workshop for	0100-26000-0-1110-1000-580000-000		20,060.00
		PO-250987	Imagine Learning Workshop for	0100-26000-0-1110-1000-580000-000		2,376.00
		PO-250939	Santa Lucia Celebration Vendor Bo	0100-00000-0-1110-2700-580001-082		50.00
					Warrant Total	44 295 39

Warrant Total: 44,295.39

#### ACCOUNTS PAYABLE BOARD REPORT

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
					Vendor Total:	44,295.39
3446-USBank Corp Trust Service	512697820	PV-250078	7444030	0100-00000-0-0000-9100-580000-000		500.00
					Warrant Total:	500.00
					Vendor Total:	500.00
1567-Verizon Wireless	512697823	PO-250073	Business UNL Mob Clt/Dsk Phn	0100-26000-0-0000-8200-590006-000		36.20
					Warrant Total:	36.20
	512702595	PO-250026	Cell Phone Useage	0100-81500-0-0000-8110-590006-000		823.49
					Warrant Total:	823.49
					Vendor Total:	859.69
918-Weco Supply Company Inc	512702596	PO-250100	Monthly Rental for Torch Welding T	0100-81500-0-0000-8110-560000-000		141.98
					Warrant Total:	141.98
					Vendor Total:	141.98
2375-Wright Express FSC	512701249	PO-250077	Monthly Fuel Charges for District	0100-81500-0-0000-8110-430009-000		1,948.85
					Warrant Total:	1,948.85
					Vendor Total:	1,948.85
				Total # of Warrants: 73	Fund Total:	797,617.22

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 12 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
33-Amazon.com LLC	512697786	PV-250074	139T-J91G-3T9Y	0800-82100-0-1110-4000-430000-085		50.10
		PV-250073	17FR-9NGP-3JTT	0800-82100-0-1110-4000-430000-070		15.24
					Warrant Total:	65.34
	512701212	PO-251017	Binder Clips	0800-82100-0-1110-4000-430000-070		214.92
		PO-250697	Misdary 300 Pcs Red Ribbon Wee	0800-82100-0-1110-4000-430000-085		264.09
					Warrant Total:	479.01
					Vendor Total:	544.35
3723-Music Theatre International	512701234	PO-250955	Showkit Royalty	0800-82100-0-1163-4000-430000-090		1,087.62
					Warrant Total:	1,087.62
					Vendor Total:	1,087.62
2322-PRODUCERS DAIRY FOODS INC	512697809	PO-250377	Product: Ice cream for student	0800-82100-0-1110-4000-430000-070		350.18
					Warrant Total:	350.18
					Vendor Total:	350.18
835-SYSCO FOODSERVICES OF MODEST	512701246	PO-250480	Product: Snack Bar Supplies for	0800-82100-0-1110-4000-430000-090		285.30
		PO-250480	Product: Snack Bar Supplies for	0800-82100-0-1110-4000-430000-090		285.30
		PO-250480	Product: Snack Bar Supplies for	0800-82100-0-1110-4000-430000-090		244.52
		PO-250480	Product: Snack Bar Supplies for	0800-82100-0-1110-4000-430000-090		241.54
					Warrant Total:	1,056.66
					Vendor Total:	1,056.66
2534-US Bank National Association	512697817	PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		32.58
		PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		22.12
		PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		58.06
		PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		301.91
		PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		30.00
		PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		738.00
		PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		44.57
		PO-250800	Not to exceed Jog-a-Thon Awards (	0800-82100-0-1110-4000-430000-070		90.00
		PO-250800	Not to exceed Jog-a-Thon Awards (	0800-82100-0-1110-4000-430000-070		73.62
		PO-250800	Not to exceed Jog-a-Thon Awards (	0800-82100-0-1110-4000-430000-070		109.41
		PO-250801	Supplies needed for Veterans Day s	0800-82100-0-1110-4000-430000-080		91.54
		PO-250677	Materials and Supplies for Student	0800-82100-0-1110-4000-430000-090		79.23
		PO-250586	Student Awards for Jog-a-Thon	0800-82100-0-1110-4000-430000-070		182.81
		PO-250586	Student Awards for Jog-a-Thon	0800-82100-0-1110-4000-430000-070		54.48
		PO-250586	Student Awards for Jog-a-Thon	0800-82100-0-1110-4000-430000-070		289.99
		PO-250586	Student Awards for Jog-a-Thon	0800-82100-0-1110-4000-430000-070		150.44

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 13 of 20

## Paid Date(s) From: 12/11/2024 To: 1/8/2025

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
	512697817	PO-250586	Student Awards for Jog-a-Thon	0800-82100-0-1110-4000-430000-070		196.67
		PO-250405	Supplies for School Events and	0800-82100-0-1110-4000-430000-085		53.91
		PO-250801	Supplies needed for Veterans Day s	0800-82100-0-1110-4000-430000-080		124.79
		PO-250801	Supplies needed for Veterans Day s	0800-82100-0-1110-4000-430000-080		21.70
		PO-250405	Supplies for School Events and	0800-82100-0-1110-4000-430000-085		271.42
		PO-250800	Not to exceed Jog-a-Thon Awards (	0800-82100-0-1110-4000-430000-070		198.00
		PO-250800	Not to exceed Jog-a-Thon Awards (	0800-82100-0-1110-4000-430000-070		140.00
		PO-250405	Supplies for School Events and	0800-82100-0-1110-4000-430000-085		120.40
		PO-250378	Supplies for School Events and	0800-82100-0-1110-4000-430000-060		40.15
		PO-250950	Supplies for Family Fall Fest	0800-82100-0-1110-4000-430000-090		13.66
		PO-250378	Supplies for School Events and	0800-82100-0-1110-4000-430000-060		125.46
		PV-250063	4246-0445-5572-0782	0800-82100-0-1110-4000-580000-070		204.85
		PO-250822	Vossler Farm Student Field Trip	0800-82100-0-1110-4000-580000-085		180.00
		PV-250068	4246-0445-5572-0782	0800-82100-0-1110-4000-580000-085		25.00
		PV-250069	4246-0445-5572-0782	0800-82100-0-1110-4000-580000-080		25.00
		PV-250070	4246-0445-5572-0782	0800-82100-0-1110-4000-580000-060		25.00
					Warrant Total:	4,114.77
					Vendor Total:	4,114.77
				Total # of Warrants: 6	Fund Total:	7,153.58

#### ACCOUNTS PAYABLE BOARD REPORT

#### Paid Date(s) From: 12/11/2024 To: 1/8/2025

#### 1200-Child Development Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
33-Amazon.com LLC	512701213	PO-250997	Foundations mini diaper pail	1200-61050-0-0001-1000-430000-000		1,782.12
					Warrant Total:	1,782.12
					Vendor Total:	1,782.12
3451-AXA Equitable Life Insurance C	512702577	PO-250028	Employee Life Insurance Benefit	1200-00010-0-0000-0000-951400-000		6.00
					Warrant Total:	6.00
					Vendor Total:	6.00
2671-Canon Financial Services Inc	512701219	PO-250041	Monthly Payment-Canon Copiers/	1200-61050-0-0001-2700-560000-000		65.39
					Warrant Total:	65.39
					Vendor Total:	65.39
298-EDCARE GROUP, THE	512702583	PO-250027	Insurance Premiums July 1, 2024	1200-00010-0-0000-0000-951400-000		1,751.50
					Warrant Total:	1,751.50
					Vendor Total:	1,751.50
403-Home Depot	512701229	PO-250951	2 X 4's For Student Art Project, pa	1200-61050-0-0001-1000-430000-000		47.77
					Warrant Total:	47.77
					Vendor Total:	47.77
2534-US Bank National Association	512697818	PO-250804	Pumpkins for study of the lifecycle o	1200-61050-0-0001-1000-430000-000		119.47
					Warrant Total:	119.47
					Vendor Total:	119.47
				Total # of Warrants: 6	Fund Total:	3,772.25

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 15 of 20

Paid Date(s) From: 12/11/2024 To: 1/8/2025

#### 1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
33-Amazon.com LLC	512701214	PO-250976	Hot/Cold Packs for Transporting f	1300-53100-0-0000-3700-430000-000		96.64
		PO-250976	Hot/Cold Packs for Transporting f	1300-53100-0-0000-3700-430000-000		58.35
					Warrant Total:	154.99
					Vendor Total:	154.99
3451-AXA Equitable Life Insurance C	512702578	PO-250028	Employee Life Insurance Benefit	1300-00010-0-0000-0000-951400-000		12.00
					Warrant Total:	12.00
					Vendor Total:	12.00
2671-Canon Financial Services Inc	512701220	PO-250041	Monthly Payment-Canon Copiers/	1300-53100-0-0000-3700-560000-000		265.07
					Warrant Total:	265.07
					Vendor Total:	265.07
298-EDCARE GROUP, THE	512702584	PO-250027	Insurance Premiums July 1, 2024	1300-53100-0-0000-3700-370200-000		3,661.50
		PO-250027	Insurance Premiums July 1, 2024	1300-00010-0-0000-0000-951400-000		4,446.42
					Warrant Total:	8,107.92
					Vendor Total:	8,107.92
2279-Glacier Refrigeration & Air In	512697797	PO-250140	Food Service Equipment Service a	1300-53100-0-0000-3700-580000-000		305.00
		PO-250140	Food Service Equipment Service a	1300-53100-0-0000-3700-580000-000		2,835.22
					Warrant Total:	3,140.22
					Vendor Total:	3,140.22
349-GOLD STAR FOODS INC	512697798	CM-250043	GOLD STAR FOODS INC	1300-53100-0-0000-3700-470000-000		(114.66)
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		2,375.70
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		11,378.12
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		9,803.79
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		1,002.62
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		1,924.21
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		353.60
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53200-0-0000-3700-470000-000		193.23
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		4,878.30
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		148.10
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		4,710.16
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		91.10
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		4,340.78
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000		1,167.51
					Warrant Total:	42,252.56
					Vendor Total:	42,252.56

ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 16 of 20

#### Paid Date(s) From: 12/11/2024 To: 1/8/2025

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3828-Imperial Bag & Paper Co LLC	512697800	PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000		352.68
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000		1,010.79
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000		657.08
					Warrant Total:	2,020.55
					Vendor Total:	2,020.55
3533-LeBoeuf, Kristy	512697804	PO-250989	Reimbursement for Mileage	1300-53100-0-0000-3700-520000-000		320.00
			C C		Warrant Total:	320.00
					Vendor Total:	320.00
2322-PRODUCERS DAIRY FOODS INC	512697810	PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000		57.60
					Warrant Total:	57.60
					Vendor Total:	57.60
2534-US Bank National Association	512697819	PO-250975	Savemart	1300-53100-0-0000-3700-470000-000		31.57
		PO-250796	Hyatt	1300-53100-0-0000-3700-520000-000		971.37
					Warrant Total:	1,002.94
					Vendor Total:	1,002.94
				Total # of Warrants: 10	Fund Total:	57,333.85

#### ACCOUNTS PAYABLE BOARD REPORT

Paid Date(s) From: 12/11/2024 To: 1/8/2025

2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi		Amount
3067-Darden Architects Inc	512697793	PO-250111	Reagan Portable Building Project	2500-90510-0-0000-8500-620002-285		960.00
					Warrant Total:	960.00
					Vendor Total:	960.00
3643-Rex Moore Group Inc	512701241	PO-250356	Reagan Intervention Expansion,	2500-90510-0-0000-8500-580000-285		5,634.50
					Warrant Total:	5,634.50
					Vendor Total:	5,634.50
3976-RMA GeoScience INC	512701243	PO-250597	Reagan Intervention Expansion,	2500-90510-0-0000-8500-620019-285		1,135.50
					Warrant Total:	1,135.50
					Vendor Total:	1,135.50
				Total # of Warrants: 3	Fund Total:	7,730.00

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 18 of 20

#### Paid Date(s) From: 12/11/2024 To: 1/8/2025

5107-Bond Interest and Redemption Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi	Amount
3446-USBank Corp Trust Service	512697821	PV-250079	7446499	5107-00000-0-0000-9100-743400-000	825.00
				Warrant Total:	825.00
				Vendor Total:	825.00
				Total # of Warrants: 1 Fund Total:	825.00

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 19 of 20

#### Paid Date(s) From: 12/11/2024 To: 1/8/2025

5108-Bond Interest and Redemption Fund

Vendor	Warrant No	Reference	Description	FuReY-GlFnObSi	Amount
3446-USBank Corp Trust Service	512697822	PV-250079	7446499	5108-00000-0-0000-9100-743400-000	825.00
				Warrant Total:	825.00
				Vendor Total:	825.00
				Total # of Warrants: 1 Fund Total:	825.00

#### ACCOUNTS PAYABLE BOARD REPORT

1/8/2025 Page 20 of 20

#### Paid Date(s) From: 12/11/2024 To: 1/8/2025

#### RECAP BY FUND OF WARRANTS ISSUED

73	797,617.22
6	7,153.58
6	3,772.25
10	57,333.85
3	7,730.00
1	825.00
1	825.00
100 Grand	Fotal: 875,256.90
	6 6 10 3 1 1

## Kingsburg Elementary Charter School District Board Agenda Item

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

- 1. Agenda Item: School Accountability Report Cards
- 2. Agenda Item Category:

✓ Consent Agenda Action Item Presentation Public Hearing Closed Session

3. Submitted By:

Matt Stovall

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

#### 5. Purpose:

The purpose of the SARC is to provide parents and the community with important information about each school.

A SARC is an effective way for a school to report on its progress in achieving goals.

The SARC may be used to evaluate and compare schools on a variety of indicators including: demographic data, school safety and climate for learning information, academic data, class sizes and teacher and staff information, etc.

#### 6. Financial Impact:

N/A

7. Funding Source: N/A

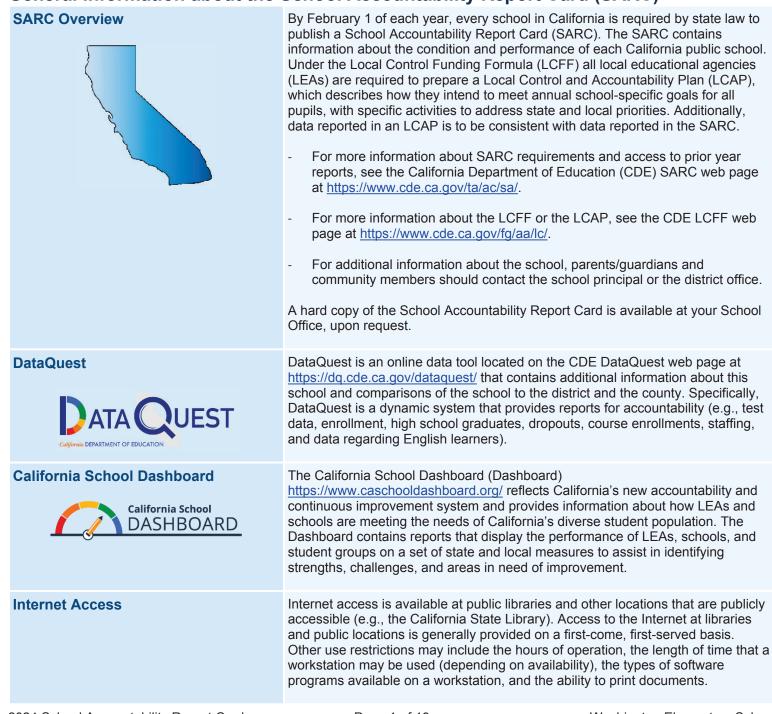
## 8. District Goals This Item Will Meet:

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

## **Washington Elementary School** 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



## General Information about the School Accountability Report Card (SARC)



Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <u>https://www2.calstate.edu/</u> .

## 2024-25 School Contact Information

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

#### 2024-25 District Contact Information

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

#### 2024-25 School Description and Mission Statement

**District Vision** 

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

#### Principal's Message

Washington's mission statement which was created and upheld by every staff member is simple. Every student will learn in an

#### 2024-25 School Description and Mission Statement

environment in which they feel loved, safe, and respected. All children in every classroom will learn a rigorous curriculum differentiated to prepare them for the next grade level. Each student's success will be acknowledged. We will form the foundation for building productive citizens of our community and the world.

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

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

Today, Washington is a family of 376 (preschool-kindergarten) and 62 staff members with a commitment to excellence. The current building was constructed in 1939-1940. The building has served as a primary school site and district offices, and now houses the Transitional Kindergarten and Kindergartners students of Kingsburg. In 2010, Washington School became an Early Childhood School with many programs to meet the needs of students ages 3 - kindergarten. The school program is a modified all-day kindergarten schedule. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. The state preschool and early intervention programs are on the Washington campus in the northwest corner. This is a new addition to our Washington campus and was officially opened for students in August 2020. Washington Preschool is forming the foundation for our students and they are making the transition from preschool to kindergarten an easy transition. Washington School has a kindergarten transition plan that all local preschools and childcare providers use to make the transition to kindergarten informative and easy for the students and families. Washington School also has a two-year kindergarten program called Transitional Kindergarten. This program has been developed in line with the Kindergarten Readiness Act of 2010, SB 1381. All students with fall birth dates will be enrolled in the transitional kindergarten program. The staff has developed strong friendships where tolerance is accepted and diversity is welcomed. Washington has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community. In 2019-2020 Washington Elementary was under construction. The Early childhood learning center was built along with two new playgrounds. One is specifically for ages 3-5 years old for our preschool students and the other is for 5+ years old for TK and K students. This was because of our school bond that was passed by the citizens of our great community.

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

## About this School

# 2023-24 Student Enrollment by Grade LevelGrade LevelNumber of StudentsKindergarten283Total Enrollment283

## 2023-24 Student Enrollment by Student Group

	·
Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
Asian	3.5
Black or African American	0.7
Hispanic or Latino	69.6
Two or More Races	3.2
White	21.6
English Learners	14.8
Foster Youth	0.7
Homeless	11.7
Socioeconomically Disadvantaged	73.5
Students with Disabilities	9.2

## A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement								
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent		
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	91.67	91.40	94.72	228366.10	83.12		
Intern Credential Holders Properly Assigned	1.00	8.33	3.00	3.11	4205.90	1.53		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08		
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41		
Unknown/Incomplete/NA	0.00	0.00	1.30	1.44	18854.30	6.86		
Total Teaching Positions	12.00	100.00	96.50	100.00	274759.10	100.00		

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

2021-22 Teacher Preparation and Placement									
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent			
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	84.62	93.10	93.01	234405.20	84.00			
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.50	4853.00	1.74			
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	15.38	3.80	3.84	12001.50	4.30			
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	0.90	0.99	11953.10	4.28			
Unknown/Incomplete/NA	0.00	0.00	1.60	1.64	15831.90	5.67			
Total Teaching Positions	13.00	100.00	100.10	100.00	279044.80	100.00			

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

#### 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	81.48	87.30	86.96	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	14.81	4.40	4.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.70	5.10	5.11	14938.30	5.38
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	2.00	2.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.50	1.52	14303.80	5.15
Total Teaching Positions	13.50	100.00	100.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	2.00	0.5
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	2.00	0.5

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

#### Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	0	0

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

#### 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

#### Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt-Journeys/ 2016	Yes	0%
Mathematics	My Math/ 2018	Yes	0%
Science	TWIG Science (2020 Adoption)	Yes	0%
History-Social Science	District Developed Units of Study 2017	Yes	0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A
Note: Cells with N/A values do not r	equire data.		

#### School Facility Conditions and Planned Improvements

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

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

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

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

#### Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good		Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х			
Interior: Interior Surfaces		Х		cafeteria floors need to be repaired and boys bathroom needs the ceiling to be repainted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х			
Electrical	Х			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Х			
<b>Safety:</b> Fire Safety, Hazardous Materials	Х			
Structural: Structural Damage, Roofs	Х			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Х			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	Х		

## **B.** Pupil Outcomes

## State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### **College and Career Ready**

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

#### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)					46	
Mathematics (grades 3-8 and 11)					34	

#### 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

#### 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

#### CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School	School	District	District	State	State
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Science (grades 5, 8 and high school)					30.29	30.73

#### 2023-24 CAASPP Test Results in Science by Student Group

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

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

## **B. Pupil Outcomes**

## State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

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

C. Engagement

## **State Priority: Parental Involvement**

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

#### 2024-25 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Washington Elementary School and participate in the School Site Council. The English Learners Advisory Committee is another opportunity for parents to participate in the daily life of the school. Parenting Workshops are provided for parents who desire to participate. Parents also volunteer in classrooms and on field trips Parents can also be involved by helping with the Santa Lucia float for the local Santa Lucia parade in December. Preschool parents are invited to volunteer each month in their child's class. All transitional and traditional kindergarten classes have many opportunities for parent involvement such as Grandparents Day, volunteering in the classrooms, attending student performances, and attending field trips.

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

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	300	294	0	0.0
Female	155	150	0	0.0
Male	145	144	0	0.0
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	212	207	0	0.0
Native Hawaiian or Pacific Islander				
Two or More Races				
White	62	62	0	0.0
English Learners	49	46	0	0.0
Foster Youth				
Homeless	37	35	0	0.0
Socioeconomically Disadvantaged	226	220	0	0.0
Students Receiving Migrant Education Services				
Students with Disabilities	41	41	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

## **State Priority: School Climate**

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

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

## **Suspensions and Expulsions**

This table displays suspensions and expulsions data.									
Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	1.99	0.33	2.51	4.23	3.65	3.17	3.6	3.28
Expulsions	0	0	0	0.3	0.87	0.56	0.07	0.08	0.07

#### 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.65	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00
Note: To protect student privacy, double dashes () are used in the table whis ten or fewer.	nen the cell size within a se	elected student populatior

#### 2024-25 School Safety Plan

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

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

The Safety Plan was last reviewed with staff on August 16th, 2024

## **D. Other SARC Information** Information Required in the SARC

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

#### 2021-22 Elementary Average Class Size and Class Size Distribution

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

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

#### 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
К	22	1	12	

#### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average	Number of Classes with	Number of Classes with	Number of Classes with
	Class Size	1-20 Students	21-32 Students	33+ Students
К	25		8	

#### 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	283

#### 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

#### Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,098	\$332	\$6,766	78781
District	N/A	N/A	\$7,016	\$78,671
Percent Difference - School Site and District	N/A	N/A	-3.6	0.1
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-45.7	-17.8

#### Fiscal Year 2023-24 Types of Services Funded

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

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

#### Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,862	\$57,839
Mid-Range Teacher Salary	\$73,602	\$90,040
Highest Teacher Salary	\$118,007	\$118,647
Average Principal Salary (Elementary)	\$123,990	\$144,639
Average Principal Salary (Middle)	\$125,050	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$223,729	\$229,986
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	6%	6%

#### **Professional Development**

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

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

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

This year we have professional development with FCOE focusing on Math, ELA, and SEL.

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

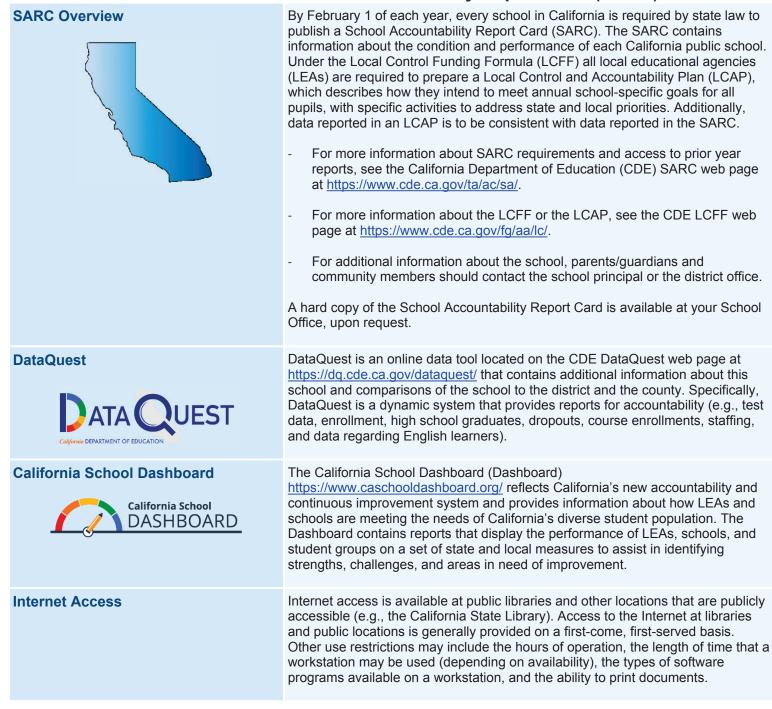
Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

# **Roosevelt Elementary School**

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



## General Information about the School Accountability Report Card (SARC)



Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <u>https://www2.calstate.edu/</u> .

## 2024-25 School Contact Information

School Name	Roosevelt Elementary School
Street	1185 10th Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5193
Principal	Shawn Marshall
Email Address	smarshall@kesd.org
School Website	roosevelt.kesd.org
Grade Span	1
County-District-School (CDS) Code	10-62240-6006712

#### 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

**District Vision** 

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

Principal's Message

#### 2024-25 School Description and Mission Statement

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

Roosevelt is a family of 184 students and 34 staff members with a commitment to excellence. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where diversity is welcomed. The staff takes pride in knowing generations of families. Roosevelt has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced in the framework of a caring community. The parent community who works alongside our students on a regular basis are evidence of this fact.

The Roosevelt staff is a highly-qualified and enthusiastic group of professionals, who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches so students gain understanding. The staff collaborates in many ways, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal and personnel. The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. In addition to maintaining grounds and facilities, it is not uncommon to find this staff assisting students, decorating Christmas trees, and enjoying each other's company. Roosevelt is proud to be a member of the Kingsburg Elementary Community Charter District. We will find a way for all students to learn!

## About this School

2023-24 Student Enrollment by Grade Level					
Grade Level	Number of Students				
Grade 1	219				
Total Enrollment	219				

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.8
Male	61.6
Non-Binary	0
American Indian or Alaska Native	0
Asian	5.94
Black or African American	.46
Filipino	0
Hispanic or Latino	63.93
Native Hawaiian or Pacific Islander	0
Two or More Races	3.20
White	23.74
English Learners	13.2
Foster Youth	1.4
Homeless	1.8
Migrant	3.26
Socioeconomically Disadvantaged	73.1
Students with Disabilities	11.41

## A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement							
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent	
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	100.00	91.40	94.72	228366.10	83.12	
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	3.11	4205.90	1.53	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08	
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41	
Unknown/Incomplete/NA	0.00	0.00	1.30	1.44	18854.30	6.86	
Total Teaching Positions	10.00	100.00	96.50	100.00	274759.10	100.00	

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

#### **2021-22 Teacher Preparation and Placement** School School District District State State Authorization/Assignment Number Number Number Percent Percent Percent Fully (Preliminary or Clear) Credentialed for Subject and Student Placement 10.00 100.00 93.10 93.01 234405.20 84.00 (properly assigned) Intern Credential Holders Properly 0.00 0.00 0.50 0.50 4853.00 1.74 Assigned **Teachers Without Credentials and** Misassignments ("ineffective" under 0.00 0.00 3.80 3.84 12001.50 4.30 ESSA) **Credentialed Teachers Assigned Out-of-**0.00 0.00 0.90 0.99 11953.10 4.28 Field ("out-of-field" under ESSA) Unknown/Incomplete/NA 0.00 0.00 1.60 1.64 15831.90 5.67 **Total Teaching Positions** 10.00 100.00 100.10 100.00 279044.80 100.00

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

#### 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	100.00	87.30	86.96	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	4.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.10	5.11	14938.30	5.38
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	2.00	2.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.50	1.52	14303.80	5.15
Total Teaching Positions	11.00	100.00	100.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

#### Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

#### 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

#### Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Adopted in 2016	Yes	0%
Mathematics	McGraw Hill Adopted in 2014	Yes	0%
Science	Twig Science Adopted Spring 2021	Yes	0%
History-Social Science	District Developed Units of Study 2017	Yes	0%
Foreign Language			N/A
Health			N/A
Visual and Performing Arts			N/A
Note: Cells with N/A values do not r	equire data.		

#### School Facility Conditions and Planned Improvements

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

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

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

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

#### Year and month of the most recent FIT report

September 25, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х			
Interior: Interior Surfaces	Х			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х			
Electrical	Х			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х			Girls' Restroom chipped peeling paint on walls. Work Order submitted.
<b>Safety:</b> Fire Safety, Hazardous Materials	Х			
Structural: Structural Damage, Roofs	Х			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Х			

Overall Facility Rate								
Exemplary	Good	Fair	Poor					
	Х							

## **B.** Pupil Outcomes

## **State Priority: Pupil Achievement**

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

#### Statewide Assessments

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

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

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

#### **College and Career Ready**

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

#### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)					46	
Mathematics (grades 3-8 and 11)					34	

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

#### 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

#### CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School	School	District	District	State	State
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Science (grades 5, 8 and high school)					30.29	30.73

#### 2023-24 CAASPP Test Results in Science by Student Group

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

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

**B. Pupil Outcomes** 

# State Priority: Other Pupil Outcomes

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

#### 2023-24 California Physical Fitness Test Results

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

Grade Level Compone Aerobic Ca		Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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**C. Engagement** 

# **State Priority: Parental Involvement**

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

#### 2024-25 Opportunities for Parental Involvement

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

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

# 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	232	229	0	0.0
Female	98	95	0	0.0
Male	134	134	0	0.0
Non-Binary				
American Indian or Alaska Native				
Asian	14	14	0	0.0
Black or African American				
Filipino				
Hispanic or Latino	149	146	0	0.0
Native Hawaiian or Pacific Islander				
Two or More Races				
White	54	54	0	0.0
English Learners	36	35	0	0.0
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	173	171	0	0.0
Students Receiving Migrant Education Services				
Students with Disabilities	33	33	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

# C. Engagement

# **State Priority: School Climate**

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

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

#### **Suspensions and Expulsions**

This table displays suspensions and expulsions data.									
Rate	Sc ho ol 20 21- 22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.4 3	1.22	7.33	2.51	4.23	3.65	3.17	3.6	3.28
Expulsions	0	0	0	0.3	0.87	0.56	0.07	0.08	0.07

#### 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.33	0.00
Female	1.02	0.00
Male	11.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	14.29	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.56	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.18	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

#### 2024-25 School Safety Plan

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

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year the staff and School Site Council review the safety plan. Key elements of the safety plan include identifying the level of a potential threat, protective options, staff initial action/response, incident

coordinator, and incident management team. We practice fire drills once a month and earthquake as well as lockdown drills at least twice a year.

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

The Safety Plan was reviewed with staff in August 2024 and approved by School Site Council on 10-24-24.

# **D. Other SARC Information** Information Required in the SARC

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

#### 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average	Number of Classes with	Number of Classes with	Number of Classes with
	Class Size	1-20 Students	21-32 Students	33+ Students
1	25		8	0

#### 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average	Number of Classes with	Number of Classes with	Number of Classes with
	Class Size	1-20 Students	21-32 Students	33+ Students
1	25		9	

#### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	25		9	

#### 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	219:1

# 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

#### Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,788	\$353	\$7,435	89,570
District	N/A	N/A	\$7,016	\$78,671
Percent Difference - School Site and District	N/A	N/A	5.8	13.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-36.6	-5.0

#### Fiscal Year 2023-24 Types of Services Funded

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

LCFF

#### Fiscal Year 2023-24 Types of Services Funded

Title I Lottery Funds ESEA (ESSA) IV Part A CRF funds ESSER funds

#### Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,862	\$57,839
Mid-Range Teacher Salary	\$73,602	\$90,040
Highest Teacher Salary	\$118,007	\$118,647
Average Principal Salary (Elementary)	\$123,990	\$144,639
Average Principal Salary (Middle)	\$125,050	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$223,729	\$229,986
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	6%	6%

#### Professional Development

Staff members build teaching skills and concepts through participation in professional learning communities (PLCs) and workshops throughout the year such as SIOP, ELD, Guided Reading, and ELA training. This includes district wide, two professional development days. Our school site will have one planning PD day in the Spring and have already had two half days.

Kingsburg Elementary Charter School District program provides new teachers and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. Mentoring is also provided for new administrative and experienced staff on site and through Fresno County. New teacher may need induction through the county office.

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

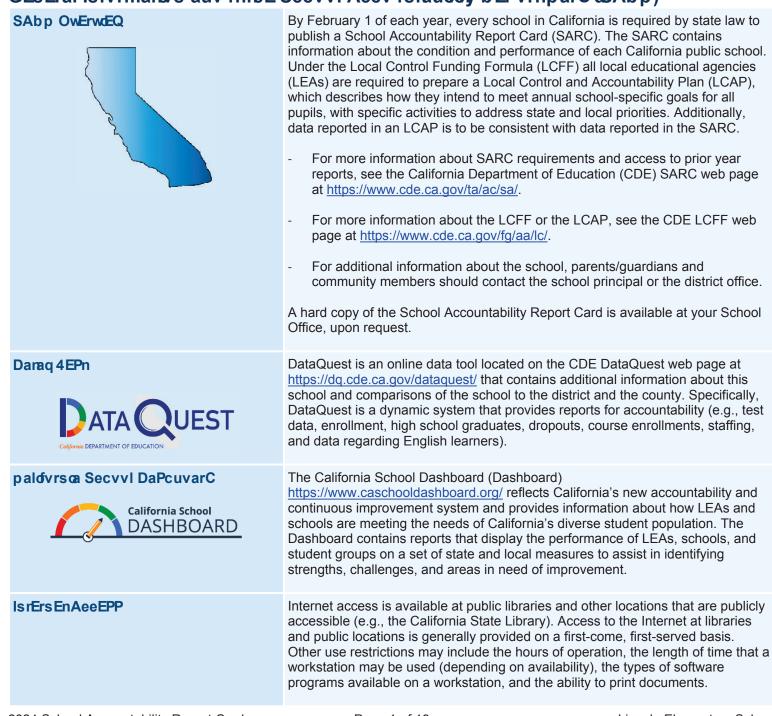
Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	7

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A CmoPPovs b EU4 or Em EsrP fvr nc E NsowErPony vf palofvrsoa oNp)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
A CmoPPovs b EU4 or Em EsrP fvr nc E palofvrsoa SnanE NsowErPony ф SN)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <u>https://www2.calstate.edu/</u> .

# h2h-3h5 Secvvl pvsraenisfvrmarovs

SecvvI , amE	Lincoln Elementary School
SırEEn	1900 Mariposa Street
p <b>oyZSrarEZW</b> ö	Kingsburg, CA 93631
(cvsE,4muEr	(559) 897-5141
(roseoial	Lauren Galli
t mad ACCrEPP	lgalli@kesd.org
SecvvIMEuPorE	https://www.kesd.org/Domain/10
GraCE Si as	2-3
pv4sny3DoPrroen6SecvvlcpDS)pvCE	10-62240-6006704

#### h2h-3h5 DoPrroenpvsraenIsfvrmarovs

D <b>P</b> rrœn, amE	Kingsburg Elementary Charter School District
(cvsE,4muEr	(559) 897-2331
S4iErosnEsCEsn	Wes Sever
t mad ACCrEPP	wsever@kesd.org
DoPrroenM EuPorE	www.kesd.org

#### h2h-3h5 Secvvl DEPeroinovs as CL oPPovs SnarEmEsn

**District Vision** 

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

Principal's Message As you read this School Accountability Report Card (SARC), you will find a picture of a thriving school community. Our staff is

#### h2h-3h5 Secvvl DEPeroi novs as CL oPPovs SnarEmEsn

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

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

Sincerely, Lauren Galli, Principal

# Auv4nrc@Secvvl

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TEmalE	47.8
LalE	52.2
AmErceas IsCoas vr AlaPFa , anowE	0.2
APas	2.2
BlaeF vr Afræas AmEræas	0.7
Tảo osv	0.2
koPiasoe vr Ranosv	66
1Qv vr L vrE baeEP	3.8
McorE	25.4
t sgloPc REarsErP	10.8
TvPrEr Yv4rc	0.2
k vmElEPP	4.3
Sveov Eevsvmoeally DoPaCwasmagEC	72.2
Sn4CEsnP Qorc DoPaudonEP	8.4

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

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

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lsnErsprECEsmalkvlCErP(rviErly APPogsEC	0.90	4.49	3.00	3.11	4205.90	1.53	
1 Eaec ErPM oncv4nprECEsnoalPasC LoPaPPogsmEsnPd'osEffEenowE"4sCEr tSSA)	0.00	0.00	0.20	0.21	11216.70	4.08	
prECEsnoalEC1EaecErPAPPogsECO4r8vf3 ToEICd'v4r8vf3foElC"4sCErtSSA)	0.00	0.00	0.50	0.52	12115.80	4.41	
NsFsvQs/lsevmi IErE/, A	0.00	0.00	1.30	1.44	18854.30	6.86	
1vnal1Eaecosg(vPonovsP	20.90	100.00	96.50	100.00	274759.10	100.00	

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

h2h:3hh1EaecEr (rEiaranovsasC (laeEmEsn							
A4ncvrozanovs/APPogsmEsn	Secvvl , 4muEr	Secvvl (EreEsn	DoPrroen ,4muEr	DoPrroen (EreEsn	SnanE ,4muEr	SnarE (EreEsn	
T4lly d(rElomosary vrplEar) prECEsmalEC fvr S4ujEenasC Sn4CEsn(laeEmEsn d rvi Erly aPPogsEC)	21.90	100.00	93.10	93.01	234405.20	84.00	
lsnErsprECEsmalkvlCErP(rviErly APPogsEC	0.00	0.00	0.50	0.50	4853.00	1.74	
1 Eaec ErPM orcv4nprECEsmalPasC LoPaPPogsmEsrPd'osEffEerowE"4sCEr tSSA)	0.00	0.00	3.80	3.84	12001.50	4.30	
prECEsmalEC1EaecErPAPPogsECO4m8vf3 ToEICd'v4m8vf3foEIC"4sCErtSSA)	0.00	0.00	0.90	0.99	11953.10	4.28	
NsFsvQs/Isevmi IErE/, A	0.00	0.00	1.60	1.64	15831.90	5.67	
1vnal1Eaecosg(vPonovsP	21.90	100.00	100.10	100.00	279044.80	100.00	

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

#### h2hh3h0 1 Eaec Er (rEi aranovs as C (lae Em Esn

A4ncvrozanovs/APPogsmEsn	Secvvl , 4muEr	Secvvl (EreEsn	DoPrroen ,4muEr	DoPrroen (EreEsn	SnanE ,4muEr	SnarE (EreEsn
T4lly d(rElomosary vrplEar) prECEsmalEC fvr S4ujEenasC Sn4CEsn(laeEmEsn d rvi Erly aPPogsEC)	18.50	92.53	87.30	86.96	231142.40	100.00
lsnErsprECEsnoalkvlCErP(rviErly APPogsEC	0.00	0.00	4.40	4.38	5566.40	2.00
1 Eaec ErP Morc v4np rECEsmalP as C LoPaPPogsmEsrP d'osEffEerowE''4sCEr tSSA)	1.50	7.47	5.10	5.11	14938.30	5.38
prECEsmalEC1EaecErPAPPogsECO4m3vf3 ToEICd'v4m3vf3foEIC"4sCErtSSA)	0.00	0.00	2.00	2.02	11746.90	4.23
NsFsvQs/lsevmi IErE/, A	0.00	0.00	1.50	1.52	14303.80	5.15
1vnal1Eaecosg(vPonovsP	20.00	100.00	100.50	100.00	277698	100

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

# 1 Eaec ErP Morcv4nprECEsmalPasCL dPaPPogsmEsrP devsPcCErEC "os EffEerowE" 4s CErt SSA)

A4rcvrozanovs/APPogsmEsn	h2h23h:	h2h: 3hh	h2hh3h0
(ErmorPasCMaowErP	0.00	0.00	1.5
L & PappagsmEsrP	0.00	0.00	0
Vaeasn(vPonovsP	0.00	0.00	0
1vnal 1 Eaec ErP Morcv4nprECEsnoalPasC	0.00	0.00	1.5

# prECEsmalEC 1 Eaec ErP APPogs EC O4r6vf3TcElC devs PcCErEC "v4r6vf3fcElC" 4sCErt SSA)

IsCœanvr	h2h23h:	h2h: <b>3</b> hh	h2hh3h0
prECEsmalEC1EaecErPA4rcvrozECvsa(Ermonvr MaowEr	0.00	0.00	0
Rveal APPogsmEsnOinovsP	0.00	0.00	0
1vnal O4n8vf3TdEIC1EaecErP	0.00	0.00	0

#### plaPP APPogsmEsrP

Is Cœanvr	h2h23h:	h2h: 3hh	h2hh3h0
L <b>PaPPgsmEsrP fvr t sglPc REarsErP</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
, v erECEs malZi Ermonvr a4ncvrozarovs nv rEaec (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	0	0

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

#### h2h-3h5 q4aloyZp4rrEseyZAwadaudooy vf1ExruvvFP asC OrcEr IsPrr4enovsal L arEroalP

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

#### YEar as C mvsrc os Qcoec rc E Cara QErE evilEerEC

September 2024

S4ujEen	1 ExruvvFP asC Onc Er IsPnr4enovsal LanEroalP/yEar vf ACvinovs	Trvm LvPn bEeEsn ACvinovs ?	(EreEsn Sn4CEsnP RaeFosg OQs APPogsEC pviy				
bEaCosg/Rasg4agEArrP	Houghton Mifflin Harcourt (2-3) Adopted in 2016	Yes	0%				
LarcEmanceP	McGraw Hill - My Math Adopted in 2014	Yes	0%				
SedEseE	TWIG Adopted 2020	Yes	0%				
koPnvry3Sveoal SedEseE	Harcourt Adopted in 2006	Yes	0%				
Note: Cells with N/A values do not r	Note: Cells with N/A values do not require data.						

#### Secvvl Taedory pvsCorovsPasC (lassEC lmi rvwEmEsrP

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

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

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

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

#### YEar asC mvsrc vf rcE mvPnrEeEsnTl1 rEi vrn

September 2024

SyPrEm IsPi EerEC		banE Taor	barE (vvr	b Ei aor,EECEC asC Aenovs 1aFEs vr(lassEC
SyPrEmP. Gas Leaks, Mechanical/HVAC, Sewer	Х			
IsrErovr. Interior Surfaces	Х			
plEaslos EPP. Overall Cleanliness, Pest/Vermin Infestation	Х			
t lEerroeal	Х			
<b>b EPrrvvmP/Tv4sraœP.</b> Restrooms, Sinks/ Fountains	Х			
<b>SafEry.</b> Fire Safety, Hazardous Materials	Х			
Srr4entral. Structural Damage, Roofs	Х			
<b>t xrErsal.</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Х			

OwErall Taedoy barE						
t xEmi lary	GvvC	Τασ	( vvr			
	Х					

# BH(4idO4revmEP

# SnanE (rovrony. (4iol AecoEwEmEsn

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

#### SrarEQcCE APPEPPmEsrP

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

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

- 1. SmarrEr BalaseEC S4mmarovE APPEPPmEsrP asC pAAP fvr t RA in grades three through eight and grade eleven.
- 2. SmarrEr BalaseEC S4mmarovE APPEPPmEsrP as C p AAP fvr marcEmaneP in grades three through eight and grade eleven.
- 3. paldvrs@ SedEseE1EPncpAS1) as C pAAP fvr SedEseE in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### pvIIEgE as C parEEr b EaCy

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

#### (EreEsnagE vf Sn4CEsnP L EEnosg vr t xeEECosg nc E SnarE SnasCarC vs pAAS((

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

S4ujEen	Secvvl h2hh3h0	Secvvl h2h03h-	DoPrroen h2hh3h0	DoPrroen h2h03h-	SnarE h2hh3h0	SnarE h2h03h-
t sgldPc Rasg4agE ArrP/RoEraey (grades 3-8 and 11)	58	62	49	47	46	47
L arc EmaneP (grades 3-8 and 11)	58	60	38	36	34	35

#### h2h03h-pAAS((1EPnbEP4IrPost RA uy Sn4CEsnGrv4i

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

pAAS(( Srt4CEsnGrv4i P	pAAS(( 1vnal tsrvllmEsn	p AAS( ( , 4muEr 1EPrEC	p AAS(( (EreEsn 1EPrEC	pAAS(( (EreEsn ,vn1EPrEC	pAAS(( (EreEsn LEnvr txeEECEC
All Sn4CEsrP	189	188	99.47	0.53	61.70
TEmalE	96	96	100.00	0.00	66.67
LaIE	93	92	98.92	1.08	56.52
AmErceas Is Coas vr Ala PFa, anowE	0	0	0	0	0
APas					
BlaeF vr Afræas AmEræas					
Tảo osv					
koPiasoevrRanosv	129	128	99.22	0.78	61.72
, anowEkaQaooasvr (aeofoelPlasCEr	0	0	0	0	0
1Qv vr L vrE baeEP					
McorE	45	45	100.00	0.00	55.56
tsgloPcREarsErP	18	18	100.00	0.00	38.89
TvPrEr Yv4rc					
k vmEIEPP					
L doary	16	16	100.00	0.00	50.00
SveovEevsvmoeally DoPaCwasnagEC	142	142	100.00	0.00	56.34
Sn4CEsnPbEeEowosgLograsntC4eanovsSErwoeEP	0	0	0	0	0
Sn4CEsrP Qorc DoPaudonEP	19	19	100.00	0.00	15.79

#### h2h03h-pAAS((1EPnbEP4IrPosLarcuySr4CEsnGrv4i

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

pAAS(( Sr4CEsnGrv4iP	pAAS(( 1vral tsrvlimEsn	p AAS(( ,4muEr 1EPrEC	p AAS(( (EreEsn 1EPrEC	pAAS(( (EreEsn ,vn1EPrEC	pAAS(( (EreEsn LEnvr txeEECEC
All Sn4CEsnP	189	188	99.47	0.53	60.11
TEmalE	96	96	100.00	0.00	55.21
LaIE	93	92	98.92	1.08	65.22
AmErceas IsCoas vr AlaPFa, anowE	0	0	0	0	0
APas					
BlaeF vr Afræas AmEræas					
Tảo osv					
koPiasoe vrRanosv	129	128	99.22	0.78	53.91
, anowEkaQaooasvr (aeofoelPlasCEr	0	0	0	0	0
1Qv vr L vrE baeEP					
McorE	45	45	100.00	0.00	66.67
tsgloPcREarsErP	18	18	100.00	0.00	44.44
TvPrEr Yv4nc					
k vmEIEPP					
L doary	16	16	100.00	0.00	62.50
SveovEevsvmoeally DoPaCwasnagEC	142	142	100.00	0.00	52.11
Sn4CEsnPbEeEowosgLograsntC4eanovsSErwoeEP	0	0	0	0	0
Sn4CEsrP Qorc DoPaudonEP	19	19	100.00	0.00	15.79

#### pAAS((1EPnbEP4IrP os SedEseE fvr All Sn4CEsrP

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

S4ujEen	Secvvl	Secvvl	DoPrroen	DoPrroen	SrarE	SnarE
	h2hh3h0	h2h03h-	h2hh3h0	h2h03h-	h2hh3h0	h2h03h-
SedEseE (grades 5, 8 and high school)					30.29	30.73

### h2h03h-pAAS((1EPnbEP4IrPosSedEseEuySr4CEsnGrv4i

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

Sn4CEsnGrv4i	1 vnal tsrvilmEsn	, 4muEr 1EPrEC	(EreEsn 1EPrEC	(EreEsn ,vn1EPrEC	(EreEsn LEnvr txeEECEC
All Sr4CEsrP					
TEmalE					
LaIE					
AmEroeas IsCoas vr AlaPFa, anowE					
APaas					
BlaeF vr Afrœas AmErœas					
Tảo csv					
koPiasoe vrRanosv					
, anowEkaQaooasvr (aeofoelPlasCEr					
1Qv vr L vrE baeEP					
McorE					
tsgloPcREarsErP					
TvPrEr Yv4rc					
k vm <b>EIEPP</b>					
L dorary					
Sveov Eevsvmoeally DoPaCwasnagEC					
Sn4CEsnPbEeEowosgLograsntC4eanovsSErwoeEP					
Sn4CEsrP Qorc DoPaudordEP					

BH(4idO4revmEP

# SnanE (rovroy. OncEr (4id O4 nev mEP)

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

#### h2h03h-palofvrsoa (cyPoeal TorsEPP 1 EPnb EP4lrP

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

GraCE REWEL	vmivsEsn:. AuCv rvuoepaiaeony SnrEsg	vsEsnh. pvmivsEs vmosal 1r4sFtxrEs grcasC asCSmEsgrc raseE TIExouolog	sPvr NiiErBvCy casC SrrEsgrcasC	pvmivsEsn5. TIExaudory
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pHt sgagEmEsn

# SnanE (rovrony. (arEsnal IswvIwEmEsn

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

#### h2h-3h5 Oiivrn4sondEP fvr (arEsnal IswvIwEmEsn

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

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

#### h2h03h-pcrvsoe AuPEsrEEoPm uy Sn4CEsnGrv4i

Sn4CEsnGrv4i	p4m4larowE tsrvllmEsn	pcrvsoe AuPEsnEEOPm tlogoulEtsrvilmEsn	pcrvsoe AuPEsnEEcoPm pv4sn	pcrvsoe AuPEsrEEOPm barE
All Sr4CEsrP	441	434	3	0.7
TEmalE	210	207	2	1.0
LaIE	231	227	1	0.4
, vs3Bosary				
AmErceas Is Coas vr Ala PFa , a rowE				
APaas				
BlaeF vr Afræas AmEræas				
Tảo osv				
koPiasoe vr Ranosv	292	288	1	0.3
, anowEkaQaooasvr (aeofoelPlasCEr				
1Qv vr L vrE baeEP	16	16	0	0.0
McorE	113	110	1	0.9
tsgloPcREarsErP	55	54	0	0.0
TvPrEr Yv4rc				
k vm <b>EIEPP</b>	25	22	0	0.0
SveovEevsvmoeally DoPaCwasnagEC	324	317	3	0.9
Sn4CEsrPbEeEowosgLograsntC4eanovsSErwoeEP				
Sn4CEsrP Qorc DoPaudoncEP	44	43	1	2.3
Note: To protect student privacy, double dashes () a is ten or fewer.	are used in the ta	ble when the cell size	within a selected	student population

pHt sgagEmEsn

# SnarE (rovroy. Secvvl plomarE

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

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

# S4Pi EsPoysPasCt xi 4IPoysP

This table displays suspensions and expulsions data.									
b arE	Secvvl h2h: 3hh	Secvvl h2hh3h0	Secvvl h2h03h-	DoPrroen h2h: 3hh		DoPrroen h2h03h-	SnarE h2h: 3hh	SrarE h2hh3h0	SrarE h2h03h-
S4PiEsPovsP	1.54	1.63	1.36	2.51	4.23	3.65	3.17	3.6	3.28
txi4lPovsP	0	0	0.23	0.3	0.87	0.56	0.07	0.08	0.07

# h2h03h-S4PiEsPovsPasCtxi4lPovsPuySn4CEsnGrv4i

Sn4CEsnGrv4i	S4PiEsPovsPbarE	txi4lPovsPbarE
All Sn4CEsrP	1.36	0.23
TEmalE	0.00	0.00
LaIE	2.60	0.43
, vs3Bosary	0.00	0.00
Am Eroeas Is Coas vr Ala PFa , anow E	0.00	0.00
APas	0.00	0.00
BlaeF vr Afrœas AmErœas	0.00	0.00
Τόο σεν	0.00	0.00
koPiasoe vrRanosv	1.37	0.34
, anowEkaQaooasvr (aeofoelPlasCEr	0.00	0.00
1Qv vr L vrE baeEP	6.25	0.00
McorE	0.88	0.00
t sgloPc REarsErP	1.82	0.00
TvPrEr Yv4nc	0.00	0.00
k vmElEPP	0.00	0.00
Sveov Eevsvmoeally DoPaCwasnagEC	1.54	0.31
Sn4CEsrPbEeEowosgLograsntC4eanovsSErwoeEP	0.00	0.00
Sn4CEsrP Qorc DoPaudortEP	4.55	2.27
Note: To protect student privacy, double dashes () are used in the table whis ten or fewer.	nen the cell size within a se	elected student populatior

#### h2h-3h5 Secvvl SafEny (las

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

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

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

The School Safety Plan was last reviewed and updated on 09/12/2024.

# DHORCER SAbp Isfvrmarovs Isfvrmarovs bEU4 or EC os nc E SAbp

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

#### h2h: 3hh t IEmEsnary AwEragE plaPP SozE as C plaPP SozE DoPrrou4novs

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

GraCE REwEl	AwEragE plaPP SozE	, 4muEr vfplaPPEP Qonc ∶3h2 Sn4CEsnP	, 4muEr vfplaPPEPQonc h: 30hSn4CEsrP	, 4muEr vfplaPPEPQooc 00+Sn4CEsnP
h	26		8	1
0	24		9	

#### h2hh3h0 t IEmEsnary AwEragE plaPP SozE as C plaPP SozE DoPrrou4novs

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

GraCE REWEI	AwEragE plaPP SozE	, 4muEr vf plaPPEP Qorc : 3h2 Sn4CEsnP	, 4muEr vfplaPPEPQonc h: 30hSn4CEsnP	, 4muEr vfplaPPEP Qorc 00+ Sn4CEsrP
h	25		8	1
0	24		9	

#### h2h03h- t IEmEsnary AwEragE plaPP SozE asC plaPP SozE DoPrrou4novs

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

GraCE REwEl	AwEragE plaPP SozE	, 4muEr vfplaPPEP Qorc ∶3h2 Sn4CEsnP	, 4muEr vfplaPPEPQorc h: 30hSn4CEsnP	, 4muEr vfplaPPEP Qorc 00+ Sn4CEsrP
h	23		10	
0	21	2	7	

#### h2h03h-barov vf (4idPnv AeaCEmoe pv4sPElvr

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

1 olE	b arov
(4idPnvAeaCEmoepv4sPElvr	418

# h2h03h- Sn4CEsnS4i i vrnSErwœEP Snaff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

1 ơi E	,4 muEr vf T1t APPogsEC nv Secvvl
pv4sPElvrdAeaCEmoeZSvecal/BEcawovralvrparEErDEwElvimEsn)	1
Rourary L ECoa 1 Eaec Er cRouraroas)	
Rourary L ECoa SErwoeEP Snaff (arai rvfEPPovsal)	
(PyecvlvgdPn	
Sve@IMvrFEr	
, 4rPE	
Si EEec/Rasg4agE/k Earosg Si EeoaloPn	1
b EPv4reE Si EeoaloPnosvs3rEaecosg)	
OncEr	

#### ToPeal YEar h2hh3h0 t xi EsCon4rEP (Er (4i dasC Secvvl SorE 1 EaecEr SalardEP)

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

REwEl	1vnal txiEsCom4rEP (Er(4iol	txiEsCom4rEP (Er(4iol doEPmroerEC)	txiEsCon4rEP (Er(4iol oNsrEPnroenEC)	AwEragE 1EaecEr Salary
SecvvI SoE	\$6,864	\$468	\$6,396	84459
Domæn	N/A	N/A	\$7,016	\$78,671
(EreEsnDoffErEseE 3SecvvI SorE as C DoPrroen	N/A	N/A	-9.2	7.1
SmarE	N/A	N/A	\$10,771	\$94,129
(EreEsnDoffErEseE 3Secvvl SorE asC SnarE	N/A	N/A	-51.0	-10.8

#### ToPeal YEar h2h03h- 1yi EP vf SErwoeEP T4s CEC

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

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

#### ToPeal YEar h2hh3h0 1 Eaec Er as C ACmos oPrrarowE SalaroEP

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a>.

parEg∨ry	Dơ-mœn Amv4sn	SnanE AwEragE fvr DoPmoenP os SamE parEgvry
BEgososg 1 Eaec Er Salary	\$51,862	\$57,839
L cC3basgE1EaecEr Salary	\$73,602	\$90,040
kogcEPn1EaecEr Salary	\$118,007	\$118,647
AwEragE (roseoial Salary ot lEmEsnary)	\$123,990	\$144,639
AwEragE (roseoi al Salary dLoCCIE)	\$125,050	\$148,270
AwEragE (roseoial Salary okogc)	\$0	\$161,275
S4i ErosrEsCEsnSalary	\$223,729	\$229,986
(EreEsnvf B4CgEnfvr 1EaecEr SalardEP	27%	31%
(EreEsnvfB4CgEnfvrACmosoPrranovESalardEP	6%	6%

#### (rvfEPPovsal DEwElvi mEsn

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

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

In recent years the Tulare County Office of Education has worked with our teachers to help them understand the process of writing and guided reading. In 2023, teachers have received professional development in the areas of Press Intervention, Guided Reading, ELD, and CAASPP. In 2024 and 2025, teachers have received professional development in the area of writing, small group instruction, ELD, CAASPP, and math problem solving.

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

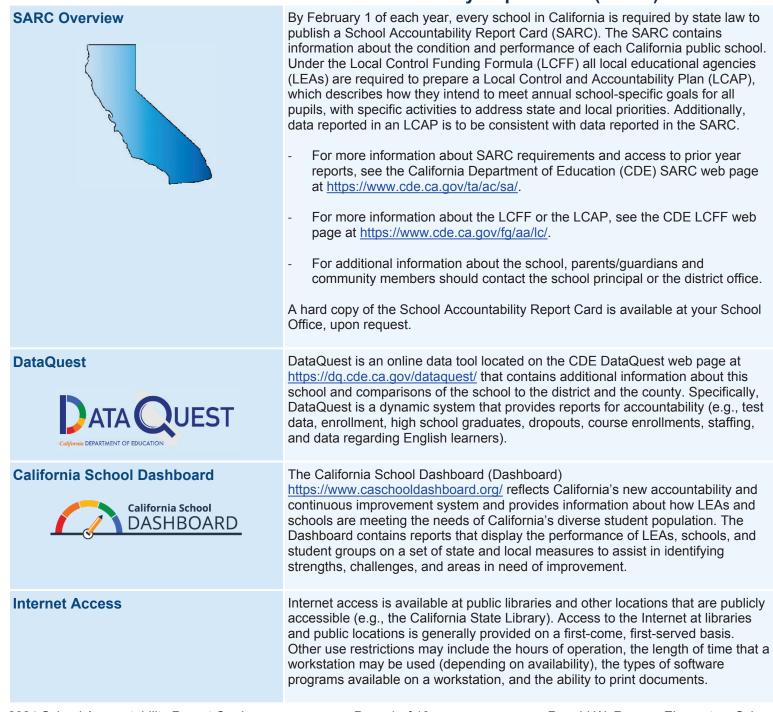
S4ujEen	h2hh3h0	h2h03h-	h2h- 3h5
, 4 muEr vf Pecvvl CayP CECoearEC nv Snaff DEwElvimEsnasC pvsnos4v4P lmirvwEmEsn	5	6	6

# **Ronald W. Reagan Elementary School**

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



# General Information about the School Accountability Report Card (SARC)



Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <u>https://www2.calstate.edu/</u> .

### 2024-25 School Contact Information

Street1180 DialCity, State, ZipKingsburg			
City, State, Zip Kingsburg	. Reagan Elementary School		
	180 Diane Ave.		
	j, CA 93631		
Phone Number (559) 897	-6986		
Principal Kerry Pic	krell		
Email Address kpickrell@	)kesd.org		
School Website reagan.ke	esd.org		
Grade Span 4-6	4-6		
County-District-School (CDS) Code 10-62240	-0113142		

#### 2024-25 District Contact Information

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

#### 2024-25 School Description and Mission Statement

Linking community traditions to our continuously evolving educational goals of providing universal access is the core of Reagan School's philosophy. Ronald W. Reagan Elementary welcomed students and staff to the campus for the first time in August 2007. Reagan School was built, thanks to the help of its caring community, through Measure R funds and money from the state. Reagan Elementary is a charter school, within the Kingsburg Elementary Charter School District. Through this living document, the charter, the school has been able to adopt creative methods of education, using researched based best practices, while maintaining the traditional high standards expected by the Kingsburg Community. Ronald W. Reagan is a family of 619 4th, 5th, and 6th grade students and 69 staff members committed to assisting our students in excelling.

#### 2024-25 School Description and Mission Statement

With the unique grade configuration of the schools in our district, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where tolerance is accepted and diversity is welcomed. The staff takes pride in knowing generations of families. Reagan has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community.

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

# About this School

2023-24 Student Enrollment by Grade Level					
Grade Level	Number of Students				
Grade 4	186				
Grade 5	221				
Grade 6	227				
Total Enrollment	639				

#### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	1.7
Black or African American	0.2
Hispanic or Latino	70.4
Two or More Races	3
White	23.8
English Learners	10.6
Foster Youth	0.2
Homeless	2.8
Socioeconomically Disadvantaged	71
Students with Disabilities	13.8

# A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement							
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent	
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	99.80	91.40	94.72	228366.10	83.12	
Intern Credential Holders Properly Assigned	0.00	0.24	3.00	3.11	4205.90	1.53	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08	
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41	
Unknown/Incomplete/NA	0.00	0.00	1.30	1.44	18854.30	6.86	
Total Teaching Positions	24.50	100.00	96.50	100.00	274759.10	100.00	

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

#### **2021-22 Teacher Preparation and Placement** School School District District State State Authorization/Assignment Number Number Number Percent Percent Percent Fully (Preliminary or Clear) Credentialed for Subject and Student Placement 25.20 100.00 93.10 93.01 234405.20 84.00 (properly assigned) Intern Credential Holders Properly 0.00 0.00 0.50 0.50 4853.00 1.74 Assigned **Teachers Without Credentials and** Misassignments ("ineffective" under 0.00 0.00 3.80 3.84 12001.50 4.30 ESSA) **Credentialed Teachers Assigned Out-of-**0.00 0.00 0.90 0.99 11953.10 4.28 Field ("out-of-field" under ESSA) Unknown/Incomplete/NA 0.00 0.00 1.60 1.64 15831.90 5.67 **Total Teaching Positions** 25.20 100.00 100.10 100.00 279044.80 100.00

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

#### 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	94.27	87.30	86.96	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	4.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	5.73	5.10	5.11	14938.30	5.38
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	2.00	2.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.50	1.52	14303.80	5.15
Total Teaching Positions	26.10	100.00	100.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1.5
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1.5

# Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

#### Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	0	0

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

#### 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy			
Reading/Language Arts	Houghton Mifflin Adopted 2016	Yes	0			
Mathematics	McGraw-Hill Adopted 2014	Yes	0			
Science	TWIG Adopted 2020	Yes	0			
History-Social Science	Harcourt Adopted 2006	Yes	0			
Note: Cells with N/A values do not require data.						

#### School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report			September 2024	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned	d Impro	oveme	ents	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Х			
Interior: Interior Surfaces	Х			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х			
Electrical	Х			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Х			
<b>Safety:</b> Fire Safety, Hazardous Materials	Х			
Structural: Structural Damage, Roofs	Х			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		Х		Grass field is not level due to old gopher tunnels. Blacktop has cracks that continue to spread even after being filled multiple times. Window in the Library is separating from the frame.

Overall Facility Rate							
Exemplary	Good	Fair	Poor				
	Х						

## **B.** Pupil Outcomes

## State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### **College and Career Ready**

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

#### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	44	49	47	46	47
Mathematics (grades 3-8 and 11)	33	33	38	36	34	35

#### 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	645	634	98.29	1.71	43.53
Female	318	315	99.06	0.94	46.35
Male	327	319	97.55	2.45	40.75
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	63.64
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	451	444	98.45	1.55	39.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	65.22
White	159	155	97.48	2.52	49.68
English Learners	70	65	92.86	7.14	12.31
Foster Youth					
Homeless	28	27	96.43	3.57	14.81
Military	55	54	98.18	1.82	35.19
Socioeconomically Disadvantaged	464	456	98.28	1.72	39.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	81	95.29	4.71	12.35

#### 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	644	637	98.91	1.09	32.55
Female	318	315	99.06	0.94	31.11
Male	326	322	98.77	1.23	33.96
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	36.36
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	450	446	99.11	0.89	28.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	60.87
White	159	156	98.11	1.89	39.10
English Learners	69	68	98.55	1.45	4.41
Foster Youth					
Homeless	28	28	100.00	0.00	17.86
Military	55	54	98.18	1.82	22.22
Socioeconomically Disadvantaged	463	458	98.92	1.08	29.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	82	96.47	3.53	8.54

#### CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School	School	District	District	State	State
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Science (grades 5, 8 and high school)	24.50	22.73			30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	221	97.79	2.21	23.08
Female	117	113	96.58	3.42	16.81
Male	109	108	99.08	0.92	29.63
American Indian or Alaska Native	0	0	0	0	0
Asian					
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	153	152	99.35	0.65	17.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races					
White	62	58	93.55	6.45	36.21
English Learners	34	33	97.06	2.94	3.03
Foster Youth					
Homeless					
Military	21	20	95.24	4.76	25.00
Socioeconomically Disadvantaged	153	148	96.73	3.27	16.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	10.53

## **B. Pupil Outcomes**

# State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

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

## C. Engagement

## **State Priority: Parental Involvement**

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

#### 2024-25 Opportunities for Parental Involvement

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

#### 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	673	666	5	0.8
Female	334	329	3	0.9
Male	339	337	2	0.6
Non-Binary				
American Indian or Alaska Native				
Asian	11	11	0	0.0
Black or African American				
Filipino				
Hispanic or Latino	472	468	5	1.1
Native Hawaiian or Pacific Islander				
Two or More Races	21	21	0	0.0
White	162	159	0	0.0
English Learners	77	76	1	1.3
Foster Youth				
Homeless	30	29	0	0.0
Socioeconomically Disadvantaged	487	481	4	0.8
Students Receiving Migrant Education Services				
Students with Disabilities	96	95	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**C. Engagement** 

# **State Priority: School Climate**

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.									
Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.55	2.53	3.86	2.51	4.23	3.65	3.17	3.6	3.28
Expulsions	0.15	0.45	0.45	0.3	0.87	0.56	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate				
All Students	3.86	0.45				
Female	2.10	0.60				
Male	5.60	0.29				
Non-Binary	0.00	0.00				
American Indian or Alaska Native	0.00	0.00				
Asian	0.00	0.00				
Black or African American	0.00	0.00				
Filipino	0.00	0.00				
Hispanic or Latino	4.45	0.64				
Native Hawaiian or Pacific Islander	0.00	0.00				
Two or More Races	0.00	0.00				
White	3.09	0.00				
English Learners	6.49	1.30				
Foster Youth	0.00	0.00				
Homeless	3.33	0.00				
Socioeconomically Disadvantaged	4.72	0.62				
Students Receiving Migrant Education Services	0.00	0.00				
Students with Disabilities	2.08	1.04				
Note: To protect student privacy, double dashes () are used in the table when the cell size within a selected student population is ten or fewer.						

#### 2024-25 School Safety Plan

Reagan Elementary School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Reagan School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. There is also a strong focus on drug awareness and maintaining a drug-free school, as well as an emphasis on evacuation plans. Fire, earthquake/severe weather, and lockdown drills are implemented multiple times each year. This year we scheduled with the Kingsburg Police Department to do an active shooter training called "Seconds to Survive." The most recent School Safety Plan was amended and reviewed by our SSC (consisting of parents and staff members) in November 2024 and shared with staff in August of 2024.

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

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

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

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

## D. Other SARC Information Information Required in the SARC

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

#### 2021-22 Elementary Average Class Size and Class Size Distribution

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

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

#### 2022-23 Elementary Average Class Size and Class Size Distribution

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

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

#### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	31		7	
5	31		7	
6	30		7	

#### 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	639

#### 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

#### Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,298	\$361	\$4,937	78022
District	N/A	N/A	\$7016	\$78,671
Percent Difference - School Site and District	N/A	N/A	-34.8	-0.8
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-74.3	-18.7

#### Fiscal Year 2023-24 Types of Services Funded

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

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

#### Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,862	\$57,839
Mid-Range Teacher Salary	\$73,602	\$90,040
Highest Teacher Salary	\$118,007	\$118,647
Average Principal Salary (Elementary)	\$123,990	\$144,639
Average Principal Salary (Middle)	\$125,050	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$223,729	\$229,986
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	6%	6%

#### **Professional Development**

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

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. Before the school year began, all new teachers attended a 3-day training on SIOP and best practices in the classroom.

CCLA PD has been offered through Tulare County office of Ed and has focused on accelerating learners in the area of ELA. Each teacher attended two full day PDs on site.

Math has been a coaching model and each grade level has received 3 days of coaching through FCSS and has not required any sub days.

SEL has been a combination of coaching and PD where 3 Wednesday mornings are spent in the classroom doing demo lessons as well as coaching. The afternoons on those same days are spent with the full staff doing PD. No subs are required. Science PD has been similar where our 5th grade teachers receive coaching support in the morning and afternoon PD as a grade level.

#Days Teachers Participated in PD/Subs : 15/16=2, 16/17=2, 17/18=3, 18/19 = 3 19/20 = 2 20/21 = 2 22/23= 2 23/24 = 2 24/25 = 2

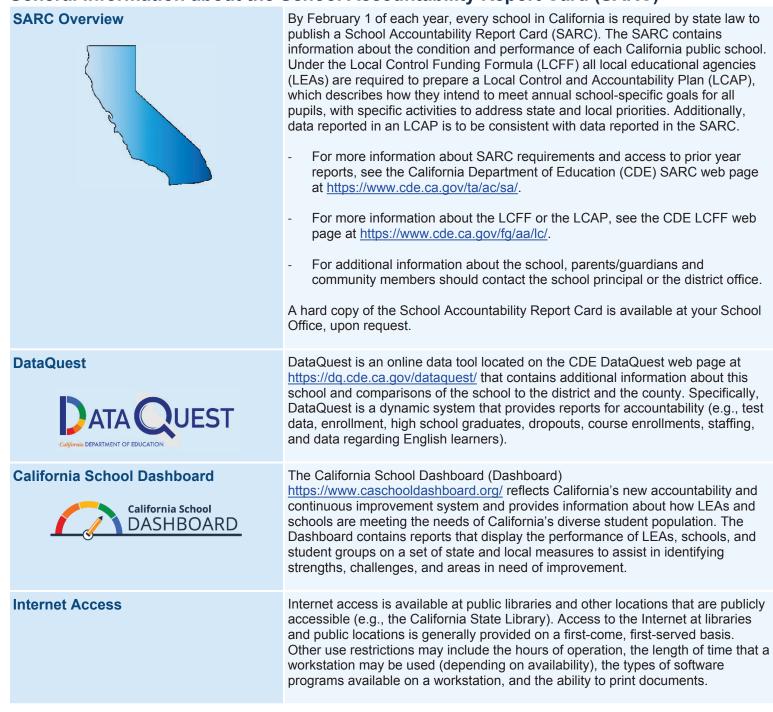
This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement		5	5

# **Rafer Johnson Junior High** 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



# General Information about the School Accountability Report Card (SARC)



Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <u>https://www2.calstate.edu/</u> .

# 2024-25 School Contact Information

School Name	Rafer Johnson Junior High
Street	1300 Stroud Avenue
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-1091
Principal	Melody Lee
Email Address	mlee@kesd.org
School Website	https://rjjh.kesd.org/
Grade Span	7-8
County-District-School (CDS) Code	10-62240-6108328

#### 2024-25 District Contact Information

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

#### 2024-25 School Description and Mission Statement

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

#### SCHOOL BELIEFS

#### 2024-25 School Description and Mission Statement

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

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

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

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

# About this School

#### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students	
Grade 7	239	
Grade 8	222	
Total Enrollment	461	

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
Non-Binary	0.0
Asian	2.8
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	64.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.3
White	28
English Learners	6.5
Homeless	3.3
Socioeconomically Disadvantaged	68.3
Students with Disabilities	9.8

# A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement								
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent		
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	86.52	91.40	94.72	228366.10	83.12		
Intern Credential Holders Properly Assigned	1.00	4.35	3.00	3.11	4205.90	1.53		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.87	0.20	0.21	11216.70	4.08		
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.50	2.17	0.50	0.52	12115.80	4.41		
Unknown/Incomplete/NA	1.30	6.04	1.30	1.44	18854.30	6.86		
Total Teaching Positions	23.00	100.00	96.50	100.00	274759.10	100.00		

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

2021-22 Teacher Preparation and Placement								
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent		
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	78.58	93.10	93.01	234405.20	84.00		
Intern Credential Holders Properly Assigned	0.50	2.14	0.50	0.50	4853.00	1.74		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	7.93	3.80	3.84	12001.50	4.30		
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.90	4.24	0.90	0.99	11953.10	4.28		
Unknown/Incomplete/NA	1.60	7.03	1.60	1.64	15831.90	5.67		
Total Teaching Positions	23.30	100.00	100.10	100.00	279044.80	100.00		

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

#### 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.70	67.35	87.30	86.96	231142.40	100.00
Intern Credential Holders Properly Assigned	2.40	10.28	4.40	4.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	7.03	5.10	5.11	14938.30	5.38
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	2.00	8.70	2.00	2.02	11746.90	4.23
Unknown/Incomplete/NA	1.50	6.56	1.50	1.52	14303.80	5.15
Total Teaching Positions	23.30	100.00	100.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.80	1.5
Misassignments	0.20	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	1.80	1.6

# Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.90	2
Local Assignment Options	0.50	0.00	0
Total Out-of-Field Teachers	0.50	0.90	2

#### Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.50	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.80	0	0

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

#### 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy			
Reading/Language Arts	Study Sync McGraw Hill Adopted 2016	Yes	0%			
Mathematics	College Preparatory Math Adopted in 2014	Yes	0%			
Science	Amplify Science Adopted in 2020	Yes	0%			
History-Social Science	Pearson Adopted in 2019	Yes	0%			
Note: Cells with N/A values do not require data.						

#### School Facility Conditions and Planned Improvements

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

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

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

#### Year and month of the most recent FIT report

September, 2024

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	Х		

### **B.** Pupil Outcomes

## State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### **College and Career Ready**

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

#### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	53	52	49	47	46	47
Mathematics (grades 3-8 and 11)	40	38	38	36	34	35

#### 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	450	446	99.11	0.89	51.57
Female	205	204	99.51	0.49	57.35
Male	245	242	98.78	1.22	46.69
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	84.62
Black or African American					
Filipino					
Hispanic or Latino	289	288	99.65	0.35	45.14
Native Hawaiian or Pacific Islander					
Two or More Races	15	15	100.00	0.00	73.33
White	127	125	98.43	1.57	60.00
English Learners	27	27	100.00	0.00	7.41
Foster Youth					
Homeless	14	14	100.00	0.00	42.86
Military	41	40	97.56	2.44	50.00
Socioeconomically Disadvantaged	308	307	99.68	0.32	42.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	5.88

#### 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	450	446	99.11	0.89	38.34
Female	205	204	99.51	0.49	36.27
Male	245	242	98.78	1.22	40.08
American Indian or Alaska Native	0	0	0	0	0
Asian	14	13	92.86	7.14	61.54
Black or African American					
Filipino					
Hispanic or Latino	289	288	99.65	0.35	31.25
Native Hawaiian or Pacific Islander					
Two or More Races	15	15	100.00	0.00	60.00
White	127	125	98.43	1.57	48.80
English Learners	27	27	100.00	0.00	3.70
Foster Youth					
Homeless	14	14	100.00	0.00	21.43
Military	41	40	97.56	2.44	37.50
Socioeconomically Disadvantaged	308	307	99.68	0.32	29.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	2.94

#### CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School	School	District	District	State	State
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Science (grades 5, 8 and high school)	18.14	19.43			30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	214	211	98.60	1.40	19.43
Female	102	102	100.00	0.00	18.63
Male	112	109	97.32	2.68	20.18
American Indian or Alaska Native	0	0	0	0	0
Asian					
Black or African American	0	0	0	0	0
Filipino					
Hispanic or Latino	141	140	99.29	0.71	10.00
Native Hawaiian or Pacific Islander					
Two or More Races					
White	61	60	98.36	1.64	36.67
English Learners					
Foster Youth					
Homeless					
Military	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	148	146	98.65	1.35	13.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	11	78.57	21.43	0.00

## **B. Pupil Outcomes**

# State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97	95	87	98	88

## **C. Engagement**

## **State Priority: Parental Involvement**

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

#### 2024-25 Opportunities for Parental Involvement

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

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	481	25	5.2
Female	221	219	9	4.1
Male	267	262	16	6.1
Non-Binary				
American Indian or Alaska Native				
Asian	14	14	1	7.1
Black or African American				
Filipino				
Hispanic or Latino	317	313	22	7.0
Native Hawaiian or Pacific Islander				
Two or More Races	17	17	0	0.0
White	134	131	1	0.8
English Learners	42	40	1	2.5
Foster Youth				
Homeless	19	19	3	15.8
Socioeconomically Disadvantaged	336	331	22	6.6
Students Receiving Migrant Education Services				
Students with Disabilities	49	48	8	16.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

# C. Engagement

# **State Priority: School Climate**

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

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

## **Suspensions and Expulsions**

This table displays suspensions and expulsions data.									
Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.12	13.24	6.97	2.51	4.23	3.65	3.17	3.6	3.28
Expulsions	1.22	3.36	1.64	0.3	0.87	0.56	0.07	0.08	0.07

#### 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.97	1.64
Female	3.17	0.00
Male	10.11	3.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.14	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.52	2.52
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.99	0.00
English Learners	16.67	4.76
Foster Youth	0.00	0.00
Homeless	31.58	0.00
Socioeconomically Disadvantaged	8.93	1.79
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.41	2.04
Note: To protect student privacy, double dashes () are used in the table	e when the cell size within a s	elected student populatior

#### 2024-25 School Safety Plan

is ten or fewer.

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

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

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council on December 4, 2024.

#### 2021-22 Secondary Average Class Size and Class Size Distribution

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

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

#### 2022-23 Secondary Average Class Size and Class Size Distribution

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

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

#### 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	13	2
Mathematics	29	1	13	2
Science	23	11	9	
Social Science	28	1	15	

#### 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	461

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

#### Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,205	\$68	\$7,137	73552
District	N/A	N/A	\$7,016	\$78,671
Percent Difference - School Site and District	N/A	N/A	1.7	-6.7
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-40.6	-24.5

#### Fiscal Year 2023-24 Types of Services Funded

Rafer Johnson Junior High receives funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding, called "supplemental and concentration" grants based on the enrollment of high needs students (foster youth, English Learners, and low-income students). With this funding the school provides basic services, intervention services, professional development and training, mental health services, staffing to ensure student needs are being met, and technology services to support 21st century learning.

#### Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category	
Beginning Teacher Salary	\$51,862	\$57,839	
Mid-Range Teacher Salary	\$73,602	\$90,040	
Highest Teacher Salary	\$118,007	\$118,647	
Average Principal Salary (Elementary)	\$123,990	\$144,639	
Average Principal Salary (Middle)	\$125,050	\$148,270	
Average Principal Salary (High)	\$0	\$161,275	
Superintendent Salary	\$223,729	\$229,986	
Percent of Budget for Teacher Salaries	27%	31%	
Percent of Budget for Administrative Salaries	6%	6%	

#### **Professional Development**

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

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

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

#### 2024-2025

Departmentalized PD is provided to Rafer's Math, Science, History, ELA, and ELD teachers. Ongoing Designated ELD PD is being provided to Rafer's two designated ELD teachers. All teachers will receive two half day Integrated ELD PD. Science Department will attend the county Science PLCs. All teachers will receive two half day Social and Emotional Learning PD. All teachers will attend a Wellness PD on November 1, 2024.

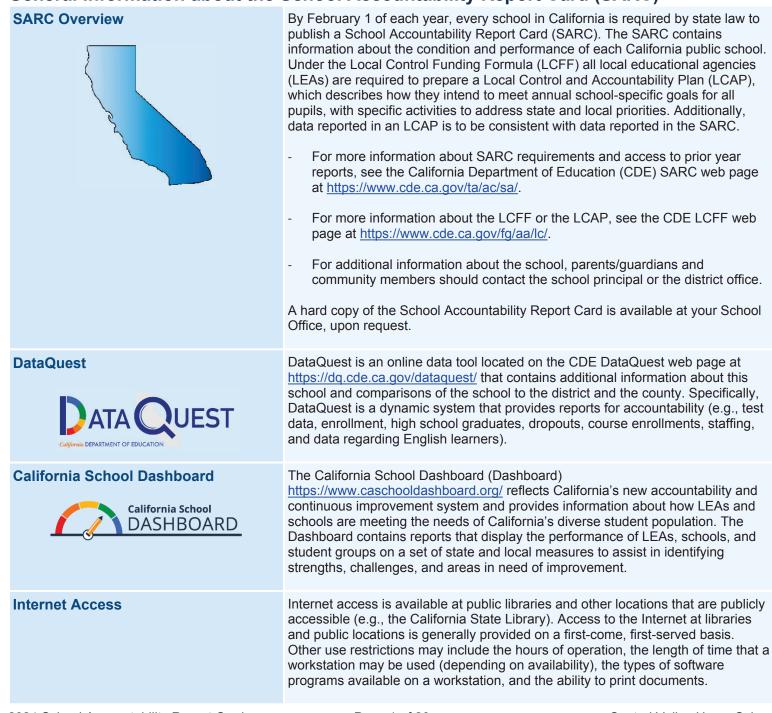
This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

# **Central Valley Home School** 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



# General Information about the School Accountability Report Card (SARC)



Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <u>https://www2.calstate.edu/</u> .

## 2024-25 School Contact Information

School Name	Central Valley Home School
Street	1776 Sixth Avenue Drive
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-6740
Principal	Lisa Regier
Email Address	lregier@kesd.org
School Website	www.kesd.org
Grade Span	K-8
County-District-School (CDS) Code	10-62240-6114805

#### 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

District Vision:

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

#### 2024-25 School Description and Mission Statement

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

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

Lisa Regier, Principal, Central Valley Home School

## About this School

2023-24 Student Enrollment by Grade Level			
Grade Level	Number of Students		
Kindergarten	12		
Grade 1	12		
Grade 2	24		
Grade 3	14		
Grade 4	16		
Grade 5	14		
Grade 6	12		
Grade 7	6		
Grade 8	18		
Total Enrollment	128		

2023-24 Student Enrollment by Student Group					
Student Group	Percent of Total Enrollment				
Female	48.4				
Male	51.6				
Asian	0.8				
Hispanic or Latino	72.7				
Two or More Races	5.5				
White	19.5				
English Learners	6.3				
Homeless	5.5				
Socioeconomically Disadvantaged	86.7				
Students with Disabilities	7.8				

# A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00	91.40	94.72	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.20	0.21	11216.70	4.08
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	0.50	0.52	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	1.30	1.44	18854.30	6.86
Total Teaching Positions	6.00	100.00	96.50	100.00	274759.10	100.00

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

#### **2021-22 Teacher Preparation and Placement** School School District District State State Authorization/Assignment Number Number Number Percent Percent Percent Fully (Preliminary or Clear) Credentialed for Subject and Student Placement 6.60 100.00 93.10 93.01 234405.20 84.00 (properly assigned) Intern Credential Holders Properly 0.00 0.00 0.50 0.50 4853.00 1.74 Assigned **Teachers Without Credentials and** Misassignments ("ineffective" under 0.00 0.00 3.80 3.84 12001.50 4.30 ESSA) **Credentialed Teachers Assigned Out-of-**0.00 0.00 0.90 0.99 11953.10 4.28 Field ("out-of-field" under ESSA) Unknown/Incomplete/NA 0.00 0.00 1.60 1.64 15831.90 5.67 **Total Teaching Positions** 6.60 100.00 100.10 100.00 279044.80 100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.40	100.00	87.30	86.96	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	4.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.10	5.11	14938.30	5.38
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	2.00	2.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.50	1.52	14303.80	5.15
Total Teaching Positions	5.40	100.00	100.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned curriculum, textbooks, and/or instructional materials, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses thousands of books to further enrich their academic experience. Students at CVHS are also provided a Chromebook in an effort to increase our tech-to-student ratio to 1:1.

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. In addition, we offer online learning opportunities for our students using companies such as I-Ready, Edgenuity, Google, Raz Kids, Mystery Science and other educational programs.

Year and month in which the data were collected		November 2023			
Subject	Textbooks and Other Instruction Adoption	al Materials/year of	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy	
Reading/Language Arts	HMH Journeys (K-5) 2016 HMH Collections (6-8) 2016 Online-Edgenuity-Common Core (6-8) Adopted in 2013		Yes	0%	
Mathematics	McGraw Hill, MyMath (K-8) Adopted in 2014 Online-Edgenuity-Common Core (6-8) Adopted in 2013		Yes	0%	
Science	Mystery Science (K-5) (Adopted in 2020) California Science Dimensions (K-8) (Adopted in 2020) Online-Edgenuity-(6-8)		Yes	0%	

	Adopted in 2013		
History-Social Science	Harcourt Brace (K-6) Adopted in 2007 Holt (7-8) Adopted in 2007 Online-Edgenuity-(6-8) Adopted in 2013	Yes	0%
Foreign Language	Online-Edgenuity-(6-8) Spanish Adopted in 2013	Yes	0%
Health	Online-Edgenuity-(7-8) Adopted in 2013	Yes	0%
Visual and Performing Arts			0%
Note: Cells with N/A values do not	require data		

## **School Facility Conditions and Planned Improvements**

Central Valley Home School was originally constructed in 1994. The Central Valley Home School campus is currently comprised of two classrooms, a library, a staff PLC workroom, and teacher work cubicles.

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

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and the highest priority are given to emergency repairs.

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

Year and month of the most recent FIT report				September 26. 2024
System Inspected	Rate Good		Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х			
Interior: Interior Surfaces	Х			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х			
Electrical	Х			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х			

School Facility Conditions and Planned Improvements							
<b>Safety:</b> Fire Safety, Hazardous Materials	Х						
Structural: Structural Damage, Roofs	Х						
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х						

Overall Facility Rate			
Exemplary	Good	Fair	Poor
Х			

## **B. Pupil Outcomes**

## **State Priority: Pupil Achievement**

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

#### **Statewide Assessments**

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

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

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

#### **College and Career Ready**

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

#### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	23	21	49	47	46	47
Mathematics (grades 3-8 and 11)	16	11	38	36	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	99	98.02	1.98	21.21
Female	51	50	98.04	1.96	20.00
Male	50	49	98.00	2.00	22.45
American Indian or Alaska Native					
Asian					
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100.00	0.00	19.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races					
White	15	15	100.00	0.00	26.67
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military					
Socioeconomically Disadvantaged	89	88	98.88	1.12	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	18.18

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	99	98.02	1.98	11.11
Female	51	50	98.04	1.96	10.00
Male	50	49	98.00	2.00	12.24
American Indian or Alaska Native					
Asian					
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100.00	0.00	10.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races					
White	15	15	100.00	0.00	20.00
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military					
Socioeconomically Disadvantaged	89	88	98.88	1.12	7.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School	School	District	District	State	State
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Science (grades 5, 8 and high school)	14.71	16.67			30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	36	94.74	5.26	16.67
Female	19	18	94.74	5.26	5.56
Male	19	18	94.74	5.26	27.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100.00	0.00	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races					
White					
English Learners					
Foster Youth	0	0	0	0	0
Homeless					
Military					
Socioeconomically Disadvantaged	32	31	96.88	3.12	12.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities					

## **B. Pupil Outcomes**

## State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

Grade Level Compon Aerobic C		Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

## **State Priority: Parental Involvement**

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

#### 2024-25 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Central Valley Home School. Upon enrolling the student the parent agrees to meet with a credentialed teacher a minimum of every 20 school days. In addition to this meeting, we also check in daily as a way to keep the communication flowing. These meetings are held to discuss student progress, review work samples, and serve as an opportunity for the parent to gain any support regarding academics they need. Parents not only serve as their student's primary educators but also volunteer in fundraisers and teach enrichment classes. We also have parent representatives on our School Site Council. Parents who wish to participate in Central Valley Home School's leadership teams, school committees, and school activities, or become a volunteer, may contact Principal Lisa Regier at the main office at (559) 897-6740.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	216	178	4	2.2
Female	101	87	3	3.4
Male	115	91	1	1.1
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	158	128	3	2.3
Native Hawaiian or Pacific Islander				
Two or More Races	11			
White	38	34	1	2.9
English Learners	21	14	0	0.0
Foster Youth				
Homeless	14			
Socioeconomically Disadvantaged	184	157	4	2.5
Students Receiving Migrant Education Services				
Students with Disabilities	24	21	0	0.0
Note: To protect student privacy, double dashes () a is ten or fewer.	are used in the ta	ble when the cell size	within a selected	student population

C. Engagement

## **State Priority: School Climate**

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.									
Rate							State 2021-22	State 2022-23	State 2023-24
Suspensions	0.36	0	0	2.51	4.23	3.65	3.17	3.6	3.28
Expulsions	0	0	0	0.3	0.87	0.56	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00
Note: To protect student privacy, double dashes () are used in the table wind is ten or fewer.	hen the cell size within a se	elected student populatio

#### 2024-25 School Safety Plan

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

Students are supervised throughout the day by parents and teachers. Visitors are required to sign in at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

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

## **D. Other SARC Information** Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	19	3	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multigrade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	21	1	4	

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,690	\$316	\$6,674	70824
District	N/A	N/A	\$7,016	\$78,671
Percent Difference - School Site and District	N/A	N/A	-5.0	-10.5
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-47.0	-28.3

#### Fiscal Year 2023-24 Types of Services Funded

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

LCFF Title 1 ESEA (ESSA) T IV Part A CRF funds ESSER funds

#### Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <u>http://www.cde.ca.gov/ds/fd/cs/</u>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,862	\$57,839
Mid-Range Teacher Salary	\$73,602	\$90,040
Highest Teacher Salary	\$118,007	\$118,647
Average Principal Salary (Elementary)	\$123,990	\$144,639
Average Principal Salary (Middle)	\$125,050	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$223,729	\$229,986
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	6%	6%

#### **Professional Development**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Professional Development the past year has focused on our district writing development. We continue to implement guided reading across the curriculum and in every classroom as well as administering the Developmental Reading Assessment (DRA) and utilizing those results to guide instruction. Teachers have attended half-day training, with a district coach, specifically focused on the implementation of guided reading to help our students build those pivotal foundational skills as part of a balanced literacy program. Administrators and members of the academic leadership team participate in ongoing walk-throughs with representatives from the Tulare County Office of Education.

CVHS teachers are given time to collaborate weekly during their Professional Learning Community (PLC), or staff meeting time. Topics of collaboration may vary but consist of common core state standards-based curriculum, instruction, assessment, analysis of data, and the cycle of inquiry.

Additionally, for the past four summers, our district has offered up to two weeks of time in summer dedicated to our staff to plan, pace, and align our programs. CVHS used the summer leading up to the school year to really revamp our Math and ELA programs offered. In addition, CVHS staff worked to create live pacing guides with added time value requirements for assignments.

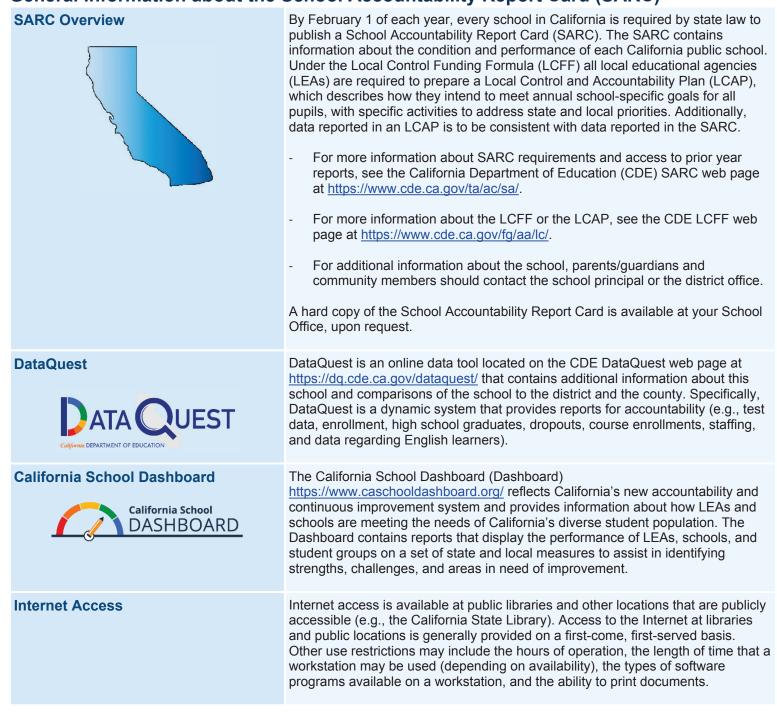
Teachers are given a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, SIOP strategies, and test disaggregation. New teachers are provided a full day of SIOP training and all staff was provided 2 hours of IReady training to support our students K-8. During the 2024-2025 academic year, staff had SEL training from DeeDee Buchanan.

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

Professional Development				
planning, and professional development for all staff.				
This table displays the number of school days dedicated to staff development and continuous improvement.				
Subject	2022-23	2023-24	2024-25	
Number of school days dedicated to Staff Development and Continuous Improvement	2-4	2-4	2-4	

## Island Community Day School 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

## General Information about the School Accountability Report Card (SARC)



Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <u>https://www2.calstate.edu/</u> .

## 2024-25 School Contact Information

Island Community Day School
1776 Sixth Avenue Dr.
Kingsburg, CA 93631
(559) 897-6740
Lisa Regier
lregier@kesd.org
https://cvhs.kesd.org/
4-8
10-62240-0114587

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

Island Community Day School Vision:

Island Community Day School will serve as a pathway to empower students who have experienced some form of school challenge (academic, attendance, behavior, or social) in the general education setting. We strive to provide the skills and support students lack in an effort to successfully transition them back to the general education seated program.

School Mission:

Island Community Day School will prepare students to successfully enter a traditional school setting and achieve their

## 2024-25 School Description and Mission Statement

academic and social-emotional goals.

Island Community Day School has students from the Kingsburg Elementary Charter School District. Island Community Day School faculty and staff believe in each of our student's potential to succeed! We believe earning an education is both their right and their responsibility. Each student must do their part, as a student at Island Community Day School, to make this a reality. Students are enrolled at Community Day Schools after a parent/student conference where alternative education options are considered. Referrals to Island Community Day School are the result of California Educational Code violations, late enrollment to the district without prior school attendance, or attendance problems at their home school. The length of placement at CDS can range from 45 to 180 school days or as determined by the site administration.

#### Goals

- 1. The Island Community Day School staff will continue to create a safe and warm environment for our students.
- 2. The PBIS model school framework will be implemented to ensure our students are in a safe learning environment.
- 3. Island Community Day School will be properly maintained to create a safe, warm learning environment.

## About this School

2023-24 Student Enrollment by Grade Level					
Grade Level	Number of Students				
Grade 7	2				
Grade 8	1				
Total Enrollment	3				

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.3
Male	66.7
Hispanic or Latino	100
Socioeconomically Disadvantaged	66.7

## A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement							
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent	
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			91.40	94.72	228366.10	83.12	
Intern Credential Holders Properly Assigned			3.00	3.11	4205.90	1.53	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			0.20	0.21	11216.70	4.08	
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)			0.50	0.52	12115.80	4.41	
Unknown/Incomplete/NA			1.30	1.44	18854.30	6.86	
Total Teaching Positions			96.50	100.00	274759.10	100.00	

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

2021-22 Teacher Preparation and Placement							
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent	
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			93.10	93.01	234405.20	84.00	
Intern Credential Holders Properly Assigned			0.50	0.50	4853.00	1.74	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			3.80	3.84	12001.50	4.30	
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)			0.90	0.99	11953.10	4.28	
Unknown/Incomplete/NA			1.60	1.64	15831.90	5.67	
Total Teaching Positions			100.10	100.00	279044.80	100.00	

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	100.00	87.30	86.96	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	4.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.10	5.11	14938.30	5.38
Credentialed Teachers Assigned Out-of- Field ("out-of-field" under ESSA)	0.00	0.00	2.00	2.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.50	1.52	14303.80	5.15
Total Teaching Positions	1.00	100.00	100.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			0
Misassignments			0
Vacant Positions			0
Total Teachers Without Credentials and			0

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			0
Local Assignment Options			0
Total Out-of-Field Teachers			0

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)			0

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Elementary Charter School District holds a Public Hearing quarterly and determines that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Students visit a library on campus that houses hundreds of books to further enrich their academic experience.

Each student has a Chromebook with internet capabilities. Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Students are trained on google tools, keyboarding programs as well as additional online applications.

#### Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Journeys (4-6) 2016	Yes	0
	Houghton Mifflin - Collections (6-8) 2016 Adopted in 2016		
	Edgenuity CCSS ELA (6-8) Adopted 2013		
Mathematics	McGraw Hill, My Math (4-8) Adopted in 2014	Yes	0
	Edgenuity CCSS Math (6-8) Adopted 2013		
	Amplify (7-8)		
Science	Amplify Science (7-8)	Yes	0
	HMH Dimensions 2020 (4-8)		

	Edgenuity CCSS Science (6-8) Adopted in 2013						
History-Social Science	Harcourt Brace (K-6) Adopted in 2007 Holt (7-8) Adopted in 2007 Edgenuity CCSS History-Social Science Adopted in 2013	Yes	0				
Foreign Language			0				
Health			0				
Visual and Performing Arts			0				
Note: Cells with N/A values do not	Note: Cells with N/A values do not require data.						

## **School Facility Conditions and Planned Improvements**

Island Community Day School was originally constructed in 1994. The campus is currently comprised of one classroom and small office space.

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

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process (School Dude) is used to ensure efficient service and the highest priority is given to emergency repairs.

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

Year and month of the most recent FIT report	September 26, 2024		
System Inspected	Rate Good	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х		
Interior: Interior Surfaces	Х		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Х		
Electrical	Х		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х		
<b>Safety:</b> Fire Safety, Hazardous Materials	Х		

School Facility Conditions and Planned Improvements						
<b>Structural:</b> Structural Damage, Roofs	Х					
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х					

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	Х		

## **B. Pupil Outcomes** State Priority: Pupil Achievement

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

#### **Statewide Assessments**

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

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

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

#### College and Career Ready

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

#### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)			49	47	46	47
Mathematics (grades 3-8 and 11)			38	36	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino					
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners					
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities					

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino					
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners					
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities					

## CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School	School	District	District	State	State
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
Science (grades 5, 8 and high school)					30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female	0	0	0	0	0
Male					
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino					
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners					
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## **B. Pupil Outcomes**

## State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

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

Grade Level Compon Aerobic C		Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## C. Engagement

## **State Priority: Parental Involvement**

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

#### 2024-25 Opportunities for Parental Involvement

Island Community Day School encourages parent involvement at all levels. Prior to any student entering our program, we meet as a team with the administrator, parent, student, teacher, and school staff from their prior placement. During this meeting, we go over our behavior contract, handbook, expectations, incentives, and all other pertinent items. Parents are welcome to come and participate and observe our classes. In addition, weekly contact is made with each parent, with information regarding academics and social emotional check-in reports. Our staff establishes strong connections with our families. They often text, call, email, and have face-to-face conversations.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	12			
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	12			
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				
Note: To protect student privacy, double dashes () a	are used in the ta	ble when the cell size	within a selected	student population

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

## **State Priority: School Climate**

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.									
Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions		15	33.33	2.51	4.23	3.65	3.17	3.6	3.28
Expulsions		5	8.33	0.3	0.87	0.56	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	33.33	8.33
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	33.33	8.33
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00
Note: To protect student privacy, double dashes () are used in the table visitien or fewer.	when the cell size within a se	elected student populatio

#### 2024-25 School Safety Plan

Island Community Day School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Island Community Day School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Leadership team meets to review safety issues and the administration and site maintenance lead, complete a safety walk each month. Key elements of the safety plan include identifying the level of threat, protective options, staff initial action/ response, incident coordinator, and incident management, team.

Students are supervised throughout the day by teachers and paraprofessionals. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of clear tuberculosis (TB) screening, and receive Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit them for fingerprinting.

## D. Other SARC Information Information Required in the SARC

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

#### 2021-22 Elementary Average Class Size and Class Size Distribution

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

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multigrade level classes.

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

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26,538	\$0	\$26,538	55711
District	N/A	N/A	\$7,016	\$78,671
Percent Difference - School Site and District	N/A	N/A	116.4	-34.2
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	84.5	-51.3

## Fiscal Year 2023-24 Types of Services Funded

Island Community Day School is an alternative placement for students in grades 4-8 within Kingsburg Elementary Charter School District. Each student that attends ICDS receives a free, fair, and appropriate education in core academic subjects. These sessions teach students how to be successful in school and beyond and are an opportunity for our students to form positive relationships with adults within our district.

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <a href="http://www.cde.ca.gov/ds/fd/cs/">http://www.cde.ca.gov/ds/fd/cs/</a>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,862	\$57,839
Mid-Range Teacher Salary	\$73,602	\$90,040
Highest Teacher Salary	\$118,007	\$118,647
Average Principal Salary (Elementary)	\$123,990	\$144,639
Average Principal Salary (Middle)	\$125,050	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$223,729	\$229,986
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	6%	6%

#### **Professional Development**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Additionally, the district offers several days during the year in which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics include Professional Learning Communities, common assessments, Common Core, SIOP strategies, and test disaggregation.

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

Teachers are attending professional development that is focused on the implementation of the common core standards specifically in the area ela, math, and writing. Teachers have worked alongside our district academic coaches to align curriculum to our district schools.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

## **Kingsburg Elementary Charter School District Board Agenda Item**

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

- 1. Agenda Item: Acceptance of Donation- \$2,070 to RJJH Athletic Department
- 2. Agenda Item Category:

✓ Consent Agenda **Action Item** Presentation **Public Hearing Closed Session** 

## 3. Submitted By:

Sarah Ballard, Executive Assistant to the Superintendent

#### 4. Attachments:

**Not Applicable** 

✓ To Be Enclosed with Board Packets

\*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

#### 5. Purpose:

Dinamite Volleyball Club has donated 46 basketball uniforms.

- 6. Financial Impact:
  - N/A
- 7. Funding Source: N/A

## 8. District Goals This Item Will Meet:

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



## DONATION APPROVAL FORM

#### Required for all donations; personal, private, business

Date of Donation:	12/16/2024					
School/Department Receiving Donation:	Rafer Johnson Athletics					
Donor Name:	Dinamite Volleyball Club					
Donor Address:	1625 N Hemlock Ave					
City, State:	Reedley, CA	Zip:	93654			
Phone:	(559) 287-4187	Email:				

# Value of Donation: Cash \$\_\_\_\_\_\_ Non-Cash \$\_\_\_\_\_\_ 2,070.00 For donations of supplies/equipment, give the location the item(s) will be stored and description of the items

-or donations of supplies/equipment, give the location the item(s) will be stored and description of the items donated. (Model number, serial number, brand, if possible) Attach any relevant documentation or photos.

46 Basketball uniforms \$45 per uniform.

#### Please note, all donations must be approved PRIOR to acceptance.

# 1. **Regardless of cost**, donations of the following items shall be reviewed by the Business Services department and other departments as applicable:

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

Print Name	Signature	Date	Approved	Denied
Michael Ruiz	MORY	12.12.24	×	
Bobby Rodriguez	Star	12.12.24	X	
			- / -	
	Michael Ruiz	Michael Ruiz	Michael Ruiz	Michael Ruiz

## Kingsburg Elementary Charter School District Board Agenda Item

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

- 1. Agenda Item: Audit Report June 30, 2024
- 2. Agenda Item Category:

Consent Agenda

Action Item
 Presentation
 Public Hearing
 Closed Session

#### 3. Submitted By: Bobby Rodriguez, Assistant Superintendent, Business Services

#### 4. Attachments:

Not Applicable

- To Be Enclosed with Board Packets
  - \*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

#### 5. Purpose:

Present for approval the June 30, 2024 Financial Audit Report by Scott Faeth.

#### 6. Financial Impact:

Annual review of financial activity from fiscal year 2023-24.

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

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT COUNTY OF FRESNO KINGSBURG, CALIFORNIA

10

AUDIT REPORT

JUNE 30, 2024

BORCHARDT, CORONA, FAETH & ZAKARIAN Certified Public Accountants 7088 N. Maple Ave., Ste. 103 Fresno, California 93720-0391

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT AUDIT REPORT	
YEAR ENDED JUNE 30, 2024 TABLE OF CONTENTS	
INDEPENDENT AUDITOR'S REPORT	Page 1
INTRODUCTORY SECTION Management's Discussion and Analysis (Required Supplementary Information)	4
FINANCIAL SECTION <u>Basic Financial Statements</u> Government-Wide Financial Statements:	
Statement of Net Position Statement of Activities	11 12
Fund Financial Statements: Balance Sheet - Governmental Funds Reconciliation of the Governmental Funds Balance	13
Sheet to the Statement of Net Position Statement of Revenues, Expenditures, and Changes in	14
Fund Balances - Governmental Funds Reconciliation of the Statement of Revenues, Expenditures, and Changes	15
in Fund Balances of Governmental Funds to the Statement of Activities Notes to the Financial Statements	16 17
Required Supplementary Information Budgetary Comparison Schedules:	
General Fund Schedule of the District's Proportionate Share of the Net Pension Liability – California State Teachers' Retirement System (CalSTRS)	42 43
Schedule of District's Contributions – California State Teachers' Retirement System (CalSTRS)	43
Schedule of the District's Proportionate Share of the Net Pension Liability – California Public Employees' Retirement System (CalPERS)	45
Schedule of District's Contributions – California Public Employees' Retirement System (CaIPERS) Schedule of Changes in the Total OPEB Liability and Related Ratios	46 47
OTHER SUPPLEMENTARY INFORMATION SECTION	
Schedule of Average Daily Attendance Schedule of Instructional Time	48 49
Schedule of Financial Trends and Analysis	50
Schedule of Expenditures of Federal Awards Reconciliation of Annual Financial and Budget Report	51
With Audited Financial Statements	53
OTHER INFORMATION SECTION Organization	54
OTHER INDEPENDENT AUDITOR'S REPORTS Independent Auditor's Report on Internal Control Over Financial Reporting	
and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i> Independent Auditor's Report on State Compliance and on Internal Control	55
over Compliance for State Programs	56
Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control over Compliance Required by the Uniform Guidance	59
FINDINGS AND RECOMMENDATIONS SECTION	<b>6</b> 4
Schedule of Findings and Questioned Costs Corrective Action Plan	61 65
Summary Schedule of Prior Audit Findings	66



Christina J. Zakarian, CPA

Gustavo M. Corona, CPA Consultant Scott A. Faeth, CPA Consultant

Independent Auditor's Report

Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

#### Report on the Audit of the Financial Statements

#### Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District (the District), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District as of June 30, 2024, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Basis for Opinions**

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly after.

#### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

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In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to
  fraud or error, and design and perform audit procedures responsive to those risks. Such procedures
  include examining, on a test basis, evidence regarding the amounts and disclosures in the financial
  statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

#### **Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, Schedules of the District's Proportionate Share of the Net Pension Liability, Schedules of District's Pension Contributions, and Schedule of Changes in the Total OPEB Liability and Related Ratios, as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements an opinion or provide any assurance on the information because the limited procedures to express an opinion or provide any assurance.

#### Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Kingsburg Elementary Charter School District's basic financial statements. The other supplementary information schedules listed in the table of contents are presented for purposes of additional analysis as required by the State's audit guide, 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel, and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and is also not a required part of the basic financial statements. Such information is the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information schedules listed in the table of contents and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

#### **Other Information**

Management is responsible for the other information included in the annual report. The other information includes the District's Organization Structure as required by the 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

#### Other Reporting Required by Governmental Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2024, on our consideration of Kingsburg Elementary Charter School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kingsburg Elementary Charter School District's internal control over financial reporting and compliance.

Bonchardt, Corona), Faeth E Grakavian

Fresno, California December 11, 2024

Introductory Section

## KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT Management's Discussion and Analysis (MD&A) June 30, 2024

#### INTRODUCTION

Our discussion and analysis of Kingsburg Elementary Charter School District (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2024. It should be read in conjunction with the District's financial statements, which follow this section.

#### FINANCIAL HIGHLIGHTS

- **D** Total net position was \$3,885,126 on June 30, 2024.
- □ Overall revenues of \$46,398,060 were greater than expenditures of \$40,197,991 by \$6,200,069.
- □ The General Fund balance increased by \$3,255,134 from \$24,211,789 June 30, 2023 to \$27,466,923 at June 30, 2024.

#### **OVERVIEW OF FINANCIAL STATEMENTS**

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- Government-wide financial statements, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- **Fund financial statements** focus on reporting the individual parts of the District operations in more detail. The fund financial statements comprise the remaining statements.
  - Governmental funds statements tell how general government services were financed in the short term as well as what remains for future spending.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required supplementary information that further explains and supports the financial statements.

#### **Government-Wide Statements**

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. The net position the difference between the assets and liabilities, is one way to measure the District's financial health or position.

- Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- To assess the overall health of the District, one needs to consider additional nonfinancial factors such as changes in enrollment, changes in the property tax base, and changes in program funding by the Federal and State governments, and condition of facilities.

The government-wide financial statements of the District include government activities. Most of the District's basic services are included here, such as regular education, food service, maintenance, and general administration. LCFF sources funding and federal and state grants finance most of these activities.

#### **Fund Financial Statements**

The fund financial statements provide more detailed information about the District's most significant fundsnot the District as a whole. Funds are accounting devices that the District uses to keep track of specific sources of funding and spending for particular programs. Some funds are required to be established by state law and by bond covenants. The Board of Trustees establishes other funds to control and manage money for particular purposes or to show that the District is meeting legal responsibilities for using certain revenues. The District has one kind of fund:

Governmental funds - Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information at the bottom of the government funds statements that explain the relationship (or differences) between them.

#### FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

#### **Net Position**

The "Statement of Net Position" provides the perspective of the District as a whole. Table 1 provides a summary of the District's net position for fiscal years 2023-24 and 2022-23.

	Total A	ctivities	Percentage of Change
	2024	2023	2024-2023
Assets:			
Current and Other Assets	\$ 33,230,097	\$ 30,970,190	7.30%
Capital Assets, Net of Accumulated			
Depreciation	32,493,152	30,361,019	7.02%
Total Assets	65,723,249	61,331,209	7.16%
Deferred Outflows of Resources	15,198,990	13,147,116	15.61%
Liabilities:			
Current and Other Liabilities	2,958,551	4,106,124	(27.95%)
Long-Term Liabilities	68,361,397	65,421,186	4.49%
Total Liabilities	71,319,948	69,527,310	2.58%
Deferred Inflows of Resources	5,717,165	7,265,958	(21.32%)
Net Position:			
Net Investment in Capital Assets	12,989,540	10,058,275	29.14%
Restricted	8,114,640	7,998,759	1.45%
Unrestricted	(17,219,024)	(20,371,976)	(15.48%)
Total Net Position	\$ 3,885,126	\$ (2,314,943)	>100.00%

#### Table 1 Net Position

#### Change in Net Position

The District's total revenues were \$46,398,060. A majority of the revenue comes from LCFF sources (63.78%).

The total cost of all programs and services was \$40,197,991. The District's expenses are predominately related to educating and caring for students (75.67%). Administrative activities accounted for 8.47% of total costs. Comparative financial information as of June 30, 2024 and 2023 from the Statement of Activities is summarized in Table 2.

		Total A	ctiv	ities	Percentage of Change
		2024		2023	2024-2023
Revenues:					
Program Revenues:					
Operating Grants and Contributions	\$	14,044,397	\$	15,049,356	(6.68%)
General Revenues:					
LCFF Sources		29,593,780		27,199,288	8.80%
State Revenues		520,419		553,624	(6.00%)
Local Revenues		2,239,464		1,920,218	16.63%
TOTAL REVENUES		46,398,060		44,722,486	3.75%
Expenses:					
Instruction		19,651,826		16,135,786	21.79%
Instruction-Related Services		5,823,755		4,587,206	26.96%
Pupil Services		4,941,399		3,575,634	38.20%
Ancillary Services		250,839		240,762	4.19%
General Administration		3,402,895		3,406,172	(0.10%)
Plant Services		5,176,433		4,732,735	9.38%
Other Outgo		179,672		90,972	97.50%
Interest on Long-Term Obligations		771,172	_	774,888	(0.48%)
TOTAL EXPENSES	_	40,197,991	_	33,544,155	19.84%
INCREASE (DECREASE) IN NET POSITION		6,200,069		11,178,331	(44.53%)
BEGINNING NET POSITION		(2,314,943)		(13,493,274)	82.84%
ENDING NET POSITION	\$	3,885,126	\$	(2,314,943)	>100.00%

#### Table 2 Change in Net Position

#### **Governmental Activities**

Table 3 presents the cost of each of the District's functions as well as each function's net cost (total cost less fees generated by the activities and intergovernmental aid). The net cost reflects what was not funded by charges for services, operating grants and capital grants and contributions.

	Total Cost of Services		Net Cost of Services		
	2024	2023	2024	2023	
Instruction	\$ 19,651,826	\$ 16,135,786	\$ 13,542,131	\$ 9,151,179	
Instruction-Related Services	5,823,755	4,587,206	3,970,060	2,564,239	
Pupil Services	4,941,399	3,575,634	2,111,658	1,114,95	
Ancillary Services	250,839	240,762	32,002	31,22	
General Administration	3,402,895	3,406,172	2,445,112	2,103,41	
Plant Services	5,176,433	4,732,735	3,101,787	2,663,920	
Other Outgo	179,672	90,972	179,672	90,97	
nterest on Long-Term Obligations	771,172	774,888	771,172	774,88	
TOTAL	\$ 40,197,991	\$ 33,544,155	\$ 26,153,594	\$ 18,494,798	

# Table 3 Net Cost of Governmental Activities

# FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

#### **Governmental Funds**

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed the year, its governmental funds reported a combined fund balance of \$30,271,546 which is an increase of \$3,407,479 from last year's ending fund balance of \$26,864,067 as reported in Table 4.

		Balances a	and Activity	
		Revenues &	Expenditures	
	July 1, 2023	Other Sources	& Other Uses	June 30, 2024
General	\$ 22,173,389	\$ 42,530,251	\$ 39,336,290	\$ 25,367,350
Student Activity	138,637	218,837	250,839	106,635
Child Development	164,184	579,050	539,536	203,698
Cafeteria	579,852	1,880,303	1,582,681	877,474
Special Reserve Fund for Other				
than Capital Outlay Projects	2,038,400	61,173	۲	2,099,573
Building	6,387	177		6,564
Capital Facilities	1,230,783	239,242	485,419	984,606
Bond Interest and Redemption	532,435	1,051,302	958,091	625,646
Total	\$ 26,864,067	\$ 46,560,335	\$ 43,152,856	\$ 30,271,546

 Table 4

 Governmental Funds Balances and Activity

The primary reason for the overall increase during the 2023-24 school year was due to the District receiving additional funds from federal and state revenues; thus, increasing the ending fund balance in the General Fund.

#### **General Fund Budgetary Highlights**

The District as a general rule requires restricted budgets to stay within their entitlements or allocations. The only exceptions are Special Education, Food Service, Transportation and Preschool. The District contributes to these programs to keep their operations going.

Over the course of the year, the District revised its annual budget to reflect unexpected changes in revenues and expenditures. A schedule of the District's original and final budget amounts compared with actual revenues and expenses is provided in the supplemental section of the audited financial report.

The primary factors for the variation between original and final budget amounts are as follows:

Revenues – increased by \$789,016 due to increased LCFF COLA and additional one-time revenues from the State of California.

Employee Salaries and Benefits - increased by \$2,383,317 due to a 5% salary increase over the 2022-23 salary schedule.

Other non-personnel expenditures saw an increase of \$1,665,294 in the capital outlay expenditures as capital projects commenced and were completed during the 2023-24 school year.

## CAPITAL ASSETS AND DEBT ADMINISTRATION

#### **Capital Assets**

At June 30, 2024, the District had invested \$32,493,152 (Net of Depreciation) in a broad range of capital assets, including land, land improvements, buildings, equipment, work in progress and lease assets. See Table 5. More detailed information about the District's capital assets is presented in the notes to the financial statements.

	Governmen	ntal Activities	Percentage of Change
	2024	2023	2024-2023
Land	\$ 505,676	\$ 505,676	-
Land Improvements, Net	555,967	613,916	(9.44%)
Buildings, Net	29,764,324	27,335,414	8.89%
Equipment, Net	329,833	337,376	(2.24%)
Work in Progress	1,069,919	1,216,752	(12.07%)
Lease Assets, Net	267,433	351,885	(24.00%)
Total Net Capital Assets	\$ 32,493,152	\$ 30,361,019	7.02%

Table 5 Capital Assets

#### Long-Term Debt

At year end, the District had \$68,361,397 in debt consisting of Net Pension Liability, General Obligation Bonds, Accreted Interest, Certificates of Participation, OPEB Liability, Qualified Zone Academy Bond, Compensated Absences and Leases Payable, as shown in Table 6. More detailed information about the District's debt is presented in the notes to the financial statements.

		tal Activities	Percentage of Change
	2024	2023	2024-2023
Net Pension Liability	\$ 23,644,403	\$ 20,634,903	14.58%
General Obligation Bonds	17,155,711	17,629,932	(2.69%)
Accreted Interest	1,322,511	1,136,916	16.32%
Certificates of Participation	1,595,000	1,730,000	(7.80%)
Total OPEB Liability	23,088,677	22,552,633	2.38%
Qualified Zone Academy Bond	1,069,177	1,202,824	(11.11%)
Compensated Absences	208,799	176,374	18.38%
Leases Payable	277,119	357,604	(22.51%)
Total Long-Term Debt	\$ 68,361,397	\$ 65,421,186	4.49%

## Table 6 Long-Term Debt

#### ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

At the time these financial statements were prepared and audited, the District was aware of a circumstance that could affect its future financial health:

- The State budget for the 2024-25 school year is based on the following assumptions: 1) Revenue projections are based on the FCMAT LCFF Calculator. 2) The District CBEDS enrollment change during the year.
- □ The original budget was approved by the Governing Board in June of 2024. The District made its projections based on the information available at the time, knowing that adjustments would have to be made as the year progressed.
- The State enacted budget called for a 1.07% increase to LCFF over the 2023-24 school year.
- □ The District recognizes that the 1.07% LCFF increase is lower than in previous years; however, the District's reserves will be used to assist with increased costs.
- □ LCFF gives school districts a base amount of revenue for basic operations and then a supplemental/concentration grant that will be tied to the number of low-income students, English language learners and foster youth enrolled in a school district. School districts will be accountable for expenses related to services for these students and a district wide Local Control Accountability Plan (LCAP) that will contain input from all educational partner groups within the district.
- □ The Expanded Learning Opportunity Program (ELOP) funding amount is lower than the 2023-24 school year; however, the District is utilizing other one-time money to help continue to fund the high-level program.
- □ The District is spending down the Learning Recovery Emergency Block Grant allocation, and has plans for the next two fiscal years to fully expend.
- □ The COVID-19 one-time money obligation date has passed with the final liquidation period upcoming. The District expended all the remaining money during the 2025 fiscal year, so these expenditures will be seen as contributing to the District's projected deficit spending at year end.
- □ The District is in Year 2 of the California Community Schools Partnership Program (CCSPP) and is evaluating potential costs to the general fund after the 5<sup>th</sup> year of the grant.
- □ Increases in student social/emotional behaviors has increased the need for personnel at sites to assist with needs.

- CBEDS enrollment for P-1 is lower than in 2023-24.
- □ The State has a surplus of approximately \$4 billion at this point in the year, and so the District is watching to see how the Governor will present a plan for this money in the 2025-26 state budget presented in January.

# CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, participants, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report, or need additional financial information, contact Bobby Rodriguez, Chief Business Official, at the District Office (559) 897-2331.

**Financial Section** 

STATEMENT OF NET POSITION JUNE 30, 2024

	Governmental Activities
ASSETS:	
Cash in County Treasury	\$ 30,824,808
Cash on Hand and in Banks	106,257
Cash in Revolving Fund	3,000
Cash with a Fiscal Agent/Trustee	26
Investments	109,167
Accounts Receivable	2,146,253
Stores Inventories	8,216
Prepaid Expenses	32,370
Capital Assets:	
Land	505,676
Land Improvements, Net	555,967
Buildings, Net	29,764,324
Equipment, Net	329,833
Work in Progress	1,069,919
Lease Assets, Net	267,433
Total Assets	65,723,249
DEFERRED OUTFLOWS OF RESOURCES:	
Deferred Expenses	209,396
Deferred Outflows of Resources - Pensions	9,156,529
Deferred Outflows of Resources - OPEB	5,833,065
Total Deferred Outflows of Resources	15,198,990
LIABILITIES:	
Accounts Payable	2,720,865
Unearned Revenue	237,686
Noncurrent Liabilities:	
Net Pension Liabliity	23,644,403
Total OPEB Liability	23,088,677
Due within one year	591,210
Due in more than one year	21,037,107
Total Liabilities	71,319,948
DEFERRED INFLOWS OF RESOURCES:	
Deferred Inflows of Resources - Pensions	1,498,540
Deferred Inflows of Resources - OPEB	4,218,625
Total Deferred Inflows of Resources	5,717,165
NET POSITION:	
Net Investment in Capital Assets	12,989,540
Restricted For:	
Federal and State Programs	6,497,797
Debt Service	625,642
Capital Projects	991,171
Unrestricted	(17,219,024)
Total Net Position	\$ 3,885,126

STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2024

2

		Program <u>Revenues</u> Operating Grants and	Net (Expense) Revenue and Changes in <u>Net Position</u> Governmental
Functions/Programs	Expenses	Contributions	Activities
PRIMARY GOVERNMENT: Governmental Activities:			
Instruction	\$ 19,651,826	\$ 6,109,695	\$ (13,542,131)
Instruction-Related Services	5,823,755	1,853,695	(3,970,060)
Pupil Services	4,941,399	2,829,741	(2,111,658)
Ancillary Services	250,839	218,837	(32,002)
General Administration	3,402,895	957,783	(2,445,112)
Plant Services	5,176,433	2,074,646	(3,101,787)
Other Outgo	179,672	1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 -	(179,672)
Interest on Long-Term Obligations	771,172		(771,172)
Total Governmental Activities	40,197,991	14,044,397	(26,153,594)
Total Primary Government	\$ <u>40,197,991</u>	\$14,044,397	(26,153,594)
	General Revenues:		
	LCFF Sources		29,593,780
	State Revenues		520,419
	Local Revenues		2,239,464
	Total General Revenues	\$	32,353,663
	Change in Net Position		6,200,069
	Net Position - Beginning		(2,314,943)
	Net Position - Ending		\$ 3,885,126

BALANCE SHEET - GOVERNMENTAL FUNDS JUNE 30, 2024

	General Fund	Other Governmental Funds	Total Governmental Funds
ASSETS: Cash in County Treasury Cash on Hand and in Banks Cash in Revolving Fund Cash with a Fiscal Agent/Trustee Investments Accounts Receivable Due from Other Funds Stores Inventories Prepaid Expenditures Total Assets	\$ 28,009,43 	106,257 0 5 11 7 5 283,048 4 58,704 8,216 0	\$ 30,824,808 106,257 3,000 26 109,167 2,146,253 138,478 8,216 32,370 33,368,575
LIABILITIES AND FUND BALANCE: Liabilities: Accounts Payable Due to Other Funds Unearned Revenue Total Liabilities	\$ 2,439,75 58,70 131,58 2,630,04	4 79,774 8 106,098	\$ 2,720,865 138,478 237,686 3,097,029
Fund Balance: Nonspendable Fund Balances: Revolving Cash Stores Inventories Prepaid Items Restricted Fund Balances Assigned Fund Balances Unassigned: Reserve for Economic Uncertainty Other Unassigned Total Fund Balance	3,00 32,37 5,729,88 5,159,74 1,180,08 15,361,83 27,466,92	8,216 0 4 2,446,449 9 349,958 9 1	3,000 8,216 32,370 8,176,333 5,509,707 1,180,089 15,361,831 30,271,546
Total Liabilities and Fund Balances	\$30,096,96	83,271,607	\$ 33,368,575

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION JUNE 30, 2024

Total fund balances - governmental funds balance sheet       \$	30,271,546
Amounts reported for governmental activities in the Statement of Net Position ("SNP") are different because:	
Capital assets used in governmental activities are not reported in the funds. Payables for bond principal which are not due in the current period are not reported in the funds. Payables for leases which are not due in the current period are not reported in the funds. Payables for notes which are not due in the current period are not reported in the funds. Payables for compensated absences which are not due in the current period are not reported in the funds. Other long-term liabilities which are not due and payable in the current period are not reported in the funds. Other long-term assets are not available to pay for current period expenditures and are deferred in the funds. Recognition of the District's proportionate share of the net pension liability is not reported in the funds. Deferred Resource Inflows related to the pension plans are not reported in the funds. The accumulated accretion of interest on capital appreciation bonds is not reported in the funds. Bond premiums are amortized in the SNA but not in the funds. Recognition of the District's proportionate share of the net OPEB liability is not reported in the funds. Deferred Resource Inflows related to the OPEB plans are not reported in the funds. Deferred Resource Inflows related to the OPEB plans are not reported in the funds.	32,225,719 (16,562,316) (277,119) (1,595,000) (208,799) (1,069,177) 209,396 (23,644,403) (1,498,540) 9,156,529 (1,322,511) (593,395) (23,088,677) (4,218,625) 5,833,065 267,433
Lease assets used in governmental activities are not reported in the funds.	3.885.126

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2024

Revenues:	General Fund	Other Governmental Funds	Total Governmental Funds
LCFF Sources: State Apportionment or State Aid Education Protection Account Funds	\$    22,222,420 3,272,728	\$	\$    22,222,420 3,272,728
Local Sources Federal Revenue	4,098,632 4,453,269	 1,236,178	4,098,632 5,689,447
Other State Revenue Other Local Revenue Total Revenues	6,181,620 2,362,754 42,591,423	1,211,632 1,521,100 3,968,910	7,393,252 3,883,854 46,560,333
Expenditures: Current:			
Instruction	19,550,636	384,935	19,935,571
Instruction - Related Services	5,782,162	125,108	5,907,270
Pupil Services	3,437,109	1,532,400	4,969,509
Ancillary Services	**	250,839	250,839
General Administration	2,951,493	79,774	3,031,267
Plant Services	4,432,659	••<	4,432,659
Other Outgo	48,139	88,580	136,719
Capital Outlay Debt Service:	2,900,335	192,073	3,092,408
Principal	214,132	585,000	799,132
Interest	19,624	577,856	597,480
Total Expenditures	39,336,289	3,816,565	43,152,854
Excess (Deficiency) of Revenues			
Over (Under) Expenditures	3,255,134	152,345	3,407,479
Net Change in Fund Balance	3,255,134	152,345	3,407,479
Fund Balance, July 1 Fund Balance, June 30	24,211,789 \$ <u>27,466,923</u>	2,652,278 \$2,804,623_	26,864,067 \$ <u>30,271,546</u>

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2024

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Net change in fund balances - total governmental funds	\$ 3,407,479
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:	
Capital outlays are not reported as expenses in the SOA. The depreciation of capital assets used in governmental activities is not reported in the funds. Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA. Repayment of lease principal is an expenditure in the funds but is not an expense in the SOA. Repayment of loan principal is an expenditure in the funds but is not an expense in the SOA. Bond issuance costs and similar items are amortized in the SOA but not in the funds. The accretion of interest on capital appreciation bonds is not reported in the funds. Compensated absences are reported as the amount earned in the SOA but as the amount pald in the funds. Implementing GASB 68 required certain expenditures to be de-expended and recorded as DRO. Pension expense relating to GASB 68 is recorded in the SOA but not in the funds. Implementing GASB 75 required certain expenditures to be de-expended and recorded as DRO. OPEB expense relating to GASB 75 is recorded in the SOA but not in the funds. The amortization of lease assets used in governmental activities is not reported in the funds.	3,350,668 (1,134,083) 450,000 80,485 268,647 11,903 (185,595) (32,425) 4,095,703 (3,614,434) 1,003,886 (1,417,713) (84,452)
Change in net position of governmental activities - Statement of Activities	\$ 6,200,069

The accompanying notes are an integral part of this statement.

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#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

#### A. Summary of Significant Accounting Policies

The District accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

#### 1. Charter School

On July 1, 1996, The District became a Charter School District. The charter was formed to enable the District to exercise local control, to preserve the values and future goals of the District's educational system, and to create more parental involvement.

#### 2. Reporting Entity

The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the District's reporting entity, as set forth in GASB Statement No. 14 (as amended), *The Financial Reporting Entity*, include whether:

- the organization is legally separate organization (can sue and be sued in its name) for which the primary government is financially accountable.
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

The District also evaluated each legally separate, tax-exempt organization whose resources are used principally to provide support to the District to determine if its omission from the reporting entity would result in financial statements which are misleading or incomplete. GASB Statement No. 14 requires inclusion of such an organization as a component unit when: 1) The economic resources received or held by the organization are entirely or almost entirely for the direct benefit of the District, its component units or its constituents; and 2) The District or its component units is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the organization; and 3) Such economic resources are significant to the District.

Based on these criteria, the District has no component units. Additionally, the District is not a component unit of any other reporting entity as defined by the GASB Statement.

#### 3. Basis of Presentation, Basis of Accounting

#### a. Basis of Presentation

Government-Wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other non exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the preparation of the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

The District reports the following major governmental funds:

The General Fund is the District's primary operating fund. It is used to account for and report all financial resources not accounted for and reported for in another fund.

The District reports the following non-major governmental funds:

*Special Revenue Funds* are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The following special revenue funds are utilized by the District:

- The Student Activity Fund is used to account separately for the operating activities of the associated student body accounts that are not fiduciary in nature, including student clubs, general operations, athletics, and other student body activities.
- The Child Development Fund is used to account separately for federal, state, and local revenues to operate child development programs.
- The Cafeteria Fund is used to account separately for federal, state, and local resources to operate the food service program.

*Debt Service Funds* are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for principal and interest. The following debt service fund is maintained by the District:

• The Bond Interest and Redemption Fund is used to account for the accumulation of resources for, and the repayment of, District bond principal, interest, and related costs.

*Capital Projects Funds* are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays including the acquisition or construction of capital facilities and other capital assets. The District maintains the following capital projects funds:

- The Capital Facilities Fund is used to account for resources received from developer impact fees levied on development projects as a condition of approval.
- The Building Fund is used to account for capital outlay funded by the proceeds from the sale of bonds.
- b. Measurement Focus, Basis of Accounting

Government-wide Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within one year after year-end. Revenues from local sources consist primarily of property taxes.

# KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

#### 4. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

#### 5. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all government funds. By state law, the District's Board of Trustees must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's Board of Trustees satisfied these requirements.

These budgets are revised by the District's Board of Trustees and District Superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code.

#### 6. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/Fund Balance

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized.

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Fresno County Treasury. The County pools these funds with those of other entities in the County and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the County are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with Fresno County Treasury was not available.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefitting period. The District has chosen to report the expenditure in the benefitting period.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Asset Class	Useful Lives
Buildings Improvements	25-50 20
Equipment	5-20

d. Right to Use Lease Assets and Liabilities

Right to use lease assets are assets which the District leases for a term of more than one year. The value of the leases is determined by the net present value of the leases at the District's estimated incremental borrowing rate at the time of the lease agreement, amortized on a straight-line basis over the term of the agreement.

Leases payable are reported as liabilities in the government-wide financial statements in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources with an equal amount reported as a capital outlay in the year of lease inception.

e. Subscriptions-Based Information Technology Arrangements

Subscriptions-Based Information Technology Arrangement (SBITA) assets are assets which the District has entered into an arrangement to use the information technology software for a term of more than one year. The value of the SBITA is determined by the net present value of the SBITA at the District's estimated incremental borrowing rate at the time of the arrangement, amortized on a straight-line basis over the term of the arrangement.

SBITA subscription payables are reported as liabilities in the government-wide financial statements in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources with an equal amount reported as a capital outlay in the year of SBITA inception.

f. Receivable and Payable Balances

The District has provided detail of the receivable balances in Note F. The District believes that sufficient detail of payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates the payable balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

#### g. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in noncurrent liabilities - due within one year at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

#### h. Unearned Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Unearned revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenditures.

#### i. Long-Term Obligation

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective-interest method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts is reported as other financial sources/uses. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from actual debt proceeds, are reported as debt service expenditures.

#### Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefitting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

#### k. Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The Counties of Fresno, Kings, and Tulare bill and collect the taxes for the District.

#### I. Deferred Outflows/Inflows of Resources

Deferred outflows of resources is a consumption of net assets or position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net assets or net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

#### m. Fund Balances

Fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

Governmental fund balance is classified as non-spendable, restricted, committed, assigned or unassigned. Following are descriptions of fund classifications used by the District:

Non-spendable fund balance includes items that cannot be spent. This includes activity that is not in a spendable form (inventories, prepaid amounts, long-term portion of loans/notes receivable, or property held for resale unless the proceeds are restricted, committed, or assigned) and activity that is legally or contractually required to remain intact, such as a principal balance in a permanent fund.

*Restricted fund balance* includes amounts that have constraints placed upon the use of the resources either by an external party or imposed by law through a constitutional provision or enabling legislation.

*Committed fund balance* includes amounts that can be used only for the specific purposes pursuant to constraints imposed by a formal action of the Board, the District's highest level of decision-making authority. This formal action is the passage of a resolution by a simple majority vote.

Assigned fund balance includes amounts that are constrained by the District's intent to be used for a specific purpose, but are neither restricted nor committed. For governmental funds, other than the general fund, this is the residual amount within the fund that is not restricted or committed. Assignments of fund balance are created by the Chief Business Official pursuant to authorization established by Board Policy 3470.

Unassigned fund balance is the residual classification for the general fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. The general fund should be the only fund that reports a positive unassigned fund balance amount. In other governmental funds, it may be necessary to report a negative unassigned fund balance.

When expenditures/expenses are incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) resources are available, it is the District's general policy to use restricted resources first. When expenditures/expenses are incurred for purposes for which unrestricted (committed, assigned, and unassigned) resources are available, and amount in any of these unrestricted classifications could be used, it is the District's general policy to spend committed resources first, followed by assigned amounts, and then unassigned amounts.

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than two months of general fund operating expenditures, or 3 percent of General Fund expenditures and other financing uses.

#### n. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the CaIPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CaIPERS Plan) and CaISTRS Schools Pool Cost-Sharing Multiple Employer Plan (CaISTRS Plan) and additions to/deductions from the CaIPERS Plan and CaISTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CaIPERS Financial Office and CaISTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

Valuation Date (VD)	June 30, 2022
Measurement Date (MD)	June 30, 2023
Measurement Period (MP)	July 1, 2022 to June 30, 2023

#### o. Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the District's single-employer defined benefit OPEB Plan ("the Plan") have been determined on the same basis as they are reported by the Plan. For this purpose, the Plan recognizes benefit payments when due and payable in accordance with the benefit terms.

#### p. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

#### B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

Violation	Action Taken
None reported	Not applicable

#### 2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

	Deficit	
Fund Name	Amount	<u>Remarks</u>
None Reported	Not applicable	Not applicable

C. Excess of Expenditures over Appropriations

As of June 30, 2024, there were no expenditures which exceeded appropriation in individual funds.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

D. Cash and Investments

Cash and investments at June 30, 2024 are classified in the accompanying financial statements as follows:

Statement of Net Position:	
Governmental Activities:	
Cash in County Treasury	\$ 30,824,808
Cash on Hand and in Banks	106,257
Cash in Revolving Fund	3,000
Cash with Fiscal Agent/Trustee	26
Investment in Joint Power Authority	109,167
Grand Total Cash and Investments	\$ 31,043,258
Cash and investments as of June 30, 2024 consist of the following:	
Deposits with Financial Institutions	\$ 109,257

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Deposits with County Treasury	30,824,808
Deposits with a Fiscal Agent/Trustee	26
Investment in Joint Power Authority	109,167
Total Cash and Investments	\$ 31,043,258

# Cash in County Treasury

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the Fresno County Treasury as part of the common investment pool (the District's portion was \$30,824,808 as of June 30, 2024). The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's portion of this pool as of June 30, 2024, as provided by the pool sponsor, was \$29,890,430. Assumptions made in determining the fair value of the District's pooled investment portfolios are available from the County Treasurer. The County is restricted by Government Code Section 53635 pursuant to Section 53601 to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The amount recorded on these financial statements is the balance available for withdrawal based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

#### Cash on Hand, in Banks, and in Revolving Fund

Cash balances on hand and in banks (\$106,257) and in the revolving fund (\$3,000) are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). All cash held by the financial institution is fully insured or collateralized.

#### Cash With a Fiscal Agent/Trustee

The Cash with a Fiscal Agent/Trustee was \$26, representing the remaining reserves for proceeds from Certificates of Participation.

# Investment in Joint Power Authority (JPA) – Fresno Area Self-Insured Benefits Organization dba The EdCare Group (FASBO)

In July 2019 the District entered into a premium advance funding arrangement as a JPA member with Fresno Area Self-Insurance Benefits Organization dba the EdCare Group (FASBO) to advance premium funding to the JPA in their pro rata share, for the aggregate amount of \$4,000,000. The District's share of the premium advance funding amount is \$524,000 which represents 13.1% of the total membership enrolled in EdCare at the time of the arrangement. The payback period from the JPA, without interest, began October 2019 and may take up to a maximum of six years to complete payback of the premium advance funding amount to the District, ending no later than October 2025. The District received payback from the JPA of \$87,333 during the fiscal year and has a remaining balance of \$109,167 as of June 30, 2024.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

#### Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported at an amount determined by the fair value per share of the pools underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940. The District's investment policy does not contain any specific provisions intended to limit the District's exposure to interest rate risk, credit risk, and concentration of credit risk.

#### Investments Authorized by Debt Agreements

Investment of debt proceeds held by trustees is governed by provisions of the debt agreements, rather than the general provisions of the California Government Code or the District's investment policy. The table below identifies the investments types that are authorized for investments held by trustees. The table also identifies certain provisions of these debt agreements that address interest rate risk, credit risk, and concentration of credit risk.

	Maximum
Authorized Investment Type	<u>Security</u>
U.S. Treasury Obligations	None
U.S. Agency Securities	None
Banker's Acceptances	180 days
Commercial Paper	270 days
Money Market Mutual Funds	N/A
Investment Contracts	30 years

#### Disclosures Relating to Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates.

#### **Disclosures Relating to Credit Risk**

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization.

#### Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond that stipulated by the California Government Code. The District has no investments

## KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

#### Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provisions for deposits: The California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies.

None of the District's deposits with financial institutions were in excess of federal depository insurance limits.

The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover the value of its investment or collateral securities that are in the possession of another party. The California Government code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for investments. With respect to investments, custodial credit risk generally applies only to direct investments in marketable securities. Custodial credit risk does not apply to a local government's indirect investment in securities through the use of mutual funds of government investment pools.

E. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure as asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical of similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized – Cash in County Treasury (Investments in county treasury) in the Fresno County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

Uncategorized – Investment in Joint Power Authority is not measured using the input levels above because the District's transactions are based on a stable net asset value.

The District's fair value measurements at June 30, 2024 were as follows:

	Uncategorized		Total	
Cash in County Treasury (Investments in county treasury)	\$	30,842,808	\$	30,842,808
Investment in Joint Power Authority	\$	109,167	\$	109,167

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

# TEAN ENDED JONE 30, 2024

# F. Accounts Receivable

Accounts receivable as of June 30, 2024, consist of the following:

	General Fund	Other Governmental Funds	Total
Apportionment	\$ 224	\$ -	\$ 224
Federal Government: Federal Programs	1,512,953	166,176	1,679,129
State Government:			
Categorical Aid Programs	13,139		13,139
Lottery	139,147		139,147
Other		95,420	95,420
Total State Government	152,286	95,420	247,706
Local Government:			
Other	9,025		9,025
Interest	188,717	20,975	209,692
Miscellaneous	-	477	477
Totals	\$ 1,863,205	\$ 283,048	\$ 2,146,253

# G. Capital Assets

Capital asset activity for the period ended June 30, 2024, was as follows:

Beginning Balances	Increases	Decreases	Ending Balances
	\$-	\$-	\$ 505,676
1,216,752	2,370,808	2,517,641	1,069,919
1,722,428	2,370,808	2,517,641	1,575,595
41,847,703	3,354,465	-	45,202,168
965,152	-		965,152
3,813,194	143,036	-	3,956,230
46,626,049	3,497,501		50,123,550
14,512,289	925,555	-	15,437,844
351,236	57,949		409,185
3,475,818	150,579		3,626,397
18,339,343	1,134,083	-	19,473,426
28,286,706	(154,223)	-	28,132,483
\$ 30,009,134	\$ 4,734,226	\$ 2,517,641	\$ 32,225,719
	Balances \$ 505,676 1,216,752 1,722,428 41,847,703 965,152 3,813,194 46,626,049 14,512,289 351,236 3,475,818 18,339,343 28,286,706	Balances         Increases           \$ 505,676         \$ -           1,216,752         2,370,808           1,722,428         2,370,808           41,847,703         3,354,465           965,152         -           3,813,194         143,036           46,626,049         3,497,501           14,512,289         925,555           351,236         57,949           3,475,818         150,579           18,339,343         1,134,083           28,286,706         (154,223)	Balances         Increases         Decreases           \$ 505,676         \$ -         \$ -           1,216,752         2,370,808         2,517,641           1,722,428         2,370,808         2,517,641           41,847,703         3,354,465         -           965,152         -         -           3,813,194         143,036         -           46,626,049         3,497,501         -           14,512,289         925,555         -           351,236         57,949         -           3,475,818         150,579         -           18,339,343         1,134,083         -           28,286,706         (154,223)         -

Depreciation was charged to functions as follows:

Instruction	\$	22,720
Instruction-Related Services		17,374
Pupil Services		10,341
General Administration		2,223
Plant Services		,081,425
	\$ 1	,134,083

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

#### H. Right to Use Lease Assets

The District has recorded right to use lease assets. The assets are right to use assets for equipment. The related leases are discussed in the Leases Payable subsection of the Long-Term Obligations of Note (J). The right to use lease assets are amortized on a straight-line basis over the terms of the related leases.

Right to use lease asset activity for the fiscal year ended June 30, 2024, was as follows:

	eginning alances	In	creases	Decre	ases	Ending alances
Intangible right to use assets	\$ 422,262	\$		\$	-	\$ 422,262
Totals at historical cost	422,262	_			-	422,262
Less: accumulated amortization	70,377		84,452			154,829
Right to Use Lease Assets - Net	\$ 351,885	\$	(84,452)	\$	-	\$ 267,433

#### I. Interfund Balances and Activities

## 1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2024, consisted of the following:

Due to Other Fund Child Development Fund	Due From Other Fund General Fund	<u>A</u> \$	<u>mount</u> 29,493	<u>Purpose</u> Indirect costs.
Cafeteria Fund	General Fund		50,281	Indirect costs.
Cafeteria Fund	General Fund		58,704	Reclass Supply Chain Assistance
		\$	138,478	funds.

All amounts due are scheduled to be repaid within one year.

#### J. Long-Term Obligations

#### 1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the period ended June 30, 2024, are as follows:

	Beginning Balance	_Increases_	Decreases	Ending Balance	Du	mounts ue Within ne Year
Governmental Activities:		•	m 450.000	<b>0 40 500 040</b>	÷	20.000
General Obligation Bonds	\$ 17,012,316	\$ -	\$ 450,000	\$ 16,562,316	\$	30,000
Accreted Interest - 2016 Refunding						
Bonds	1,136,916	185,595	S 🖬 🕄	1,322,511		
Bond Issuance Premium	617,616	\	24,221	593,395		6 <b>6</b> 12
Compensated Absences	176,374	32,425		208,799		208,799
Direct Borrowings:						
Certificates of Participation	1,730,000		135,000	1,595,000		135,000
Qualified Zone Academy Bond	1,202,824		133,647	1,069,177		133,647
Leases Payable	357,604		80,485	277,119		83,764
Totals	\$ 22,233,650	\$ 218,020	\$ 823,353	\$ 21,628,317	\$	591,210

#### 2. General Obligation Bonds

The outstanding general obligation bonded debt of the District as of June 30, 2024, is:

Date of Issue	Interest Rate%	Maturity Date	Original Issue	Outstanding July 1, 2023	Issued Current Year	Redeemed Current Year	Outstanding June 30, 2024
2016	1.25-4.00	2032	\$ 5,440,000	\$ 4,265,000	\$ -	\$ 440,000	\$ 3,825,000
2016	3.99-4.35	2042	3,252,316	3,252,316	8	-	3,252,316
2016	2.00-4.25	2047	5,000,000	4,500,000		-	4,500,000
2018	2.63-5.50	2049	5,000,000	4,995,000		10,000	4,985,000
			\$ 18,692,316	\$ 17,012,316	\$ -	\$ 450,000	\$ 16,562,316

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On April 5, 2016, the District issued general obligation refunding bonds in the amount of \$8,692,316. The bonds were issued to advance refund \$2,999,999 of the outstanding 2004 Series B capital appreciation bonds including the related accreted interest of \$1,947,176 and the 2006 refunding serial bonds of \$3,235,000 and pay the related costs of issuing the new bonds. These bonds along with the accreted interest were fully redeemed in July 2016. On the Government-Wide Statements, the defeasance of these bonds resulted in a deferred outflow of resources of \$320,253 and is being amortized as a component of interest expense over the life of the new bonds. The unamortized balance at June 30, 2024 was \$209,396. The bonds bear interest of 1.25 - 4.35% and mature in July 2041.

In August 2016, the District issued \$5,000,000 of the 2016 Series A Bonds. The District issued these bonds to finance the renovation, construction, and improvement of school facilities. Semiannual payments will be made beginning in February 2017 with the interest rates ranging from 2.00% to 4.25% and maturing in August 2046.

In September 2018, the District issued \$5,000,000 of the 2016 Series B Bonds. The District issued these bonds to finance the renovation, construction, and improvement of school facilities and refund \$1,570,000 of the 2007 Certificates of Participation including related accrued interest of \$15,775 (NOTE J.3.). Semi-annual payments will be made beginning in February 2019 with the interest rates ranging from 2.63% to 5.50% and maturing in August 2048. The bonds were issued at a premium of \$726,607 which is reported as a Long-Term Obligation and is being amortized over the bond period against interest expense. The unamortizable balance at June 30, 2024 was \$593,395.

The annual requirements to amortize general obligation bonds payable, outstanding as of June 30, 2024, are as follows:

### 2016 Refunding Bonds (Serial Bonds)

Year Ending	G	Governmental Activities						
June 30,	Principal	Principal Interest		Principal Interest			Total	
2025	\$ -	\$	47,422	\$	47,422			
2026	480,000		90,044		570,044			
2027	515,000		80,094		595,094			
2028	505,000		69,263		574,263			
2029	535,000		57,229		592,229			
2030-2032	1,790,000		80,937		1,870,937			
Totals	\$ 3,825,000	\$	424.989	\$	4,249,989			

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

#### 2016 Refunding Bonds (Capital Appreciation Bonds)

Year Ending	Go	Governmental Activities					
June 30,	Principal	Interest	Total				
2033-2036	\$ 1,436,871	\$ 1,503,130	\$ 2,940,001				
2037-2041	1,728,982	2,706,023	4,435,005				
2042	86,463	173,531	259,994				
Totals	\$ 3,252,316	\$ 4,382,684	\$ 7,635,000				
2016 Series A Bonds							
Year Ending	Go	overnmental Activit	tes				
June 30,	Principal	Interest	Total				
2025	\$ -	\$ 149,125	\$ 149,125				
2026	-	149,125	149,125				
2027	-	149,125	149,125				
2028	55,000	148,575	203,575				
2029	75,000	147,228	222,228				
2030-2034	640,000	699,863	1,339,863				
2035-2039	870,000	599,384	1,469,384				
2040-2044	1,510,000	428,938	1,938,938				
2045-2047	1,350,000	88,825	1,438,825				
Totals	\$ 4,500,000	\$ 2,560,188	\$ 7,060,188				
2016 Series B Bonds							
Year Ending		overnmental Activi					
June 30,	Principal	Interest	Total				
2025	\$ 30,000	\$ 243,425	\$ 273,425				
2026	40,000	242,375	282,375				
2027	50,000	241,025	291,025				
2028	55,000	239,450	294,450				
2029	100,000	237,725	337,725				
2030-2034	410,000	1,154,675	1,564,675				
2035-2039	600,000	1,072,561	1,672,561				
2040-2044	1,145,000	878,213	2,023,213				
2045-2049	2,555,000	427,487	2,982,487				
Totals	\$ 4,985,000	\$ 4,736,936	\$ 9,721,936				

During the year, the District made payments on General Obligation Bonds of \$958,090, including interest of \$508,090. Capital Appreciation Bonds are accretive. Bond interest accumulates in the initial years and will be repaid in later years.

# 3. Certificates of Participation

The outstanding Certificates of Participation of the District as of June 30, 2024, is:

			Redeemed	
Date of	Original	Outstanding	Current	Outstanding
Issue	Issue	July 1, 2023	Year	June 30, 2024
2007	\$ 3,000,000	\$ 345,000	\$ 30,000	\$ 315,000
2014	2,220,000	1,385,000	105,000	1,280,000
	\$ 5,220,000	\$ 1,730,000	\$ 135,000	\$ 1,595,000

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

In March 2007, the District issued Certificates of Participation (COP) in the amount of \$3,000,000 with interest rates ranging from 3.50% to 4.20%. The District issued the COP to finance construction and pay costs of delivery of the Certificates. As noted at Note J.2., a portion of the District's 2016 Series B Bonds were issued to refund \$1,570,000 of the 2007 Certificates of Participation. This produced an additional cash outflow of \$483,264 over the next 22 years. The economic loss resulting from the refunding transaction, calculated on a present value basis was \$28,765. The District's portion of future payments are as follows:

Year Ending		Governmental Activities						
June 30,	P	rincipal	Interest			Total		
2025	\$	30,000	\$	12,544	\$	42,544		
2026		30,000		11,306		41,306		
2027		30,000		10,068		40,068		
2028		35,000		8,715		43,715		
2029		35,000		7,245		42,245		
2030-2033		155,000		13,335		168,335		
Totals	\$	315.000	\$	63.213	\$	378,213		

On May 14, 2014 the District issued a Certificate of Participation (COP) of \$2,220,000 with interest rates ranging from 2.00% to 4.50%. The District issued the COP to finance acquisition construction and installation of certain capital improvements and pay costs of delivery of the Certificates. The District's portion of future payments are as follows:

Year Ending	Governmental Activities					
June 30,	F	Principal Interest				Total
2025	\$	105,000	\$	53,062	\$	158,062
2026		110,000		49,388		159,388
2027		115,000		45,262		160,262
2028		120,000		40,663		160,663
2029		125,000		35,862		160,862
2030-2034		705,000		95,625	_	800,625
Totals	\$	1,280,000	\$	319,862	\$	1,599,862

During the year the District made payments on the certificates of participation of \$204,766, including interest of \$69,766.

#### 4. Qualified Zone Academy Bond

On June 1, 2015 the District issued a Qualified Zone Academy Bond (QZAB) of \$2,272,000 with a zero interest rate. In fieu of interest payments from the District, the lender receives a tax credit against its annual tax liability to the federal government. The District issued the QZAB to finance solar energy facilities and energy upgrades and pay for issuance costs. The District's portion of future payments are as follows:

June 30,	Principal	Interest	Total
2025	\$ 133,647	\$	\$ 133,647
2026	133,647		133,647
2027	133,647		133,647
2028	133,647	3 <b>6</b> 1	133,647
2029	133,647	-	133,647
2030-2032	400,942		400,942
	\$ 1,069,177	\$ -	\$ 1,069,177

During the year the District made principal payments on the QZAB of \$133,647.

#### 5. Leases Payable

The District has entered into agreements to lease certain equipment. The lease agreements qualify as other than short-term leases under GASB 87 and, therefore, have been recorded at the present value of the future minimum lease payments as of their inception.

A lease agreement was executed in September 2022, to lease copiers and requires 60 monthly payments of approximately \$7,800 per month. There are no variable payment components of the lease. The lease liability is measured at a discount rate of 4.00%, which is the District's estimated incremental borrowing rate. As a result, the district has recorded a right to use asset.

The future lease payment maturity schedule is as follows:

Year Ending	-			
June 30,	P	rincipal	 nterest	Total
2025	\$	83,764	\$ 9,560	\$ 93,324
2026		87,176	6,148	93,324
2027		90,728	2,596	93,324
2028		15,451	 103	 15,554
Totals	\$	277.119	\$ 18.407	\$ 295,526

#### K. Detail of Fund Balance Classifications

Details of assigned Fund Balances are as follows:

	General Fund	Other Governmental Funds
Assigned for:		
Additional 6% for Economic Uncertainties	\$ 2,360,177	\$ -
Retiree Health and Welfare Benefits	2,799,572	: <b>*</b> :
Preschool Services and Site Improvements	÷	89,878
Cafeteria		215,169
Bond Capital Projects		6,564
Capital Facilities	÷.	38,347
	\$ 5,159,749	\$ 349,958

#### L. Joint Ventures (Joint Powers Agreements)

The District participates in joint ventures under joint powers agreements (JPAs) with the Fresno Area Self-Insurance Benefits Organization dba The EdCare Group, Fresno County Self-Insurance Group, and the Organization of Self-Insured Schools. The relationship between Kingsburg Elementary Charter School District and the JPAs is such that none of the JPAs is a component unit of Kingsburg Elementary Charter School District for financial reporting purposes.

Condensed audited financial information for the above JPAs (the most current information available) can be obtained through each respective authority.

#### Fresno Area Self-Insured Benefits Organization dba The EdCare Group (FASBO)

FASBO arranges for and provides medical, dental, and prescription insurance for its member districts. FASBO is governed by a Board consisting of a representative from each member district. The Board controls the operations of FASBO, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in FASBO.

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

#### Fresno County Self-Insurance Group (FCSIG)

FCSIG arranges for and provides workers' compensation insurance for its member districts. FCSIG is governed by a Board consisting of a representative from each member district. The Board controls the operations of FCSIG, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in FCSIG.

#### Organization of Self-Insured Schools (OSS)

OSS arranges for and provides property and liability insurance for its member districts. OSS is governed by a Board consisting of a representative from each member district. The Board controls the operations of OSS, including the selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the Board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in OSS.

#### M. Pension Plans

- 1. General Information About the Pension Plans
  - 2. Plan Descriptions

Qualified employees are covered under cost-sharing multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

b. Benefits Provided

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plans' provisions and benefits for the measurement period ending June 30, 2023 are summarized as follows:

	CalSTRS		CalF	ERS
	Before	After	Before	After
Hire Date	Jan. 1, 2013	Jan. 1, 2013	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62	2% at 55	2% at 62
Benefit Vesting Schedule	5 Years	5 Years	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life	Monthly for Life	Monthly for Life
Retirement Age	55-60	55-62	50-62	<b>52-</b> 67
Monthly benefits, as a %				
of eligible compensation	1.1 - 2.4%	1.0 - 2.4%*	1.1 - 2.5%	1.0 - 2.5%

\* Amounts are limited to 120% of Social Security Wage Base.

#### c. Contributions - CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. For the year ended June 30, 2024, employees hired prior to January 1, 2013 contributed 7.00%, employees hired on or after January 1, 2013 contributed 8.00% of annual pay, and the employer's contribution rate is 26.68% of annual payroll. District contributions to the pension plan were \$1,615,536 for the year ended June 30, 2024, and equal 100% of the required contributions for the year.

d. Contributions - CalSTRS

For the year ended June 30, 2024, Section 22950 of the California Education code requires CalSTRS 2% at 60 and 2% at 62 members to contribute monthly to the system 10.25% and 10.205% of the creditable compensation, respectively, upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS Board have been established at 19.10% of creditable compensation. Rates are defined in Section 22950.5 through measurement period ending June 30, 2024. Beginning in the fiscal year 2021-22 and for each year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary. District contributions to the pension plan were \$2,480,167 for the year ended June 30, 2024, and equal 100% of the required contributions for the year.

e. On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the year ended June 30, 2024, the State contributed \$1,094,131 on behalf of the District to CalSTRS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures.

Accordingly, these amounts have been recorded in these financial statements.

2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2024, the District reported net pension liabilities for its proportionate shares of the net pension liability of each plan. The CalSTRS net pension liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability of each plan, the related CalSTRS State support, and the total portion of the net pension liability that is associated with the District is as follows:

	CalSTRS	CalPERS	Total	
District's proportionate share of the net pension liability	\$ 14,298,985	\$ 9,345,418	\$ 23,644,403	
State's proportionate share of the net pension liability associated with the District	6,851,170		6,851,170	
Total	\$ 21,150,155	\$ 9,345,418	\$ 30,495,573	

## KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2023, and the total pension liability for each Plan used to calculate the net pension liability was determined by the actuarial valuation as of June 30, 2022 rolled forward to June 30, 2023 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2022 and 2023 was as follows:

	CalSTRS	CalPERS
Proportion - June 30, 2022 Proportion - June 30, 2023	0.016896% 0.018775%	0.025849% 0.025817%
Change - Increase (Decrease)	0.001879%	-0.000032%

For the year ended June 30, 2024, the District recognized pension expense of \$4,546,293 and revenue of \$931,858 for support provided by the State. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Dutflows of Resources	I	Deferred nflows of Resources
Pension contributions subsequent to measurement date	\$ 4,095,703	\$	-
Differences between actual and expected experience	1,464,706		908,600
Change in assumptions	513,336		
Change in employer's proportion and differences between the employer's contributions and the employer's			
proportionate share of contributions	2,023,355		589,940
Net difference between projected and actual earnings			
on plan investments	 1,059,429	-	
Total	\$ 9,156,529	\$	1,498,540

\$4,095,703 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2025. The other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year Ended	
June 30	
2025	\$ 295,319
2026	(42,779)
2027	2,212,475
2028	298,828
2029	410,514
Thereafter	387,929
Total	\$ 3,562,286

# KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

a. Actuarial Assumptions

The total pension liabilities in the June 30, 2022 actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Valuation Date	June 30, 2022	June 30, 2022
Measurement Date	June 30, 2023	June 30, 2023
Actuarial Cost Method	Entry Age - Normal	Entry Age - Normal
	Cost Method	Cost Method
Actuarial Assumptions:		
Discount Rate	7.10%	6.90%
Inflation	2.75%	2.30%
Payroll Growth	3.50%	(3)
Post Retirement Benefit Increase	(1)	(4)
Investment Rate of Return	7.10%	6.90%
Mortality	(2)	(5)

(1) CaISTRS post retirement benefit increases assumed at 2% simple for DB (annually) maintaining 85% purchasing power level for DB. Increases are not applicable for DBS/CBB.
(2) CaISTRS base mortality tables are custom tables delivered to best fit the patterns of mortality among CaISTRS members. The projection scale was set to equal 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

(3) Varies by entry age and service.

(4) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.30% thereafter.

(5) CalPERS mortality table was developed based on CalPERS specific data. The rates incorporate generational mortality to capture ongoing mortality improvement using 80% of the scale MP 2020 published by the Society of Actuaries. For more details, please refer to the 2021 experience study report that can be found on the CalPERS website.

#### b. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 6.90% for CalPERS. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, employers, and state contributing agencies will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate and the use of the District bond rate calculation is not necessary for either plan. The stress test results are presented in a detailed report that can be obtained from CalSTRS and CalPERS websites.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expenses. The investment return assumption used in the accounting valuations is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review all actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. CalSTRS completed their ALM in November 2019. CalPERS completed their ALM in 2021 with new policies in effect on July 1, 2022. Both CalSTRS and CalPERS conduct new ALM's every four years

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CaISTRS and CaIPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return and arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

The tables below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

#### **CalPERS**

	Assumed Asset	Real Return
Asset Class	Allocation	(Years 1-10) (1)(2)
Global Equity - cap-weighted	30.00%	4.45%
Global Equity non-cap-weighted	12.00%	3.84%
Private Equity	13.00%	7.28%
Treasury	5.00%	0.27%
Mortgage-backed Securities	5.00%	0.50%
Investment Grade Corporates	10.00%	1.56%
High Yield	5.00%	2.27%
Emerging Market Debt	5.00%	2.48%
Private Debt	5.00%	3.57%
Real Assets	15.00%	3.21%
Leverage	-5.00%	-0.59%
_	100.00%	

(1) An expected inflation of 2.30% used for this period.

(2) Figures are based on the 2021-22 Asset Liability Management study.

#### **CalSTRS**

	Assumed Asset	Long-Term* Expected Real
Asset Class	Allocation	Rate of Return
Public Equity	38.00%	5,25%
Real Estate	15.00%	4.05%
Private Equity	14.00%	6.75%
Fixed Income	17.00%	2.45%
Risk Mitigating Strategies	10.00%	2.25%
Inflation Sensitive	7.00%	3.65%
Cash/Liquidity	2.00%	0.05%
	103.00%	

\* 20-year average. Real rates of return are net of assumed 2.75% inflation.

## KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

c. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	CalSTRS	CalPERS
1% Decrease	6.10%	5.90%
Net Pension Liability	\$ 23,985,407	\$13,511,058
Current Discount Rate	7.10%	6.90%
Net Pension Liability	\$ 14,298,985	\$9,345,418
1% Increase	8.10%	7.90%
Net Pension Liability	\$ 6,253,283	\$5,902,611

d. Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CaISTRS and CaIPERS financial reports.

## N. Post-Employment Benefits Other than Pension Benefits

1. General Information about the OPEB Plan

## **Plan Description**

In addition to the pension benefits described in Note M the District provides post-employment health care and supplementary early retirement plan benefits to employees based on the date they were hired. Employees hired on or before January 13, 1994 who retire from the District on or after attaining age 55 receive benefits until age 70, age 75 or life, based on length of service. Employees hired after January 13, 1994 who retire from the District on or after attaining age 55 with at least 15 years of service, receive benefits until age 65. The plan is a single-employer defined benefit OPEB plan administered by District's board of directors. Authority to establish and amend the benefit terms and financing requirements lies with the District's board of directors. No assets are accumulated in a trust that meets the criteria in paragraph 4 of the GASB 75 statement.

#### Employees Covered by Benefit Terms

As of June 30, 2024, the following employees were covered by the benefit terms:

Inactive Employees or Beneficiaries Currently Receiving Benefits	70
Inactive Employees Entitled to But Not Yet Receiving Benefits	-
Participating Active Employees	159
Total Number of participants	229

#### **Contributions**

The contribution requirements of OPEB Plan members and the District are established and may be amended through negotiations between the District and the respective bargaining units. The voluntary contribution is based on projected pay-as-you-go financing requirements. Therefore, a schedule of OPEB contributions is not presented in the Required Supplementary Information. For the fiscal year ended June 30, 2024, the District contributed \$1,003,886 to the Plan, of which \$1,003,886 was used for current premiums.

An actuarially determined contribution was not calculated for OPEB for the fiscal year, therefore a 10-year schedule is not presented in the required supplementary information.

2. Total OPEB Liability

The District's total OPEB liability of \$23,088,677 was measured as of June 30, 2023 and was determined by an actuarial valuation date of June 30, 2023.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

#### Actuarial Assumptions and Other Inputs

The total OPEB liability on the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified.

Inflation	2.50	percent
Salary Increases	2.75	percent, average, including inflation
Discount Rate	3.65	percent
Healthcare Cost Trend Rates	4.00	percent

Mortality assumptions were based on the 2020 CalSTRS Mortality Table for certificated employees and the 2021 CalPERS Active Mortality for Miscellaneous and Schools Employee Table for classified employees.

The actuarial assumptions used on the June 30, 2023 valuation were based on a review of plan experience which included a validation of experience studies prepared by CaISTRS for retirement and turnover assumptions. For other assumptions, actual plan provisions and data were used.

#### **Discount Rate**

The discount rate was based on the Bond Buyer 20-bond General Obligation Index. It was assumed that contributions would be sufficient to fully fund the obligation over a period not to exceed 30 years.

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#### 3. Changes in Total OPEB Liability

	Total OPEB Liability
Balance at June 30, 2023	\$ 22,552,633
Changes for the year:	
Service cost	481,313
Interest on Total OPEB Liability	788,597
Expected Investment Income	
Administrative Expenses	
Employee Contributions	
Employee Contributions to Trust	
Employer Contributions as Benefit Payments	
Actual Benefit Payments from Trust	2
Actual Benefit Payments from Employer	(1,041,573)
Experience (Gains)/Losses from	
Expected Minus Actual Benefit Payments	. <u> </u>
Expected Balance at June 30, 2023	22,780,970
Experience (Gains)/Losses	395,005
Changes in Assumptions	(87,298)
Changes in Benefit Terms	
Investment Gains/(Losses)	3
Other	
Net changes	536,044
Balance at June 30, 2024	\$ 23,088,677

The discount rate of 3.65% for fiscal year ended June 30, 2024 increased by 0.11% from the discount rate of 3.54% in the prior measurement period of June 30, 2022. There were no other changes in benefit terms or assumptions and other inputs for the fiscal year ended June 30, 2024.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

#### Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the District if it were calculated using a discount rate that is one percentage point lower or one percentage point higher than the current discount rate:

	District's O Plan		
1% decrease Total OPEB Liability	\$	2.65% 25,652,335	
Current discount rate Total OPEB Liability	\$	3.65% 23,088,677	
1% increase Total OPEB Liability	\$	4.65% 20,895,994	

#### Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the District if it were calculated using health care cost trend rates that are one percentage point lower or one percentage point higher than the current healthcare cost trend rates:

	Di	District's OPEB Plan			
1% decrease Total OPEB Liability	\$	3.00% 20,576,773			
Current healthcare cost trend rate Total OPEB Liability	\$	4.00% 23,088,677			
1% increase Total OPEB Liability	\$	5.00% 26,061,775			

# 4. <u>OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related</u> to OPEB

For the fiscal year ended June 30, 2024, the District recognized OPEB expense of \$1,417,713. As of fiscal year ended June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	0	Deferred         Deferred           Outflows of         Inflows of           Resources         Resources				
Contributions made subsequent to measurement date	\$	1,003,886	\$			
Differences between expected and actual experience		1,314,887		595,471		
Change in assumptions		3,514,292		3,623,154		
Net difference between projected and actual earnings						
on OPEB plan investments		(i)		(ē		
	\$	5,833,065	\$	4,218,625		

### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2024

\$1,003,886 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of total OPEB liability in the year ended June 30, 2025. The other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as OPEB expense as follows:

Year Ended June 30:		
2025	\$	147,803
2026		147,803
2027		147,803
2028		147,809
2029		224,634
Thereafter	:=	(205,298)
Total	\$	610,554

## O. Commitments and Contingencies

State and Federal Allowances, Awards and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

#### Work in Progress

The District has the following commitments related to construction contracts which will be funded from federal grants:

	Contract uthorization		xpended to ne 30, 2024	Committed		
Intervention Project	\$ 785,078	\$	321,679	\$	463,399	
Window Replacement	\$ 1,301,326 2,086,404	-	<u>676,977</u> 998,656	\$	624,349 1,087,748	
Other Project Costs Total Work in Progress	 	\$	71,263 1,069,919			

Required Supplementary Information

GENERAL FUND BUDGETARY COMPARISON SCHEDULE FOR THE YEAR ENDED JUNE 30, 2024

Revenues:	Budgete Original	ed Amounts Final	Actual	Variance with Final Budget Positive (Negative)
LCFF Sources: State Apportionment or State Aid	\$ 19,312,505	\$ 22,219,648	\$ 22,222,420	\$ 2,772
Education Protection Account Funds	6,690,547	3,272,728	3,272,728	( <del>99</del> )
Local Sources	3,433,329	4,098,503	4,098,632	129
Federal Revenue	4,834,019	5,171,246	4,453,269	(717,977)
Other State Revenue	5,793,437	6,060,830	6,181,620	120,790
Other Local Revenue	1,486,581	1,516,479	2,362,754	846,275
Total Revenues	41,550,418	42,339,434	42,591,423	251,989
Expenditures: Current:				
Certificated Salaries	12,834,263	14,069,005	13,204,870	864,135
Classified Salaries	5,224,074	5,883,967	5,804,654	79,313
Employee Benefits	9,680,190	10,168,872	9,535,081	633,791
Books And Supplies	7,124,610	4,849,574	1,546,080	3,303,494
Services And Other Operating Expenditures	8,043,266	8,984,892	6,143,148	2,841,744
Other Outgo	100,899	81,499	48,139	33,360
Direct Support/Indirect Costs	(56,210)	(56,210)	(79,774)	23,564
Capital Outlay	2,302,236	3,967,530	2,900,335	1,067,195
Debt Service:				
Principal	328,647	328,647	214,132	114,515
Interest	54,000	54,000	19,624	34,376
Total Expenditures	45,635,975	48,331,776	39,336,289	8,995,487
Excess (Deficiency) of Revenues Over (Under) Expenditures	(4,085,557)	(5,992,342)	3,255,134	9,247,476
Other Financing Sources (Uses):				
Transfers Out	(120,000)		**	120,000
Total Other Financing Sources (Uses)	(120,000)	(120,000)	· · · · · · · · · · · · · · · · · · ·	120,000
Net Change in Fund Balance	(4,205,557)	(6,112,342)	3,255,134	9,367,476
Fund Balance, July 1	24,211,789	24,211,789	24,211,789	-
Fund Balance, June 30	\$ 20,006,232	\$ 18,099,447	\$ 27,466.923	\$
		and the second sec		

SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM LAST TEN FISCAL YEARS

	Fiscal Years*									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
District's proportion of the net pension liability (asset)	0.016719%	0.017267%	0.017234%	0.016465%	0.015897%	0.016544%	0.017177%	0.016300%	0.016896%	0.018775%
District's proportionate share of the net pension liability (asset)	\$ 9,769,800	\$11,625,097	\$13,938,705	\$15,227,136	\$14,610,167	\$14,941,730	\$16,646,134	\$ 7,417,913	\$11,740,339	\$14,298,985
State's proportionate share of the net pension liability (asset)	5,899,486	6,148,379	7,936,224	9.008,318	8,365,045	8,151,777	8,581,015	3,732,484	5,879,596	6,851,170
Total	\$15,669,286	\$17,773,476	\$21,874,929	\$24,235,454	\$22,975,212	\$23,093,507	\$25,227,149	\$11,150,397	\$17,619,935	\$21,150,155
District's covered- employee payroll	\$ 7,499,270	\$ 8,175,447	\$ 8,629,355	\$ 8,688,908	\$  8,505,845	\$ 8,885,433	\$ 9,573,171	\$ 9,756,220	\$ 9,806,205	\$11,175,590
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	130.28%	142.20%	161.53%	175.25%	171.77%	168.16%	173.88%	76.03%	119.72%	127.95%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%	70.99%	72.56%	71.82%	87.21%	81.20%	80.62%

(4)

\* Information presented is for the fiscal year ended on the measurement date of the net pension liability.

## KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM LAST TEN FISCAL YEARS

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					Fiscal	Years				
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually required contribution	\$ 725,992	\$ 924,701	\$ 1,092,681	\$ 1,227,054	\$ 1,446,322	\$ 1,636,617	\$ 1,575,143	\$ 1,659,683	\$ 2,134,150	\$ 2,480,167
Contributions in relation to the contractually required contributions	(725,992)	(924,701)	(1,092,681)	(1,227,054)	(1,446,322)	(1,636,617)	(1,575,143)	(1,659,683)	(2,134,150)	(2,480,167)
Contribution deficiency (excess)	\$ -	<u>\$ -</u>	\$ -	<u>\$</u> -	<u>\$</u>	<u>\$ -</u>	<u>\$ ~</u>	<u>\$ -</u>	\$	\$
District's covered- employee payroll	\$8,175,444	\$ 8,629,355	\$ 8,688,908	\$ 8,505,845	\$ 8,885,433	\$ 9,573,171	\$ 9,756,220	\$ 9,806,205	\$11,175,590	\$ 12,988,005
Contributions as a percentage of covered- employee payroll	8.88%	10.72%	12.58%	14.43%	16.28%	17.1 <b>0%</b>	16.15%	16.92%	19.10%	19.10%

SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM LAST TEN FISCAL YEARS

	Fiscal Years*									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
District's proportion of the net pension liability (asset)	0.027 <b>54</b> 9%	0.027663%	0.026560%	0.024667%	0.025052%	0.025322%	0.026260%	0.025143%	0.025849%	0.025817%
District's proportionate share of the net pension liability (asset)	\$ 3,127,529	<b>\$ 4,077,60</b> 3	\$ 5,245,655	\$ 5,888,771	\$ 6,679,651	\$ 7,379,846	\$ 8,057,420	\$ 5,112,716	\$ 8,894,564	\$ 9,345,418
District's covered- employee payroll	\$ 2,896,862	\$ 3,062,834	\$ 3,186,132	\$ 3,146,077	\$ 3,304,347	\$ 3,492,822	\$ 3,783,726	\$ 3,607,954	\$ 3,961,655	\$ 4,476,107
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	107.96%	133.13%	164.64%	187.18%	202.15%	211.29%	212.95%	141.71%	224.52%	208.79%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.90%	71,87%	70.85%	70.05%	70.00%	80.97%	69.76%	69.96%

\* Information presented is for the fiscal year ended on the measurement date of the net pension liability,

SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM LAST TEN FISCAL YEARS

	Fiscal Years									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Contractually required contribution	\$ 360,173	\$ 374,430	\$ 436,930	\$ 513,198	\$ 630,885	\$ 746,207	\$ 746,836	\$ 907,606	\$ 1,135,545	\$ 1,615,536
Contributions in relation to the contractually required contributions	(360,173)	(374,430)	(436,930)_	(513,198)	(630,885)	(746,207)	(746,836)	(907,606)	(1,135,545)	(1,615,536)
Contribution deficiency (excess)	\$-	\$ -	\$	\$	\$-	\$-	<u>\$</u>	\$-	<u>\$-</u>	<u>\$</u>
District's covered- employee payroll	\$ 3,062,834	\$ 3,186,132	\$ 3,146,077	\$3,304,347	\$ 3,492,822	\$ 3,783,726	\$3,607,954	\$3,961,655	\$4,476,017	\$ 6,055,299
Contributions as a percentage of covered- employee payroll	11.759%	11.7 <b>52%</b>	13.888%	15.531%	18.062%	19.721%	20.700%	22.910%	25.370%	26.680%

SCHEDULE OF CHANGES IN THE TOTAL OPEB LIABILITY AND RELATED RATIOS LAST TEN FISCAL YEARS\*

				Fiscal Year**			
	2018	2019	2020	2021	2022	2023	2024
Total OPEB Liability							
Service Cost	\$ 402,387	\$ 413,453	\$ 404,317	\$ 575,952	\$ 738,646	\$ 617,894	\$ 481,313
Interest on total OPEB liability	714,503	787,275	771,103	701,525	525,481	563,230	788,597
Difference between expected and actual experience	-	-	(1,157,241)	526,076	861,605	-	395,005
Change of Assumptions		(768,304)	642,187	3,368,627	1,519,938	(3,918,593)	(87,298)
Benefit payments	(808,399)	(840,735)	(984,147)	(1,413,491)	(1,360,738)	(952,822)	(1,041,573)
Net change in total OPEB liability	308,491	(408,311)	(323,781)	3,758,689	2,284,932	(3,690,291)	536,044
Total OPEB liability - beginning	20,622,904	20,931,395	20,523,084	20,199,303	23,957,992	26,242,924	22,552,633
Total OPEB liability - ending	\$20,931,395	\$20,523,084	\$20,199,303	\$23,957,992	\$ 26,242,924	\$22,552,633	\$23,088,677
Covered-employee payroll	\$11,840,192	\$11,8 <mark>40,192</mark>	\$ 12,528,255	<b>\$ 1</b> 3,361,097	\$ 13,418,874	\$ 14,338,060	\$ 15,710,207
Total OPEB liability as a percentage of covered- employee payroll	176.79%	173.33%	161.23%	179.31%	195.57%	157.29%	146.97%

\*This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

\*\*Information presented is for the fiscal year ended on the measurement date of the total OPEB liability.

Supplementary Information Section

SCHEDULE OF AVERAGE DAILY ATTENDANCE

YEAR ENDED JUNE 30, 2024

	*Second Pe	riod Report	*Annual Report			
	Original	*Revised	Original	*Revised		
TK/K-3:	960	963	964	064		
Regular ADA - Classroom-Based	862	862	864	864 114		
Regular ADA - Non Classroom-Based	117		114			
TK/K-3 Totals	979	979	978	978		
Grades 4-6:						
Regular ADA - Classroom-Based	610	610	611	611		
Regular ADA - Non Classroom-Based	74	74_	74	74		
Grades 4-6 Totals	684	684	685	685		
Grades 7 and 8:						
Regular ADA - Classroom-Based	435	435	434	434		
Regular ADA - Non Classroom-Based	49	49	48	48		
Grades 7 and 8 Totals	484	484	482	482		
ADA Totals	2,147	2,147	2,145	2,145		

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

\*Revised amounts include a change in ADA. See findings 2024-001 and 2024-002.

SCHEDULE OF INSTRUCTIONAL TIME YEAR ENDED JUNE 30, 2024

Grade Level	Ed. Code 47612 Minutes Requirement	2023-24 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
TK/Kindergarten	36,000	51,180	180	N/A	In Compliance
Grade 1	50,400	51,970	180	N/A	In Compliance
Grade 2	50,400	51,830	180	N/A	In Compliance
Grade 3	50,400	51,830	180	N/A	In Compliance
Grade 4	54,000	55,298	180	N/A	In Compliance
Grade 5	54,000	55,298	180	N/A	In Compliance
Grade 6	54,000	55,298	180	N/A	In Compliance
Grade 7	54,000	57,915	180	N/A	In Compliance
Grade 8	54,000	57,915	180	N/A	In Compliance

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts, including basic aid districts.

This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS YEAR ENDED JUNE 30, 2024

<u>General Fund<sup>(2)</sup></u>	(Budget) <sup>(1)</sup> 2025	2024	2023	2022
Revenues and Other Financial Sources	\$ 38,522,474	\$ 42,591,423	\$ 42,304,273	\$ 31,467,336
Expenditures Other Uses and Transfers Out	45,778,460	39,336,289	33,217,799	26,943,128 28,408
Total Outgo	45,778,460	39,336,289	33,217,799	26,971,536
Change in Fund Balance (Deficit)	(7,255,986)	3,255,134	9,086,474	4,495,800
Ending Fund Balance	\$ 20,210,937	\$ 27,466,923	\$ 24,211,789	\$ 15,125,315
Available Reserves <sup>(3)</sup>	\$ 17,403,920	\$ 16,541,920	\$ 13,669,419	\$ 9,184,675
Available Reserves as a Percentage of Total Outgo	38.02%	42.05%	41.15%	34.05%
Total Long-Term Debt	\$ 67,770,187	\$ 68,361,397	\$ 65,421,186	\$ 71,507,011
Average daily attendance	2,147	2,150	2,128	2,161

(1) Budget 2025 is included for analytical purposes only and has not been subjected to audit.

(2) The Special Reserve Fund for Other Than Capital Outlay Projects has been included due to their consolidation into the General Fund.

(3) Available reserves consist of all unassigned fund balance and all funds reserved for economic uncertainties contained within the General Fund.

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

The General Fund balance has increased by \$12,341,608 over the past two years. The fiscal year 2024-25 budget projects a decrease of \$7,255,986 (26.42%). For a district of this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses (total outgo).

The District has not incurred an operating deficit in the past three years, but anticipates incurring an operating deficit during the 2024-25 fiscal year. The total long-term debt has decreased by \$3,145,614 over the past two years.

Average daily attendance has decreased by 11 over the past two years. A decrease of three in ADA is anticipated during fiscal year 2024-25.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2024

Federal Grantor/Pass-Through Grantor/ Program Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education: Passed through California Department of Education (CDE):			
ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 772,826
Special Education (IDEA) Cluster:			
Special Ed: IDEA, Basic Local Assistance Entitlement, Part B, Sec 611 Special Ed: IDEA, Preschool Grants, Part B, Sec 619	84.027 84.173	13379 13430	468,227 4,669
Subtotal - Special Education (IDEA) Cluster)			472,896
ESSA: Title III, English Learner Student Program	84.365	14346	30,679
ESSA: Title III, Immigrant Student Program	84.365	15146	3,506
ESSA: Title II, Part A Supporting Effective Instruction	84.367	14341	45,324
ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	92,588
COVID-19 - Elementary & Secondary School Emergency Relief (ESSER II) Fund	84.425D	15547	17,837
COVID-19 - Elementary & Secondary School Emergency Relief (ESSER III) Fund COVID-19 - Elementary & Secondary School Emergency Relief (ESSER III) Fund	84.425	15559	2,228,781
Learning Loss	84.425U	10155	404,790
COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	84.425	15618	73,704
COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSER III State	01.120	10010	
Emergency Needs	84.425	15620	97,770
COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSER III State Learning Loss	84.425	15621	174,931
COVID-19 - American Rescue Plan-Homeless Children and Youth			
(ARP - Homeless I)	84.425	15566	37,637
Subtotal			3,035,450
otal passed through CDE			4,453,269
otal U.S. Department of Education			4,453,269
J.S. Department of Health & Human Services: Passed through California Department of Education (CDE):			
Early Education: ARP California State Preschool Program One-time Stipend	93.575	15640	29,520
fotal passed through CDE Fotal U.S. Department of Health & Human Services			29,520
J.S. Department of Agriculture:			20,020
Passed through California Department of Education (CDE): Child Nutrition Cluster:			
National School Breakfast Program	10.553	13390	223,058
National School Lunch Program	10.555	13391	527,480
Food Distribution - Commodities Child Nutrition: Local Food for Schools	10.555 10.555	13391 15708	120,217 14,300
Subtotal - Child Nutrition Cluster	10.000	10/00	885,055
Child & Adult Care Food Program	10.558	13393	8,166
Total passed through CDE	10.000	10000	893,221
Total passed through CDE Fotal U.S. Department of Agriculture			893,221
Fotal Expenditures of Federal Awards			\$ 5,376,010

The accompanying notes are an integral part of this schedule.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2024

#### **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal award activity of Kingsburg Elementary Charter School District under programs of the federal government for the year ended June 30, 2024. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position or changes in financial position of the District.

#### Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards,* wherein certain types of expenditures may or may not be allowable or may be limited as to reimbursement.

The District has elected not to use the 10-percent de minimis indirect cost rate as allowable under the Uniform Guidance.

#### Non-Cash Assistance

Non-cash assistance in the form of donated foods was received from California Department of Education as a pass-through grant from the U.S. Department of Agriculture. The District reports the donated foods received on the Schedule at the fair value at time of receipt. The amount received during 2023-24 was \$120,217.

#### Reconciliation of Expenditures

Reconciliation of expenditures per schedule of federal grant activity with the federal revenue reported on the District's Statement of Revenue, Expenditures, and Changes in Fund Balances - Governmental Funds follows:

Schedule of Expenditures of Federal Awards	\$ 5,376,010
Child & Adult Care Food Program received in 2023-24	8,447
Child & Adult Care Food Program spent in 2023-24	(8,166)
National School Lunch and Breakfast Program received in 2023-24	1,034,510
National School Lunch and Breakfast Program spent in 2023-24	(750,538)
Child Nutrition: Supply Chain Assistance (SCA) Funds received in 2023-24	58,704
Early Education: ARP California State Preschool Program One-time Stipend	
spent in 2023-24	 (29,520)
Federal Revenue reported on the Statement of Revenues,	
Expenditures and Changes in Fund Balances-Governmental Funds	\$ 5,689,447

# KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2024

	General Fund	Other Governmental Funds
June 30, 2024 Annual Financial and Budget Report Fund Balances	\$ 27,532,905	\$ 2,745,918
Adjustments and Reclassifications: Increasing (Decreasing) the Fund Balance: Due To Understatement Investment in Joint Power Authority (Overstatement) Due From Understatement Rounding	(58,704) (7,278) - -	58,704 1
Net Adjustments and Reclassifications	(65,982)	58,705,
June 30, 2024 Audited Financial Statement Fund Balances	\$ 27,466,923	\$ 2,804,623
	Noncurrent Liabilities	
June 30, 2024 Annual Financial and Budget Report - Form Debt	\$ 65,421,186	
Adjustments and Reclassifications:		
Increase (Decrease) in Total Liabilities: General Obligation Bonds Certificates of Participation Leases Payable Other General Long-Term Debt Net Pension Liability OPEB Liability Compensated Absences	(474,221) (135,000) (80,485) 51,948 3,009,500 536,044 32,425	
General Obligation Bonds Certificates of Participation Leases Payable Other General Long-Term Debt Net Pension Liability OPEB Liability	(135,000) (80,485) 51,948 3,009,500 536,044	

This schedule provides the information necessary to reconcile the fund balances of all funds and the total long-term liabilities as reported on the annual financial and budget report to the audited financial statements. Funds that required no adjustment are not presented.

**Other Information Section** 

2

The District was established in 1874, and its boundaries are located in Fresno, Kings, and Tulare Counties. There were no changes in the boundaries of the District during the current year. The District is currently operating five elementary schools, one intermediate school, and one home school.

# **Board of Trustees**

<u>Namę</u>	Office	Term Expires
Frank Yankes	President	December 2024
Constance Lunde	Clerk	December 2024
Reverend Edward Ezaki	Member	December 2024
Karyll Smith Quinn	Member	December 2026
Brad Bergstrom	Member	December 2026

# **Administration**

### Wesley Sever, Ed.D. District Superintendent Since July 2012

Matt Stovall Assistant Superintendent – Curriculum and Instruction, and Special Projects Since June 2022 Other Independent Auditor's Reports

2

Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kingsburg Elementary Charter School District, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise Kingsburg Elementary Charter School District's basic financial statements, and have issued our report thereon dated December 11, 2024.

# **Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Kingsburg Elementary Charter School District's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

#### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Kingsburg Elementary Charter School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Governmental Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Borchardt Corona), Faeth & Gyrkanian

Fresno, California December 11, 2024 Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

## **Report on State Compliance**

### **Opinion on State Compliance**

We have audited Kingsburg Elementary Charter School District's, (the District's) compliance with the requirements specified in the 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting published by the California Education Audit Appeals Panel applicable to the District's state program requirements identified below for the fiscal year ended June 30, 2024.

In our opinion, Kingsburg Elementary Charter School District complied, in all material respects, with the laws and regulations of the state programs noted in the table below for the year ended June 30, 2024.

#### **Basis for Opinion**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the State's audit guide, 2023-24 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the California Education Audit Appeals Panel. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above

#### **Responsibilities of Management for State Compliance**

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

#### Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on state compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, Government Auditing Standards, and the 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design
  and perform audit procedures responsive to those risks. Such procedures include examining, on a
  test basis, evidence regarding the District's compliance with the compliance requirements referred
  to above and performing such other procedures as we consider necessary in the circumstances;

- Obtain an understanding of the District's internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

Compliance Requirements	Procedures in Audit Guide Performed?
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS:	
Attendance Accounting:	
Attendance Reporting	N/A
Teacher Certification and Misassignments	N/A
Kindergarten Continuance	N/A
Independent Study	N/A
Continuation Education	N/A
Instructional Time:	N/A
School Districts	N/A
Instructional Materials	N/A
Ratios of Administrative Employees to Teachers	N/A
Classroom Teacher Salaries	N/A
Early Retirement Incentive	N/A
GANN Limit Calculation	N/A
School Accountability Report Card	N/A
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Apprenticeship: Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	N/A
District of Choice	N/A
Home to School Transportation Reimbursement	N/A
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS:	
Proposition 28 Arts and Music in Schools	Yes
After/Before school Education and Safety Program:	
After School	N/A
Before School	N/A
General Requirements	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	N/A
Immunizations	N/A
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	N/A
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes

	Procedures in
	Audit Guide
	Performed?
CHARTER SCHOOLS:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	N/A

The term "N/A" is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

#### **Other Matters**

The results of our auditing procedures disclosed instances of noncompliance with the above requirements, which are required to be reported in accordance with the State's audit guide, 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the California Education Audit Appeals Panel and which are described in the accompanying Schedule of Findings and Questioned Costs as item 2024-001 and 2024-002. Our opinion on state compliance is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

#### Report on Internal Control over State Compliance

A deficiency in internal control over state compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A material weakness in internal control over state compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compliance is a deficiency or a combination of deficiencies, in internal control over compli

Our consideration of internal control over state compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section above and was not designed to identify all deficiencies in internal control over state compliance that might be a material weaknesses or significant deficiencies in internal control over state compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over state compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over state compliance that weaknesses or significant deficiencies in internal control over state compliance.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over state compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over state compliance is solely to describe the scope of our testing of internal control over state compliance and the results of that testing based on the 2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Accordingly, this report is not suitable for any other purpose.

Borchardt Corona), Faeth E Gzakarian)

Fresno, California December 11, 2024 Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control over Compliance Required by the Uniform Guidance

Board of Trustees Kingsburg Elementary Charter School District Kingsburg, California

### Report on Compliance for Each Major Federal Program

### **Opinion on Each Major Federal Program**

We have audited Kingsburg Elementary Charter School District's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Kingsburg Elementary Charter School District's major federal programs for the year ended June 30, 2024. Kingsburg Elementary Charter School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Kingsburg Elementary Charter School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

## Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Kingsburg Elementary Charter School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Kingsburg Elementary Charter School District's compliance with the compliance requirements referred to above.

#### **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirement referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of law, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

#### Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Kingsburg Elementary Charter School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Kingsburg Elementary Charter School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design
  and perform audit procedures responsive to those risks. Such procedures include examining, on a
  test basis, evidence regarding Kingsburg Elementary Charter School District's compliance with the
  compliance requirements referred to above and performing such other procedures as we
  considered necessary in the circumstances.
- Obtain an understanding of Kingsburg Elementary Charter School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Kingsburg Elementary Charter School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## **Report on Internal Control Over Compliance**

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a rederal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance that we ficiencies in internal control over compliance that we considered to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Borchardt, Corona), Faeth E Gjakavian

Fresno, California December 11, 2024 Findings and Recommendations Section

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2024

# Summary of Auditor's Results

1. Financial Statements

2.

Type of auditors' opinion issued:	<u>Unmodified</u>
Internal control over financial reporting: Material weakness (es) identified? Significant deficiency (ies) identified not considered to be material weakness (es)	Yes <u>X</u> No Yes <u>X</u> None reported
Noncompliance material to financial statements noted?	Yes <u>X</u> No
Federal Awards	
Internal control over major programs: Material weakness (es) identified? Significant deficiency (ies) identified not considered to be material weakness (es)	Yes <u>X</u> No Yes <u>X</u> None reported
Type of auditors' opinion issued on compliance for major programs;	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Title 2 CFR 200.516(a)?	? YesX No
Identification of major programs:	
Federal Assistance Listing Number	Name of Federal Program or Cluster
84.425D	COVID-19 – Elementary & Secondary School Emergency Relief ESSER II
84.425	Funds COVID-19 – Elementary & Secondary School Emergency Relief ESSER III
84.425U	Funds COVID-19 – Elementary & Secondary School Emergency Relief ESSER III
84.425	Funds Learning Loss COVID-19 - Expanded Learning Opportunities (ELO) Grant: ESSER II
84.425	State Reserve COVID-19 – Expanded Learning Opportunities (ELO) Grant: ESSER III
84.425	State Reserve Emergency Needs COVID-19 – American Rescue Plan – Homeless Children & Youth II (ARP HCY
84.425	II) COVID-19 – Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss
Dollar threshold used to distinguish between Type A and Type B programs	\$750,000
Auditee qualified as low-risk Auditee?	<u>X</u> Yes No

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2024

 3. State Awards
 Internal control over state programs: Material weakness (es) identified? Significant deficiency (ies) identified not considered to be material weakness(es)
 Yes X No
 Yes X None reported
 Type of auditors' opinion issued on compliance for state programs:

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2024

#### State Award Findings and Questioned Costs

#### Finding Identification

2024 – 001 Attendance - *Records* #10000

#### Criteria or Specific Requirement

**Education Code Section 46000** 

#### Condition

During our audit of attendance records, we noted the district summary used in preparation of the P-2 Report of Attendance and Annual Report of Attendance was not properly prepared due to having clerical errors for Grades 4-6 Non-Resident Classroom-based and Non-Resident Nonclassroom-based ADA.

#### Effect

The effect of the error noted above resulted in Grades 4-6 Non-Resident Classroom-based to be understated by 0.09 ADA on Line E-1, and Grades 4-6 Non-Resident Nonclassroom-based ADA to be overstated by 0.09 ADA on Line F-1 on the P-2 Report of Attendance, and Grades 4-6 Non-Resident Classroom-based to be understated by 0.07 ADA on Line E-1, and Grades 4-6 Non-Resident Nonclassroom-based ADA to be overstated by 0.07 ADA on Line E-1, and Grades 4-6 Non-Resident Attendance.

#### <u>Cause</u>

There was a clerical error on the Grades 4-6 Non-Resident Classroom-based and Nonclassroom-based ADA due an input error on the District summary used to prepare the P-2 and Annual Reports of Attendance.

#### Questioned Costs

There are no questioned costs for the errors on the P-2 and Annual Reports of Attendance due to the total ADA reported being correct, and the District was funded from the prior 3-Year Average ADA for the 2023-24 fiscal year.

#### Identification of Repeat Finding

This audit finding is not a repeat of a finding in the immediately prior audit.

#### Recommendation

The district should review the summarization of attendance to ensure ADA is properly reported prior to report submission to its County Office and CDE.

#### Views of responsible officials and planned corrective actions

The District agrees with this finding.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS YEAR ENDED JUNE 30, 2024

#### **State Award Findings and Questioned Costs**

Finding Identification

2024 - 002 Attendance - *Records* #10000

Criteria or Specific Requirement

Education Code Section 46000

#### **Condition**

During our audit of attendance records, for independent study we selected a sample of students to test for short term independent study. The District was unable to find one student's short-term independent study contract that covered 5 school days, but this student received apportionment.

#### Effect

The effect of the error noted above resulted in Grades 7-8 Resident Nonclassroom-based ADA to be overstated by 0.04 on Line C-6 of the P-2 Report of Attendance, and Grades 7-8 Resident Nonclassroom-based ADA to be overstated by 0.03 on Line C-6 of the Annual Report of Attendance.

#### Cause

The short-term independent study contract for this student was misplaced.

#### Questioned Costs

When using the 2023-24 LCFF Derived Value of ADA by Grade Span the estimated dollar value for the decrease in P-2 ADA amounts to \$522.15 for Grades 7-8.

There are no questioned costs as the District was funded from the prior 3-Year Average ADA for the 2023-24 fiscal year.

#### Identification of Repeat Finding

This audit finding is not a repeat of a finding in the immediately prior audit.

#### Recommendation

The district should ensure they keep all independent study contracts on file.

Views of responsible officials and planned corrective actions

The District agrees with this finding.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT CORRECTIVE ACTION PLAN

YEAR ENDED JUNE 30, 2024

#### **State Award Findings and Questioned Costs**

#### Finding Identification: 2024 - 001 Attendance - Records #10000

Name of contact person: Bobby Rodriguez, Assistant Superintendent, Business Services

Corrective Action: The District has taken steps to ensure that the clerical errors in the Annual Report of Attendance are not made through the ensuing reporting periods. The calculations will be made on clean spreadsheets by the CALPADS Administrative Assistant and will be reviewed by the Assistant Superintendent, Business Services prior to being certified.

Proposed Completion Date: Beginning with the P-1 Report of Attendance reporting period, P-2 Report of Attendance reporting period, and the Annual Report of Attendance.

#### Finding Identification: 2024 - 002 Attendance - Records #10000

Name of contact person: Bobby Rodriguez, Assistant Superintendent, Business Services

Corrective Action: Site attendance leads will review attendance daily to ensure that students who are absent are issued a short-term independent contract for the dates(s) of the absence(s). If a parent/guardian calls in to report an additional day of absence, the person taking the phone call will verify that the absence is coded correctly in our student information system (Aeries) and an attendance note is made with the parent request. The monthly reports will be reviewed by the site attendance secretary to ensure that all codes are appropriate and the short-term independent contracts are cleared. Upon verification by the site attendance secretary, the principal will also verify and sign the reports. All contracts will be kept in the attendance boxes and will be available as needed.

Proposed Completion Date: This process will begin immediately and through the end of the year attendance reporting periods.

#### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SUMMARY OF SCHEDULE OF PRIOR AUDIT FINDINGS YEAR ENDED JUNE 30, 2024

#### 1. Finding/Recommendation: 2023-001 Attendance – Records #10000

During our audit of attendance records, we noted the Annual Report of Attendance was not properly prepared due to the following:

- Transitional Kindergarten Classroom-based ADA was not properly prepared due to the summary used to prepare the Annual Report of Attendance having clerical errors.
- Grades 4-6 Resident Classroom-based and Resident Nonclassroom-based ADA was not properly calculated due to the summary used to prepare the Annual Report of Attendance having clerical errors.

It was recommended that District should review the summarization of attendance to ensure ADA is properly reported prior to report submission to its County Office and CDE

#### **Current Status**

Implemented

District Explanation if Not Implemented

Not Applicable

### Kingsburg Elementary Charter School District Board Agenda Item

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

- 1. Agenda Item: Prop 28 Site Plans 2023-24 allocation
- 2. Agenda Item Category:

**Consent Agenda** 

Action Item
 Presentation
 Public Hearing
 Closed Session

#### 3. Submitted By: Bobby Rodriguez, Assistant Superintendent, Business Services

#### 4. Attachments:

Not Applicable

✓ To Be Enclosed with Board Packets \*Overnight trip requests require itinerary, location, dates and flyer to be

"Overnight trip requests require itinerary, location, dates and i submitted to the Board

#### 5. Purpose:

To approve the spending plans for the Prop 28, 2023-24 school allocations for our school sites. The District needs approval prior to any spending from this resource. Prop 28 was approved by CA voters to provide resources to Arts and Music programs in schools. We have 3 years to spend each allocation.

#### 6. Financial Impact:

Total - \$366,400 (Washington - \$47,492 / Roosevelt - \$38,153 / Lincoln - \$70,138 / Reagan - \$104,973 / Rafer Johnson Jr. High School - \$72,919 / CVHS - \$22,204 / ICDS - \$1,134 / CSPP - \$9,387)

7. Funding Source: Resource 67700

#### 8. District Goals This Item Will Meet:

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Washington Elementary	Bobby Rodriguez	brodriguez@kesd.org
	Assistant Superintendent, BS	559-897-2331

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### Other Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap
Expanded Learning Opportunities Program (ELOP) Plan Guide	https://www.kesd.org/state-and-federal/expanded-learning-
	opportunities-program-plan

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

\$47,492

Plan Section	Total Planned AMIM
Music	\$40,000
Arts	\$5,000
After School Experiences	\$2,492

#### Total Prop 28 funds included in this plan

#### \$47,492

#### Music

A description of how the LEA will use funds for arts and music education.

#### Total AMIM funds being used for music education

#### \$40,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Performing Arts	Students who regularly participate in enrichment programs show increases in student achievement and higher self-esteem. Performing Arts allows students to learn how to express their mental health in a healthy way. It provides all students an opportunity to shine in their own way. Materials, lighting, video, sound, costumes, and stage equipment allows for the programs to be successful.	\$40,000

#### Arts

A description of how the LEA will use funds for Arts educational programs.

#### Total Prop 28 funds being used for Arts educational programs

\$5,000

Plan Alignment (if	Action Title	Action Description	Planned Prop 28
applicable)			Funded Expenditures

LCAP, Goal 2, Action 8	Arts	Students who regularly participate in enrichment	\$5,000
	Supplies/Experiences	programs often surpass their peers in academic	
		performance. The LEA may purchase arts	
		supplies for each grade level to provide needed	
		instruction. They may also use this money to	
		bring in a guest artist who may instruct students.	

After School Experiences A description of how the LEA will use the remaining Prop 28 funds.

#### Total Prop 28 funds being used to implement actions

\$2,492

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
ELOP, Goal 2, Active and Engaged Learning	After School Experiences	Students who regularly participate in after-school programs show increases in student achievement and higher self-esteem. The LEA will provide after school experiences: drum circles, dance groups, other string instrument experiences to provide students with other experiences not offered during the regular school day.	\$2,492

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Roosevelt Elementary	Bobby Rodriguez	brodriguez@kesd.org
	Assistant Superintendent, BS	559-897-2331

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### Other Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap
Expanded Learning Opportunities Program (ELOP) Plan Guide	https://www.kesd.org/state-and-federal/expanded-learning-
	opportunities-program-plan

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

#### \$38,153

Plan Section	Total Planned AMIM
Music	\$30,000
Arts	\$5,000
After School Experiences	\$3,153

#### Total Prop 28 funds included in this plan

\$38,153

#### Music

A description of how the LEA will use funds for arts and music education.

#### Total AMIM funds being used for music education

#### \$30,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Performing Arts	Students who regularly participate in enrichment programs show increases in student achievement and higher self-esteem. Performing Arts allows students to learn how to express their mental health in a healthy way. It provides all students an opportunity to shine in their own way. Materials, lighting, video, sound, costumes, and stage equipment allows for the programs to be successful.	\$30,000

#### Arts

A description of how the LEA will use funds for Arts educational programs.

#### Total Prop 28 funds being used for Arts educational programs

\$5,000
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Plan Alignment (if	Action Title	Action Description	Planned Prop 28
applicable)			Funded Expenditures

LCAP, Goal 2, Action 8	Arts	Students who regularly participate in enrichment	\$5,000
	Supplies/Experiences	programs often surpass their peers in academic	
		performance. The LEA may purchase arts	
		supplies for instruction. They may also use this	
		money to bring in a guest artist who may instruct	
		students.	

17

After School Experiences A description of how the LEA will use the remaining Prop 28 funds.

### Total Prop 28 funds being used to implement actions

\$3,153

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
ELOP, Goal 2, Active and Engaged Learning	After School Experiences	Students who regularly participate in after-school programs show increases in student achievement and higher self-esteem. The LEA will provide after school experiences: drum circles, dance groups, other string instrument experiences to provide students with other experiences not offered during the regular school day.	\$3,153

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lincoln Elementary	Bobby Rodriguez	brodriguez@kesd.org
	Assistant Superintendent, BS	559-897-2331

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### **Other Plans Referenced in this Plan**

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap
Expanded Learning Opportunities Program (ELOP) Plan Guide	https://www.kesd.org/state-and-federal/expanded-learning-
	opportunities-program-plan

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

\$70,138

Plan Section	Total Planned AMIM
Music	\$56,000
Arts	\$9,000
After School Experiences	\$5,138

#### Arts

A description of how the LEA will use funds for Arts educational programs.

#### Total Prop 28 funds being used for Arts educational programs

\$13,000	
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Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Arts Supplies/Experiences	Students who regularly participate in enrichment programs often surpass their peers in academic performance. The LEA may purchase arts supplies for each grade level to provide needed instruction. They may also use this money to bring in a guest artist who may instruct students.	\$13,000

After School Experiences A description of how the LEA will use the remaining Prop 28 funds.

#### Total Prop 28 funds being used to implement actions

\$7.	138	
P1.	130	

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
ELOP, Goal 2, Active	After School	Students who regularly participate in after-school	\$7,138
and Engaged Learning	Experiences	programs show increases in student achievement	
		and higher self-esteem. The LEA will provide	
		after school experiences: drum circles, dance	
		groups, other string instrument experiences to	
		provide students with other experiences not	
		offered during the regular school day.	

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	
Ronald Reagan Elementary	Bobby Rodriguez	brodriguez@kesd.org	
	Assistant Superintendent, BS	559-897-2331	

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### **Other Plans Referenced in this Plan**

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap
Expanded Learning Opportunities Program (ELOP) Plan Guide	https://www.kesd.org/state-and-federal/expanded-learning-
	opportunities-program-plan

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

#### \$104,973

Plan Section	Total Planned AMIM	
Music	\$60,000	
Arts	\$30,000	
After School Experiences	\$14,973	

#### Total Prop 28 funds included in this plan

\$104,973

#### Music

A description of how the LEA will use funds for arts and music education,

#### Total AMIM funds being used for music education

#### \$60,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Music Materials	Students who regularly participate in enrichment programs often surpass their peers in academic performance. Band and Choir contribute to increased student achievement and increased self- esteem. Additional instruments, music, speakers, extra work agreements, trips, etc. allows for the programs to grow and succeed.	\$40,000
LCAP, Goal 2, Action 8	Performing Arts	Students who regularly participate in after-school programs show increases in student achievement and higher self-esteem. Performing Arts allows students to learn how to express their mental health in a healthy way. It provides all students an opportunity to shine in their own way. Materials, lighting, video, costumes, and stage equipment allows for the programs to be successful.	\$10,000
LCAP, Goal 2, Action 8	Guest Performers	Students who regularly participate in enrichment programs often surpass their peers in academic performance. The LEA may use this money to bring in a guest performer to demonstrate mastery	\$10,000

	to students who are currently in our music	
	programs.	

#### Arts

A description of how the LEA will use funds for Arts educational programs.

#### Total Prop 28 funds being used for Arts educational programs

#### \$30,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Arts Supplies/Experiences	Students who regularly participate in enrichment programs often surpass their peers in academic performance. The LEA may purchase arts supplies for each grade level to provide needed instruction. They may also use this money to bring in a guest artist who may instruct students.	\$30,000

#### **After School Experiences**

A description of how the LEA will use the remaining Prop 28 funds.

#### Total Prop 28 funds being used to implement actions

#### \$14,973

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
ELOP, Goal 2, Active	After School	Students who regularly participate in after-school	\$14,973
and Engaged Learning	Experiences	programs show increases in student achievement	
		and higher self-esteem. The LEA will provide	

after school experiences: drum circles, dance
groups, other string instrument experiences to
provide students with other experiences not
offered during the regular school day.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rafer Johnson Jr. High School	Bobby Rodriguez	brodriguez@kesd.org
	Assistant Superintendent, BS	559-897-2331

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### **Other Plans Referenced in this Plan**

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap
Expanded Learning Opportunities Program (ELOP) Plan Guide	https://www.kesd.org/state-and-federal/expanded-learning-
	opportunities-program-plan

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

\$72,919

Plan Section	Total Planned AMIM
Music	\$45,000
Arts	\$20,000
After School Experiences	\$7,919

#### Total Prop 28 funds included in this plan

\$72,919

#### Music

A description of how the LEA will use funds for arts and music education.

#### Total AMIM funds being used for music education

\$45.	000
<b>ΦHJ</b> .	000

Plan Alignment (if	Action Title	Action Description	Planned Prop 28
applicable)			Funded Expenditures
LCAP, Goal 2, Action 8	Music Materials	Students who regularly participate in enrichment	\$28,000
		programs often surpass their peers in academic	
		performance. Band and Choir contribute to	
		increased student achievement and increased self-	
		esteem. Additional instruments, music, speakers,	
		extra work agreements, etc. allows for the	
		programs to grow and succeed.	
LCAP, Goal 2, Action 8	Performing Arts	Students who regularly participate in after-school	\$9,000
		programs show increases in student achievement	
		and higher self-esteem. Performing Arts allows	
		students to learn how to express their mental	
		health in a healthy way. It provides all students an	
		opportunity to shine in their own way. Materials,	
		lighting, video, costumes, and stage equipment	
		allows for the programs to be successful.	
LCAP, Goal 2, Action 8	Music Experiences	Students who regularly participate in enrichment	\$8,000
	_	programs often surpass their peers in academic	
		performance. The LEA may use this money to	
		send their students to perform and/or experience a	

performance related to their musical path. This	
would allow for entrance fees, transportation, etc.	

#### Arts

A description of how the LEA will use funds for Arts educational programs.

#### Total Prop 28 funds being used for Arts educational programs

#### \$20,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Arts Electives	Students who regularly participate in enrichment programs often surpass their peers in academic performance. Students participating in Art, 3D printing, CTE Woodshop, Broadcasting will be able to purchase supplies for their respective programs to enhance the educational experience.	\$20,000

#### **After School Experiences**

A description of how the LEA will use the remaining Prop 28 funds.

#### Total Prop 28 funds being used to implement actions

\$7,919

Plan Alignment (if	Action Title	Action Description	Planned Prop 28
applicable)			Funded Expenditures
ELOP, Goal 2, Active	After School	Students who regularly participate in after-school	\$7,919
and Engaged Learning	Experiences	programs show increases in student achievement	
		and higher self-esteem. The LEA will provide	

after school experiences: drum circles, dance
groups, other string instrument experiences to
provide students with other experiences not
offered during the regular school day.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Valley Home School	Bobby Rodriguez	brodriguez@kesd.org
	Assistant Superintendent, BS	559-897-2331

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### Other Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

\$22,204

Plan Section	Total Planned AMIM
Music	\$10,204
Arts	\$12,000

#### Total Prop 28 funds included in this plan

\$22,204

#### Music

A description of how the LEA will use funds for arts and music education.

#### Total AMIM funds being used for music education

\$10,204

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Music Education	Students who regularly participate in enrichment programs show increases in student achievement and higher self-esteem. Music instruction through extra work agreements, instruments, music, may be purchased.	\$4,000
LCAP, Goal 2, Action 8	Performing Arts	programs show increases in student achievement and higher self-esteem. Performing Arts allows students to learn how to express their mental health in a healthy way. It provides all students an opportunity to shine in their own way. Materials, guest instructors, dance groups, etc. may be purchased with this allocation.	6,204

#### Arts

A description of how the LEA will use funds for Arts educational programs.

#### Total Prop 28 funds being used for Arts educational programs

\$12,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Arts	Students who regularly participate in enrichment	\$12,000
	Supplies/Experiences	programs often surpass their peers in academic	

performance. The LEA may purchase arts
supplies needed for instruction. They may also
use this money to bring in a guest artist who may
instruct students.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Island Community Day School	Bobby Rodriguez	brodriguez@kesd.org
	Assistant Superintendent, BS	559-897-2331

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### Other Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

\$1,134

Plan Section	Total Planned AMIM
Arts	\$1,134

#### Total Prop 28 funds included in this plan

\$1,134

#### Arts

A description of how the LEA will use funds for Arts educational programs.

### Total Prop 28 funds being used for Arts educational programs

\$1,134

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Arts Supplies/Experiences	Students who regularly participate in enrichment programs often surpass their peers in academic performance. The LEA may purchase arts supplies needed for instruction.	\$1,134

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Washington Preschool (CSPP)	Bobby Rodriguez	brodriguez@kesd.org
	Assistant Superintendent, BS	559-897-2331

School Districts, collectively known as LEAs, that receive Prop 28 – Arts and Music in Schools funds are required to develop a plan for how they will use their allocations.

#### **Other Plans Referenced in this Plan**

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://www.kesd.org/lcap

#### **Summary of Planned AMIM Expenditures**

Below is a summary of the Arts, Music, and Instructional Materials Discretionary Block Grant funds received by the LEA and how the LEA intends to expend these funds.

#### Total Prop 28 funds received by the LEA

\$9,387

Plan Section	Total Planned AMIM
Music	\$3,000
Arts	\$6,387

#### Total Prop 28 funds included in this plan

\$9,387

#### Music

A description of how the LEA will use funds for arts and music education.

#### Total AMIM funds being used for music education

\$2.000		
J \$3,000		

Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Music Education	Students who regularly participate in enrichment programs show increases in student achievement and higher self-esteem. Music instruction through instruments, music, etc. may be purchased.	\$3,000

#### Arts

A description of how the LEA will use funds for Arts educational programs.

#### Total Prop 28 funds being used for Arts educational programs

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Plan Alignment (if applicable)	Action Title	Action Description	Planned Prop 28 Funded Expenditures
LCAP, Goal 2, Action 8	Arts Supplies/Experiences	Students who regularly participate in enrichment programs often surpass their peers in academic performance. The LEA may purchase arts supplies needed for instruction. They may also use this money to bring in a guest artist who may instruct students.	\$6,387

### Kingsburg Elementary Charter School District Board Agenda Item

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

- 1. Agenda Item: E-Rate 2025-26
- 2. Agenda Item Category:

Consent Agenda

Action Item
 Presentation
 Public Hearing
 Closed Session

#### 3. Submitted By: Bobby Rodriguez, Assistant Superintendent, Business Services

#### 4. Attachments:

Not Applicable

- To Be Enclosed with Board Packets
  - \*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

#### 5. Purpose:

To approve the E-Rate vendors beginning with the 2025-26 school year. E-Rate is a program that provides discounts to schools and libraries to help afford telecommunications and internet services. T-Mobile for Hotspots & Service; CDWG for Wireless Access Points; AT&T for 1Gbps Connection & 1Gbps Wide Area Network Services

#### 6. Financial Impact:

T-Mobile - 100 Hotspots & Service (year 1 - \$4,310.35 / year 2 and beyond - \$3,208.80)

CDWG - 174 Wireless Access Points - \$30,132.27

AT&T - 1Gbps Connection & 1 Gbps Wide Area Network Services - \$8,195.52 \*Pricing is after the E-Rate discount has been applied

7. Funding Source:

General Fund

#### 8. District Goals This Item Will Meet:

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

Tuesday, July 1, 2025

Robert Morales Account Executive. K-12 Education

### T-MOBILE FOR EDUCATION

# T

Tuesday, July 1, 2025

Jason Wood

1310 STROUD AVE KINGSBURG, CA 93631-1000

Dear Mr. Wood,

We are pleased to submit our proposal for E-Rate services for the funding year 2025-2026. As a trusted provider of innovative technology solutions, we are committed to delivering high-quality, reliable, and affordable school connectivity services.

In alignment with E-Rate funding requirements, we have carefully structured our proposal for:

- Cost-Effectiveness our services are competitively priced, providing maximum value and flexible options, including 'bring your own device' (BYOD) solutions to support your current and future needs, ensuring sustainability and scalability.
- Connectivity we bring extensive experience in delivering reliable and secure network connectivity, whether on a bus or fixed wireless in your closet; we tailor to your specific needs.
- Support we support educational institutions nationwide and are ready to provide the implementation, maintenance, and help you require.
- Commitment to digital equity we are committed to bridging the digital divide by providing students and underserved communities with reliable internet connectivity.

You will find details in this proposal to help support your operations and mission through the E-Rate program, and we look forward to supporting your efforts to improve student and staff engagement with technology, reduce your risk profile, and increase digital literacy.

Sincerely,

Robert Morales Account Executive, K-12 Education 949-295-3556 Robert.Morales178@T-Mobile.com

### **T** Mobile

12920 SE 38<sup>th</sup> Street, Bellevue, WA 98006 www.t-mobile.com

# CONTENTS

Empowering students with reliable network connectivity Network reliability for connected learning Empower students with reliable connectivity Dependable support from your dedicated team
Empower students with reliable connectivity
•
Dependable support from your dedicated team
Hassle-free wireless set up
Pricing
Terms and Conditions



# Empowering students with reliable network connectivity

In today's digital age, reliable internet connectivity is vital for every student's academic success and holistic development. With technology playing a growing role in every aspect of education, it is crucial to provide solutions that ensure students remain connected, both on and off-campus.

We understand the challenges schools face in connecting students to their digital education tools. We are committed to supporting your institution in overcoming these challenges through comprehensive solutions, such as:

- Fixed Wireless 5G Internet: Robust and reliable internet access to support digital learning and administrative functions.
- Wi-Fi on school buses: Connection for students during their commute, turning travel time into productive learning time.
- Hotspot checkout program: Portable internet access for students and staff, ensuring connectivity beyond the school premises.

To help you subsidize your connectivity costs, we designed these solutions to adhere to FCC standards, making them E-Rate eligible. We are proud to be a trusted provider in this program, with experience working with thousands of schools nationwide to help better connect students.

#### Apply for E-Rate funding

The federal E-Rate program helps schools and libraries receive funding for eligible equipment and connectivity services, and we can serve as your service provider for E-Rate. You can enter our Service Provider Identification Number (SPIN) on your application to use us as your E-Rate service provider.

#### **T-Mobile SPIN numbers**

For U.S. locations (except Puerto Rico): **143026181** For Puerto Rico: **143029059** 

Though you can list us as your provider, the Universal Service Administration Company (USAC) will be the one to determine the level of funding available to you. Visit the USAC <u>website</u> to learn more. You can also contact our E-Rate team at <u>eRate@T-Mobile.com</u> or visit <u>our website</u>.



### Network reliability for connected learning

The digital divide starts with a connectivity gap. Many of us are more connected today than ever before. Yet others, including many of your students, lack access to reliable or affordable connectivity.



Needs like these are why we built the nation's largest 5G network, to meet your students where they are and help you transform your education experience. We are confident that our solutions will help you enhance digital learning and ensure **equitable technology access for all students**. Our team is dedicated to working closely with you to tailor our services to your requirements, provide ongoing support, and deliver your connectivity with America's leading 5G network.

#### Spectrum is the fuel that drives 5G capabilities

The T-Mobile network is ready to support your innovative learning programs, by utilizing multiple spectrum bands to achieve both the breadth and depth of service you need today and in the future.

- High-band mmWave (>24 GHz) High capacity, ultrafast but limited range. Used for dense environments and private networking.
- Mid-band (1-6 GHz) Enhanced 5G speeds for metro areas. Critical for high bandwidth applications, both fixed and mobile.
- Low-band (<1 GHz) Coverage for wide-open spaces and rural areas. Essential for high mobility field applications and IoT sensing.

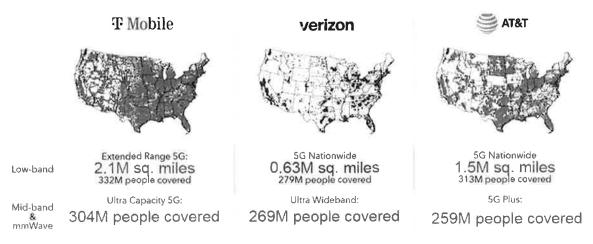


A great 5G network requires all spectrum bands



#### E-Rate Solutions

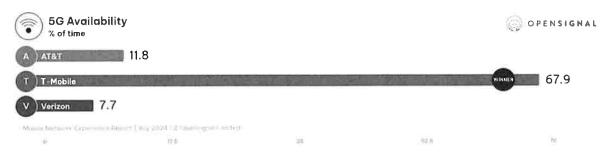
We cover 98 percent of all Americans with 5G and 99 percent with 4G LTE, providing connectivity wherever your student body lives. We have a clear and demonstrable lead in 5G compared to other network providers.



5G Network coverage comparison

Plus, we cover **95.4 percent** of highway miles in America, making us the largest carrier to provide the most 5G coverage on America's major roads. This coverage ensures that whether students are on a school bus or being driven to and from school, they can count on 5G coverage for their ride.

And because our 5G network is America's largest and fastest, your downloads, uploads, video calls, and other data-intensive processing work better. That means you can experience reliable connectivity on campus, in your communities, and in your staff and students' homes, even in rural and other areas poorly served by legacy wired connectivity.



\*Opensignal Awards: USA: Mobile Network Experience report July 2024, based on independent analysis of mobile measurements recorded during the period March 1 – May 29, 2024. © 2024 Opensignal Limited. See 5G device, coverage, & access details at T-Mobile.com.

When you partner with us, you experience the right network coverage and speed to unlock new solutions and ensure student success, as well as the power to connect other solutions—like real-time video, sensors, and security features—that once required major investment in equipment and infrastructure.



### **Empower students with reliable connectivity**

Reliable home internet is an essential part of any student's educational success. A hotspot checkout program can help ensure they have this reliable home connection.

**The idea is simple**: We equip your school with Wi-Fi hotspot devices for students to check out whenever needed, giving them internet access via our network. The FCC recently approved **Wi-Fi hotspot service and devices for E-Rate funding**.

#### Hotspot monthly service plan features

Our hotspot plan offers your students a variety of benefits.



**Messaging** on our 5G & 4G LTE network



Unlimited high-speed mobile hotspot data, where available



**Optimized video streaming** at 480p

**Education-grade web content filter and malware blocking** to control the internet content accessible to your students and **optional content-blocking feature** that can protect your students from commercial content like text collection services all at \$0 cost

#### UNLIMITED HOTSPOT PRICING



PER LINE PER MONTH

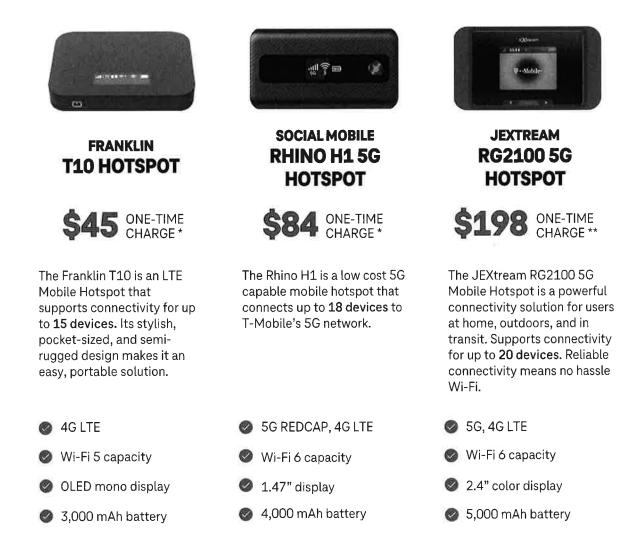
**Government E-Rate Library Hotspot Line(s) Usage.** Consistent with FCC rules governing the E-Rate Hotspot Check-Out Program, T-Mobile, at least once every 31 days, shall determine whether any lines of service activated under the Government E-Rate Library Hotspot plan have zero data usage in the prior sixty (60) days, and will provide notice to the Customer of those identified lines within five (5) business days of T-Mobile's determination. Customer acknowledges that should these identified lines show no data usage for ninety (90) days, T-Mobile shall discontinue service to such lines.



E-Rate Solutions

#### **Hotspot device options**

If you have hotspot devices you'd like to use for the program, you can bring your own and we will set up service on compatible devices. We also offer devices for purchase as a "One-Time Equipment Charge" on your T-Mobile bill. This charge will generally appear within 1-2 billing cycles after your order is shipped, which is then **eligible for up to \$90 of reimbursement** through E-Rate. We are offering three devices to choose from depending on your needs. We've highlighted the differences below to help you decide.



\* Note: The Social Mobile Rhino H1 5G Mobile Hotspot is currently unavailable. T-Mobile anticipates that the Social Mobile Rhino H1 5G Mobile Rhino Rhin

\*\*Note: Subject to availability and the Terms and Conditions of T-Mobile's bid response below concerning EOL devices, T-Mobile may offer the Customer a similar or like device at T-Mobile's discretion if the JEXtream RG2100 reaches EOL at the same or better cost,

Please see the customized price quote for additional details.



# Dependable support from your dedicated team

We offer a few ways to get you the help you need, including options that can support you **24 hours** a day, **7 days** a week, at no additional cost.

As our partner, you get the following dedicated account team before, during, and after implementation.



Kirt Browning Account Executive 559-699-0520 Kirt.Browning5@T-Mobile.com Robert Morales K-12 Account Executive 949-295-3556 Robert.Morales178@T-Mobile.com Dr. Angela Hemingway K-12 Senior Manager 208-921-4535 Angela.Hemingway3@T-Mobile.com

Your account team works to ensure you always get the most out of our relationship.



If you have urgent questions or issues after hours, you get access to T-Mobile's awardwinning team of customer support and technical experts who can help at all hours of the day.

You can reach them 24/7 at 1-800-375-1126.

# Hassle-free wireless set up

Implementing new systems and technology across your schools can be complex, straining resources that can instead be used to help your students thrive.

We make it easier by offering no-cost implementation services to ensure your new solutions are set up to operate safely and securely, freeing you to concentrate on what you do best.

Integrating your wireless solution begins when we assign an Implementation Manager (IM) to your project. This dedicated IM will work with you to develop a plan and monitor progress to ensure everything is connected and functioning properly. Our implementation process includes five easy steps.



Our implementation team connects students to their new devices, ensuring a seamless switch.



Plan

Collaborate to create detailed roadmaps for every device, app, and solution





Port, unlock, transfer, and activate devices. Train teams one-toone, virtual, or on-site

Inspect

Quality of implementationcustomer satisfaction with outcome



Warm hand-off from dedicated

from dedicated Implementation Manager to dedicated Business Care team



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T-Mobile's charges are estimates and do not include the applicable Taxes and Fees. Taxes and Fees are subject to state jurisdiction and regulatory guidelines

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# **TERMS AND CONDITIONS**

T-Mobile wireless services and equipment/installation charges will be billed to the Customer by T-Mobile and will be governed by (i) a separate T-Mobile wireless services master agreement, (ii) a T-Mobile E-Rate Agreement (to be provided to and executed by Customer and T-Mobile), and (iii) the terms and conditions of T-Mobile's E-Rate Addendum, which can be found at: <a href="https://www.t-mobile.com/business/terms-and-conditions">https://www.t-mobile.com/business/terms-and-conditions</a>. This bid and T-Mobile's E-Rate Addendum, which can be found at: <a href="https://www.t-mobile.com/business/terms-and-conditions">https://www.t-mobile.com/business/terms-and-conditions</a>. This bid and T-Mobile's provision of the services is contingent upon (i) T-Mobile performing a network assessment to identify T-Mobile's network coverage availability with respect to any potential services and (ii) Customer and T-Mobile executing the E-Rate Agreement. T-Mobile is not the manufacturer of equipment provided to Customer and is not in a position to offer its own independent warranties on such equipment. T-Mobile will offer Customer the benefit of all representations, warranties and indemnities from the manufacturer to the extent allowed by contract. If applicable to Customer's order, T-Mobile or its agents will install according to the manufacturer's specifications.

Customer acknowledges that: (i) USAC will only commit E-Rate funding one E-Rate funding year at a time, and funding for future years of an E-Rate Agreement (if any) are not guaranteed; (ii) during the term of an E-Rate Agreement, Customer, and the products and services sought, must be eligible for E-Rate support for each individual year of the E-Rate Agreement term; and (iii) unless otherwise specified by E-Rate Program rules, eligibility reimbursement for equipment will only be supported by USAC once every five (5) years, and therefore Customer will not be able to seek E-Rate support for replacement equipment until five (5) years from date Customer received or had the original equipment installed (whichever is later).

Note that wireless devices offered may not be available at the time of proposed installation/activation. Our manufacturers are continually working on upgraded models of current phones as technology and customer needs evolve. Generally, manufacturers discontinue manufacturing a particular model when an upgraded model is available, and T-Mobile will offer the upgraded model (or a like or similar device) at T-Mobile's discretion. Discontinued End-of-Life ("EOL") models will continue to function as before. T-Mobile may maintain a limited inventory of EOL devices but will no longer offer that device when production ceases and inventory is exhausted. We also phase out active marketing of a device model well before inventory depletion to avoid the potential of unfilled orders.

T-Mobile pricing does not include applicable taxes, fees, and/or surcharges. Any line-item for taxes and/or surcharges is an estimate only. Federal, state, and local tax law are subject to change at all times. The applicability of current taxes, fees, and surcharges as well as additional taxes, fees, and surcharges may change without advance notice. T-Mobile will honor any applicable tax exemption(s) submitted by Customer.

**Government Mobile Wireless Unlimited High-Speed Internet (School Bus Router Plan).** Not available in all areas; Limited time offer; subject to change. Intended for support of Wi-Fi, or other similar access point technologies, on school buses. During congestion, customers on this plan may notice speeds lower than other customers due to data prioritization. Plus, taxes & fees: Monthly Regulatory Programs (RPF) & Telco Recovery Fee (TRF) totaling \$1.40 per data only line (\$0.12 for RPF & \$1.28 for TRF) apply. RPF and TRF subject to change upon notice; taxes/fees approx. 3-12% of bill. Credit approval required. Video streams optimized to share up to 2.5Mbps of available bandwidth. Optimization may affect speed of video downloads; does not apply to video uploads. For best performance, leave any video streaming applications at their default resolution setting. Not compatible with some live TV streaming services. Coverage not available in some areas. Network Management: Service may be slowed, suspended, terminated, or restricted for misuse, abnormal use, interference with our network or ability to provide quality service to other users. See contract for additional information.

Terms and conditions of T-Mobile's E-Rate Addendum apply to E-Rate participants. T-Mobile's E-Rate Addendum may be found at: <u>https://www.t-mobile.com/business/terms-and-conditions.</u> Customer execution of E-Rate Addendum document may be required by T-Mobile.

**Government E-Rate Library Hotspot Line(s) Usage**. Consistent with FCC rules governing the E-Rate Hotspot Check-Out Program, T-Mobile, at least once every 31 days, shall determine whether any lines of service activated under the Government E-Rate Library Hotspot Plan have zero data usage in the prior sixty (60) days, and will provide notice to the Customer of those identified lines within five (5) business days of T-Mobile's determination. Customer acknowledges that should these identified lines show no data usage for ninety (90) days, T-Mobile shall discontinue service to such lines.

**E-Rate Program:** Customer must comply with all E-Rate rules as established by the Federal Communications Commission ("FCC"). Customer agrees that only one source of third-party funding (including any government funding) will be obtained and used to pay for each charge incurred under the agreement with T-Mobile (e.g., E-Rate, Emergency Connectivity Fund, or local, state, or federal grant, or other). Before activating T-Mobile service, T-Mobile may require Customer to provide documentation demonstrating financial sufficiency to ensure Customer's ability to pay all fees and charges incurred. E-Rate funding requests are subject to approval by the Universal Service Administrative Company ("USAC" or the "Administrator") and may be delayed, denied, or curtailed at USAC's discretion. Customer is responsible for all charges related to any ineligible services or services obtained not contained in the description of the service commitment request or decision. Until USAC has issued a funding commitment, Customer agrees to pay the balance in full as billed by T-Mobile. Customer must elect Service Provider Invoicing to be billed only the non-discounted portion. Account credits applied may be estimates subject to true-up in a later billing period. Customer is responsible for all charges incurred until and unless E-Rate funding is approved and disbursed, at which time Customer will remain responsible for all ineligible services, feature charges, and any other amounts unfunded by E-Rate, including equipment. For more information about E-Rate, please refer to USAC's website at: <a href="https://www.usac.org/e-rate/aoplicant-process/">https://www.usac.org/e-rate/aoplicant-process/</a>.

#### **Terms and Conditions**

This T-Mobile Quote is subject to the terms and conditions of your service agreement with T-Mobile ("Service Agreement"). Additionally, Customer's use of T-Mobile Products or Services may be subject to additional terms and conditions which may include, but are not limited to, the following: (i) T-Mobile's pricing disclaimers included in the applicable Service Agreement price list and/or catalog, (ii) T-Mobile's Wireless Services Product Annex, TFG Terms and Conditions, and other applicable third-party solution product addendums ("Product Addendums"), as posted at https://www.t-mobile.com/business/terms-and-conditions.Additionally, since T-Mobile is not a manufacturer of products, and certain products and services being offreed are developed and owned by third party terms at point of sale or upon login to the third party application.

T-Mobile's charges are estimates and do not include the applicable taxes, fees, and/or surcharges. Any line-item for taxes and/or surcharges in the quote above is an estimate only. Federal, state, and local tax taw are subject to change at all times. The applicability of current taxes, fees, and surcharges as well as additional taxes, fees, and surcharges may change without advance notice. T-Mobile will honor any applicable tax exemption(s) submitted by Customer.

The pricing contained in this T-Mobile Quote and any subsequent contract award shall be considered T-Mobile confidential and proprietary information, Customer will provide T-Mobile with prompt notice of any FOIA/sunshine/open records (or equivalent) requests or intended disclosures, and an appropriate opportunity to seek protection of T-Mobile confidential information under applicable law.

This Quote is intended to provide approximate information about T-Mobile Products and Services and does not constitute an offer/binding contract. Only a fully executed agreement or issuance of a mutually agreed upon purchase order (or equivalent) pursuant to an existing Service Agreement between T-Mobile and the Customer, which contains the terms and conditions of the transaction, will bind both parties. Addition of customer-imposed terms and conditions may impact pricing. Additional taxes, fees and other charges may apply. The estimate provided in this Quote is subject to change at any time and other conditions may apply. Certain pricing and promotions offered may have applicable expiration dates, limited availability and service term requirements.

Government Mobile Wireless Unlimited High-Speed Internet (School Bus Router Plan). Not available in all areas; Limited time offer; subject to change, Intended for support of Wi-Fi, or other similar access point technologies, on school buses. During congestion, customers on this plan may notice speeds lower than other customers due to data prioritization. Plus taxes & fees: Monithly Regulatory Programs (RPF) & Telco Recovery Fee (TRF) totaling \$1.40 per data only line (\$0.12 for RPF & \$1.26 for TRF) apply. RPF and TRF subject to change upon notice; taxes/fees approx. 3-122% of bill. Credit approval required, Video streaming resolution depends on available speeds. For best performance, leave video streaming applications at their default resolution setting. Not compatible with some live TV streaming services. Coverage not available in some areas. Network Management: Service to other users. See contract for additional information.

Terms and conditions of T-Mobile's E-Rate Addendum apply to E-Rate participants; T-Mobile's E-Rate Addendum may be found at: https://www.t-mobile.com/business/terms-and-conditions. Customer execution of E-Rate Addendum document may be required by T-Mobile.

Government Erate Library Hotspot Line(s) Usage. Consistent with FCC rules governing the E-Rate Hotspot Check-Out Program, T-Mobile, at least once every 31 days, shall determine whether any lines of service activated under Government Erate Library Hotspot Plan have zero data usage in the prior sixty (60) days, and will provide notice to the Customer of those identified lines within five (5) business days of T-Mobile's determination. Customer acknowledges that should these identified lines show no data usage for minety (90) days, T-Mobile shall discontinue service to such lines.

#### E-Rate Terms and Conditions

T-Mobile wireless services and equipment/installation charges will be billed to the Customer by T-Mobile and will be governed by (i) a separate T-Mobile wireless services master agreement, (ii) a T-Mobile E-Rate Agreement (to be provided to and executed by Customer and T-Mobile), and (iii) the terms and conditions of T-Mobile's E-Rate Addendum, which can be found at https://www.t-mobile.com/business/terms-and-conditions. This bid and T-Mobile's provision of the services is contingent upon (i) T-Mobile berforming a network assessment to identify T-Mobile's network coverage availability with respect to any potential services and (ii) Customer and T-Mobile e-Rate Agreement. T-Mobile is not the manufacturer of equipment provided to Customer and is not in a position to offer its own independent waranties on such equipment. T-Mobile will offer Customer the benefit of all representations, warranties and indemnities from the manufacturer to the extent allowed by contract. If applicable to Customer's order, T-Mobile will install the equipment according to the manufacturer's specifications.

Customer acknowledges that: (i) USAC will only commit E-Rate funding one E-Rate funding gear at a time, and funding for future years of an E-Rate Agreement (if any) are not guaranteed; (ii) during the term of an E-Rate Agreement, Customer, and the products and services sought, must be eligible for E-Rate support for each individual year of the E-Rate Agreement term; and (iii) unless otherwise specified by E-Rate Program rules, eligibility reimbursement for equipment will only be supported by USAC once every five (5) years, and therefore Customer will not be able to seek E-Rate support for replacement equipment until five (5) years from date Customer received or had the original equipment installed (whichever is later).

Note that wireless devices offered may not be available at the time of proposed installation/activation. Our manufacturers are continually working on upgraded models of current phones as technology and customer needs evolve. Generally, manufacturers discontinue manufacturing a particular model when an upgraded model is available, and T-Mobile will offer the upgraded model (or a like or similar device) at T-Mobile's discretion. Discontinued End-of-Life ("EOL") models will continue to function as before. T-Mobile may maintain a limited inventory of EOL devices but will no longer offer that device when production ceases and inventory is exhausted. We also phase out active marketing of a device model well before inventory depiction to avoid the potential of unfiled orders.

E-Rate Program: Customer must comply with all E-Rate rules as established by the Federal Communications Commission ("FCC"). Customer agrees that only one source of third-party funding (including any government funding) will be obtained and used to pay for each charge incurred under the agreement with T-Mobile (e.g., E-Rate, Emergency Connectivity Fund, or local, state, or federal grant, or other). Before activating T-Mobile service, T-Mobile may require Customer to provide documentation demonstrating financial sufficiency to ensure Customer's ability to pay all fees and charges incurred, E-Rate funding requests are subject to approval by the Universal Service Administrative Company ("USAC" or the "Administrator") and may be delayed, denied, or curtailed at USAC's discretion. Customer is responsible for all charges related to any ineligible service rowider new intercess obtained not contained in the description of the service committenent request or decision. Until USAC has issued a funding committenent, Customer is responsible for all charges related to trueup in a later billing period. Customer is responsible for all unas SE-Rate funding is approved and disbursed, at which time Customer will remain responsible services, feature charges, and any other amounts unfunded by E-Rate, including equipment. For more information about E-Rate, please refer to USAC's website at: https://www.usac.org/e-rate/applicant-process/.



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

# **QUOTE CONFIRMATION**

### JASON WOOD,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. <u>If</u> you are an eProcurement or single sign on customer, please log into your system to access the CDW site. You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

This quote is subject to CDW's Third Party Cloud Services Order Form Terms and Conditions set forth at

https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-ter ms-and-conditions-.html

# **Convert Quote to Order**

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PGBB129	12/19/2024	ERATE - RUCKUS RAFER JOHNSON	0664236	\$30,305.44

**IMPORTANT - PLEASE READ** 

**Special Instructions:** Rafer Johnson Junior High (BEN 107374)

10/3/4)				

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Ruckus R670 Wi-Fi 7 Tri-Band Wireless Access Point Mfg. Part#: 901-R670-US00 Contract: Standard Pricing	35	7753728	\$661.50	\$23,152.50
Ruckus Cloud Bundle - subscription license (5 years) + 5 Years Support - 1 Mfg. Part#: CLD-BNDL-SZWA-EDU5	35	6805779	\$145.00	\$5,075.00
Years Support - 1	35	6805779	\$145.00	

These services are considered Third Party Services, and this purchase is subject to CDW's <u>Third Party Cloud Services Terms and Conditions</u>, unless you have a written agreement with CDW covering your purchase of products and services, in which case this purchase is subject to such other written agreement.

The third-party Service Provider will provide these services directly to you pursuant to the Service Provider's standard terms and conditions or such other terms as agreed upon directly between you and the Service Provider. The Service Provider, not CDW, will be responsible to you for delivery and performance of these services. Except as otherwise set forth in the Service Provider's agreement, these services are non-cancellable, and all fees are non-refundable.

	SUBTOTAL	\$28,227.50
	SHIPPING	\$0.00
	SALES TAX	\$2,077.94
	GRAND TOTAL	\$30,305.44
PURCHASER BILLING INFO	DELIVER TO	
Billing Address: KINGSBURG JOINT UNION ELEM S.D. ACCOUNTS PAYABL 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Payment Terms: NET 30 Days-Govt/Ed	Shipping Address: KINGSBURG JOINT UNION ELEM S.D. JASON WOOD 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Shipping Method: DROP SHIP-GROUND	
	Please remit payments to:	
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	



### Sales Contact Info

Chris Atraje | (877) 325-2820 | chriatr@cdwg.com

LEASE OPTIONS					
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION		
\$28,227.50	\$815.77/Month	\$28,227.50	\$931.23/Month		

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

• Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.

• Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.

• Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.

• Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.

• Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

This quote is not legally binding and is for discussion purposes only. The rates are estimate only and are based on a collection of industry data from numerous sources. All rates and financial quotes are subject to final review, approval, and documentation by our leasing partners. Payments above exclude all applicable taxes. Financing is subject to credit approval and review of final equipment and services configuration. Fair Market Value leases are structured with the assumption that the equipment has a residual value at the end of the lease term.





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Hardware Software Services IT Solutions Brands Research Hub

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https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-ter ms-and-conditions-.html

# **Convert Quote to Order**

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PGBB157	12/19/2024	ERATE - RUCKUS REAGAN ELE	0664236	\$34,634.79

**IMPORTANT - PLEASE READ** 

Special Instructions: Reagan Elementary School (BEN 16042399)

QUOTE DETAILS	OTE DETAILS			
ITEM	QTY	CDW#	UNIT PRICE	EXT, PRICE
Ruckus R670 Wi-Fi 7 Tri-Band Wireless Access Point Mfg. Part#: 901-R670-US00	40	7753728	\$661.50	\$26,460.00
Contract: Standard Pricing				
Ruckus Cloud Bundle - subscription license (5 years) + 5 Years Support - 1	40	6805779	\$145.00	\$5,800.00
Mfg, Part#: CLD-BNDL-SZWA-EDU5				
Contract: Standard Pricing				

Contract: Standard Pricing

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The third-party Service Provider will provide these services directly to you pursuant to the Service Provider's standard terms and conditions or such other terms as agreed upon directly between you and the Service Provider. The Service Provider, not CDW, will be responsible to you for delivery and performance of these services. Except as otherwise set forth in the Service Provider's agreement, these services are non-cancellable, and all fees are non-refundable.

	SUBTOTAL	\$32,260.00
	SHIPPING	\$0.00
	SALES TAX	\$2,374.79
	GRAND TOTAL	\$34,634.79
PURCHASER BILLING INFO	DELIVER TO	
Billing Address: KINGSBURG JOINT UNION ELEM S.D. ACCOUNTS PAYABL 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Payment Terms: ERATE QUOTES ONLY	Shipping Address: KINGSBURG JOINT UNION ELEM S.D. JASON WOOD 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Shipping Method: DROP SHIP-GROUND	
	Please remit payments to:	
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	



### Sales Contact Info

Chris Atraje | (877) 325-2820 | chriatr@cdwg.com

#### LEASE OPTIONS

FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$32,260.00	\$932.31/Month	\$32,260.00	\$1,064.26/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

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• Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.

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• Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

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# **QUOTE CONFIRMATION**

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https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-terms-and-conditions-.html

# **Convert Quote to Order**

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PGBB186	12/19/2024	ERATE - RUCKUS LINCOLN ELE	0664236	\$34,634.79

**IMPORTANT - PLEASE READ** 

**Special Instructions:** Lincoln Elementary School (BEN 107377)

QUOTE DETAILS						
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE		
Ruckus R670 Wi-Fi 7 Tri-Band Wireless Access Point Mfg. Part#: 901-R670-US00 Contract: Standard Pricing	40	7753728	\$661.50	\$26,460.00		
<u>Ruckus Cloud Bundle - subscription license (5 years) + 5</u> <u>Years Support - 1</u>	40	6805779	\$145.00	\$5,800.00		
Mfg. Part#: CLD-BNDL-SZWA-EDU5 Contract: Standard Pricing						

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	SUBTOTAL	\$32,260.00
	SHIPPING	\$0.00
	SALES TAX	\$2,374.79
	GRAND TOTAL	\$34,634.79
PURCHASER BILLING INFO	DELIVER TO	
Billing Address: KINGSBURG JOINT UNION ELEM S.D. ACCOUNTS PAYABL 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Payment Terms: ERATE QUOTES ONLY	Shipping Address: KINGSBURG JOINT UNION ELEM S.D. JASON WOOD 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Shipping Method: DROP SHIP-GROUND	
	Please remit payments to:	
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	



### Sales Contact Info

Chris Atraje | (877) 325-2820 | chriatr@cdwg.com

EASE OPTIONS			
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$32,260.00	\$932.31/Month	\$32,260.00	\$1,064.26/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

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https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-terms-and-conditions-.html

# **Convert Quote to Order**

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PGBB210	12/19/2024	ERATE -RUCKUS ROOSEVELT ELE	0664236	\$23,378.48

**IMPORTANT - PLEASE READ** 

Special Instructions: Roosevelt Elementary School (BEN 107377)

QUOTE DETAILS						
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE		
Ruckus R670 Wi-Fi 7 Tri-Band Wireless Access Point Mfg. Part#: 901-R670-US00 Contract: Standard Pricing	27	7753728	\$661.50	\$17,860.50		
Ruckus Cloud Bundle - subscription license (5 years) + 5 Years Support - 1	27	6805779	\$145.00	\$3,915.00		
Mfg. Part#: CLD-BNDL-SZWA-EDU5						
Contract: Standard Pricing						

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SUBTOTAL	\$21,775.50
SHIPPING	\$0.00
SALES TAX	\$1,602.98
GRAND TOTAL	\$23,378.48
DELIVER TO	
Shipping Address: KINGSBURG JOINT UNION ELEM S.D. JASON WOOD 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Shipping Method: DROP SHIP-GROUND	
Please remit payments to:	
CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	
	SHIPPING SALES TAX GRAND TOTAL DELIVER TO Shipping Address: KINGSBURG JOINT UNION ELEM S.D. JASON WOOD 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Shipping Method: DROP SHIP-GROUND Please remit payments to: CDW Government 75 Remittance Drive Suite 1515



### Sales Contact Info

Chris Atraje | (877) 325-2820 | chriatr@cdwg.com

LEASE OPTIONS					
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION		
\$21,775.50	\$631.71/Month	\$21,775.50	\$720.33/Month		

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

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https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-terms-and-conditions-.html

# **Convert Quote to Order**

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PGBB226	12/19/2024	ERATE - RUCKUS WASHINGTON ELE	0664236	\$23,378.48

**IMPORTANT - PLEASE READ** 

Special Instructions: Washington Elementary School (BEN 107373)

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Ruckus R670 Wi-Fi 7 Tri-Band Wireless Access Point Mfg. Part#: 901-R670-US00	27	7753728	\$661.50	\$17,860.50
Contract: Standard Pricing Ruckus Cloud Bundle - subscription license (5 years) + 5	27	6805779	\$145.00	\$3,915.00
Years Support - 1	27	0003775	φ <b>1</b> 4 <b>3</b> .00	\$3,913,00
Mfg. Part#: CLD-BNDL-SZWA-EDU5 Contract: Standard Pricing				

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	SUBTOTAL	\$21,775.50
	SHIPPING	\$0.00
	SALES TAX	\$1,602.98
	GRAND TOTAL	\$23,378.48
PURCHASER BILLING INFO	DELIVER TO	
Billing Address: KINGSBURG JOINT UNION ELEM S.D. ACCOUNTS PAYABL 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Payment Terms: ERATE QUOTES ONLY	Shipping Address: KINGSBURG JOINT UNION ELEM S.D. JASON WOOD 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Shipping Method: DROP SHIP-GROUND	
	Please remit payments to:	
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

1



### Sales Contact Info

Chris Atraje | (877) 325-2820 | chriatr@cdwg.com

LEASE OPTIONS					
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION		
\$21,775.50	\$631.71/Month	\$21,775.50	\$720.33/Month		

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

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# **QUOTE CONFIRMATION**

### JASON WOOD,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. <u>If</u> you are an eProcurement or single sign on customer, please log into your system to access the CDW site. You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

This quote is subject to CDW's Third Party Cloud Services Order Form Terms and Conditions set forth at

https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-ter ms-and-conditions-.html

# Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PGBB252	12/19/2024	ERATE - RUCKUS KINGSBURG COMM	0664236	\$4,329.35

**IMPORTANT - PLEASE READ** 

Special Instructions: KINGSBURG COMMUNITY CHARTER EXTENSION / CVHS (BEN 16069931)

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Ruckus R670 Wi-Fi 7 Tri-Band Wireless Access Point Mfg. Part#: 901-R670-US00 Contract: Standard Pricing	5	7753728	\$661.50	\$3,307.50
Ruckus Cloud Bundle - subscription license (5 years) + 5 Years Support - 1	5	6805779	\$145.00	\$725.00
Mfg. Part#: CLD-BNDL-SZWA-EDU5				
Contract: Standard Pricing				

These services are considered Third Party Services, and this purchase is subject to CDW's <u>Third Party Cloud Services Terms and Conditions</u>, unless you have a written agreement with CDW covering your purchase of products and services, in which case this purchase is subject to such other written agreement.

The third-party Service Provider will provide these services directly to you pursuant to the Service Provider's standard terms and conditions or such other terms as agreed upon directly between you and the Service Provider. The Service Provider, not CDW, will be responsible to you for delivery and performance of these services. Except as otherwise set forth in the Service Provider's agreement, these services are non-cancellable, and all fees are non-refundable.

		SUBTOTAL	\$4,032.5
		SHIPPING	\$0.0
		SALES TAX	\$296.8
		GRAND TOTAL	\$4,329.3
PURCHASER BILLIN	IG INFO	DELIVER TO	
Billing Address: KINGSBURG JOINT UNION ELEM S.D. ACCOUNTS PAYABL 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Payment Terms: ERATE QUOTES ONLY		Shipping Address: KINGSBURG JOINT UNION ELEM S.D. JASON WOOD 1310 STROUD AVE KINGSBURG, CA 93631-1000 Phone: (559) 897-2331 Shipping Method: DROP SHIP-GROUND	
		Please remit payments to:	
		CDW Government	
		75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	
	Sales Conta	Suite 1515	
		Suite 1515	
Need Help?		Suite 1515 Chicago, IL 60675-1515	

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at <u>http://www.cdwg.com/content/terms-conditions/product-sales.aspx</u> For more information, contact a CDW account manager.

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# E-Rate Proposal for Kingsburg Joint Unified Elementary School District



E-Rate Proposal for Kingsburg Joint Unified Elementary School District



To: Jason Wood Kingsburg Joint Unified Elementary School District 1310 Stroud Ave Kingsburg CA 93631

From: Lee Beringsmith, AT&T SPECIALIZED SALES-ACCOUNT MANAGEMENT Office: +1 916.559.7001 Email: LB5439@att.com

# Introduction

In response to Kingsburg Joint Unified Elementary School District Form 470 bid #250003439 RFP, I'm providing information on an AT&T solution that may meet your requirements and qualify for E-Rate funding. The solution includes the following components:

- **AT&T Dedicated Internet (ADI)** is an internet access service that combines a dedicated connection with symmetrical bandwidth (same download and upload speeds) and provides reliable, high-performance connectivity. AT&T Dedicated Internet offers the fastest speeds available (up to 1Tbps), world class Service Level Agreements (SLAs) with 100% uptime guarantees, and outage protection down to the customer edge router with 24/7 monitoring.
- **AT&T Switched Ethernet on Demand (ASEoD)** is a transport service that transmits Ethernet traffic among multiple locations and uses AT&T Network on Demand to provision and scale bandwidth and other network services. AT&T Switched Ethernet on Demand (ASEoD) provides user-friendly, webbased network configuration and management and simplified contracting for most network services

# Features and Benefits

## The ADI solution gives you the following:

- **Managed Router Option** provides the customer premises equipment (CPE) for the dedicated internet service, generally a router and a diagnostic modem. AT&T configures, monitors, manages, and maintains the equipment. You provide a dedicated standard telephone line for out-of-band testing of the diagnostic modem. This option provides convenient end-to-end managed internet access so you can focus on your core mission.
- **Reliable Service** starts with proactive monitoring of our nationwide backbone along with a network architecture that features redundant routers, switches, and power supplies. As a result, we can reroute traffic around outages and restore service almost instantaneously. This increases reliability and helps ensure that your internet traffic gets through. In addition, you get enterprise-class support, with 24/7 expert technical assistance.
- **Customizable Service** includes maintenance, service, and support options, so you can choose the level of network management you need. And speed options range from 10Mbps to 1Tbps (some speeds may not be available in all areas). As a result, you can customize your service to meet your needs now and in the future.

#### December 5, 2024

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# AT&T Business

- **Class of Service (CoS) Option** prioritizes data traffic over your network access link. We offer four classes of service and various service profiles that have predetermined bandwidth allocations. And, if any service isn't using its allocated bandwidth, other services can share it. By using this option, you can optimize your data traffic flows during congested periods.
- Service Level Agreements (SLAs) offer performance objectives for on-time provisioning, site availability, time to restore, latency, data delivery, and jitter. You may qualify for credits if stated objectives aren't met. Please see the business service guide for more details.

# **Features and Benefits**

### The AT&T Switched Ethernet on Demand (ASEoD) solution gives you the following:

- Five Classes of Service (CoS) with Service Level Agreements (SLAs) allow you to tune an Ethernet connection to each application's specific needs such as the real-time and interactive requirements of delay-sensitive voice, video, and financial transactions. This capability enables your high-bandwidth network to efficiently and reliably transport interactive voice and video, which helps ensure that your employees can successfully communicate and collaborate.
- **Dynamic Bandwidth Speeds of 2 Mbps to 100 Gbps** are available and include four physical port speeds and multiple logical channel Committed Information Rates (CIRs). This feature helps you satisfy your networking needs and lets you easily increase speed and capacity in the future. So, instead of losing time because of slow network response, you can help ensure that vital information is available when and where you need it.
- **Any-to-Any Connections** enables you, via Ethernet Virtual Connections (EVCs), to configure any port so that it connects to any other port in your network. As a result, a single Ethernet connection can provide your locations with access to various remote resources, such as virtual connections to primary and backup data hosts.
- **A Self-Service Portal** provides an intuitive, user-friendly interface that enables easy, near-real-time provisioning, network scaling and management. The portal lets you add sites, deploy or change services, and scale bandwidth to meet changing demands. As a result, you can quickly and easily optimize your infrastructure and focus on your core business instead of handling time-consuming IT tasks.



Class of Service	Service Measurement				
	Latency (one-way)	Jitter	Packet Delivery Rate (PDR)	Network Availability	
Real Time	5 ms	3 ms	99.995%	99.99%	
Interactive	13 ms	10 ms	99.95%	99.99%	
Business Critical – High	20 ms	n/a	99.9%	99.99%	
Business Critical – Medium	30 ms	n/a	99.9%	99.99%	
Non-Critical High	50 ms	n/a	99.5%	99.99%	

# IntraLATA ASEoD Service Level Agreements

# Advantages of AT&T

Working with AT&T gives you the following advantages:

- **E-Rate Experience**—AT&T has participated in the E-Rate program for schools and libraries since the program's inception in 1998, and we're one of the program's largest service providers. We're proud to bring our technology, expertise, E-Rate knowledge, and education experience to your school or library, helping expand affordable access to advanced telecommunication services. For more information about AT&T and its participation in the E-Rate program, go to <u>corp.att.com/erate</u>.
- Service and Support—We offer you easy access to assistance, whether through online tools or by phone. You also get support and guidance from highly trained staff with years of networking experience. Our account teams, who work closely with you, are focused on the education industry and are well versed in the issues and challenges that today's educators face.
- **Performance**—You expect communication services that work, and we can deliver. We've made substantial investments each year to improve our technology infrastructure so that we can provide superior performance.
- **Complete Solutions**—AT&T offers a wide range of solutions. We can work with a variety of products and technologies and can assess your needs to recommend potential solutions.
- Community Focus—At AT&T, we're proud of our strong record of corporate citizenship. Annually, we contribute millions of dollars through corporate, foundation, and employee giving to support education and community programs.

#### December 4, 2024

Page 4 of 12

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# 🏐 AT&T Business





We're investing in connectivity and technology, digital literacy, and digital learning solutions to help connect today's learners with success—in and out of the classroom. It's part of our \$2 billion commitment to help bridge the digital divide.

Learn more at att.com/connectedlearning.

# Advantages of AT&T

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- Service and Support—We offer you easy access to assistance, whether through online tools or by phone. You also get support and guidance from highly trained staff with years of networking experience. Our account teams, who work closely with you, are focused on the education industry and are well versed in the issues and challenges that today's educators face.
- **Performance**—You expect communication services that work, and we can deliver. We've made substantial investments each year to improve our technology infrastructure so that we can provide superior performance.
- **Complete Solutions**—AT&T offers a wide range of solutions. We can work with a variety of products and technologies and can assess your needs to recommend potential solutions.
- **Community Focus**—At AT&T, we're proud of our strong record of corporate citizenship. Annually, we contribute millions of dollars through corporate, foundation, and employee giving to support education and community programs.

# 😂 AT&T Business





We're investing in connectivity and technology, digital literacy, and digital learning solutions to help connect today's learners with success—in and out of the classroom. It's part of our \$2 billion commitment to help bridge the digital divide.

Learn more at att.com/connectedlearning.

# Solution Pricing AT&T Dedicated Internet (ADI)

**Pricing for AT&T Dedicated Internet** is based on the following term: 36 months with two optional one year extensions or a 60 month term. Rates are the same for either term. Pricing is only valid for service located at 1185 10<sup>th</sup> Ave Kingsburg CA 93631. Any change in location could result in a change in rates or possibly Special Construction charges. There are no special construction charges for this location.

ADI 3 or 5 Year Rates					
Access Speed	Access Monthly	Port Speed	Port Monthly w/AT&T Managed Router**	Total Monthly	Installatior
1G	\$568.00	1G	\$224.80	\$792.80	\$0.00
10G	\$800.00	5G	\$1,350.42	\$2,150.42	\$0.00
10G	\$800.00	10G	\$2,294.38	\$3,094.38	\$0.00

Currently the Federal Access Recovery Fee (FARF) is set at .07% of the Access MRC. Property Tax Allotment (PTA) currently set at \$13.99 may apply. FARF and PTA rates are subject to change.

This solution includes the Ethernet access circuit, AT&T Managed Internet Service, AT&T owned and managed Router and AT&T technician installation. At speeds greater than 100Mbps, an optical interface (1000Base-SX multi-mode or 1000Base-LX single mode) or a 10GigE interface is required. AT&T Technician onsite

#### December 5, 2024

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installation, setup and testing of the managed router is provided at no cost. AT&T personnel unpack, mount, connect, configure, and test the managed router. AT&T installation is required for all optical interfaces.

Should conduit be required on your property to facilitate fiber installation, AT&T will provide up to 1000 ft. of conduit at no cost. (Not valid on new construction)

Static IP addresses are provided by AT&T Internet. AT&T provides both IPV4 and IPV6 addresses with Dedicated Internet. The default for IPV4 is a /29 and for IPV6 a /56.

# **AT&T Dedicated Internet SLA Measurements**

Service Availability	100%
Latency	37 ms
Data Delivery	99.95%
Jitter	1.0 ms
Site Availability/Time to Restore	100%/4 hour MTTR

The performance objective for the ADI Site Availability/Time to Restore SLA is for the ADI Site Availability to be 100%. If AT&T does not meet this performance objective in any given calendar month, Customer will be eligible for an ADI Site Availability/Time to Restore SLA credit for each Outage equal to the product of Customer's total discounted Covered ADI Monthly Charges for the affected ADI Ports by a percentage based on the duration of (Time to Restore) the Outage, as set forth in the ADI Site Availability/Time to Restore) the Outage, as set forth in the ADI Site Availability/Time to Restore SLA credit Table.

Customer may receive:

- Only one credit for any calendar day for a particular ADI Port for the ADI Site Availability/Time to Restore SLA;
- Only one credit in any calendar month for each of the Network Latency SLA, the Network Data Delivery SLA, and the Network Jitter SLA;
- Credits for any Customer Site in a given month totaling no more than the total Covered ADI Monthly Charges for the Customer Site for that month.

#### SLA Credit Table for Time to Restore

1 minute to 2 hours	3.3%
2-4 hours	10.0%
4-8 hours	25.0%
8-12 hours	50.0%
12-18 hours	75.0%
18-72 hours	100%

The full ADI Service Guide including SLAs can be found at

https://serviceguidenew.att.com/sg\_CustomPreviewer?attachmentId=00P0h00001ZmAiUEAV

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Page 7 of 12



Product	Service Provider Identification Number (SPIN)
AT&T Dedicated Internet (ADI)	143001192

# Solution Pricing AT&T Switched Ethernet on Demand (ASEoD)

Pricing for AT&T Switched Ethernet on Demand (ASEoD) is based on the following term: 36 months with two optional 12 month extensions.

Note: MRC = monthly recurring charge and NRC = non-recurring charge

Product	Service Provider Identification Number (SPIN)
AT&T Switched Ethernet on Demand (ASEoD)	143002665

AT&T is proposing an ASEoD network that will include three of your locations in a single network. Monthly charges for all sites are billed and maintained by AT&T.

The billing elements are the Ethernet port either 1G or 10G, and the Committed Information Rate (CIR) per location. Using AT&T's Business Direct portal allows you to increase or decrease the port CIR for any location within the AT&T local serving area. The changes are effective on a real time basis, within 5 minutes of entering the change. Bandwidth can be changed at any location daily and the monthly charges prorated. There may be times that need increased bandwidth, or summer months and or holidays with reduced needs.

Data traffic with the Switched Ethernet network is flexible and can be designed for any to any connectivity, or point to point, so your particular requirements can be met.

### Service:

While there are several classes of service (COS) available, AT&T recommends Business Class Medium (BCM) for all locations, which is what most education customers utilize.

We are providing 36 month with two 12 month extensions. Pricing is per site and consists of 2 components, the Ethernet circuit/port and the CIR bandwidth.

The individual component pricing on a per location basis:

E-Rate Proposal for Kingsburg Joint Unified Elementary School District



### 1776 6<sup>th</sup> Avenue Dr Kingsburg CA 93631

1180 Diane Ave Kingsburg CA 93631

1900 Mariposa St Kingsburg CA 93631

1501 Ellis St Kingsburg CA 93631

1185 10th Ave Kingsburg CA 93631

1310 Stroud Ave Kingsburg CA 93631

PORTS	<u>36 Month</u>
1G Port (per site)	\$167.00 each
10G Port (per site)	\$500.00 each

### **<u>CIR for 1G Port</u>**

500M	\$246.60
1G	\$270.10

## CIR for 10G Port

2G	\$135.00
2.5G	\$190.00
4G	\$240.00
5G	\$300.00
10G	\$460.00

### Examples:

Any to any WAN network

School with a 1G port and a 500M CIR \$167.00 + \$246.60 = \$413.60 per month School with a 1G port and a 1G CIR \$167.00 + \$270.00 = \$437.00 per month

School with a 10G port and a 2G CIR \$500.00 + \$135.00 = \$635.00 per month School with a 10G port and a 2.5G CIR \$500.00 + \$190.00 = \$690.00 per month School with a 10G port and a 4G CIR \$500.00 + \$240.00 = \$740.00 per month School with a 10G port and a 5G CIR \$500.00 + \$300.00 = \$800.00 per month School with a 10G port and a 10G CIR \$500.00 + \$460.00 = \$960.00 per month



Example Network Configurations:

Hub location and all five schools with a 1G port and 1G CIR \$437.00 x 6 = \$2,622.00 per month

Hub location with 10G port and 2G CIR and five schools with 1G port and 1G CIR  $635.00 + (5 \times 437.00) = 22820.00$  per month

Hub location and all five schools with a 10G port and 2G CIR  $635.00 \times 6 = 33.810.00 \text{ per month}$ 

With ASEoD you have the flexibility to adjust the bandwidth up to the port speed, as the individual schools' requirements change. Each school can have a different bandwidth each day as needs require.

Pricing listed above is on a per location basis. It does not include taxes. Installation charge for all locations \$0.00

Service terminates on a standard Network Interface Device.

If conduit would be needed at any school location to permit fiber installation, AT&T will install up to 1000 ft of conduit per site at no cost to the school.

# ASEoD SLA

The Network Availability SLA Service parameter is to be not less than 99.99% for all Customer Ports and Classes of Service. Network Availability will be calculated as the percentage of time during a month that the network is capable of accepting and delivering Customer data during the measurement period. Network Availability includes the Ethernet core network and the local loop. Network outage time during maintenance windows will be excluded from Network Availability calculations. The calculation for Network Availability for a given month is as follows: Network Availability(1) = [(24 hours x days in the month x 60 minutes x number of Customer Ports in the LATA) – network outage time] / (24 hours x days in the month x 60 minutes x number of Customer Ports in the LATA) The Customer shall: (1) notify AT&T within 45 days after the end of any calendar month for which Network Availability fails to meet the committed level; and (2) request a Service credit. Upon verification by AT&T that actual Service performance for Network Availability failed to meet the committed level, AT&T will issue a credit to the Customer in an amount equal to 10 percent of the MRC for all Customer Ports in the LATA. SLA-3 Credit Allowance for Service Interruptions Service is considered to be interrupted when it becomes unusable because of a failure of a facility component used to furnish Service under this Service Guide. The interruption must result in the complete loss of Service. An interruption period starts when an inoperative Service is reported to AT&T and ends when the Service is

#### December 4, 2024

Page 10 of 12

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operative. The credit allowance for an interruption or for a series of interruptions shall be calculated based on the applicable monthly rate for the Port (or Ports) which were interrupted, including the other rate elements associated with that Port (CIR, repeater, etc.). No credit shall be applicable to other Ports on the network that were uninterrupted, even if they were unable to connect to an interrupted Port. No credit shall be allowed for an interruption period of less than 30 minutes. The Customer shall be credited for an interruption of 30 minutes or more at the rate of 1/1440 of the monthly charges for the facility or Service for each period of 30 minutes or fraction thereof that the interruption continues after the initial 30-minute interruption.

Product	Service Provider Identification Number (SPIN)
AT&T Switched Ethernet on Demand (ASEoD)	143002665

This response to your request is not a contract offer and does not take the place of a signed contract. If you select AT&T for this service, please let us know so we can provide you the appropriate contract documents. Neither party is obligated for the selected services unless and until mutually agreed contract documents are signed by both parties. The Pricing proposed herein is based upon the specific product/service mix and locations outlined in this proposal and assumes use of AT&T contract documents and an E-Rate Rider as part of any final, negotiated contract between the parties, unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

# **Important Information**

AT&T Switched Ethernet Service on Demand is provided by AT&T's Incumbent Local Exchange Carrier in each respective state.

For AT&T Dedicated Internet with Managed Router, the customer is responsible for the provisioning and monthly cost of one POTS phone line for management and troubleshooting of the managed service and router.

AT&T may provide Entrance Facility Construction (EFC) for eligible customers, as explained in the Entrance Facility Construction section of the AT&T Business Service Guide General Provisions. Customers who do not qualify for AT&T EFC are responsible for providing the conduit/structure as well as the path from the property line to the demarcation point for access to the primary route.

**Proposal Validity Period**—The information and pricing contained in this Proposal is valid for a period of 90 days from the date written on the proposal cover page, or until the E-Rate filing window closes for the upcoming E-Rate Funding year, whichever occurs later, unless rescinded or extended in writing by AT&T.

**Proposal Pricing**—Pricing proposed herein is based upon the specific product/service/equipment mix and locations outlined in this proposal and is subject to AT&T's proposed terms and conditions for those products and services and the AT&T E-Rate Rider unless otherwise stated herein. Any changes or variations in the proposed terms and conditions, the products/services, length of term, locations, and/or design described herein may result in different pricing. Prices quoted do not include applicable taxes, surcharges, or fees. In accordance with the tariffs or other applicable service agreement terms, Customer is responsible for payment of such charges.

Providers of Service—Subsidiaries and affiliates of AT&T Inc. provide products and services under the AT&T brand.

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### E-Rate Proposal for Kingsburg Joint Unified Elementary School District



**Software** Any software used with the products and services provided in connection with this Proposal will be governed by the written terms and conditions applicable to such software. Title to software remains with AT&T or its supplier. Customer must comply with all such terms and conditions, and they will take precedence over any agreement between the parties as relates to such software.

**Disclaimer**—For purposes of this Proposal, the identification of certain services as "eligible" or "non-eligible" for E-Rate funding is not dispositive, nor does it guarantee that this or any other services in this Proposal will be deemed eligible for such funding. Any conclusions regarding the eligibility of services for E-Rate funding must be based on several factors, many of which have yet to be determined relative to the proposed services and equipment described herein. Such factors will include, without limitation, the ultimate design configuration of the network, the specific products and services provisioned to operate the network, the type of customer, and whether the services are used for eligible educational purposes at eligible locations. In its proposal, AT&T will take guidance from the "Eligible Services List" and the specific sections on product and service eligibility on the Universal Service Administrative Company ("USAC") website <u>www.usac.org/e-rate</u>. This site provides a current listing of eligible products and services, as well as conditionally eligible and ineligible services. This guidance notwithstanding, the final determination of eligibility will be made by the USAC after a review of the customer's E-Rate application for this proposal. If AT&T is awarded the bid for this project, AT&T will provide assistance on the E-Rate application solely on matters relative to the functionality of the services and products which comprise the network. Nevertheless, the responsibility for the E-Rate application is with the customer. AT&T is not responsible for the outcome of the USAC's decision on these matters.

**End User Equipment**—E-Rate recipients must cost allocate any non-ancillary ineligible components that are bundled with eligible products or services. Cost allocations are the responsibility of E-Rate Applicants. For additional information, reference USAC website at <u>www.usac.org/e-rate</u> and Cost Allocation Guidelines for Services at <u>www.usac.org/e-rate/applicant-process/before-you-begin/eligible-services-overview/cost-allocations-for-services/.</u>

**Special Construction Charges**—Site visit may be required, and any potential special construction and on-site facilities charges are not known by AT&T at this time. Customer should note that Special Construction charges may apply when the order is placed for services.

**Termination Fees**—If AT&T is the current provider of service at a location and customer continues the identical service at that location, termination charges would not apply to such service at such location. If AT&T is not the current provider, AT&T does not agree to pay off termination charges to another service provider.

AT&T may provide Entrance Facility Construction (EFC) for eligible customers, as explained in the Entrance Facility Construction section of the AT&T Business Service Guide General Provisions. Customers who do not qualify for AT&T EFC are responsible for providing the conduit/structure as well as the path from the property line to the demarcation point for access to the primary route.

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Implementation—AT&T shall implement the proposed solution in accordance with the bandwidth, design, and locations specified in the E-rate 470 and any related RFP. During the implementation process, AT&T shall supply details concerning the necessary network handoff type and Customer Premises Equipment (CPE) prerequisites for connection to the customer's network. The customer shall be solely responsible for acquiring any required equipment. AT&T disclaims any liability for new equipment or upgrades needed to connect to AT&T's Network Terminating Equipment (NTE) as part of the proposed solution. Furthermore, any increases in bandwidth or the addition of sites must adhere to E-Rate program regulations. AT&T shall not be held accountable for customer-initiated network upgrades or site additions that do not comply with E-Rate program guidelines. The following link directs to the Universal Service Administration Company (USAC) website, which contains a comprehensive set of E-rate program rules: <u>E-Rate - Universal Service Administrative Company (usac.org)</u>.

Page 12 of 12

# Kingsburg Elementary Charter School District Board Agenda Item

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

1. Agenda Item:

Employment Agreement- Director of Human Resources

- 2. Agenda Item Category:
  - Consent Agenda ✓ Action Item Presentation Public Hearing Closed Session
- 3. Submitted By: Dr. Wesley Sever, Superintendent
- 4. Attachments:

Not Applicable

✓ To Be Enclosed with Board Packets

\*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

### 5. Purpose:

Action to approve the employment contract must take place in open session.

- 6. Financial Impact:
  - N/A
- 7. Funding Source:
  - N/A
- 8. District Goals This Item Will Meet:

**Increase Student Achievement** 

Provide a Safe, Positive and Healthy Learning Environment Develop 21<sup>st</sup> Century Skills by Furthering the Use of Technology in the Classroom

**Increase Parent Involvement and Continue to Promote Public Relations** 

✓ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

### KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT SENIOR MANAGEMENT AGREEMENT FOR DIRECTOR OF HUMAN RESOURCES DUSTIN JOHNSON

This Employment Agreement ("Agreement") is made and entered into by the Governing Board of the Kingsburg Elementary Charter School District ("District" or "Board") and Dustin Johnson, Director ("Director"), collectively known as ("Parties"), effective Feb 3, 2025.

1. <u>Term</u>. District hereby employs Director for a period beginning on Feb 3, 2025 and terminating on June 30, 2025 unless terminated earlier or extended as provided by the terms of this Agreement or as required by law.

2. Salary.

a. **Base Salary.** Commencing on February 3, 2025, the Director's annual salary shall be based on Step 4 of the classified management salary schedule.

b. <u>Automatic Cost-Of-Living Adjustment ("COLA"</u>). Commencing with the 2025-2026 fiscal year, if this Agreement is renewed, the Director shall automatically receive a cost-of-living adjustment ("COLA") equal to the same percentage, if any, granted to the District's classified employees.

c. <u>Merit Based Step Adjustment</u>. Commencing with the 2026-2027 fiscal year, if this Agreement is renewed and if the Director receives a positive performance evaluation from the Superintendent for the prior year as set forth in paragraph 8 of this Agreement, then the Director's annual base salary shall be increased by one step effective each July 1 up to a maximum of 10 steps. The Parties agree that Director is at Step 4.

d. **Professional Growth**. Director is entitled to professional growth per Board Policy up to a maximum of \$3000 per year, \$250.00 per month.

e. **Longevity Pay.** In addition to base salary, the Director shall be entitled to longevity pay according to Board Policy 4151.

f. <u>Salary Increases by Mutual Consent</u>. The Director's salary is considered to be indefinite and subject to ongoing negotiations with the Board. Accordingly, the Board reserves the right to change the Director's salary for any year of this Agreement with the written consent of the Director. Any change in salary shall not extend the term of this Agreement nor shall it constitute creation of a new Agreement.

g. <u>Salary Payment Process</u>. The Director's salary shall be payable in approximately twelve (12) equal monthly payments, less all applicable deductions and withholdings required by law or authorized by the Director.

h. <u>Effective Date</u>. Salary increases shall be effective on any date ordered by the Board in accordance with Education Code section 35032. The Director's salary is understood to be "indefinite or uncertain;" therefore, the Board reserves the right to grant the Director retroactive salary increases notwithstanding anything in the California Constitution that might be interpreted to the contrary.

### 3. Fringe Benefits.

a. <u>Health and Welfare Benefits</u>. The Director shall be eligible to participate in the District's health and welfare benefit program on the same terms and conditions, and subject to the same limitations, as the District's classified staff, as those benefits, plans, providers and other terms and conditions may change from time to time. Thus, the Director shall be entitled to receive the same District contribution toward health and welfare benefits and shall pay the same co-pays, premiums, deductibles and other costs as the District's classified staff, as those costs and contributions may change from time to time. The Director shall be responsible for all co-pays, deductibles and other costs in excess of the District's health insurance contribution. No District contribution may be received in cash or used for the purchase of non-District provided benefits.

b. <u>Sick Leave</u>. The Director shall receive one (1) day of sick leave with pay for each full month of service rendered. Sick leave may accrue without limit. Unused sick leave may be credited for retirement purposes as authorized by the statutes and regulations governing CalSTRS or CalPERS, as those statutes and regulations may change from time to time. The Director shall follow District procedures and use District forms or the electronic absence system for reporting sick leave use.

c. **Holidays.** The Director shall be entitled to the same eighteen (18) annual paid holidays granted to the District's classified staff each year.

d. <u>Work Year</u>. The Director shall be required to render twelve (12) full months of regular service to the District during each annual period covered by this Agreement. To determine the Director's daily rate of pay, the Parties agree that the Director's annual base salary, including longevity, shall be divided by two hundred and twenty (220) duty days.

e. <u>Vacation</u>. The Director shall be entitled to twenty-three (23) days of annual vacation with pay, exclusive of the eighteen (18) holidays granted to the District's classified staff at the commencement of employment, prorated for the 24-25 school year. Vacation time may be accumulated from year-to-year and paid out according to Board Policy 4161.4. Vacation pay shall not be treated as creditable compensation for retirement purposes, unless allowed by law. Unused, accrued vacation shall be paid at the salary rate effective at the time of payment.

f. **Business Expense Allowance.** The Director shall be entitled to receive a business expense allowance of \$275 per month for necessary expenses incurred by the Director. Director shall not be required to account for use of the allowance and shall be responsible for all tax and retirement consequences resulting from receipt of this allowance.

g. **Professional Dues.** The District agrees to pay the Director's membership fees for professional organizations approved by the Superintendent, including but not limited to, the Association of California School Administrators ("ACSA") and the California Association of School Business Officials (CASBO).

Post-Retirement Medical, Dental and Vision Benefits. The District provides a j. contribution toward medical, dental and vision benefits for classified and certificated retirees who have served the District for at least fifteen (15) years and retire after age fifty-five (55). The District's contribution ceases when such classified or certificated retiree attains age sixty-five (65) or becomes eligible for Medicare A & B coverage. The District's annual medical, dental and vision benefits contribution for eligible classified or certificated retirees is equal to the annual contribution for classified and certificated employees, as this contribution amount may change from time to time. The Director shall be entitled to receive the same annual contribution to post-retirement medical, dental and vision benefits as received by other classified and certificated employees so long as the Director is at least fifty-five (55) years old and has served the District for at least fifteen (15) years as of the date of Director's resignation from the District and retirement with CalSTRS or CalPERS. All contributions toward post-retirement medical, dental and vision benefits and all District costs shall cease when the Director attains age sixtyfive (65). If the Director uses this benefit, the Director shall be responsible to pay all co-pays, deductibles, and other costs in the same manner as other retirees.

4. **Expense Reimbursement.** The District shall reimburse the Director for actual and necessary expenses incurred by the Director within the course and scope of the Director's employment only as follows:

a. In-state conference fees;

b. Mileage reimbursement for all personal automobile travel outside of Fresno County at the current IRS rate per mile, as well as bridge tolls and parking fees;

c. Air travel;

d. Auto rentals, cab or shuttle fares for out-of-county travel;

e. Per diem/meal expenses at the same rate provided to other employees of the District; and

f. Other miscellaneous expenses incurred in the course and scope of employment as approved by the Board.

For expense reimbursement not authorized by this Agreement, the Director may seek approval from the Superintendent. For all reimbursements, the Director shall submit expense claims in writing with appropriate supporting documentation (e.g., receipts, registration forms, hotel folios, maps reflecting mileage).

5. **Fitness for Duty Examination.** Upon request, the Director shall undergo physical/mental examination by a District appointed physician. Prior to the examination, the Director agrees to execute District provided medical releases from all treating physicians authorizing the District appointed physician to review all medical records. The District appointed physician shall review this Agreement, the District's job description for the position, and be provided background information related to the duties of the position. The Director shall submit all costs associated with this examination to the Director's insurance carrier. All non-insured costs shall be borne by the District. The physician shall submit a confidential written report to the Board, the Superintendent and the Director addressing only the Director's fitness to perform the job. The physician's report shall specifically indicate whether or not the Director has any physical or mental impairment that substantially limits the Director's ability to perform the essential functions of the Director position. No confidential medical information shall be submitted to the Board, the Superintendent, the District, any third party, or any of the District's officers, agents or employees unless it is determined that the Director is unable to perform the

essential functions of the position and such medical information is directly related to such determination.

6. **Director's Duties.** The Director is employed as District Director of Human Resources and shall perform the duties of District Director as prescribed by this Agreement, the laws of the State of California, Board Policy, the Director's job description, and other duties as assigned by the Superintendent.

7. **Outside Professional Activities.** By prior approval by the Superintendent, the Director may undertake for consideration outside professional activities, including consulting, speaking and writing. The Director's outside professional activities shall not occur during regular work hours or otherwise interfere with Director's ability to satisfactorily perform the duties of the position. The Director may, with prior approval of the Superintendent, continue to draw a salary while engaged in such outside activities. In such cases, any honoraria paid to the Director in connection with these activities shall be paid to the District. If the Director chooses to use a holiday or vacation time to perform outside activities, the Director may retain any honoraria paid. The Director agrees not to use District staff or property in performing these outside activities without prior written approval by the Superintendent. In no case will the District be responsible for any expenses attendant to the performance of such outside activities unless prior Superintendent approval is obtained.

# 8. <u>Evaluation</u>.

a. <u>Annual Evaluation</u>. The Superintendent will evaluate the performance of the Director in writing a minimum of once each year. The evaluation shall be based upon this Agreement, the job description, mutually agreed upon goals, objectives or other competency criteria and the quality and effectiveness of the Director's working relationship with the Superintendent, the Board and others. The Annual Evaluation shall take place no later than March 1 of each year. The Superintendent's failure to evaluate the Director shall not extend the term of this Agreement nor have any other impact on any other term or provision of this Agreement.

The Superintendent will prepare a final annual written evaluation. The final written evaluation will be provided to the Director. The Director shall be free to respond to the written evaluation, if desired. The evaluation, along with the Director's comments, if any, shall be placed in the Director's personnel file.

b. <u>Additional Review</u>. Nothing in this Agreement shall preclude the Superintendent from evaluating the Director more than once each year. Such performance evaluations may take place at the request of the Superintendent or the Director. In addition, the Parties agree to meet informally to discuss the Director's performance as deemed appropriate by the Superintendent.

c. **Evaluation Rating**. At the conclusion of each evaluation, the Superintendent shall determine, in writing on the Director's written evaluation form, whether or not the evaluation is deemed to be "positive" so that an affirmative decision is made regarding the Director's entitlement to a COLA salary increase, as provided in section 2 of this Agreement. The Parties agree that the Director's written evaluation form shall contain the following statement:

"The Superintendent has determined that the Director's evaluation for the 20\_\_\_\_\_20\_\_\_\_ school year is [positive/not positive] and the Director [is/is not] entitled to COLA increase in the same amount, if any, granted to the District's certificated employees."

9. <u>Senior Management Employee Status</u>. The Parties agree that Director is employed as a senior manager in the classified service in accordance with Education Code sections 45100.5, 45108, 35031 and other applicable provisions of law. Accordingly, Director shall be a part of the classified service and shall be afforded all rights, benefits, and burdens of other classified employees, except that Director shall not obtain permanent status in the Director position. The Director agrees that the Director is a senior management employee.

# 10. <u>Termination of Agreement</u>.

a. <u>Mutual Consent</u>. This Agreement may be terminated at any time by mutual written consent of the Board and the Director.

b. **<u>Resignation</u>**. The Director may resign and terminate this Agreement only by providing the Board with at least sixty (60) calendar days advance written notice, unless the Parties agree otherwise.

c. <u>Termination for Cause</u>. The Board may terminate the Director at a time prior to the expiration of this Agreement for: (1) acts done in bad faith to the detriment of the District; (2) breach of this Agreement; (3) unsatisfactory performance; (4) refusal or failure to act in accordance with a specific provision of this Agreement or a lawful directive or order of the Superintendent or the Board; (5) misconduct or dishonest behavior with regard to the Director's

employment; (6) conviction of a crime involving dishonesty, breach of trust, physical or emotional harm to any person; or (7) for other conduct seriously prejudicial to the District.

Notwithstanding Labor Code section 2924, the Parties agree that the determination of cause shall be based on the Board's reasonable belief in the existence of good cause for termination. The existence of such cause shall constitute a material breach of this Agreement and shall extinguish all rights and duties of the Parties under this Agreement.

If cause exists, the Superintendent shall meet with the Director and shall submit a written statement of the grounds for termination and copies of written documents the District reasonably believes support the termination. If the Director disputes the charges, the Director shall then be entitled to a conference before the Board in closed session. The Director and the Board shall each have the right to be represented by counsel at their own expense. The Director shall have a reasonable opportunity to respond to all matters raised in the charges and to submit any written documents the Director believes are relevant to the charges. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. If the Board, after considering all information presented, decides to terminate this Agreement, it shall provide the Director with a written decision. The decision of the Board shall be final.

The Director's conference before the Board shall be deemed to satisfy the Director entitlement to due process of law and shall be the Director's exclusive right to any conference or hearing otherwise required by law. The Director waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Director's administrative remedies and then authorizes the Director to contest the Board's determination in a court of competent jurisdiction.

d. <u>**Termination without Cause**</u>. The Board may, at its pleasure and for any reason, without cause or a hearing, terminate this Agreement at any time upon written notice to the Director. In consideration for the exercise of this right, the District shall pay to Director the sum equivalent to three (3) months of Director's salary if written notice of termination is given. All payments due the Director shall be payable in equal monthly payments unless otherwise agreed. For purposes of this Agreement, the term "salary" shall include only the Director's regular monthly base salary, longevity and professional growth stipend, and shall not include the value of any other stipends, allowances, reimbursements or benefits received under this Agreement.

As a condition of receiving such monthly payments the Director shall be obligated to immediately seek other employment in good faith and to notify the District in writing immediately if the Director earns income from any full-time employment related service. All payments made pursuant to this termination without cause provision shall be subject to applicable payroll deductions and shall be treated as compensation for state and federal tax purposes. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay; accordingly, no payments made pursuant to this early termination provision shall constitute creditable service or creditable compensation for CalSTRS or CalPERS retirement purposes and no deductions shall be made for retirement purposes.

The Director shall also be entitled to the same District-paid health benefits afforded to other employees, as those benefits may change from time to time, until expiration of this Agreement, a period of three (3) months, or until the Director obtains other employment that provides health benefits, whichever occurs first.

If eligible, Director is entitled to retiree benefits outlined in Section 3.j.

The Parties agree that any damages to the Director that may result from the Board's early termination of this Agreement without cause cannot be readily ascertained. Accordingly, the Parties agree that the payments made pursuant to this termination without cause provision, along with the District's agreement to provide health benefits, constitutes reasonable liquidated damages for the Director fully compensates the Director for all tort, contract and other damages of any nature whatsoever, whether in law or equity, and does not result in a penalty. The Parties agree that the District's completion of its obligations under this provision constitutes the Director's sole remedy to the fullest extent provided by law. Finally, the Parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code section 53260 et. seq.

e. <u>Termination for Unlawful Fiscal Practices</u>. Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Director has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may immediately terminate the Director solely upon written notice to the Director and the Director shall not be entitled to any compensation of any nature, whether as cash, salary payments, health benefits, or other non-

cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260(b).

f. **Death**. Death of the Director terminates the Agreement immediately. In such event, all salary and other monetary amounts due to the Director at the time of death, if any, shall be paid to the Director's estate unless otherwise declared in writing by the Director.

11. **Disability of the Director**. If the District determines that the Director is disabled and, following an interactive dialogue with the Director that the Director is unable to perform the essential functions of the position, this Agreement may be immediately terminated by the Board upon written notice to the Director.

12. **<u>Renewal</u>**. If this Agreement is not terminated as provided by this Agreement, it shall be renewed for an additional school year.

13. <u>**Tax/Retirement Liability.</u>** Notwithstanding any other provision of this Agreement, the District shall not be liable for any retirement or state/federal tax consequences to the Director any designated beneficiary, heirs, Director's executors, successors or assigns of the Director. The Director shall assume sole responsibility and liability for all state or federal tax consequences of this Agreement and all related payroll and retirement consequences, including, but not limited to, whether compensation or service is creditable for purposes of retirement, all tax and retirement consequences stemming from any payments made to the Director as a result of the termination without cause provision of this Agreement, retirement payments, expense reimbursements, and payments for insurance.</u>

14. **Abuse of Office Provisions**. In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, should the Director receive a paid leave of absence or cash settlement if this Agreement is terminated with or without cause, such paid leave or cash settlement shall be fully reimbursed to the District by the Director if the Director is convicted of a crime involving an abuse of the Director's office or position. In addition, if the District funds the criminal defense of the Director against charges involving abuse of office or position and the Director is then convicted of such charges, the Director shall fully reimburse the District all funds expended for her criminal defense.

15. **Notification by Director Prior to Interviewing for Other Employment.** If the Director desires to seek employment elsewhere during the term of this agreement, the Director shall notify the Superintendent if the Director interviews for another position and, upon request,

explain the Director's reasons for having interest in other employment. The Director shall immediately notify the Superintendent in writing if the Director becomes a finalist for employment outside the District.

Mediation. The Director and Board agree to make a good faith effort to settle any 16. dispute that arises under this Agreement through discussion and negotiations. If the dispute is not resolved within thirty (30) calendar days, the dispute shall be mediated unless the Parties agree otherwise in writing. Both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. If the Parties cannot agree on a mediator, the mediator shall be appointed by the State Conciliation and Mediation Service unless the Parties agree otherwise. The mediator's fee, if any, shall be paid by the District. Each party shall bear its own attorney fees and costs. Any mediator selected by the Parties shall have expertise in the area of the dispute and be knowledgeable in the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, shall not be binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115 et seq. and shall sign a written document to that effect.

# 17. <u>General Provisions</u>.

a. <u>Governing Law/Venue</u>. This Agreement, and the rights and obligations of the Parties, shall be construed and enforced in accordance with the laws of the State of California. Venue shall be in Fresno County, California.

b. **Entire Agreement.** This Agreement, including the job description for the Director position, contains the entire agreement and understanding between the Parties. There are no oral understandings, terms or conditions and neither party has relied upon any representation, express or implied, not contained in this Agreement. Further, this Agreement shall supersede all prior oral or written employment contracts or agreements between the Parties executed prior to the date of this Agreement including.

c. <u>No Assignment</u>. The Director may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. <u>Modification</u>. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both Parties.

e. <u>Exclusivity</u>. To the extent permitted by law, the Parties agree that the employment relationship between the District and the Director shall be governed exclusively by the provisions of this Agreement and not by Board policies, administrative regulations, Management Handbooks or similar documents.

f. <u>Management Hours</u>. The Parties recognize that the demands of the position will require Director to average more than eight (8) hours a day and/or more than 40 hours per week. Upon prior approval of Superintendent, the Director has the ability to flex daily schedule. The Parties agree that Director shall not be entitled to overtime compensation.

g. <u>Construction</u>. This Agreement shall not be construed more strongly in favor of or against either party regardless of which party is responsible for its preparation.

h. **Board Approval.** The effectiveness of this Agreement shall be contingent upon approval by District's Governing Board as required by law.

i. <u>Execution of Other Documents</u>. The Parties shall cooperate fully in the execution of any other documents and in the completion of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.

j. **Independent Review.** The Parties have had the opportunity to obtain, and have obtained, independent legal or other professional advice with regard to this Agreement, including tax and retirement consequences. The Parties acknowledge that the terms of this Agreement have been read and fully explained and that those terms are fully understood and voluntarily accepted.

k. **<u>Binding Effect</u>**. This Agreement shall be for the benefit of and shall be binding upon all Parties and their respective successors, heirs, and assigns.

1. **Execution.** This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. A copy, facsimile, photographic copy or an original, with all signatures appended together, shall be deemed a fully executed Agreement and shall be as valid as an original for any purpose.

m. <u>Savings Clause</u>. If any provision of this Agreement or its application is held invalid, the invalidity shall not affect the other provisions or applications of the Agreement that

can be given effect without the invalid provisions or applications and the provisions of this Agreement are declared to be severable.

n. **Public Record.** The Parties recognize that, once final, this Agreement is a public record and must be made available to the public upon request.

o. **Integration.** This Agreement constitutes a complete and exclusive statement of the understanding between the Parties with respect to its subject matter. This Agreement supersedes any and all other prior communications between the Parties, whether written or oral. Any prior agreements, promises, negotiations or representations related to the subject matter not expressly set forth in this Agreement are of no force and effect.

p. <u>Waiver</u>. Any waiver of any breach of any term or provision of this Agreement shall be in writing and shall not be construed to be a waiver of any other breach of this Agreement.

q. **Indemnity.** As provided by Government Code sections 825 and 995, the District shall defend the Director from any and all demands, claims, suits, actions, and legal proceedings brought against the Director in the Director's individual or official capacity as an agent and employee of the District. Upon retirement from the District, the Director will continue to be indemnified for any actions taken against the Director to the extent required by law.

Dated: January 13, 2025

Constance Lunde President of the Board of Trustees Kingsburg Elementary Charter School District

This Agreement was approved by the Governing Board in open session at a regularly called meeting held on January 13, 2025.

### **ACCEPTANCE OF OFFER**

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I understand that the District is relying upon information provided by me during the application process in extending this offer of employment. By signing below, I represent that I have not provided the District with any false information or made any material misrepresentation or omission during the job application process. I agree that false, incomplete, or misleading statements or omissions made during the job application process constitute dishonesty and breach of this Agreement and are grounds for termination of this Agreement for cause.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will in any way conflict with the terms or this Employment Agreement.

Dated: \_\_\_\_\_

Dustin Johnson Director of Human Resources

# Kingsburg Elementary Charter School District Board Agenda Item

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

- 1. Agenda Item: Consider Approval of Administrative Regulations 4161.1 and 4261.1 Personal Illness/Injury Leave
- 2. Agenda Item Category:

**Consent Agenda** 

Action Item
 Presentation
 Public Hearing
 Closed Session

3. Submitted By:

Carol Bray

4. Attachments:

Not Applicable

 To Be Enclosed with Board Packets
 \*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

### 5. Purpose:

First reading of the revised AR 4161.1 and 4261.1. This update will include the change to the Healthy Families Act to increase the paid sick leave from 3 days to 5 days (mainly for substitutes). Some minor revisions were also made to reflect current practice and updated Education Code.

# 6. Financial Impact:

Minimal Financial Impact as very few substitutes use sick leave. (They must be scheduled to work on a day they were sick in order to be paid sick leave).

7. Funding Source: General Fund

# 8. District Goals This Item Will Meet:

Increase Student Achievement

Provide a Safe, Positive and Healthy Learning Environment Develop 21<sup>st</sup> Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations

✓ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

#### **Regulation 4161.1: Personal Illness/Injury Leave**

Status: DRAFT

#### Original Adopted Date: 01/14/1999 | Last Revised Date: 07/15/2019

Certificated employees employed five school days per week are entitled to 10 days' leave of absence with full pay for personal illness or injury (sick leave) per school year of service. Employees who work less than five school days per week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any parttime employees who are entitled to less than three days of paid sick leave per year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if they are eligible. (Education Code 44978; Labor Code 245-249)

Use of Sick Leave

Certificated employees may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of and in the course of employment; quarantine which results from contact in the course of employment with other persons having a contagious disease; or temporary inability to perform assigned duties because of illness, accident, or quarantine (Education Code 44964)

2. Pregnancy, miscarriage, childbirth, and related recovery (Education Code 44965, 44978)

3. Personal necessity (Education Code 44981)

4. Medical and dental appointments, in increments of not less than 15 minutes.

5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)

6. Need of the employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 44977.5; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

7. Diagnosis, care, or treatment of an existing health condition that qualifies under FMLA, or preventative care of the employee's child, parent, spouse, registered domestic partner or domestic partner's child, grandparent, grandchild, or sibling, including a designated person, as defined in Labor Code 245.5. (See Exhibit 4161.1,4361.1.)

(A child or parent can be biological, adoptive, foster, in loco parentis, step or legal guardian/ward.) (Labor Code 233)

8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and/or 230.1(a) for the health, safety, or welfare of the employee or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items #7-8, an employee may use, in any calendar year, the amount of sick leave that would be accrued during six months at the employee's then current rate of entitlement. (Labor Code 233)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

An employee shall reimburse the district for any unearned sick leave used as of the date of termination in accordance with Education Code 44042.5.

Full or Part-Time Certificated Employees unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

The district shall not require new employees to waive leave accumulated in a previous district. (Education Code 44979, 44980)

The Superintendent or designee shall notify any certificated employee who leaves the district after at least one school year of employment that if the employee accepts a certificated position in another district, county office of education, or community college district within one year, the employee may request that the district transfer any accumulated sick leave to the new employer. (Education Code 44979, 44980)

Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a certificated employee who is a former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component shall be entitled to sick leave with pay of up to 10 days for the purpose of undergoing medical treatment, including mental health treatment, for a military service-connected disability rated at 30 percent or more by the U.S. Department of Veterans Affairs. An eligible employee who works less than five days per week shall be entitled to such leave in proportion to the time worked. (Education Code 44978.2)

The amount of leave shall be credited to the employee either on the date the employee receives confirmation of the submission of the disability application to the U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives the disability rating decision, the employee shall report that information to the Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 10-day maximum leave. If the disability rating decision makes the employee ineligible for the leave, the disability rating decision to an alternative leave balance. (Education Code 44978.2)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 44978.2)

#### Notification of Absence

An employee shall notify the district of the need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which the employee intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Continued Absence After Available Sick Leave Is Exhausted/50% Pay

After a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or accident, continues to be absent for an additional period of up to five months, the employee shall receive at least 50 percent of the employee's regular salary during the additional period of absence. (Education Code 44983)

#### Absence Beyond Five-Month Period/Reemployment List

If a certificated employee is not medically able to return to work after the five-month period provided pursuant to Education Code 44977, the employee shall be placed either in another position or on a reemployment list. Placement on the reemployment list shall be for 24 months for probationary employees or 39 months for permanent employees and shall begin at the expiration of the five-month period. If during this time the employee becomes medically able, the employee shall be returned to employment in a position for which the employee is credentialed and qualified. (Education Code 44978.1)

#### Parental Leave

During each school year, a certificated employee may use all available sick leave, including accumulated sick leave, for the purpose of parental leave for a period of up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. (Education Code 44977.5)

Eligibility for such leave shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 44977.5)

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive 50 percent of the employee's regular salary for the remainder of the 12 work weeks. (Education Code 44977.5)

Parental leave taken pursuant to Education Code 44977.5 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12

work weeks in a 12-month period. (Education Code 44977.5; Government Code 12945.2, 12945.6)

#### Verification Requirements

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to the employee's immediate supervisor.

The Superintendent or designee may, at any time, require additional written verification by the employee's physician or practitioner. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny further leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information. Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for 5 consecutive days, or for surgery, hospitalization, or extended medical treatment will be asked to submit a letter from a physician stating that the employee is able to return to duty and stipulating any necessary restrictions or limitations.

Healthy Workplaces, Healthy Families Act Requirements

No employee shall be denied the right to use accrued sick days, and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:

a. That an employee is entitled to accrue, request, and use paid sick days

b. The number of sick days provided by Labor Code 245-249

c. The terms of use of paid sick days

d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against the employee

2. Provide no less than 35 hours or five days of paid sick leave each fiscal year worked to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request. Unused sick leave does not roll over to the next fiscal year.

3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

4. Keep a record documenting paid sick days used by each eligible employee for three years

#### **Regulation 4261.1: Personal Illness/Injury Leave**

Status: DRAFT

#### Original Adopted Date: 04/18/1996 | Last Revised Date: 07/15/2019

Full-time classified employees employed five days per week are entitled to 12 days' leave of absence, with full pay, for personal illness or injury (sick leave) per fiscal year. Employees who serve less than a full fiscal year or fewer than five days a week shall be granted comparable sick leave in proportion to the time they work. However, part-time employees who are entitled to less than 24 hours of paid sick leave per fiscal year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if they are eligible. (Education Code 45191; Labor Code 245-249)

Use of Sick Leave

Classified employees may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact in the course of employment with other persons having a contagious disease (Education Code 45199)

2. Pregnancy, childbirth and recovery (Education Code 45193)

3. Personal necessity as specified in Education Code 45207

4. Medical and dental appointments, in increments of not less than 15 minutes

5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

6. Need of an employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 45196.1; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

7. Diagnosis, care, or treatment of an existing health condition, or preventative care of the employee's child, parent, spouse, registered domestic partner or domestic partner's child, grandparent, grandchild, or sibling, including a designated person, as defined in Labor Code 245.5, up to the amount of sick leave that would be accrued during seven months (Labor Code 233)

(A child or parent can be biological, adoptive, foster, in loco parentis, step, or legal guardian/ward.) (Labor Code 233)

8. A documented serious health condition of an employee's immediate family that qualifies as a serious health condition under FMLA. (See attached Exhibit.)

9. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child when the employee has been a victim of domestic violence, sexual assault, or stalking. (Labor Code 246.5)

For the purposes specified in items #8-9, an employee may use, in any calendar year, the amount of sick leave that would be accrued during six months at the employee's then current rate of entitlement. (Labor Code 233)

An employee may take sick leave at any time during the year, even if credit for such leave has not yet been accrued. However, new employees shall not be entitled to more than six days of sick leave, or the proportionate amount to which the employee may be entitled, until the first day of the month after the employee has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

An employee shall reimburse the district for any unearned sick leave used as of the date of termination, in accordance with Education Code 44042.5.

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202) The Superintendent or designer shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if the employee accepts employment in another district, county office of education, or community college district within one year of the termination of employment, the employee may request that the district transfer any accumulated sick leave to the new employer. (Education Code 45202)

#### Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a classified employee who is a former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component shall be entitled to sick leave with pay of up to 12 days for the purpose of undergoing medical treatment, including mental health treatment, for a military service-connected disability rated at 30 percent or higher by the U.S. Department of Veterans Affairs. An eligible employee who works less than five days per week shall be entitled to such leave in proportion to the time he/she works. (Education Code 45191.5)

The amount of leave shall be credited to the employee either on the date the employee receives confirmation of the submission of his/her disability application to the U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives his/her disability rating decision, he/she shall report that information to the Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 12-day maximum leave. If the disability rating decision to an alternative leave before the disability rating decision to an alternative leave balance. (Education Code 45191.5)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 45191.5)

#### Notification of Absence

An employee shall notify the Superintendent or the designated manager or supervisor of the need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which the employee intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

#### Continued Absence After Available Sick Leave Is Exhausted

Each year, each regular classified employee shall be credited with no fewer than 100 working days of paid leave for personal illness or injury, including current year and accumulated days of leave. When the current year and accumulated days at full pay are exhausted, the remainder of the 100 days shall be compensated at least 50 percent of the employee's regular salary. Any of the 100 days of leave not used during the year in which they are credited shall be forfeited and shall not accumulate from year to year. This paid leave shall be exclusive of any other paid leave, holidays, vacation, or compensatory time to which the employee may be entitled. (Education Code 45196)

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. The total additional leave granted shall not exceed 18 months. (Education Code 45195)

#### Parental Leave

During each school year, classified employee may use all available sick leave, including accumulated sick leave, for the purpose of parental leave for a period up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. (Education Code 45196.1)

Eligibility for such leave shall not require 1,250 hours of service with the district during the previous 12 months.

#### (Education Code 45196.1)

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive at least 50 percent of the employee's regular salary for the remainder of the 12 work weeks. (Education Code 45196.1)

Parental leave taken pursuant to Education Code 45196.1 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 45196.1; Government Code 12945.2, 12945.6)

#### Extension of Leave

If the employee is still unable to return to work after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes medically able, the employee shall be offered reemployment in the first vacancy in the classification of the employee's previous assignment. During the 39 months, the employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to seniority. (Education Code 45195)

#### Verification Requirements

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to the employee's immediate supervisor.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information. Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for 5 consecutive days, or for surgery, hospitalization, or extended medical treatment will be asked to submit a letter from a physician stating that the employee is able to return to work and stipulating any necessary restrictions or limitations.

#### Short-Term and Substitute Employees

Any short-term or substitute employee who works for 30 or more days each fiscal year who does not currently earn paid sick leave will be entitled to accrue 40 hours or 5 days of paid sick leave. A short-term or substitute employee shall be entitled to use accrued paid sick leave beginning on the 90th day of employment. Accrued sick leave shall not carry over to the following year of employment. However, a short-term or substitute employee is limited to the use of 40 hours of sick leave in each year of employment. (Labor Code 246)

Substitute or temporary employees who work for other employers in addition to the district may not claim paid sick leave from those other employers for the same work days that they utilize district-paid sick leave. Should the District become informed that a substitute or temporary employee has done so, the district will immediately terminate employment and remove the individual from the eligible substitute or temporary rosters and deny further district assignments.

A short-term or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. The employee's own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care

2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking

Healthy Workplaces, Healthy Families Act Requirements

No employee, including a short-term or substitute employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:

a. That an employee is entitled to accrue, request, and use paid sick days

b. The number of sick days provided by Labor Code 245-249

c. The terms of use of paid sick days

d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against the employee

2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request

3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

# Kingsburg Elementary Charter School District Board Agenda Item

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

- 1. Agenda Item: Williams Quarterly Report- January 2025
- 2. Agenda Item Category:

✓ Consent Agenda
 ✓ Action Item
 Presentation
 Public Hearing
 Closed Session

# 3. Submitted By:

Sarah Ballard, Executive Assistant to the Superintendent

# 4. Attachments:

Not Applicable

✓ To Be Enclosed with Board Packets

\*Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

# 5. Purpose:

This quarterly report is required by our County Office. We have received no complaints. A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing certain educational programs.

# 6. Financial Impact:

None

# 7. Funding Source:

None

# 8. District Goals This Item Will Meet:

Increase Student Achievement

Provide a Safe, Positive and Healthy Learning Environment Develop 21<sup>st</sup> Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations Maintain a Sound Fiscal Condition - "Keep the Family Together!"

# **Quarterly Report on Williams Uniform Complaints**

[Education Code § 35186]

District:	Kinasbura Elementan	Charter School District	
District.	Ringsborg Elornorna	Circinol ochool Disiliot	

Person completing this form: <u>Sarah Ballard</u>

Title: Executive Assistant to the Superintendent

Quarterly Report Submission Date - check one

	1 <sup>st</sup> Quarter	July 1 - September 30	(Due October 2024)
$\checkmark$	2 <sup>nd</sup> Quarter	October 1 – December 31	(Due January 2025)
	3 <sup>rd</sup> Quarter	January 1 – March 31	(Due April 2025)
	4 <sup>th</sup> Quarter	April 1 – June 30	(Due July 2025)

Date for information to be reported publicly at governing board meeting: 01/13/25

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Print Name of District Superintendent

Dr. Wesley Sever

01/13/25 Date

Signature of District Superintendent