

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

Tuesday, February 11, 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. Communications/Recognitions
6. Assistant Superintendent's Report
 - 6.1. LCAP Mid-Year Monitoring Report for the 2024-2025 LCAP
7. Chief Business Official's Report
8. Technology Coordinator's Report
9. Board Member Reports
10. First Reading: Board Policies/Administrative Regulations/Exhibits
 - 10.1. BP 0460: Local Control and Accountability Plan
 - 10.2. AR 0460: Local Control and Accountability Plan

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:

11. Consent Agenda

- 11.1. Consider Approval of Minutes – January 13, 2025 Board Meeting
- 11.2. Consider Approval of Cash Balances
- 11.3. Consider Approval of Budget Report
- 11.4. Consider Approval of Accounts Payable Report
- 11.5. Consider Approval of Fresno State’s Parent University Program
- 11.6. Consider Approval of Consultation Services Agreement for The Talk Team
- 11.7. Consider Approval of Adapted Physical Education Service Agreement with FCSS
- 11.8. Consider Approval of Agreement with CalState TEACH for Student Teachers

BUSINESS SERVICES

- 12. Consider Approval of Quote from J&E Restaurant Supply for New Serving Line Equipment for Rafer Johnson Jr. High
- 13. Consider Approval of Purchase from Gottschalk Music Center for Rafer Johnson Jr. High Music Supplies

HUMAN RESOURCES

- 14. Consider Approval of New Job Descriptions
 - 14.1. Elementary Music Teacher Grades PreK, TK, 1, CVHS
 - 14.2. Elementary Music Teacher Grades 2-3

ADMINISTRATIVE SERVICES

- 15. Consider Approval of Delegate Assembly Nominees to the 2025 CSBA Delegate Assembly
- 16. Consider Recommendations for the Fresno County School Trustees Association Board of Directors

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.

- 17. Public Comment on Agendized and Non-Agendized Items
- 18. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Monday, March 10, 2025, 4:00 p.m., Professional Development Building

CLOSED SESSION

REVIEW OF PERSONNEL MATTERS PURSUANT TO GOVERNMENT CODES 11126 AND 54957

Review of personnel matters is limited to consideration of the appointment, employment, evaluation of performance, change of status, or dismissal of a public employee; or to hear "complaints or charges brought against such employee by another person or employee unless the employee requests a public session."

19. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)
20. Anticipated Litigation (Government Code Section 54956.9(b))
21. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
22. Public Employee Employment (Government Code Section 54957)
 - 22.1. Certificated Personnel
 - 22.1.1. Consider Acceptance of Resignation: 1st Grade Teacher, Roosevelt School
 - 22.1.2. Consider Acceptance of Resignation for the Purposes of Retirement: 2nd Grade Teacher, Lincoln School
 - 22.1.3. Consider Acceptance of Resignation for the Purposes of Retirement: 4th Grade Teacher, Reagan Elementary
 - 22.1.4. Consider Acceptance of Resignation: 5th Grade Teacher, Reagan Elementary
 - 22.1.5. Consider Acceptance of Resignation: 8th Grade Math Teacher, Rafer Johnson Jr. High
 - 22.1.6. Consider Approval of Request to Hire: 8th Grade Math Teacher, Rafer Johnson Jr. High
 - 22.2. Classified Personnel
 - 22.2.1. Consider Acceptance of Resignation: Paraprofessional, Washington Preschool
 - 22.2.2. Consider Acceptance of Resignation: Custodian, Roosevelt School
23. Pupil Personnel
 - 23.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
 - 23.1.1. Consider Approval of 2024-25 New Attendance Requests – Site-Based Program
 - 23.1.2. Consider Approval of 2024-25 New Attendance Requests – Central Valley Home School

RECONVENE PUBLIC SESSION

ACTION

24. Report of Actions Taken in Closed Session
25. Adjourn

Kingsburg Elementary Charter School District

Board Agenda Item

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

**All Board items are subject to approval by the Board President.*

1. Agenda Item:

LCAP Mid-Year Monitoring Report for the 2024-2025 LCAP

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 superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district.

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!"



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Elementary Charter School District	Matt Stovall Assistant Superintendent	mstovall@kesd.org 559-897-2331

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Smarter Balanced ELA Distance from Standard	<p>Data Year: 2023 Data Source: CA Dashboard</p> <p>All-students: 3.8 points below the standard</p> <p>EL: 52.1 points below the standard</p> <p>LI: 14.7 points below the standard</p> <p>SWD: 98.7 points below the standard</p> <p>Foster Youth: No data available</p> <p>Rafer Johnson SWD: 120.5 points below the standard</p>	<p>Data Year: 2024 Data Source: CA Dashboard</p> <p>All-students: 3.8 points below the standard</p> <p>EL: 36.4 points below the standard</p> <p>LI: 18.1 points below the standard</p> <p>SWD: 102.5 points below the standard</p> <p>Foster Youth: No data available</p>		<p>DRA - First Trimester Data Met and Exceeded 36.50% Nearly Met and Not Met 63.5% Total students tested 537 students (Grades 1-3)</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37%</p> <p>Data Year: 2024 Data Source: CA Dashboard</p> <p>All-students: 3.8 points below the standard</p> <p>EL: 36.4 points below the standard</p> <p>LI: 18.1 points below the standard</p>	<p>All-students: 3.5 points below the standard</p> <p>EL: 49 points below the standard</p> <p>LI: 13.9 points below the standard</p> <p>SWD: 93.7 points below the standard</p> <p>Rafer Johnson SWD: 114 points below the standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>SWD: 102.5 points below the standard</p> <p>Foster Youth: No data available</p>	
1.2	Smarter Balanced Math Distance from Standard	<p>Data Year: 2023 Data Source: CA Dashboard</p> <p>All-students: 34.4 points below the standard</p> <p>EL: 78.8 points below the standard</p> <p>LI: 47.9 points below the standard</p> <p>SWD: 122.3 points below the standard</p> <p>Foster Youth: No data available</p> <p>Central Valley Home School Hispanic: 95.3 points below the standard LI: 109.6 points below the standard</p> <p>Rafer Johnson SWD: 165.6 points below the standard</p> <p>Ronald Reagan SWD: 115.9 points below the standard</p>	<p>Data Year: 2024 Data Source: CA Dashboard</p> <p>All-Students: 36 points below the standard</p> <p>EL: 36.4 points below the standard</p> <p>LI: 18.1 points below the standard</p> <p>SWD: 102.5 points below the standard</p> <p>Foster Youth: No data available</p>		<p>i-Ready Data - Beginning of Year District-Wide Data</p> <p>Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%</p> <p>Data Year: 2024 Data Source: CA Dashboard</p> <p>All-Students: 36 points below the standard</p> <p>EL: 36.4 points below the standard</p> <p>LI: 18.1 points below the standard</p> <p>SWD: 102.5 points below the standard</p> <p>Foster Youth: No data available</p>	<p>All-students: 32.6 points below standard</p> <p>EL: 74.8 points below standard</p> <p>LI: 45.5 points below standard</p> <p>SWD: 116.1 points below standard</p> <p>Central Valley Home School Hispanic: 90 points below the standard LI: 103 points below the standard</p> <p>Rafer Johnson SWD: 157 points below the standard</p> <p>Ronald Reagan SWD: 110 points below the standard</p>
1.3	Implementation of standards for all students and enable ELs to access CCSS and ELD standards.	<p>Data Year: 2023 Data Source: State Reflection Tool</p>	<p>Data Year: 2024 Data Source: State Reflection Tool</p>		<p>Data Year: 2024 Data Source: State Reflection Tool</p>	<p>Average score of: 4.0 out of 5.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Implementation of State Standards is an average score of: 3.9 out of 5.	Implementation of State Standards is an average score of: 4.6 out of 5.		Implementation of State Standards is an average score of: 4.6 out of 5.	
1.4	A broad course of study as measured as measured by a review of teacher and student master schedules.	Data Year: 2023 Data Source: Local data 100% broad course of study was provided to all students.	Data Year: 2024 Data Source: Local Data 100% broad course of study was provided to all students.		Data Year: 2024 Data Source: Local Data 100% broad course of study was provided to all students.	100%
1.5	Properly credentialed teachers with no misassignments or vacancies, as measured by Credentials, CA Dashboard or SARC review.	Data Year: 2023 Data Source: CA Dashboard 93% of our teachers are Clear (% of teaching FTE)	Data Year 2024 Data Source: CA Dashboard 86.9% of our teachers are Clear (% of teaching FTE)		Data Year 2024 Data Source: CA Dashboard 86.9% of our teachers are Clear (% of teaching FTE)	94% clear (% of teaching FTE)
1.6	Access to standards aligned instructional materials	Data Year: 2023 Data Source: State Reflection Tool 100%	Data Year: 2024 Data Source: State Reflection Tool 100%		Data Year: 2024 Data Source: State Reflection Tool 100%	100%
1.7	Facilities maintained in good repair	Data Year: 2023 Data Source: SARC FIT Report 100%	Data Year: 2024 Data Source: SARC FIT Report 100%		Data Year: 2024 Data Source: SARC FIT Report 100%	100%
1.8	Local Assessment: Reading Performance Met or Exceeded Standard	Data Year: 2023 Data Source: Developmental Reading Assessment (DRA) K-3 59.18%	Data Year: 2024 Data Source: Developmental Reading Assessment (DRA) K-3 54.99%		Data Year: 2024 Data Source: Developmental Reading Assessment (DRA) K-3 54.99%	60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	Chronic Absenteeism	Data Year: 2023 Data Source: CA Dashboard All-students: 2.1% EL: 1.6% FY: 5.6% LI: 2.7% Homeless: 0.8% SWD: 4.9%	Data Year: 2024 Data Source: CA Dashboard All-students: 1.9% EL: 1.5% FY: 0% LI: 2.2% Homeless: 4% SWD: 4.6%		DRA - First Trimester Data Met and Exceeded 36.50% Nearly Met and Not Met 63.5% Total students tested 537 students (Grades 1-3) Data Year: 2024 Data Source: CA Dashboard All-students: 1.9% EL: 1.5% FY: 0% LI: 2.2% Homeless: 4% SWD: 4.6%	All-students: 2.0% EL: 1.5% FY: 5.5% LI: 2.6% Homeless: 0.7% SWD: 4.8%
1.10	Attendance Rate	Data Year: 2023-24 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2023-2024 (P2) 99.55%	Data Year: 2023-24 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2023-2024 (P2) 99.55%		Data Year: 2024-2025 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P1) Island - 91.5% CVHS - 99.36% Washington - 99.91% Lincoln - 99.84% Roosevelt - 99.81% Rafer Johnson - 98.96% Reagan - 99.71%	98% or higher

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Closing the Achievement Gap The 2023 CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the all-student group in ELA. Our experience and the outcome of conducting a root cause analysis indicate that teachers would benefit from continued access to additional diagnostic formative assessment information specific to student reading skills along with related supplemental instructional resources and supplies.</p> <p>KECSD will provide supplemental resources and DRA Assessment kits that support the core curriculum and instruction aligned to the CA standards.</p> <p>Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials and the Developmental Reading Assessment (DRA) used during Multi-tiered Systems of Support, Response to Intervention (RTI), and after-school programs to support and scaffold instruction for the Low-Income and English Learner pupil population, is making a significant difference. DRA kits are used by teachers to analyze each student's level of reading and individual growth over time, so they know what early literacy skills to focus on.</p>	Yes	Fully Implemented	<p>DRA - First Trimester Data Met and Exceeded 36.50% Nearly Met and Not Met 63.5% Total students tested 537 students (Grades 1-3)</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37% Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%</p>	<p>Data Year: 2024 Data Source: CA Dashboard - ELA</p> <p>All-students: 3.8 points below the standard</p> <p>EL: 36.4 points below the standard</p> <p>LI: 18.1 points below the standard</p> <p>SWD: 102.5 points below the standard</p> <p>Foster Youth: No data available</p> <p>Data Year: 2024 Data Source: CA Dashboard-Math</p> <p>All-Students: 36 points below the standard</p> <p>EL: 36.4 points below the standard</p> <p>LI: 18.1 points below the standard</p>	\$1,994,383.00	\$376,825.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>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.</p>				<p>SWD: 102.5 points below the standard</p> <p>Foster Youth: No data available</p>		
1.2	Supervisor of Operations Maintain Assistant Supervisor of Operations Position	No	Fully Implemented	<p>100% facilities in good repair as measured by the 2023 SARC FIT report.</p> <p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</p>		\$132,716.36	\$68,311.90
1.3	Transportation The 2023 CA Dashboard indicates that our Low-Income and Foster Youth have higher Chronic Absenteeism rates as compared to our All-Student group. As demonstrated by parent surveys and educational partner engagement meetings, our Low-Income students and Foster Youth living beyond the district-provided bussing service area experience	Yes	Fully Implemented	<p>Data Year: 2024-2025 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P1)</p> <p>Island - 91.5% CVHS - 99.36% Washington - 99.91% Lincoln - 99.84% Roosevelt - 99.81%</p>		\$684,437.56	\$379,028.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>challenges obtaining and affording reliable transportation to and from school and extra-curricular events.</p> <p>KECSD will provide additional transportation services to students living beyond the designated bussing service areas.</p> <p>The design of the additional transportation services include but are not limited to; Provide access to bussing transportation not otherwise provided Provide consistent, reliable, and safe transportation for unduplicated students living beyond the district-provided bussing service area.</p> <p>Though this action is principally directed to meet the needs of our Low-Income and Foster Youth, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income and Foster Youth Chronic Absenteeism rates on the CA Dashboard will decrease as compared to our All-Student group.</p>			<p>Rafer Johnson - 98.96%</p> <p>Reagan - 99.71%</p>			
1.4	<p>Staffing</p> <p>Provide properly credentialed staff as part of basic services to ensure all students have access to</p>	No	Fully Implemented	<p>Data Year 2024</p> <p>Data Source: CA Dashboard</p>	<p>Data Year 2024</p> <p>Data Source: CA Dashboard</p>	\$11,970,196.45	\$5,595,042.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teachers who are properly credentialed.			86.9% of our teachers are Clear (% of teaching FTE)	86.9% of our teachers are Clear (% of teaching FTE)		
1.5	<p>Special Education Provide services and resources including speech services to all students with Individualized Education Plans and who qualify for special education.</p> <p>KECSD adheres to state and federal regulations to provide appropriate services to students with disabilities. Our programs ensure a Free Appropriate Public Education (FAPE) through individualized education plans (IEPs) tailored to each student's unique needs, guaranteeing access to the general curriculum and necessary accommodations. Under the Child Find mandate, KECSD identifies, locates, and evaluates all children with disabilities to provide appropriate services. Additionally, KECSD offers designated services and supports, such as speech therapy and counseling, to meet diverse needs and involves parents and guardians in the planning and decision-making process.</p>	No	Fully Implemented	Our Special Education team is fully staffed. To date, we have identified 12 students who were initially eligible for special education and have another 17 students with pending assessments. The total number of students eligible for special education in the district is 258, which is 12.3% of our district enrollment. Our SST process ensures that students receive timely intervention, their response to that intervention is monitored, and our referrals to Special Education are appropriate.	<p>DRA - First Trimester Data Met and Exceeded 36.50% Nearly Met and Not Met 63.5% Total students tested 537 students (Grades 1-3)</p> <p>i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37% Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%</p>	\$2,792,977.35	\$1,086,533.60
1.6	<p>Basic Services Provide basic services, additional support and intervention to ensure</p>	No	Fully Implemented	Washington has serviced 111 students this year focusing initially on		\$3,565,727.53	\$1,044,334.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>all students are successful in accessing the state standards.</p> <p>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard. LEA-wide SWD: ELA & Math</p> <p>School-wide Rafer Johnson: SWD: ELA & Math Ronald Reagan: SWD: Math Central Valley Home School: LI, Hispanic: Math</p> <p>To address the red indicators listed above, the following strengthened approach(s) will be taken.</p> <p>1. LEA-wide: KECSD will provide all educational specialists with Professional Development specific to writing appropriate accommodations and modifications to ensure access to the grade level content and curriculum and in strategic progress monitoring to ensure benchmarks are being met throughout the year.</p> <p>2. LEA-wide: KECSD will lead semesterly "data talks" with site educational specialists specific to CAASPP ELA and Math scores for SWD to support sites in writing ELA and Math IEP goals that reflect grade-level content progress as well as goals that meet the students at their level.</p> <p>3. Rafer Johnson = ELA , SWD and Math, SWD = Action: Establish</p>			<p>letters and sounds and currently we are adding blending. Roosevelt is currently serving 65 students. 8 students have been exited. Reagan is currently serving 77 students. 18 students have been exited. Lincoln is currently serving 56 students in ELA and 20 in math. CVHS has serviced 33 and 11 have exited.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>regular communication channels between teachers, special education staff, and parents/guardians to collaboratively monitor student progress, identify challenges, and implement targeted interventions and support strategies, ensuring a coordinated effort to enhance academic achievement for students with disabilities in both Math and English Language Arts. Action: Establish a mentorship program where students are paired with supportive staff or community members who can provide guidance and support, fostering a sense of belonging and reducing the likelihood of behavioral issues leading to suspensions.</p> <p>4. Ronald Reagan = Math, SWD = Reagan Elementary will do more targeted small group reteach for Math and ELA. Teachers analyze their data during PLCs to see the needs of students. They look specifically at students with disabilities as well as ELs to ensure those students are receiving the targeted instruction that they need. After each assessment, students with disabilities have access to small group instruction from their credentialed teacher.</p> <p>5. Central Valley Home School = Math, LI and Hispanic = At CVHS in order to increase support for Hispanics and Low-income students in the area of math, thus increasing their level of mastery, CVHS will collaborate with our credentialed staff to provide open</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>communication focused on specific goals for their students. These will take place at their monthly meeting time with follow-up at each subsequent meeting time. This may also require weekly check-ins with additional support provided by a tutor.</p> <p>Additionally, as KECSD was identified for Differentiated Assistance (DA) for ELA for the SWD subgroup, KECSD will convene a Networked Improvement Committee (NIC) in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes contributing to low progress in ELA for SWD at Ronald Reagan. The NIC will study district systems through a cycle of continuous improvement to implement changes that improve student outcomes as described in the Technical Assistance section of the Plan Summary.</p>						
1.7	<p>Facilities</p> <p>Continue to upgrade and maintain classrooms and facilities, as needed.</p>	No	Fully Implemented	<p>100% facilities in good repair as measured by the 2024 SARC FIT report.</p> <p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including</p>		\$4,619,929.56	\$3,133,116.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Deficiencies And Extreme Deficiencies)			
1.8	Preschool Provide high quality preschool services and resources to prepare students for kindergarten and beyond.	No	Fully Implemented	Language & Literacy Development Integrating Earlier = 2% Building Later = 18% Building Middle = 32% Building Earlier = 41% Explaining Later = 4% Exploring Middle = 3% Explaining Earlier = 4%		\$605,605.00	\$244,264.96
1.9	Lunch Program Provide a quality meal program to ensure all students receive a healthy and nutritious breakfast and lunch, every school day.	No	Fully Implemented	43,964 total breakfast this year 83,392 total lunches this year 32,067 total snacks this year *As of 12-4-2024		\$1,169,387.84	\$872,050.37

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	EL students making progress toward English Proficiency (ELPI)	Data Year: 2023 Data Source: CA Dashboard 59.99%	Data Year: 2024 Data Source: CA Dashboard 58.1%		Data Year: 2024 Data Source: CA Dashboard 58.1%	63%
2.2	EL Reclassification Rate	Data Year: 2023-2024 Data Source: CDE-Data Quest 7.7%	Data Year: 2023-2024 Data Source: CDE-Data Quest 7.7%		We have 4 students that have been redesignated since the first day of school.	8%
2.3	Sense of safety and school connectedness	Data Year: 2023 Data Source: Local Surveys Students (4-6) Sense of Safety: 74.7% Connectedness: 73.2% Students (7-8) Sense of Safety: 78.1% Connectedness: 76.7% Parents Sense of Safety: 82.7% Connectedness: 94.6% Teachers	Data Year: 2023 Data Source: Local Surveys Students (4-6) Sense of Safety: 74.7% Connectedness: 73.2% Students (7-8) Sense of Safety: 78.1% Connectedness: 76.7% Parents Sense of Safety: 82.7% Connectedness: 94.6% Teachers		This survey is given later in the year.	Students (4-6) Sense of Safety: 76% Connectedness: 74% Students (7-8) Sense of Safety: 79% Connectedness: 78% Parents Sense of Safety: 84% Connectedness: 96% Teachers Sense of Safety: 98% Connectedness: Target to be added in 2025-26 plan once a baseline has been established.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Sense of Safety: 97.1% Connectedness: N/A (Connectedness survey question to be added next year)	Sense of Safety: 97.1% Connectedness: N/A (Connectedness survey question to be added next year)			
2.4	Local Assessment: iReady Mid or Above and Early On Grade Level	Data Year: 2023-24 Data Source: i-Ready Diagnostic #2 ELA 41% Math 27%	Data Year: 2023-24 Data Source: i-Ready Diagnostic #2 ELA 41% Math 27%		Data Year: 2024-25 Data Source: i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37% Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%	ELA 45% Math 30%
2.5						

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Preservice Days for Classified and Certificated Staff The 2023 CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the all-student group in ELA and Math. Our experience and the outcome of conducting a root cause analysis indicates that our teachers need	Yes	Fully Implemented	All classified and certificated staff were provided training at the district's kickoff event. The focus this year was AI for teachers, and behavior strategies for classified paraprofessionals.		\$214,650.00	\$195,457.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>additional professional development designed to meet the unique needs of Low-Income and English Learner students.</p> <p>To address this need, the district will continue to provide pre-service days, including light meals or snacks. KECSD will provide professional development for the instructional staff and paraprofessionals. Professional development including but not limited to:</p> <ul style="list-style-type: none"> • ELD to provide targeted and systematic language instruction tailored to the specific needs of English learners • Utilizing educational technology to personalize learning and provide additional support • Math routines help unduplicated students develop fluency in basic math operations, which is critical for tackling more complex problems and concepts as they progress in their education • Differentiated instruction to meet the diverse needs of students based on ongoing assessment data • Implementing acceleration programs to help identified students catch up and excel in their academic pursuits-- 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>-Light meals or snacks may be provided during professional development sessions so staff can stay engaged and attentive, to encourage staff participation and maximize the time devoted to focus on professional learning, to alleviate some of the stress and time constraints faced by staff related to needing to leave site during the lunch hour, and to allow them to focus more on planning and delivering instruction tailored to the needs of unduplicated students.</p> <p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our all-student group.</p>						
2.2	Academic Coaches and Training for Staff	Yes	Fully Implemented	Data Year: 2024-25		\$913,421.83	\$395,155.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Based on CAASPP data for our students identified as EL and Low-Income falls below the ALL Student group in both math and ELA, and these specific student populations have traditionally not had equality in academic learning outcomes.</p> <p>The following academic coaches are paid for out of S&C funds: Lincoln, Reagan and Rafer.</p> <p>Based on the survey from the district's educational partners for the LCAP, academic coaching support for teachers is vital to ensuring teachers have the skills and strategies that ensure quality instruction and was one of the top three priorities requested for goal 2. Our experience indicates that these students who are falling behind their peers are typically less engaged and need teachers who are able to deliver engaging and effective instruction. The District's academic coaches will provide extra support for teachers on how to increase student engagement when implementing core instruction for ELA, math, science, and 21st-century learning skills.</p> <ul style="list-style-type: none"> Targeted Interventions: Academic coaches can provide targeted instructional support to low-income and EL students, addressing their specific learning needs. Individualized Attention: Coaches can work one-on-one or in small 			<p>Data Source: i-Ready Data - Beginning of Year District-Wide Data</p> <p>ELA</p> <p>Tier 1 = 25%</p> <p>Tier 2 = 38%</p> <p>Tier 3 = 37%</p> <p>Math</p> <p>Tier 1 = 14%</p> <p>Tier 2 = 47%</p> <p>Tier 3 = 38%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>groups with students, offering personalized feedback and guidance that might not be feasible in larger classroom settings.</p> <ul style="list-style-type: none"> • Focused Language Development: For EL students, coaches can offer focused support in language acquisition, helping them improve their English proficiency and academic performance. • Enhanced Teaching Strategies: Training helps teachers adopt evidence-based instructional strategies tailored to the needs of low-income and EL students, leading to more effective teaching. • Continuous Improvement: Ongoing training ensures that teachers stay updated with the latest educational research and methodologies, fostering a culture of continuous improvement in teaching practices. • Closing Achievement Gaps: Focused support and training help close the achievement gaps between different student groups, promoting equity in educational outcomes. 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Collaboration and Support: Academic coaches can facilitate collaboration among teachers, creating a support network where educators share best practices and resources. • Data-Driven Instruction: Coaches can assist in the collection and analysis of student performance data, enabling teachers to make informed decisions and tailor their instruction to meet student needs. • Positive School Climate: Professional development that includes social-emotional learning and classroom management strategies contributes to a positive school climate, which is crucial for the success of all students, especially those facing socio-economic challenges. <p>The district's academic coaches will develop a coaching cycle to ensure access and support to ensure that all teachers who support EL and LI students are provided with the professional coaching support required to increase effective and engaging instruction. The coaching cycle will include: differentiated instruction, CAASPP data-driven decision making and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>support, Learning Acceleration, SIOP, ELA and math support. These coaching cycles will ensure that lessons are tailored to meet the diverse needs of students, including varying language proficiencies and learning styles. Principals will conduct walk-through observations of all teachers on a minimum of once per trimester. Data from the walk-through observations will help provide a focus for academic coaching support. Academic coaches will also work under the guidance of the district's leadership team and county office of education content specialists.</p> <p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>The expected results will be specific training and personalized learning for staff and continued increases in student achievement as indicated on the CA School Dashboard, specifically ELA and Math CAASPP scores for EL and LI as compared to our All-Student group.</p>						
2.3	Professional Development The 2023 CA School Dashboard results indicate that our Low-Income and English Learners have	Yes	Fully Implemented	Data Year: 2024-25 Data Source: i-Ready Data - Beginning of Year District-Wide		\$717,500.00	\$306,838.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>a greater Distance from Standard (DFS) learning gap than the all-student group in ELA and Math. Our experience and the outcome of conducting a root cause analysis indicates that our teachers need additional professional development designed to meet the unique needs of Low-Income and English Learner students on an ongoing basis and throughout the school year.</p> <p>To address this need, the district will provide professional development, including light meals or snacks, with the focus on the "best first instruction" and support our EL and LI students in closing the performance gap. There is a need for a cohesive professional development plan that provides grade level vertical systems across our district to allow our teachers to collaborate across all grade levels.</p> <p>Additional Professional Development including but not limited to:</p> <ul style="list-style-type: none"> Social Emotional Learning: Providing training for teachers on how to recognize and respond to trauma and its impact on student behavior and learning, equipping teachers with strategies to integrate SEL into their everyday classroom routines and curriculum, training educators on the importance of building strong relationships and 			<p>Data</p> <p>ELA</p> <p>Tier 1 = 25%</p> <p>Tier 2 = 38%</p> <p>Tier 3 = 37%</p> <p>Math</p> <p>Tier 1 = 14%</p> <p>Tier 2 = 47%</p> <p>Tier 3 = 38%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>a sense of community within the classroom, training teachers in mindfulness and stress-reduction techniques to help students manage anxiety and stress, and educating teachers on the use of restorative practices to address student behavior and build a positive classroom culture.</p> <ul style="list-style-type: none"> Sheltered Instruction Observation Protocol (SIOP) provides structured lesson planning, integrated language and content instruction, scaffolded instruction, building background knowledge, and comprehensive vocabulary development. Integrated and Designated ELD: Integrated ELD involves embedding language development strategies into regular classroom instruction. This approach helps EL students develop language skills while learning content, which our district has found to be effective in promoting both language proficiency and academic achievement. Designated ELD allows for focused, systematic language instruction that 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>is aligned with students' proficiency levels and language needs.</p> <ul style="list-style-type: none"> Light meals or snacks may be provided during professional development sessions so staff can stay engaged and attentive, to encourage staff participation and maximize the time devoted to focus on professional learning, to alleviate some of the stress and time constraints faced by staff related to needing to leave site during the lunch hour, and to allow them to focus more on planning and delivering instruction tailored to the needs of unduplicated students. <p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>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.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Interpreters EL</p> <p>The 2023 CA School Dashboard results indicate that our English Learners improved 12.3% on the ELPI, and we want to maintain and continue with this growth on the ELPI. Our experience and the outcome of conducting a root cause analysis indicate likely root causes for prior year's data was students needed real-time clarification in their primary language during core instruction in the classroom and their parents needed increased communication from the school and teachers in their primary language in order to be more engaged in supporting their child's learning and English language acquisition.</p> <p>In order to address that, we believe that these students would benefit from additional instructional support of bilingual interpreters to provide the individualized instruction required to expedite the closing of these performance gaps, and will help our EL parents with interpretation, so they become more involved in their child's education and are better able to communicate their child's needs and communicate with the school.</p> <p>The district will provide interpreter support to enhance communication in the classroom, and also with parents to help with communication of student progress.</p>	Yes	Fully Implemented	Data Year: 2024 Data Source: CA Dashboard EL students making progress toward English Proficiency (ELPI) 58.1%	Translation has been provided for all necessary district events.	\$32,177.41	\$2,323.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The unique design elements of this action are:</p> <ul style="list-style-type: none"> Improved Communication: Bilingual interpreters facilitate clear and accurate communication between the school and EL families, ensuring that important information about academic progress, school events, and policies is understood. Family Engagement: By providing interpretation services, the district encourages greater participation from EL families in school activities, meetings, and decision-making processes, fostering a stronger school-community connection. Support for Multilingual Needs: Interpreters help address the diverse linguistic needs of EL families, ensuring that language barriers do not impede access to school resources and support services. Cultural Competency: Bilingual interpreters contribute to a culturally responsive educational environment by respecting and valuing the linguistic and cultural backgrounds of EL 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students and their families.</p> <ul style="list-style-type: none"> • Equitable Access to Information: Interpreters ensure that EL families receive the same information and opportunities as English-speaking families, promoting equity in access to educational resources and involvement. • Support for Student Success: Effective communication with families helps create a supportive home environment for EL students, enhancing their academic success and overall well-being. • Removal of Barriers: Bilingual interpreters help eliminate language barriers that can prevent EL families from fully participating in their children's education, ensuring equitable access to all school services and programs. • Informed Decision-Making: By providing interpretation services, the district empowers EL families to make informed decisions about their children's education, leading to better educational outcomes. 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Community Trust: Interpreters build trust between the school and EL communities by demonstrating a commitment to inclusive practices and meaningful engagement. Parental Involvement: Interpreters enable parents to actively participate in parent-teacher conferences, Individualized Education Program (IEP) meetings, and other school functions, fostering a collaborative approach to education. Accessibility of Support Services: Bilingual interpreters ensure that EL families can access and understand support services such as counseling, special education, and extracurricular activities. Crisis Communication: In emergency situations, interpreters play a crucial role in communicating vital information to EL families, ensuring their safety and well-being. <p>We expect that our English Learners' progress towards English language proficiency will continue to improve the ELPAC assessment as indicated as the ELPI on the CA</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Dashboard.						
2.5	<p>Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs</p> <p>The 2023 CA School Dashboard results indicate that our English Learners are making more progress than the state of California on the ELPI, but we want to continue growth on the ELPI and our reclassification rates. Based on a local needs assessment the district has found that a likely root cause of past lower student performance in these areas was a need for improved designated and integrated instruction to better meet the needs of our ELs. Our experience and the outcome of conducting a root cause analysis indicates that our LTEL students need a more systematic and strategic district approach to meet their unique learning needs. Our teachers need additional professional development designed to meet the unique needs of English Learner students. Based on our own reflection and identification of potential root causes, we identified a significant need was to provide classroom teachers with the skills and training to close the language acquisition academic achievement gap for EL and LTEL students using the SIOP method of instruction.</p> <p>English Learners Professional</p>	Yes	Fully Implemented	<p>Data Year: 2024 Data Source: CA Dashboard</p> <p>Data Year: 2024 Data Source: CA Dashboard EL students making progress toward English Proficiency (ELPI) 58.1%</p>		\$480,459.63	\$186,940.23

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Development - English Learners - To address this need for teachers, our district will provide professional development specifically to our teachers in the area of ELD instruction. Students need teachers who are experts in developing and implementing lessons that align with the CA ELA and ELD frameworks to ensure that progress toward English Language proficiency is made. Additionally, all TK-5 teachers receive Professional Development from a Fresno County Superintendent of Schools ELA-ELD specialist and our onsite EL Coordinator/Coach. Professional learning and coaching support is provided to refine Designated and Integrated ELD. The specialist and the onsite EL Coordinator/Coach collaborate with teachers to assist in data analysis, lesson design, and planning to meet the specific language development needs of our ELs.</p> <p>Professional development will be focused on the state's ELA/ELD Framework to provide support to meet the needs of our English Learners. This comprehensive approach to ELD instruction involves both Integrated ELD and Designated ELD. Integrated ELD involves incorporating English language development strategies into regular content lessons, ensuring that English learners develop language skills while engaging with academic subjects. Designated ELD, on the other hand, provides targeted instruction</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>specifically focused on building English proficiency, typically delivered in separate, dedicated sessions. Our experience tells us that ELs require rigorous ELD instruction delivered with fidelity to maximize progress toward English proficiency. PD will be focused on using the ELA/ELD framework and by providing ELs with the consistent and rigorous instruction required to make the needed progress to close achievement gaps specific to our EL population. EL data will be analyzed and discussed in PLC meetings. Principals will conduct walk-through observations to ensure best practices for ELD are implemented.</p> <p>LTELS - Professional development for staff has been prioritized to ensure effective support for LTELS. Regular professional development sessions are conducted with a trainer from the Fresno County Office, focusing on creating targeted ELD lessons, progress monitoring, and preparing for the English Language Proficiency Assessments for California (ELPAC). Last year, teachers were trained on conducting goal-setting conferences with English Learner (EL+ LTELS) students, setting clear objectives for ELPAC, California Assessment of Student Performance and Progress (CAASPP), Accelerated Reader (AR), and grades. These conferences continued throughout the year, providing opportunities to monitor and adjust strategies based</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>on student's progress, thereby ensuring a continuous and adaptive approach to supporting LTELs' academic growth.</p> <p>The unique design elements of this action are:</p> <ul style="list-style-type: none"> • Additional language support with designated ELD instruction and SIOP teaching strategies for English Learners • Monitor programs, facilitate staff development and implementation of the ELA/ELD framework • Analyze data/student progress on the ELPAC, reclassification rates • Use the English Learner Roadmap as a resource to build understanding and expertise about the needs of ELs and research-based practices. • Through Professional Learning Communities, the leadership team will use the Cycle of Inquiry to analyze EL data and non-EL student data to determine levels of progress towards mastery of state standards and language proficiency. Based on data from ELPI, reclassification rates, and other multiple measures, our staff will continue to analyze the 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>data to look for ways to fill in the gaps that students have.</p> <p>English Language Acquisition English Learners - A period of designated English language development support is built into daily schedules. Students are enrolled in a class with a credentialed teacher along with bilingual aides to meet the needs of the varying proficiency levels within the classes. Instruction is aligned with the state content standards and curriculum framework based on sound instructional theory and the use of standards-aligned instructional materials. These supports assist students in accessing the full educational program. The district will also provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards aligned instructional materials, and assist students in accessing the full educational program. Grades TK-K implement the ELD component for a minimum of 20 minutes of daily designated instruction, 1st-6th grade implement 150 minutes per week, and our 7th-8th students receive 300 minutes per two week span. Integrated ELD is used throughout the day to access all content areas.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>LTELS - To support Long Term English Language Students (LTELS), several key strategies have been implemented. Integrated English Language Development (ELD) is a part of all subjects, ensuring that language acquisition is continuously reinforced across the curriculum. To further support students, bilingual professionals have been hired to provide the necessary academic assistance. These bilingual paraprofessionals are embedded within core classes, where they monitor students' progress and address any academic challenges that arise. Additionally, new intervention teachers have been employed specifically to focus on improving students at academic risk including LTELS' focused on academic performance through targeted interventions.</p> <p>The district will provide teachers with professional development in SIOP to enhance instruction in the classroom.</p> <p>KECSD will provide a partial FTE assistant superintendent and an EL Director to organize and implement the ELD program and organize and provide professional development for our teachers.</p> <p>The attributes of providing an EL Director and partial FTE Superintendent are: The EL Director will provide strategic leadership in the development and implementation of ELD programs, ensuring they are</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>aligned with state standards and district goals. This includes coordinating resources, curriculum, and instructional practices that are specifically designed to accelerate language acquisition and academic achievement for ELs and LTELs. The Assistant Superintendent will oversee the allocation of resources, ensuring that schools have the necessary funding, personnel, and materials to implement effective ELD programs. This includes advocating for additional support staff, such as instructional aides or bilingual educators, to provide targeted assistance to ELs and LTELs.</p> <p>The Assistant Superintendent will support the EL Director by endorsing and promoting district-wide professional development initiatives focused on ELD. This commitment ensures that all educators are equipped to meet the linguistic and academic needs of ELs and LTELs, fostering a culture of continuous improvement.</p> <p>The Assistant Superintendent and EL Director will organize ELD walkthroughs to make sure all teachers are implementing the EL and LTEL teaching strategies.</p> <p>This action is principally directed to meet the needs of our English Learners.</p> <p>We expect that our English Learners' and LTELs progress towards English language proficiency will continue to improve as measured by the ELPAC</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	assessment as indicated as the ELPI on the CA Dashboard. Also, our reclassification rates will continue to improve, and the percent of LTELs in our district will decrease.						
2.6	<p>Summer Programs</p> <p>The 2023 CA School Dashboard results indicate that our English Learners are making more progress than the state of California on the ELPI, but we want to continue growth on the ELPI and our reclassification rates. The 2023 CA Dashboard also indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Overall our students score lower in standard met on the CAST Science test compared to the state of California, and also our EL and SED students scored lower in standard met as compared to our ALL-student group. Additionally, our experience is that our EL, and Low-income student populations have lower participation in STEAM related careers, therefore the following will be provided to improve this for our students.</p> <p>To address this root cause, the district will provide additional instructional support during the summer months, including transportation, to provide the</p>	Yes	Planned	We had 360 students in the June session and 286 in the July session for summer 2024. Planning for summer programs for 2025 are in process.		\$920,000.00	\$469,821.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>individualized instruction required to expedite the closing of these performance gaps. Field Trips and Experiential Learning : Field trips to the zoo, Avila Beach, Yosemite's Sugar Pine Railroad, Broadway show of Peter Pan, swim lessons will be provided to our students. The district will provide students with an opportunity to participate in summer programs that provide hands on activities, through STEAM opportunities, that has the potential to spark students' imagination and learning with the result of building interest in STEAM related education and careers. Innovations in science, technology, engineering, art, and math have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their skills in STEAM.</p> <p>The summer programs are designed to address the specific needs of our English learner and low income students through the following approaches or design elements: Targeted Support: Summer programs provide an opportunity for targeted intervention, addressing specific academic deficiencies identified through state assessments and root cause analysis. This targeted approach is crucial for EL and Low-Income students who may need extra time</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and support to master grade-level content.</p> <p>Continuity of Learning: Summer programs prevent the "summer slide," where students lose academic gains made during the school year. This continuity is particularly important for EL and Low-Income students who in our experience don't have access to educational resources during the summer.</p> <p>These outings will provide hands-on experiences and interactions with professionals in STEAM fields, inspiring students and showcasing career possibilities.</p> <p>The Next Generation Science Standards instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if steps aren't taken. For English Learners, data from the most recent CA Science Test (CAST) taken in 2023, indicate 20.52% of KECSD students in grades 5 and 8 who took the test performed at the level expected by the state. STEAM opportunities which they may not otherwise access will provide rich instruction which builds science competencies and promotes language use. NGSS instruction for ELs will incorporate</p> <p>1. Language Integration: Embedding language development strategies within science lessons to scaffold comprehension and foster academic language proficiency necessary for understanding scientific concepts.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>2. Visual Aids and Multimodal Learning: Utilizing visual aids, graphic organizers, and hands-on experiments to support ELs in making connections between abstract scientific ideas and real-world phenomena.</p> <p>3. Differentiated Instruction: Providing differentiated tasks and activities that cater to varying language proficiency levels, ensuring all ELs can actively engage and demonstrate their understanding of NGSS content.</p> <p>4. Culturally Relevant Contexts: Integrating culturally relevant examples and contexts into science lessons to enhance relevance and engagement among ELs, making science more accessible and meaningful.</p> <p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income and English Learners Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. Also, our Low-Income and English Learner students will continue to improve and close the gap of percent met as compared to our ALL-Student group on the state CAST Test. We expect that our English learner students will improve on the ELPI.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>We also expect that all students, including the district's EL and Low-income student groups, will increase their interest in STEAM related fields and their understanding of innovative skills such as critical thinking, creativity, communication skills, and collaboration which will benefit all students no matter what field of study they choose to pursue.</p> <p>Addressing Socioeconomic Barriers -Transportation Assistance: Transportation will be provided to ensure equitable access for Low-Income students who may face transportation challenges.</p>						
2.7	<p>Paraprofessionals The 2023 CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Our experience and the outcome of conducting a root cause analysis indicate that the likely root cause is the students need differentiated-small group-one on one instruction to close the achievement gap.</p> <p>In response to the likely root cause we will provide these students with additional paraprofessional instructional support staff to provide the individualized instruction required to expedite the closing of these performance gaps. The work</p>	Yes	Fully Implemented	<p>Data Year: 2024-25 Data Source: i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37% Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%</p>		\$1,298,478.95	\$431,499.56

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>of the paraprofessionals is designed to address the unique needs of English learners and low-income students through the following approaches:</p> <p>Focused Interventions: Paraprofessionals can provide targeted instructional support tailored to the specific academic needs of Low-Income and EL students, directly addressing the performance gaps identified in state assessments.</p> <p>Increased Student Engagement: With more individualized attention and support, our experience is students are more engaged and motivated in their learning, leading to better academic outcomes.</p> <p>Response to Intervention/Small group instruction using supplemental curriculum Increased staff to student ratio providing additional instructional and engagement supports Providing progress monitoring formative assessment Support the teaching staff with classroom management Support of resource preparation and development</p> <p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income and English Learners Distance from Standard on statewide ELA and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Math assessments on the CA Dashboard will decrease as compared to our All-Student group.						
2.8	<p>Intervention and (After-School Intervention), Enrichment Programs and Teacher Training</p> <p>This action includes: Teachers and supplemental supplies for after-school intervention programs at all schools Intervention building at Reagan Elementary CTE/Career and College Readiness/VROP at Rafer Johnson Jr. High AVID at Rafer Johnson Jr. High Instrumental/Vocal Music at Lincoln Elementary, Reagan Elementary, and Rafer Johnson Jr. High MESA at Rafer Johnson Jr. High</p> <p>The 2023 CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Based on a local needs assessment, the district has found that a root cause for the academic performance gaps for our Low-Income, and English Learners is lack of exposure to extracurricular activities at home, lack of access to VAPA due to our rural location and limited community and family resources, our low income and english learner families have the</p>	Yes	Fully Implemented	<p>Data Year: 2024-25 Data Source: i-Ready Data - Beginning of Year District-Wide Data</p> <p>ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37%</p> <p>Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%</p>		\$1,591,890.69	\$623,388.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>least exposure to college and career experiences in the family environment.</p> <p>To address these root causes, we will be providing additional targeted instructional supports and scaffolds for the identified students:</p> <p>Targeted Interventions: Intervention and after-school programs provide targeted instructional support tailored to the specific academic needs of Low-Income and EL students, directly addressing the performance gaps identified in state assessments.</p> <p>Personalized Instruction: By offering personalized and individualized instruction in intervention programs, students receive the focused support needed to master challenging content and skills.</p> <p>Equitable Opportunities: Intervention and enrichment programs ensure that all students, regardless of their background, have access to high-quality educational experiences and opportunities for academic and personal growth.</p> <p>Professional Development: Teacher training ensures that educators are well-equipped with the latest instructional strategies and best practices for supporting Low-Income, Foster Youth, and EL students. This enhances the overall quality of instruction and helps teachers meet the diverse needs of their students.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Reduced Barriers: These programs help reduce barriers to academic success by providing additional resources and support that low-income families do not have access to otherwise in our community. Providing intervention after school allows for a focus on closing concept and skill gaps by providing focused lessons for the targeted students.</p> <p>Providing additional CTE pathways at Rafer Johnson Jr. High broadens the horizons of students allowing them to discover potential career fields early, helping them make informed decisions about their future.</p> <p>AVID at Rafer Johnson Jr. High allows students to gain exposure to college expectations, and it targets students that are traditionally underrepresented in higher education, providing them with the support and resources needed to succeed academically.</p> <p>Instrumental/Vocal Music at Lincoln Elementary, Reagan Elementary, and Rafer Johnson Jr. High.</p> <p>Access to Arts Education: Providing LI and EL students with access to high-quality music education, which can enhance cognitive development and academic performance.</p> <p>Inclusive Participation: Ensuring that all students, regardless of their socio-economic background, have the opportunity to participate in instrumental and vocal music programs.</p> <p>Cultural Representation: Incorporating diverse musical genres and traditions to reflect the</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>cultural backgrounds of the students and promote inclusivity. MESA at Rafer Johnson Jr. High provide a solid foundation in science, technology, engineering, and mathematics (STEM), preparing students for advanced studies in these fields.</p> <p>Specific to Providing a dedicated space that allows for intervention staff to implement one-on-one and small group intervention support and resources during and after the school day at Reagan Elementary is designed to:</p> <p>Dedicated spaces for intervention and after-school programs, allowing for small group and one-on-one instruction that is essential for addressing the unique academic needs of Low-Income, and EL students.</p> <p>Specialized Learning Environments: With more buildings, the district will have room to create specialized learning environments equipped with the necessary resources and technology to support targeted interventions and personalized instruction.</p> <p>Though this action is principally directed to meet the needs of our Low-Income, Foster Youth, and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income, and English Learners Distance from Standard on statewide ELA and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Math assessments on the CA Dashboard will decrease as compared to our All-Student group.						
2.9	Teacher Induction Program KECSD will provide extra support for new teachers through the Teacher Induction Program. The Teacher Induction Program requires demonstration of mastering the art of teaching. The extra training and support for new teachers will result in increased achievement for our students.	No	Fully Implemented	Data Year: 2024-25 Data Source: i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37% Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%		\$50,185.00	\$36,327.19

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	California Science Test (CAST) Met or Exceeded Standard	Data Year: 2022-23 Data Source: Dataquest Overall = 20.52% EL = 2.04% LI = 19.01% FY = No Data SWD = 7.5%	Data Year: 2023-2024 Data Source: CA Dashboard 17.7 points below standard		Data Year: 2023-2024 Data Source: CA Dashboard 17.7 points below standard	Overall = 22% EL = 3% LI = 20% FY = No Data SWD = 8%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Technology/21st Century Learning The 2023 CA Dashboard indicates that our Low-Income perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Our experience and the outcome of conducting a root cause analysis indicate that these students have less access to the technology needed to access digital tools. By providing digital access to our LI students, these students would have the technology skills	Yes	Fully Implemented	DRA - First Trimester Data Met and Exceeded 36.50% Nearly Met and Not Met 63.5% Total students tested 537 students (Grades 1-3) i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38%	Data Year: 2023-2024 Data Source: CA Dashboard Science - CAST 17.7 points below standard	\$375,000.00	\$238,806.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>required to expedite the closing of these performance gaps.</p> <p>The district will provide technology to enhance technology skills in the classroom. The district has developed a plan for maintenance, replacement of outdated hardware/software, and technology principally directed toward meeting the needs of low-income students. This action will provide students and staff access to technology resources including 1:1 chromebooks that inspire 21st century learning skills including creativity, critical thinking, communication, and collaboration. To address this need, the district will provide computer programs that assist with differentiating instruction on math and ELA skills which is designed to expedite the closing of these performance gaps.</p> <p>The support identified above is designed to meet the unique needs of LI students in the following ways: Technology enables personalized learning experiences that can be tailored to the specific academic needs of Low-Income and EL students, helping to close achievement gaps by facilitating targeted instructional support. Access to Educational Resources: With technology, students have access to a vast array of educational resources and tools that can enhance their learning experiences, including online textbooks, interactive lessons, and educational games.</p>			<p>Tier 3 = 37%</p> <p>Math</p> <p>Tier 1 = 14%</p> <p>Tier 2 = 47%</p> <p>Tier 3 = 38%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Bridging the Digital Divide: Providing technology to Low-Income families helps bridge the digital divide, ensuring that all students have equal access to the digital tools necessary for modern education.</p> <p>Skill Development: Integrating technology into the curriculum helps students develop essential 21st-century skills, such as digital literacy, critical thinking, and problem-solving.</p> <p>Accessibility and Equity: Ensure that technology is accessible to all students regardless of socioeconomic status or other factors. This may include providing devices, internet access, and appropriate software/apps.</p> <p>Integration with Curriculum: Technology should be integrated seamlessly into the curriculum to support learning objectives and educational goals. It should enhance existing teaching methods rather than being a standalone tool.</p> <p>User-Friendly Interface: The technology should have a user-friendly interface that is intuitive for both students and teachers. This reduces the learning curve and allows users to focus on content rather than technical difficulties.</p> <p>Customizability and Flexibility: The technology should be flexible enough to accommodate different learning styles and educational needs. It should allow for customization to meet specific classroom requirements.</p> <p>Collaboration and Communication: Foster collaboration and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>communication among students and between students and teachers. Technology can facilitate group work, discussions, and feedback loops.</p> <p>Engagement and Interactivity: Use technology to engage students actively in the learning process. Interactive simulations, multimedia content, and gamification can enhance engagement and retention of information.</p> <p>Feedback and Assessment: Technology should enable timely feedback and assessment of student progress. This includes tools for formative assessment, tracking student performance, and identifying areas for improvement.</p> <p>Though this action is principally directed to meet the needs of our Low-Income students, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group.</p>						

Goal 4

Goal Description

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Suspension Rate	Data Year: 2023 Data Source: CA Dashboard All-students: 4.2% EL: 3.8% LI: 4.9% FY: 11.1% SWD: 7.3% Lincoln Elementary SWD: 6.4% Rafer Johnson Jr. High All-students: 13.2% EL: 19.6% Hispanic: 15% LI: 16.7% SWD: 26.1%	Data Year: 2024 Data Source: CA Dashboard All-students: 3.6% EL: 5.4% LI: 4.2% FY: 15% SWD: 7% Lincoln Elementary SWD: 4.5% Rafer Johnson Jr. High All-students: 7% EL: 16.7% Hispanic: 8.5% LI: 8.9% SWD: 20.4%		Data Year: 2024-2025 Data Source: SIS-AERIES All-students: 22 EL: 3 LI: 21 FY: 0 SWD: 4	All-students: 3.8% EL: 3.4% LI: 4.4% FY: 10% SWD: 6.5% Lincoln Elementary SWD: 6% Rafer Johnson Jr. High All-students: 12% EL: 17% Hispanic: 13% LI: 14% SWD: 24%
4.2	Expulsion Rate	Data Year: 2023 Data Source: Educational Data Partnership (Ed-data.org) 0.9%	Data Year: 2023 Data Source: Educational Data Partnership (Ed-data.org) 0.9%		Data Year: 2024 Data Source: SIS-AERIES 0 as of 112-17-24	0.5%
4.4	Middle School Drop Out Rate	Data Year: 2023-24 Data Source: AERIES Report 1.12 0%	Data Year: 2023-24 Data Source: AERIES Report 1.12 0%		Data Year: 2024 Data Source: SIS-AERIES 4 as of 12-17-24	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.6	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Data Year 2023-24 Data Source: Local Indicators Report: Priority 3 Average score of: 4.92 out of 5.	Data Year 2023-24 Data Source: Local Indicators Report: Priority 3 Average score of: 4.92 out of 5.		The Local Indicator Report is completed later in the year.	Average score of: 4.92 out of 5.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Mental Health and School Culture and Climate Mental Health: Maintain staff for mental health services and academic counseling services. Maintain Behavioral Support Assistants to provide extra support for mental health services. Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE As part of a comprehensive needs assessment, KECSD looked into LEA-level Red indicators and found a common need among English Learners, Foster Youth, and Students with Disabilities student groups in the area of suspension. A common need of these subgroups is additional social-emotional support. To meet the needs of English Learners, Foster Youth, and Students with Disabilities and reduce suspension rates, KECSD will implement MTSS/RTI at all sites, providing all students,	No	Fully Implemented	Data Year: 2024-2025 Data Source: SIS-AERIES All-students: 22 EL: 3 LI: 21 FY: 0 SWD: 4		\$548,816.52	\$332,985.19

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>including English Learners, Foster Youth, and Students with Disabilities with social-emotional learning and mental health support. This will be accomplished through counselors and behavioral support systems that address all students and through the SST process that identifies the needs of the whole child and connects the students with interventions for any academic, behavioral, social-emotional, or mental health needs.</p> <p>To address the Red for Students with Disabilities in Suspension, Lincoln will provide the following:</p> <p>A. Develop Individualized Behavior Plans: Work with the IEP team to develop BPs that address the specific behavioral challenges of each student. These plans should outline strategies for preventing and managing challenging behaviors in the classroom.</p> <p>B. PBIS: Continue to implement and refine our school-wide PBIS program, focusing on promoting positive behaviors and creating a supportive learning environment for all students. This may involve teaching and reinforcing expected behaviors, providing incentives for positive behavior, and using proactive strategies to prevent problem behaviors.</p> <p>C. Functional Behavior Assessment: Conduct FBAs to identify the underlying causes of a student's challenging behavior. This can help determine why the behavior is occurring and inform the</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>development of effective interventions.</p> <p>D. Use Visual Supports: Utilize visual supports, such as visual schedules, behavior charts, and social stories, to help students understand expectations and navigate daily routines more effectively.</p> <p>E. Provide Sensory Supports: For students with sensory processing issues, provide sensory supports in the classroom, such as sensory breaks, fidget tools, and quiet areas, to help them regulate their sensory experiences and reduce stress.</p> <p>F. Collaborate with Families: Involve families in the process by maintaining open communication, sharing information about their child's behavior and progress, and seeking input on strategies that have been effective at home.</p> <p>G. Provide Staff Training: Ensure that all staff members receive training on how to effectively support students with disabilities, including understanding their unique needs, implementing behavior interventions, and de-escalating challenging situations.</p> <p>H. Monitor and Adjust Interventions: Continuously monitor the effectiveness of interventions and make adjustments as needed based on ongoing data collection and analysis. Regularly review and revise behavior plans to ensure they remain relevant and effective.</p> <p>On the 2023 Dashboard, all Students, English Learners,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Hispanic, Low-Income, and Students with Disabilities at Rafer Johnson Junior High were red for suspension. A needs assessment revealed a common need among these student groups for increased mentorship.</p> <p>To address this need, Rafer Johnson will establish a mentorship program where students are paired with supportive staff or community members who can provide guidance and support, fostering a sense of belonging and reducing the likelihood of behavioral issues leading to suspensions.</p> <p>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard.</p> <p>LEA-Level EL, FY, and SWD: Suspension</p> <p>School-Level Lincoln Elementary: SWD: Suspension Rafer Johnson: All Students, EL, Hispanic, LI, and SWD: Suspension</p>						
4.2	<p>MTSS and RTI</p> <p>The 2023 CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Based on a local needs assessment and a root cause</p>	Yes	Fully Implemented	<p>Data Year: 2024-25 Data Source: i-Ready Data - Beginning of Year District-Wide Data ELA Tier 1 = 25% Tier 2 = 38% Tier 3 = 37%</p>		\$370,331.76	\$394,298.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>analysis Kingsburg has found that our English learners and low income students encounter significant challenges accessing learning due to a variety of environmental factors impacting their decision-making, behavior, social-emotional and mental health. Also, more collaboration between the special education department and general education was brought up as a need. To address this need the district will provide additional support in the way of a BCBA, as our EL and LI students need early intervention with learning behavior needs to provide support before the achievement gap widens. The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond in mainstream contexts. More consistent collaboration between special education teachers and general education teachers will take place, so that general education teachers have specific strategies to support their special education students.</p> <p>The district will implement a Multi-tiered System of Support (MTSS) at all sites, providing students with social-emotional learning and mental health support principally</p>			<p>Math Tier 1 = 14% Tier 2 = 47% Tier 3 = 38%</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>directed to our most vulnerable students. We will maintain our Board Certified Behavior Analyst (BCBA) to assist our district with assessing our students that have behavioral and emotional disorders, so we can create an individualized treatment plan, so that each student will be successful.</p> <p>A district Multi-Tiered System of Support (MTSS) is a comprehensive framework designed to address the academic, behavioral, and social-emotional needs of all students through a tiered approach. The design elements of a district MTSS system typically include the following components:</p> <p>1 Tiered Levels of Support:</p> <ul style="list-style-type: none"> • Tier 1 - Universal Support: This level includes high-quality, evidence-based instruction and interventions provided to all students within the general education setting. It focuses on preventing academic and behavioral difficulties through effective core instruction and positive behavior supports. • Tier 2 - Targeted Support: Students who require additional support beyond Tier 1 receive targeted interventions and supports. These 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>interventions are more focused and may be provided in small groups or individually, depending on students' needs as identified through data analysis and progress monitoring.</p> <ul style="list-style-type: none"> Tier 3 - Intensive Support: Students who continue to struggle despite Tier 1 and Tier 2 interventions receive intensive, individualized interventions. These interventions are highly structured, intensive, and may involve specialized assessments and interventions to meet the specific needs of these students. <p>2 Screening and Assessment:</p> <ul style="list-style-type: none"> Universal Screening: Implement a universal screening process to identify students who may need additional support in academic, behavioral, or social-emotional domains. Screening tools should be reliable, valid, and administered to all students at regular intervals. Progress Monitoring: Use frequent progress monitoring assessments to assess students' response to interventions and to adjust supports as 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>needed. Progress monitoring data should inform decision-making at each tier of support.</p> <p>3 Data-Driven Decision Making:</p> <ul style="list-style-type: none"> • Use a data team or similar collaborative structure to analyze screening and progress monitoring data. • Make informed decisions about the selection, implementation, and effectiveness of interventions based on data collected at each tier. <p>4 Family and Community Engagement:</p> <ul style="list-style-type: none"> • Involve families and caregivers in the MTSS process by providing information about interventions, progress monitoring, and ways they can support their child's learning and behavior at home. • Establish partnerships with community organizations and resources to enhance support for students and families, especially for those requiring intensive interventions. <p>A multi-tiered approach to the early identification and support of students with learning and behavior needs, otherwise known as Response to Intervention or RTI will also continue to be implemented as</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>part of the academic component of MTSS. RTI: Primarily focuses on academic interventions, particularly in the areas of reading, math, and sometimes behavior. RTI: Generally focuses more narrowly on academic interventions to improve student achievement. RTI ensures struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. The district will assist in providing supplemental resources and materials when a need is determined to be impacting a student's academic achievement. For example, a student needing reading fluency support, an additional reading fluency program could be purchased to remedy this problem. Support staff such as the addition of paraprofessionals will provide physical and academic assistance to EL and LI students who need additional services, since these students lack the needed access to behavior supports they need to further engage in learning.</p> <p>The EL and LI students will receive quality and appropriate intervention to ensure equity for all subgroups. The district will provide intervention materials to support MTSS and RTI at all grade levels and professional development/coaching to support differentiated instruction principally directed towards meeting the needs of EL and LI students.</p> <p>Student well-being is foundational to academic success. While dealing with stress is a normal part of life,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure EL and LI students get help that they may not otherwise access promptly within their general education setting.</p> <p>As a result of this action, we expect to continue the implementation of MTSS/RTI with systems in place to support student well-being. The district also expects to achieve improved mental health and academic success for all students. Results will be based on data from results from the CA School Dashboard for ELA and math. This action is designed to meet the needs most associated with English learners and low-income students.</p>						
4.3	<p>Learning Directors</p> <p>The 2023 CA Dashboard indicates that our Low-Income students had more suspensions as compared to our All-Student group. A child's regular attendance at school sets the stage for academic success and graduation. According to the California Dashboard for Suspension Rate, the district's EL students increased more than the ALL-student group increased. Based on a local needs assessment and our experience, Kingsburg has found that our Low Income and English learner</p>	Yes	Fully Implemented	<p>Data Year: 2024-2025 Data Source: SIS-AERIES</p> <p>All-students: 22 EL: 3 LI: 21 FY: 0 SWD: 4</p>		\$541,808.84	\$232,777.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students root causes for high suspension rates were due to drug offenses.</p> <p>To address this need, we will provide additional administrative staff to implement proactive behavior management strategies and Positive Behavior Intervention Systems, (PBIS) tailored to the needs of LI and EL students. These strategies may include positive behavior interventions, restorative practices, and culturally responsive approaches that foster a supportive learning environment, which will in turn help to close their achievement gaps. Our learning directors will facilitate SEL programs to develop students' social skills, emotional regulation, and conflict resolution abilities, addressing behavioral barriers that impede academic progress.</p> <p>To assist with this poor behavior choices and to reduce suspension, and also provide for the academic needs of our students, our district will maintain their learning directors, and each school site will implement the PBIS model and move from a punitive model to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict.</p> <p>The implementation of PBIS is designed to decrease suspensions for all students and keep students in school. PBIS is an evidence-based three-tiered framework for</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports EL and LI students, and creates a systematic approach and framework where these students can be successful. The attributes of PBIS include the following:</p> <p>Tailored Interventions: Use data to develop targeted interventions that address the specific behavioral challenges faced by LI, FY, and EL students.</p> <p>Targeted Interventions (Tier 2): Provide small group interventions for students who need additional support, such as social skills training or academic support groups, particularly for LI and EL students.</p> <p>Safe and Supportive Environment: Create a school environment that is safe, welcoming, and supportive for all students, particularly those who are LI and EL.</p> <p>Recognition and Rewards: Implement systems to recognize and reward positive behavior, ensuring that rewards are meaningful and accessible to LI and EL students.</p> <p>The Learning Directors, counselors, BSAs, BCBA and other members of the pupil services department will provide extra support principally directed toward the district's EL and Low-income subgroups, as well as assist with the implementation of PBIS to establish a climate in which appropriate behavior is the norm,</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>suspensions are decreased and students spend more time in class.</p> <p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income and English Learners Distance will see a decrease on the California School Dashboard in suspension rates as compared to the All student group.</p>						
4.4	<p>Attendance</p> <p>School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk of dropping out of school and widening achievement gaps.</p> <p>A child's regular attendance at school sets the stage for academic success and graduation. The district's home/foster youth community liaisons will work with SARB and the school community to educate families on the importance of being in school. This team, now known as "The Home Team" also includes a behavioral interventionist, attendance specialist, counselors, and a local resource center. Together, the "Home Team" works to address the</p>	No	Fully Implemented	<p>Data Year: 2024-2025 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P1)</p> <p>Island - 91.5% CVHS - 99.36% Washington - 99.91% Lincoln - 99.84% Roosevelt - 99.81% Rafer Johnson - 98.96% Reagan - 99.71%</p>		\$426,064.47	\$194,246.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>needs of families, making it easier for their students to attend school. Services include helping families with meal delivery, technology, academics, transportation, and home visits.</p> <p>With the support of SARB and The Home Team, according to the 2023 California Dashboard, all of the Foster and LI subgroups were in the "Green" level, and the EL subgroup was in the "Blue" level, as per the 2023 CA School Dashboard. The expected outcome will be the implementation of SARB resulting in fewer absences, leading to increased instructional time for students, higher achievement, and improved social-emotional wellness.</p>						
4.5	<p>Health Aides and (District Nurse-80.15% S&C)</p> <p>The 2023 CA Dashboard indicates that our Low-Income and Foster Youth have higher chronic absenteeism rates as compared to our All-Student group. We conducted a root cause analysis and determined a root cause of the higher chronic absenteeism for the Low-Income and Foster Youth groups as compared to all students, was that students and/or parents don't realize the financial impact it has on the the funds available to support their children in school. Another root cause is that parents</p>	Yes	Fully Implemented	<p>Data Year: 2024-2025 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P1)</p> <p>Island - 91.5% CVHS - 99.36% Washington - 99.91% Lincoln - 99.84% Roosevelt - 99.81% Rafer Johnson - 98.96% Reagan - 99.71%</p>		\$353,224.27	\$153,681.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>don't realize they can actually request with the doctor's office on what time their child's appointment is scheduled and thus take the child to the doctor or clinic after school hours. Another root cause is that parents don't understand what chronic absenteeism is, how it is calculated, how to make up days, etc. One final root cause is that students are dealing with physical and emotional issues. All of these root causes can be addressed by health aides by being instructed to follow up with absences at a certain point. Our liaisons will work in collaboration with health aides to support our families, and connect them with services to support our students.</p> <p>Our experience and the outcome of conducting a needs assessment indicate that students with chronic absences due to medical appointments, health issues, or other concerns could benefit from additional school based health services because not attending school has a direct impact on their learning. Students that have a higher rate of sick day absences due to physical or emotional issues will have these needs met by the district providing additional health aide and a district nurse. We expect that additional health support to provide the individual medical care by health aides and a district nurse to help these students stay healthy, which in return will have them in class on a more consistent basis, therefore helping to expedite the</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>closing of achievement gaps, and improve attendance rates.</p> <p>The district will provide health aides at each site, and additional district nurse time to enhance the overall well being of our students, which in turn will increase the attendance rates for our students. The School Nurse will have additional time to supervise additional health aides. By increasing the number of health aides, the school nurse would have more time to identify students with chronic health conditions that are missing school. The school nurse will help case manage those students, thus improving chronic absentee rates in the district.</p> <p>The main design elements of this service include the following: 1. Individual Health Plans: Develop individualized health plans in collaboration with families and educators for FY and LI students. These plans will address specific health needs and conditions, such as asthma management, dietary restrictions, or mental health support, to promote regular school attendance and overall well-being. 2. Family and Community Engagement: Strengthen relationships with FY, and LI families through regular communication and collaboration on health-related matters. Encourage family involvement in healthcare decisions and promote a shared responsibility for student well-being and attendance.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Though this action is principally directed to meet the needs of our Low-Income and Foster Youth we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect to see a decrease in chronic absenteeism for the district's LI and FY population.</p>						
4.6	<p>Parent Involvement</p> <p>The 2023 CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Our experience and the outcome of conducting a root cause analysis indicate that these students would benefit from having parents that are trained in how to support their children at home with their academics.</p> <p>Our needs assessment identified a need for additional opportunities for parents to engage and participate in their children's school activities. In our experience, LI parents in the district have multiple jobs and work all hours of the day. EL parents have the same challenges and also have the language barriers to deal with. In our experience, parents that are actively involved in the school are associated with student</p>	Yes	Fully Implemented	<p>Data Year: 2024-25</p> <p>Data Source: i-Ready</p> <p>Data - Beginning of Year District-Wide Data</p> <p>ELA</p> <p>Tier 1 = 25%</p> <p>Tier 2 = 38%</p> <p>Tier 3 = 37%</p> <p>Math</p> <p>Tier 1 = 14%</p> <p>Tier 2 = 47%</p> <p>Tier 3 = 38%</p>		\$26,843.14	\$10,286.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates. As a result of the District English Language Advisory Committee (DELAC) and other district meetings, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how students are using technology in the classroom so they can support their students at home.</p> <p>The district will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement.</p> <p>1. Provide bilingual staff and translators at all parent meetings and events to ensure clear communication and understanding, enabling non-English speaking parents to share their input and express their needs effectively.</p> <p>2. Multilingual Materials: Distribute all communication materials, including invitations, newsletters, and informational handouts, in multiple languages to ensure parents receive and comprehend important information about their child's education.</p> <p>3. Multiple Meeting Times: Schedule parent meetings and events at various times, including evenings, to accommodate parents'</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>diverse work schedules and availability.</p> <p>4. Virtual Participation Options: Offer virtual meeting options using video conferencing tools to allow parents to participate remotely if they are unable to attend in person due to time constraints or other commitments.</p> <p>5. Childcare Services: Provide on-site childcare during parent meetings and events, allowing parents to attend without worrying about finding care for their children.</p> <p>6. Family Meals: Offer family meals or snacks at events scheduled around meal times, reducing the burden on parents who need to feed their children dinner and creating a welcoming, inclusive atmosphere.</p> <p>7. Parent Liaisons: Employ dedicated parent liaisons who can conduct targeted outreach to LI and EL families, building trust and encouraging their active involvement in school activities.</p> <p>8. Community Partnerships: Collaborate with local community organizations to offer additional support services such as parenting workshops, health clinics, and financial literacy classes that address the broader needs of LI and EL families, empowering them to participate more fully in their children's education.</p> <p>9. Parent Education Programs: Implement educational programs for parents that focus on navigating the school system, understanding academic expectations, and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>supporting their children's learning at home.</p> <p>10. Leadership Opportunities: Create leadership opportunities for parents through advisory committees and parent councils, encouraging them to take an active role in school decision-making processes and fostering a sense of ownership and empowerment.</p> <p>The ability to communicate in English will enable non-English speaking parents to share their input and express their needs more effectively at school functions. The district will address this concern with the implementation of a series of parenting classes. We have partnered with Fresno State's Parent University, which offers classes in the following areas: Digital Literacy, English Conversation, Financial Literacy, Health and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness and Spanish Conversation.</p> <p>The district will elicit the support of its academic coaches, classified staff, and the county office to help facilitate these special services for families. Childcare (suggested in DELAC meetings) will be provided to ease the stress of families after the regular workday for district events. Light meals or snacks may be provided during parent meeting/events so they can stay engaged and attentive, to encourage parent participation and</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>maximize the time devoted to focus on the goals of the meeting/event, to alleviate some of the stress and time constraints faced by parents related to needing to prepare meals for their family, and to allow them to focus more on how they can support their students at home.</p> <p>The district will also continue the WATCH D.O.G.S. (Dads of Great Students) Program. This program, was developed by the National Center for Fathering has made a positive impact on millions of children by volunteering hours in their local schools. Father figures volunteer and serve at least one day a year in a variety of school activities as assigned by school and district administrators. The National Center for Fathers established this program to provide positive role models for students, build partnerships and enhance safety. The district believes increased parent/caregiver interaction builds confidence in both students and their families and will impact their overall health and well-being, and decision making skills.</p> <p>1. Cultural and Linguistic Representation: Efforts will be made to ensure that father figures from diverse cultural and linguistic backgrounds participate, providing EL students with role models who share similar cultural experiences and languages.</p> <p>2. Safety Patrols: Incorporate father figures into school safety patrols, where they can help monitor school grounds, assist with student</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>transitions, and contribute to a secure and welcoming school environment.</p> <p>3. Inclusive Communication: Ensure all communication about the program is available in multiple languages and accessible formats, encouraging greater participation from non-English speaking families.</p> <p>Raising Highly Capable Kids (RHCK) is an evidence-based parenting program developed to build stronger families by empowering parents with the confidence, tools, and skills they need to raise healthy, caring, and responsible children. The goal of RHCK is to increase parents' knowledge and skill level of the 40 Developmental Assets, which are proven to increase childhood resiliency and academic achievement.</p> <p>1. Multilingual Resources: Provide program materials, workshops, and communication in multiple languages to ensure that non-English speaking parents can fully participate and benefit from the program.</p> <p>2. Childcare Services: Provide on-site childcare during RHCK sessions, allowing parents to focus on the program without worrying about their children's care.</p> <p>3. Family Meals: Offer meals or snacks during sessions, especially for evening programs, to make it easier for families to attend without having to manage dinner preparation.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>4. Skill-Building Workshops: Conduct hands-on workshops that focus on practical parenting skills, tailored to the unique challenges faced by LI, FY, and EL families, such as managing stress, fostering resilience, and supporting academic success.</p> <p>5. Peer Support Networks: Create opportunities for parents to connect with each other, share experiences, and build supportive networks that reinforce the principles of the RHCK program.</p> <p>6. Access to Additional Resources: Provide information and referrals to additional community resources and services, such as mental health support, financial assistance, and educational programs, to address the broader needs of LI, FY, and EL families.</p> <p>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.</p> <p>We expect that our Low-Income, and English Learners Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group.</p>						

Goal 5

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Chronic Absenteeism Rates: Island Community Day School	Data Year: 2023 Data Source: CA Dashboard 50%	Data Year: 2024 Data Source: CA Dashboard 56.8% Excused Absences		Data Year: 2024-2025 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P1) Island - 91.5%	45%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Mental Health, School Culture, Academics, Climate & Physical Education The Chronic Absenteeism rate for all students on the 2023 CA Dashboard was at 50%. Chronic Absenteeism: Since the students attending Island Community Day School have had either past disciplinary, attendance and/or academic issues, we see a higher-than-typical Chronic Absenteeism rate at this site. Our district recognizes the importance of consistent attendance to receive the instruction and systemic support these students require to complete their program and successfully	No	Fully Implemented	Data Year: 2024-2025 Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P1) Island - 91.5%		\$50,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>return to their home school. Input from educational partners through our local needs assessment indicates that motivation to attend school consistently may be increased by a more engaging learning and social environment.</p> <p>In an effort to encourage students to attend school more often, updated PE facilities and equipment will be developed at Island Community Day School. According to cdc.gov, students who are physically active tend to have better school attendance, as well as better grades, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior). Additionally, according to the National Institutes of Health (NIH), students who engage in physically active lessons, on average, improved their academic achievement by 6 percent. In light of this research, our district will be adding additional PE facilities and equipment to foster more motivation to attend school and increase physical activity while students are on campus.</p>						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

**Notes for Board Policy/Administrative Regulation/Exhibit Revisions
February 11, 2025**

BP 0406 – Local Control and Accountability Plan

Policy updated to reflect NEW LAW (SB 114, 2023) which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by NEW LAW (SB 141, 2023) as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Policy also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

AR 0406 – Local Control and Accountability Plan

Regulation updated to reflect NEW LAW (SB 114, 2023) which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by NEW LAW (SB 141, 2023) as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Regulation also updated to add "Timeline" section to provide greater specificity regarding required LCAP dates and recommended dates based on best practice, and reflect NEW LAW (SB 609, 2023) which requires districts to post the LCAP on the performance overview portion of the California School Dashboard.

Policy 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 06/16/2014 | **Last Revised Date:** 03/13/2023

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP) and an annual update to the LCAP, based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Advisory Committees

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Board Policy 3100 - Budget. (Education Code 52062)

Adoption and Submission

The Board shall adopt the LCAP and the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept

technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that they can be approved. (Education Code 52071)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Technical Assistance

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

Regulation 0460: Local Control And Accountability Plan

Status: DRAFT

Original Adopted Date: 06/16/2014 | **Last Revised Date:** 03/13/2023

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
 - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
 - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
 - d. Student achievement, as measured by all of the following as applicable:
 - i. Statewide assessments of student achievement
 - ii. 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; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs
 - iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
 - g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the

programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Governing Board.

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing

printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

Availability

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

**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.

MINUTES

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

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

Board Members Present:

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

District Office Administrators Present:

Wesley Sever, Ed.D., Superintendent
Matt Stovall, Assistant Superintendent, Curriculum & Instruction, Special Projects
Bobby Rodriguez, Assistant Superintendent, Business Services
Erin Pasillas, Director of Special Education & Student Services

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

Moved: Mr. Yanes; Seconded: Mr. Bergstrom, to approve the January 13, 2025, Board agenda as submitted:

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

DISCUSSION

5. Superintendent's Report
 - 5.1. The 2025 Employees of the Year The 2025 Employees of the Year were recognized and presented with a plaque. Their principal/supervisors shared heartfelt comments from their peers, and the employees introduced their families who attended the meeting:
 - 5.1.1 Administrator of the Year: Lauren Galli, Principal Lincoln School
 - 5.1.2 Educator of the Year: Kim Martinez, 1st Grade Teacher, Roosevelt School

5.1.3 Employee of the Year: Lisa Oehlschlaeger, Administrative Assistant, M&O

Congratulations to these three employees! We appreciate their hard work and dedication. They will be recognized in November during a ceremony at the Saroyan.

5.2. Communications/Recognitions

5.2.1 Dr. Sever shared a note from Retiree Ellie Dodd thanking him for continuing the District Christmas Luncheon each year, noting it was well-attended and very festive. She thanked Dr. Sever for keeping our District financially solid and keeping our students first. Dr. Sever read the note to the Board.

5.2.2 We are thrilled to share that Rylee Hess, 8th Grade, Rafer Johnson Jr. High, has been recognized as the January Superstar by Dr. Michele Copher, Fresno County Superintendent of Schools, at the recent Board of Education meeting at the Fresno County Superintendent of Schools office. Rylee has a heart full of resilience and a radiant spirit. She embodies the true essence of perseverance and positivity. Her journey through middle school has been anything but easy, as she lost her mother just before her 7th-grade year. Rylee has risen above, continually inspiring her peers, teachers, and community with her strength and determination. Rylee is known for her cheerful disposition and her unwavering commitment to embodying her school's core values of patience, integrity, justice, humanity, and courage. She is a source of light in her school, always greeting her classmates with a smile and offering support to those in need. She demonstrates patience in her interactions, integrity in her actions, a keen sense of justice in her kindness to others, and humanity through her empathy. Above all, Rylee's courage is undeniable; she faces each day with an open heart and a willingness to overcome obstacles. In the classroom, Rylee strives to be the best she can be, pushing herself academically and personally. Her work ethic and positive outlook make her a role model for her classmates, proving that strength and joy can coexist, even in the face of adversity. As a Star Student, Rylee represents the values and determination that will surely carry her to great success in high school and beyond. During her recognition, Rylee expressed heartfelt gratitude to those who have supported her on her journey, with a special acknowledgment of her late mother, who holds a deeply cherished place in her heart. Rylee shared, "My mom taught me to be the person I am today." Rylee also offered inspiring advice for anyone facing challenges: "Always look for support. It doesn't matter if it seems weird for you or it seems weird for others. Just get the support that you need. That's what I did."

6. Assistant Superintendent- Curriculum & Instruction, Special Projects' Report

6.1. The Local Control Accountability Plan (LCAP) outlines the District's goals, actions, and budget priorities for 2024-2027, focusing on improving student outcomes and supporting English learners, low-income, and foster students. Key goals include ensuring properly credentialed staff, increasing technology access, enhancing mental health services, and fostering a safe, welcoming school climate. The plan incorporates input from parents, students, staff, and community partners. The process kicks off this month with input gathering, and a draft of the LCAP and Budget will be available for public viewing at the May Board meeting, followed by Board approval in June.

7. Assistant Superintendent- Business Services' Report

- 7.1. Audit Report: Scott Faeth from Borchardt, Corona, Faeth & Zakarian presented the audit report. The District had two minor findings with no financial impact.
- 7.2. 25-26 Budget Update: The budget was released Friday, with updates expected through February. The impact of the LA County tax extensions due to fires will be monitored.
- 7.3. Project Updates

- 7.3.1 Washington Staff Room Upgrades: Updates are being made to improve the staff room and several donations were received to help with the costs.
- 7.3.2 Roosevelt Hallway: Carpet and tack board was installed in the Roosevelt indoor hallways. Mr. Marshall contacted artist Patrick Lewis, and he has generously donated a 50"x60" limited edition print of his artwork, featuring Teddy Roosevelt's Rough Riders posing triumphantly with the American flag after their victory at San Juan Hill in 1898. The bold and patriotic painting captures the spirit of courage and teamwork. The print will need to be stretched on a bar frame once received. The original painting was sold for \$6,800, making this an incredible gift for Roosevelt. To thank Patrick, an idea is to set up the artwork as a backdrop and record students singing the school's Rough Rider song, accompanied by heartfelt thank-you messages. Mr. Marshall is excited about this addition to the hallway and the opportunity to express his gratitude.
- 7.3.3 Lincoln Boiler Repairs: The boiler leak was fixed with no new issues. Teachers now have digital thermostats.
- 7.3.4 Reagan Building Progress: Initial stucco is complete, with colored stucco to follow. Building control is expected by late February. A water connection and a small gas leak were repaired over the break.
- 7.3.5 Rafer Updates: "Keep off the grass" signs were installed around the track, and goals were chained to the fence. Mr. Yanes suggested that signage be provided in English and Spanish to explain the purpose.
- 7.3.6 Washington CSPP Shade Structure: Shade structure installation over the sandpit will take a few weeks.

8. Board Member Reports

- 8.1. Mr. Yanes noted the grounds are looking good. The hallways at Roosevelt look beautiful.

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING

Quarterly Report on Williams Uniform Complaints- No comments were received from the public.

RECONVENE PUBLIC SESSION

ACTION

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

Items 9.1.- 9.6.:

Moved: Rev. Ezaki; Seconded: Mr. Yanes

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

Motion Carried: 5-0

BUSINESS SERVICES

10. Consider Approval of Kingsburg Elementary Charter School District Audit Report, Year Ended June 30, 2024

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

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

11. Consider Approval of Prop 28 Site Plans 2023-24 Allocation

Moved: Mr. Bergstrom; Seconded: Mr. Yanes

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

12. Consider Approval of E-Rate Vendors for the 2025-26 School Year

Moved: Mr. Yanes; Seconded: Rev. Ezaki

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

HUMAN RESOURCES

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

Moved: Rev. Ezaki; Seconded: Mr. Bergstrom to approve the employment contract with the correction of a clerical error on page 8, paragraph 3.

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

ADMINISTRATIVE SERVICES

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

14.1. AR 4161.1, 4261.1: Personal Illness/Injury Leave

Moved: Mr. Yanes; Seconded: Mr. Bergstrom

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

15. Consider Approval of Quarterly Report on Williams Uniform Complaints

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

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

Motion Carried: 5-0

PUBLIC COMMENT

16. Public Comment on Agendized and Non-Agendized Items

16.1. No comments were received from the public.

17. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Tuesday, February 11, 2025, 4:00 p.m., Professional Development Building

CLOSED SESSION

18. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)

19. Anticipated Litigation (Government Code Section 54956.9(b))

20. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)

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 Approval of Request to Hire: Director of Human Resources

21.2.3 Consider Acceptance of Revised Resignation for the Purposes of Retirement: Cook III, Lincoln School

21.2.4 Consider Acceptance of Resignation: Paraprofessional- Categorical, Lincoln School

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

Action taken on agenda item 20.1.1.:

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

- Case No. 25-03- The Board upheld the recommendation for expulsion of the student to Violet Heintz or a school outside of the District for two semesters (the remainder of the 24-25 school

year.) The student will have the opportunity to return to a comprehensive school site for the start of the 25-26 school year, given the successful completion of the rehabilitation plan.

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

Action taken on agenda items 21.1.1. – 21.2.2.:

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

- Approved Student Teachers for the 2024-2025 Spring Semester
- Accepted Resignation for the Purposes of Retirement: Beverly Rosas, RSP Teacher, Lincoln School
- Accepted Resignation for the Purposes of Retirement: Carol Bray, Director of Human Resources
- Approved Request to Hire: Dustin Johnson, Director of Human Resources

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

Action taken on agenda items 21.2.3. – 21.2.4.:

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

- Accepted Revised Resignation for the Purposes of Retirement: Magdalena Gonzales, Cook III, Lincoln School
- Accepted Resignation: Vanessa Vallejo, Paraprofessional- Categorical, Lincoln School

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

Action taken on agenda items 22.1.1. – 22.1.2.:

Moved: Rev. Ezaki; Seconded: Mr. Yanes, 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; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes;
Mr. Yanes – Yes
Motion Carried: 5-0

24. Adjourn

Meeting was adjourned at 6:03 p.m.

		JULY	AUGUST	SEPT	OCT	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
60006	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	24,473,039					
65400	ASB		105,122	122,592	143,968	185,556	179,982	163,192					
60012	CHDE	330,987	445,809	487,730	496,258	572,821	632,361	619,725					
60008	CAFÉ	551,244	619,238	564,707	386,424	396,949	481,497	488,853					
60020	SPRES	2,244,705	2,259,648	2,275,572	2,276,053	2,276,053	2,292,453	2,292,934					
65334	16 B	6,474	6,716	6,563	6,565	6,565	6,612	6,614					
60006	DF	965,355	985,168	1,032,720	875,991	873,427	766,177	857,351					
65066	04 A	523	527	530	531	531	534	534					
65104	06 Refund	94,215	94,843	95,511	95,531	95,531	96,220	96,240					
65215	13 Refi	99,688	100,352	101,059	101,080	101,080	101,809	101,830					
65276	Bond Intrst	114,493	118,807	122,425	124,603	124,776	78,189	322,694					
65281	16 Refi	33,003	34,169	34,769	35,361	35,406	35,000	23,610					
65335	16 B Debt	53,887	56,069	57,230	58,319	58,406	58,337	57,363					

Fund Summary		Note this summary includes only the account lines that were included on this report					
Fu: 0100 General Fund							
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance %
Revenues							
Total: 8000 Revenues		\$41,579,286.28	\$38,408,894.26	\$4,428,259.49	\$21,152,256.23	\$0.00	\$17,256,638.03 44.9
Expenditures							
Total: 1000 Certificated		\$14,650,518.40	\$15,583,463.85	\$1,194,297.40	\$7,405,997.97	\$0.00	\$8,177,465.88 52.5
Total: 2000 Classified		6,078,452.08	6,378,709.23	516,667.02	3,447,780.21	0.00	2,930,929.02 45.9
Total: 3000 Benefits		10,293,006.93	11,033,616.68	851,976.71	5,094,604.14	351,546.75	5,587,465.79 50.6
Total: 1000 - 3000		31,021,977.41	32,995,789.76	2,562,941.13	15,948,382.32	351,546.75	16,695,860.69 50.6
Total: 4000 Books & Supplies		3,720,096.89	3,943,652.37	88,036.97	912,501.24	190,549.61	2,840,601.52 72.0
Total: 5000 Services & Other		6,916,742.38	7,505,247.69	263,217.37	3,545,924.74	2,173,628.67	1,785,694.28 23.8
Total: 4000 - 5000		10,636,839.27	11,448,900.06	351,254.34	4,458,425.98	2,364,178.28	4,626,295.80 40.4
Total: 1000 - 5000		41,658,816.68	44,444,689.82	2,914,195.47	20,406,808.30	2,715,725.03	21,322,156.49 48.0
Total: 6000 Capital Outlay		550,000.00	2,281,900.32	98,093.48	1,366,070.34	463,344.74	452,485.24 19.8
Total: 7000 Other Outgo/Financing Uses		527,936.05	367,712.42	3,336.00	31,218.44	133,647.06	202,846.92 55.2
Total: 1000 - 7000		42,736,752.73	47,094,302.56	3,015,624.95	21,804,097.08	3,312,716.83	21,977,488.65 46.7
Total: Net Increase/(Decrease) in Fund Balance		(\$1,157,466.45)	(\$8,685,408.30)	\$1,412,634.54	(\$651,840.85)	(\$3,312,716.83)	(\$4,720,850.62) 54.4
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	\$1,412,634.54	\$24,081,492.14		
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	1,412,634.54	32,766,900.44		

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 0800 Student Activity Special Revenue Fun								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$0.00	\$237,563.94	\$13.74	\$238,059.83	\$0.00	(\$495.89)	-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	179,380.15	8,678.66	41,722.92	28,037.45	109,619.78	61.1
Total: 5000 Services & Other		0.00	58,183.79	8,125.07	33,166.71	6,503.89	18,513.19	31.8
Total: 4000 - 5000		0.00	237,563.94	16,803.73	74,889.63	34,541.34	128,132.97	53.9
Total: 1000 - 5000		0.00	237,563.94	16,803.73	74,889.63	34,541.34	128,132.97	53.9
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 7000		0.00	237,563.94	16,803.73	74,889.63	34,541.34	128,132.97	53.9
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	(\$16,789.99)	\$163,170.20	(\$34,541.34)	(\$128,628.86)	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	(\$16,789.99)	\$269,804.14			
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	(16,789.99)	269,804.14			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1200 Child Development Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$687,914.65	\$811,127.76	\$44,300.22	\$674,483.18	\$0.00	\$136,644.58	16.8
Expenditures								
Total: 1000 Certificated		\$181,766.80	\$185,860.20	\$16,230.06	\$100,109.01	\$0.00	\$85,751.19	46.1
Total: 2000 Classified		138,994.20	140,306.69	12,068.12	72,201.75	0.00	68,104.94	48.5
Total: 3000 Benefits		155,703.80	153,743.60	9,549.47	63,093.44	20,547.50	70,102.66	45.6
Total: 1000 - 3000		476,464.80	479,910.49	37,847.65	235,404.20	20,547.50	223,958.79	46.7
Total: 4000 Books & Supplies		274,363.53	401,105.56	1,597.52	5,813.36	2,875.24	392,416.96	97.8
Total: 5000 Services & Other		1,717.07	4,934.07	65.39	3,169.23	326.95	1,437.89	29.1
Total: 4000 - 5000		276,080.60	406,039.63	1,662.91	8,982.59	3,202.19	393,854.85	97.0
Total: 1000 - 5000		752,545.40	885,950.12	39,510.56	244,386.79	23,749.69	617,813.64	69.7
Total: 6000 Capital Outlay		0.00	60,961.60	16,369.89	16,369.89	60,961.60	(16,369.89)	-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	55,880.45	260,756.68	84,711.29	636,100.31	64.8
Total: Net Increase/(Decrease) in Fund Balance		(\$82,045.84)	(\$170,440.52)	(\$11,580.23)	\$413,726.50	(\$84,711.29)	(\$499,455.73)	293.0
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	(\$11,580.23)	\$617,427.57			
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)		0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)		0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)		0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)		0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)		0.00	0.00	0.00	(170,440.52)			
Total: Undesignated		33,073.55	33,260.55	(11,580.23)	787,868.09			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1300 Cafeteria Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$1,489,112.99	\$1,689,777.35	\$136,182.09	\$451,217.51	\$0.00	\$1,238,559.84	73.3
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	41,807.03	288,372.29	0.00	259,634.64	47.4
Total: 3000 Benefits		284,277.36	312,111.40	22,174.06	141,239.06	37,412.25	133,460.09	42.8
Total: 1000 - 3000		816,117.38	860,118.33	63,981.09	429,611.35	37,412.25	393,094.73	45.7
Total: 4000 Books & Supplies		579,354.07	716,038.60	61,215.07	311,760.50	94,470.87	309,807.23	43.3
Total: 5000 Services & Other		63,139.36	76,624.91	790.18	29,700.34	4,584.24	42,340.33	55.3
Total: 4000 - 5000		642,493.43	792,663.51	62,005.25	341,460.84	99,055.11	352,147.56	44.4
Total: 1000 - 5000		1,458,610.81	1,652,781.84	125,986.34	771,072.19	136,467.36	745,242.29	45.1
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	125,986.34	771,072.19	136,467.36	801,539.31	46.9
Total: Net Increase/(Decrease) in Fund Balance		(\$8,292.68)	(\$19,301.51)	\$10,195.75	(\$319,854.68)	(\$136,467.36)	\$437,020.53	-2,264.2
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	\$10,195.75	\$498,915.84			
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	1,114.14			
Total: Undesignated		393,083.94	799,469.01	10,195.75	497,801.70			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 1700 Special Reserve Fund for Other Than								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$7,444.28	\$7,444.28	\$481.01	\$17,361.78	\$0.00	(\$9,917.50)	-133.2
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		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	\$481.01	\$17,361.78	\$0.00	(\$9,917.50)	-133.2
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	\$481.01	\$2,816,934.05			
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	481.01	2,809,489.77			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 2104 Building Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$0.00	\$0.00	\$1.39	\$50.04	\$0.00	(\$50.04)	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	\$1.39	\$50.04	\$0.00	(\$50.04)	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	\$1.39	\$6,613.56			
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		6,386.94	6,563.52	1.39	6,613.56			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 2500 Capital Facilities Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$560,433.70	\$560,433.70	\$186,806.70	\$361,837.67	\$0.00	\$198,596.03	35.4
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies		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	59,944.36	82,399.48	40,883.14	0.00	0.0
Total: 4000 - 5000		9,028.01	128,460.63	59,944.36	82,399.48	40,883.14	5,178.01	4.0
Total: 1000 - 5000		9,028.01	128,460.63	59,944.36	82,399.48	40,883.14	5,178.01	4.0
Total: 6000 Capital Outlay		0.00	680,820.76	29,725.37	337,869.52	342,951.24	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		337,000.00	337,000.00	5,962.50	68,812.87	131,531.24	136,655.89	40.6
Total: 1000 - 7000		346,028.01	1,146,281.39	95,632.23	489,081.87	515,365.62	141,833.90	12.4
Total: Net Increase/(Decrease) in Fund Balance		\$214,405.69	(\$585,847.69)	\$91,174.47	(\$127,244.20)	(\$515,365.62)	\$56,762.13	-9.7
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	\$91,174.47	\$857,362.64			
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)		0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)		0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)		0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)		0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)		0.00	0.00	0.00	214,405.69			
Total: Undesignated		1,180,079.40	398,759.15	91,174.47	642,956.95			

Board Report

From 01/01/2025 thru 01/31/2025

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5100 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$55.00	\$55.00	\$0.00	\$0.00	\$0.00	\$55.00	100.0
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: 1000 - 7000		55.00	55.00	0.00	0.00	0.00	55.00	100.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance		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			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5101 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$225,500.00	\$225,500.00	\$0.11	\$3.89	\$0.00	\$225,496.11	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	\$0.11	\$3.89	\$0.00	(\$3.89)	0.0
Total: Beginning Balance		0.00	530.59	0.00	530.59			
Total: Ending Fund Balance (9790)		\$0.00	\$530.59	\$0.11	\$534.48			
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)		0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)		0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)		0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)		0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)		0.00	0.00	0.00	0.00			
Total: Undesignated		0.00	530.59	0.11	534.48			

Board Report

From 01/01/2025 thru 01/31/2025

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5102 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$1,100.00	\$1,100.00	\$0.00	\$0.00	\$0.00	\$1,100.00	100.0
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: 1000 - 7000		1,100.00	1,100.00	0.00	0.00	0.00	1,100.00	100.0
Total: Net Increase/(Decrease) in Fund Balance		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: Beginning Balance		0.00	0.00	0.00	0.00			
Total: Ending Fund Balance (9790)		\$0.00	\$0.00	\$0.00	\$0.00			
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)		0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)		0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)		0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)		0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)		0.00	0.00	0.00	0.00			
Total: Undesignated		0.00	0.00	0.00	0.00			

Board Report

From 01/01/2025 thru 01/31/2025

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5103 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$285,400.00	\$285,400.00	\$20.19	\$728.59	\$0.00	\$284,671.41	99.7
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other		0.00	0.00	0.00	0.00	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	\$20.19	\$728.59	\$0.00	(\$728.59)	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	\$20.19	\$96,239.75			
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	20.19	96,239.75			

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5104 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$8,300.00	\$8,300.00	\$21.36	\$771.15	\$0.00	\$7,528.85	90.7
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other		0.00	0.00	0.00	0.00	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	\$21.36	\$771.15	\$0.00	(\$771.15)	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	\$21.36	\$101,829.87			
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	21.36	101,829.87			

Board Report

From 01/01/2025 thru 01/31/2025

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5106 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$100,142.62	\$100,142.62	\$1,933.60	\$255,190.73	\$0.00	(\$155,048.11)	-154.8
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		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)	\$1,933.60	\$254,365.73	\$0.00	(\$254,420.73)	462,583.1
Total: Beginning Balance		0.00	115,759.75	0.00	115,759.75			
Total: Ending Fund Balance (9790)		(\$55.00)	\$115,704.75	\$1,933.60	\$370,125.48			
Components of Ending Fund Balance								
Total: Nonspendable (9710 - 9719)		0.00	0.00	0.00	0.00			
Total: Restricted (9730 - 9749)		0.00	0.00	0.00	0.00			
Total: Committed (9750 - 9769)		0.00	0.00	0.00	0.00			
Total: Assigned (9770 - 9788)		0.00	0.00	0.00	0.00			
Total: UnAssigned (9780 - 9790)		0.00	0.00	0.00	(55.00)			
Total: Undesignated		(55.00)	115,704.75	1,933.60	370,180.48			

Board Report

From 01/01/2025 thru 01/31/2025

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5107 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$323,500.00	\$323,500.00	\$519.10	\$66,242.20	\$0.00	\$257,257.80	79.5
Expenditures								
Total: 1000 Certificated		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.0
Total: 2000 Classified		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 3000 Benefits		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 3000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 Books & Supplies		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 5000 Services & Other		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 4000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 1000 - 5000		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 6000 Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.0
Total: 7000 Other Outgo/Financing Uses		398,062.71	398,062.71	0.00	75,388.05	0.00	322,674.66	81.1
Total: 1000 - 7000		398,062.71	398,062.71	0.00	75,388.05	0.00	322,674.66	81.1
Total: Net Increase/(Decrease) in Fund Balance		(\$74,562.71)	(\$74,562.71)	\$519.10	(\$9,145.85)	\$0.00	(\$65,416.86)	87.7
Total: Beginning Balance		0.00	107,318.97	0.00	107,318.97			
Total: Ending Fund Balance (9790)		(\$74,562.71)	\$32,756.26	\$519.10	\$98,173.12			
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	519.10	172,735.83			

Board Report

From 01/01/2025 thru 01/31/2025

Fund Summary		Note this summary includes only the account lines that were included on this report						
Fu: 5108 Bond Interest and Redemption Fund								
		Approved	Working	Current	Expended Year To Date	Encumbered	Unencumbered Balance	%
Revenues								
Total: 8000 Revenues		\$503,455.36	\$503,455.36	\$987.78	\$126,150.33	\$0.00	\$377,305.03	74.9
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	0.00	152,762.80	0.00	472,855.27	75.6
Total: 1000 - 7000		625,618.07	625,618.07	0.00	152,762.80	0.00	472,855.27	75.6
Total: Net Increase/(Decrease) in Fund Balance		(\$122,162.71)	(\$122,162.71)	\$987.78	(\$26,612.47)	\$0.00	(\$95,550.24)	78.2
Total: Beginning Balance		0.00	205,462.94	0.00	205,462.94			
Total: Ending Fund Balance (9790)		(\$122,162.71)	\$83,300.23	\$987.78	\$178,850.47			
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	987.78	804,468.54			

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
16-Ace Trophy Shop	512705487	PO-251059	Employee Recognition Classified, C	0100-00000-0-0000-7100-580000-000	113.37
Warrant Total:					113.37
Vendor Total:					113.37
3849-Albiani, Dylan	512704546	PV-250084	Reimb-Handle with Care	0100-74350-0-1110-1000-520000-000	286.42
Warrant Total:					286.42
Vendor Total:					286.42
33-Amazon.com LLC	512704547	CM-250046	Amazon.com LLC	0100-26000-0-1110-1000-430000-000	(15.19)
		PO-251030	Furinno Pasir 3-Tier Open Shelf Bo	0100-26000-0-1110-1000-430000-000	407.92
		PO-251030	Furinno Pasir 3-Tier Open Shelf Bo	0100-26000-0-1110-1000-430000-000	104.93
		PO-251030	Furinno Pasir 3-Tier Open Shelf Bo	0100-26000-0-1110-1000-430000-000	15.19
		PO-251064	SpEd, Lincoln- Order	0100-90530-0-1110-1000-440000-000	597.18
Warrant Total:					1,110.03
	512705488	CM-250049	1GJ4-7PTP-Q3T9	0100-11000-0-1110-1000-430000-085	(114.38)
		PO-250965	Yellow Gold Better Than Paper Bu	0100-26000-0-1110-1000-430000-000	251.88
		PO-251025	21 colors shimmer outline markers	0100-11000-0-1110-1000-430000-060	143.44
		PO-251026	lamination roll	0100-09000-0-1177-1000-430000-060	258.42
		PO-251026	lamination roll	0100-09000-0-1177-1000-430000-060	279.75
		PO-251037	PBIS Cart Supplies:	0100-41270-0-1110-1000-430000-090	153.87
		PO-251043	10 Pack Correction Tape Pen Corr	0100-00000-0-1110-1000-430000-082	87.40
		PO-251043	10 Pack Correction Tape Pen Corr	0100-00000-0-1110-1000-430000-082	53.39
		PO-251045	100 Sheets Art Paper for Kids 9 x 1	0100-30100-0-1110-1000-430000-082	518.45
		PO-251045	100 Sheets Art Paper for Kids 9 x 1	0100-30100-0-1110-1000-430000-082	90.15
		PO-251048	Avery Color-Coding Permanent La	0100-11000-0-1110-1000-430000-085	243.55
		PO-251052	52 pcs double sided abc matching l	0100-11000-0-1110-1000-430000-060	174.69
		PO-251065	AOPRIE 30 Pack Bungee Balls, B	0100-11000-0-0000-7300-430000-000	378.69
		PO-251085	30 pk animal pop balls ...fidget	0100-00000-0-1110-1000-430000-082	441.20
Warrant Total:					2,960.50
	512706489	PO-251041	Dell RGCN6 Toner Cartridge	0100-74350-0-1110-1000-430000-090	241.25
		PO-251041	Dell RGCN6 Toner Cartridge	0100-74350-0-1110-1000-430000-090	31.58
		PO-251078	50 pack white bags	0100-09000-0-1110-1000-430000-060	460.44
Warrant Total:					733.27
	512709044	PO-251108	Crayola Air Dry Clay (5lbs), Natur	0100-30100-0-1110-1000-430000-081	114.85
		PO-251106	Skittles & Starburst Variety Pack, 3	0100-41270-0-1110-1000-430000-085	1,108.80
		PO-251097	Tissue Paper	0100-11000-0-1110-1000-430000-070	230.46
		PO-251037	PBIS Cart Supplies:	0100-41270-0-1110-1000-430000-090	8.71
		PO-251077	cellophane treat bags	0100-09000-0-1177-1000-430000-060	145.02

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512709044	PO-251088	300PCS Mini Cute Pencil Erasers f	0100-26000-0-1110-1000-430000-000	549.12
		PO-251109	Gueevin 100 Pcs Willow Charcoal S	0100-30100-0-1110-1000-430000-082	438.25
		PO-251117	Grounds-	0100-81500-0-0000-8110-430000-000	61.00
				Warrant Total:	2,656.21
	512710138	PO-251088	300PCS Mini Cute Pencil Erasers f	0100-26000-0-1110-1000-430000-000	108.96
		PO-251088	300PCS Mini Cute Pencil Erasers f	0100-26000-0-1110-1000-430000-000	20.69
		PO-251097	Tissue Paper	0100-11000-0-1110-1000-430000-070	15.09
		PO-251107	Anker USB C to HDMI Adapter, X	0100-09000-0-1110-1000-430000-085	543.96
		PO-251109	Gueevin 100 Pcs Willow Charcoal S	0100-30100-0-1110-1000-430000-082	67.37
		PO-251130	50 pack cheerleading Pom Handle b	0100-09000-0-1110-1000-430000-080	100.25
		PO-251131	PBIS CART SUPPLIES:	0100-41270-0-1110-1000-430000-090	314.94
		PO-251133	Winterdance: The Fine Madness of	0100-74350-0-1110-1000-430000-090	27.33
		PO-251133	Winterdance: The Fine Madness of	0100-74350-0-1110-1000-430000-090	67.26
		PO-251096	Sterilite 6 Pk	0100-11000-0-1110-1000-430000-070	217.69
				Warrant Total:	1,483.54
	512711397	PO-251153	Gemini Sound GSP-L5500PK 15" 2	0100-67700-9-1155-1000-430000-082	381.36
		PO-251159	100 Pieces Paw Print Dog treat Bag	0100-09000-0-1164-1000-430000-080	656.54
		PO-251148	URSKYTOUS 60Pcs Animal Era	0100-26000-0-1110-1000-430000-000	925.65
		PO-251162	Sheet Protectors, PANDRI 500 Pac	0100-26000-0-1110-1000-430000-000	215.74
		PO-251162	Sheet Protectors, PANDRI 500 Pac	0100-26000-0-1110-1000-430000-000	1,312.03
		PO-251165	Staples 204082 4-Drawer Vertical F	0100-26000-0-1110-1000-430000-000	273.05
		PO-251166	Secura 7.5-Inch Fruit Visual Timer	0100-26000-0-1110-1000-430000-000	1,005.25
		PO-251167	Naozinebi Boho Calendar Bulletin B	0100-26000-0-1110-1000-430000-000	163.29
		PO-251169	JOYIN 2 Bottles Bubbles Refill So	0100-26000-0-1110-1000-430000-000	126.94
		PO-251170	Large Crayons, 16 Count Assorted C	0100-26000-0-1110-1000-430000-000	1,283.20
		PO-251171	Pencil Pouch for 3 Ring Binder, Bu	0100-26000-0-1110-1000-430000-000	494.98
				Warrant Total:	6,838.03
				Vendor Total:	15,781.58
2277-American Time	512711399	PO-251116	Reagan, Classroom Clocks- Quote	0100-81500-0-0000-8110-430000-000	2,479.48
				Warrant Total:	2,479.48
				Vendor Total:	2,479.48
3681-Amparan Flooring Inc	512709045	PO-250992	Reagan, Staff Break Room-	0100-81500-0-0000-8110-580000-000	1,795.00
				Warrant Total:	1,795.00
	512711400	PO-250902	Roosevelt, Main Building	0100-06205-0-0000-8100-580000-000	24,515.00
				Warrant Total:	24,515.00

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
					Vendor Total: 26,310.00
3602-Armando's Smog	512705489	PO-251062	Smog Inspections-	0100-81500-0-0000-8110-560000-000	61.75
		PO-251062	Smog Inspections-	0100-81500-0-0000-8110-560000-000	61.75
		PO-251062	Smog Inspections-	0100-81500-0-0000-8110-560000-000	61.75
		PO-251062	Smog Inspections-	0100-81500-0-0000-8110-560000-000	61.75
		PO-251062	Smog Inspections-	0100-81500-0-0000-8110-560000-000	61.75
				Warrant Total: 308.75	
				Vendor Total: 308.75	
1794-AT&T Global Services	512704549	PO-250030	Monthly Charges for District	0100-00000-0-0000-8200-590004-000	1,883.52
		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	250.55
				Warrant Total: 2,300.03	
				Vendor Total: 2,300.03	
2360-AtkinsonAndelsonLoyaRudd&Romo	512704550	PO-250033	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000	252.00
					Warrant Total: 252.00
				Vendor Total: 252.00	
3451-AXA Equitable Life Insurance C	512709046	PO-250028	Employee Life Insurance Benefit	0100-00000-0-0000-0000-951400-000	811.50
					Warrant Total: 811.50
				Vendor Total: 811.50	
3706-Banner Pest Control Inc	512708158	PO-251098	Washington - Invoice 219063	0100-81500-0-0000-8110-580000-000	120.00
		PO-251098	Washington - Invoice 219063	0100-81500-0-0000-8110-580000-000	120.00
		PO-251098	Washington - Invoice 219063	0100-81500-0-0000-8110-580000-000	120.00
		PO-251098	Washington - Invoice 219063	0100-81500-0-0000-8110-580000-000	180.00
		PO-251098	Washington - Invoice 219063	0100-81500-0-0000-8110-580000-000	120.00
				Warrant Total: 660.00	
				Vendor Total: 660.00	
3191-BSN Sports LLC	512710139	PO-251137	Aluminum Relay Baton Blue	0100-00000-0-1135-1000-430000-090	937.12
		PO-250970	REACT TF-250 28.5"	0100-00000-0-1135-1000-430000-090	695.73
		PO-250971	Diamond DOL-1 NFHS/NOCSAE	0100-00000-0-1135-1000-430000-090	485.92
		PO-251136	BSN Sports Wheeled Deluxe Eq	0100-00000-0-1135-1000-430000-090	520.33
		PO-251141	Mens Track Uniform Size SML	0100-00000-0-1135-1000-580000-090	2,400.68
				Warrant Total: 5,039.78	
				Vendor Total: 5,039.78	

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
803-California Dept of Justice	512709049	PO-250040	Fingerprint Charges July 1, 2024 th	0100-00000-0-0000-7300-580015-000	179.00
				Warrant Total:	179.00
				Vendor Total:	179.00
3050-California Teaching Fellows	512708159	PO-251016	Washington Morning Program	0100-74350-0-1110-1000-580000-000	6,774.40
		PO-250590	Reagan ES ELO	0100-26000-0-1110-1000-580000-085	11,113.73
		PO-250589	Lincoln ES ELO	0100-26000-0-1110-1000-580000-070	14,618.31
		PO-250593	Rafer (RJH) MS ELO	0100-26000-0-1110-1000-580000-090	18,697.06
		PO-250592	Washington ES ELO	0100-26000-0-1110-1000-580000-060	22,060.30
		PO-250591	Roosevelt ES ELO	0100-26000-0-1110-1000-580000-080	7,407.18
				Warrant Total:	80,670.98
	512711402	PO-251016	Washington Morning Program	0100-74350-0-1110-1000-580000-000	6,914.40
				Warrant Total:	6,914.40
				Vendor Total:	87,585.38
2671-Canon Financial Services Inc	512705490	PO-250041	Monthly Payment-Canon Copiers/	0100-00000-0-0000-7300-560000-000	251.44
		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/	0100-11000-0-1110-1000-560000-060	1,165.84
		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
				Warrant Total:	7,642.07
				Vendor Total:	7,642.07
4026-Centegix	512704551	PO-251071	EMSO01 EMS Service Fee	0100-09000-0-1110-1000-580000-000	5,232.18
				Warrant Total:	5,232.18
				Vendor Total:	5,232.18
162-Childs & Co Inc	512706490	PO-251028	Maintenance- Sales Order 367	0100-81500-0-0000-8110-430000-000	727.36
				Warrant Total:	727.36
				Vendor Total:	727.36
4030-Coe, Victoria J	512710140	PO-251158	Presentation #1 for KROB 3-17-25	0100-09000-0-1110-1000-580000-000	5,500.00
				Warrant Total:	5,500.00
				Vendor Total:	5,500.00

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
2320-Comcast Corporation	512709050	PO-250042	Monthly Charges for CVHS	0100-00000-0-0000-8200-590004-000	592.38
				Warrant Total:	592.38
	512711403	PO-250042	Monthly Charges for CVHS	0100-00000-0-0000-8200-590004-000	595.39
				Warrant Total:	595.39
				Vendor Total:	1,187.77
3321-Consolidated Electrical Distri	512705493	PO-250097	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	134.97
				Warrant Total:	134.97
				Vendor Total:	134.97
3711-Dj ToeKnee	512709052	PO-251161	Extra Curricular Event to Support S	0100-26000-0-1110-1000-580000-000	400.00
				Warrant Total:	400.00
				Vendor Total:	400.00
298-EDCARE GROUP, THE	512709053	PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-7600-370100-000	60,194.00
		PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-7110-370200-000	7,006.00
		PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-7600-370200-000	16,811.00
		PO-250027	Insurance Premiums July 1, 2024	0100-00000-0-0000-0000-951400-000	300,458.58
				Warrant Total:	384,469.58
				Vendor Total:	384,469.58
2587-EMCOR Services MESA Energy	512705494	PO-251005	Rafer- Quote 24-058352	0100-81500-0-0000-8110-580000-000	3,462.80
		PO-250099	Lincoln 2 Boilers, 1 Chiller and Ai	0100-81500-0-0000-8110-580000-000	1,750.00
		PO-250629	Rafer, Chiller HVAC- Quote	0100-81500-0-0000-8110-580000-000	4,522.46
				Warrant Total:	9,735.26
	512708161	PO-251104	Roosevelt, Library HVAC-	0100-81500-0-0000-8110-560000-000	952.38
		PO-251100	Rafer, Room 6 HVAC - Invoice	0100-81500-0-0000-8110-580000-000	4,568.51
		PO-251101	Roosevelt, Library HVAC-	0100-81500-0-0000-8110-580000-000	9,220.82
				Warrant Total:	14,741.71
				Vendor Total:	24,476.97
4013-Emergent Press	512711405	PO-250828	SP-83 Ozi Learns About Defusion	0100-65460-0-1110-3120-430000-000	320.00
				Warrant Total:	320.00
				Vendor Total:	320.00
3152-Enerspect Medical	512711406	PO-251029	QUOTE#: 48672	0100-09000-0-0000-3140-440000-000	2,996.12
				Warrant Total:	2,996.12
				Vendor Total:	2,996.12
3830-E-Therapy LLC	512708160	PO-250770	AUGUST 2024-JUNE 30, 2025	0100-74350-0-5760-3150-580000-000	8,730.00

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
Warrant Total:					8,730.00
Vendor Total:					8,730.00
2289-Fagen Friedman & Fulfrost LLP	512706491	PO-250045	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000	100.00
Warrant Total:					100.00
Vendor Total:					100.00
309-Follett Content Solutions LLC	512711407	PO-251127	Library Supplies	0100-74350-0-1110-1000-430000-090	557.91
Warrant Total:					557.91
Vendor Total:					557.91
343-Gas Company, The	512705495	PO-250050	Monthly Billing Fees	0100-00000-0-0000-8200-550003-000	11,966.02
Warrant Total:					11,966.02
Vendor Total:					11,966.02
352-Gopher Sports	512710142	PO-250990	Mikasa Super Soft-Soccer Ball size	0100-09000-0-1110-1000-440000-080	680.47
Warrant Total:					680.47
Vendor Total:					680.47
4042-Guided Discoveries Inc	512711411	PO-250827	Staff Regitrations for CIMI:	0100-07140-0-1110-1000-580000-090	562.50
Warrant Total:					562.50
Vendor Total:					562.50
3511-Heggerty Phonemic Awareness	512705497	PO-251035	Spanish Primary Starter	0100-74350-0-1110-1000-430000-080	175.29
Warrant Total:					175.29
	512710143	PO-251134	ABC Letter flash cards	0100-09000-0-1177-1000-430000-060	64.48
Warrant Total:					64.48
Vendor Total:					239.77
3972-Holloway Construction Inc	512708162	PO-250803	Reagan Intervention Expansion,	0100-09000-0-1177-8500-620000-285	28,872.88
Warrant Total:					28,872.88
Vendor Total:					28,872.88
403-Home Depot	512708164	PO-251115	Washington, Staff Room- Invoice	0100-81500-0-0000-8110-430000-000	100.12
Warrant Total:					100.12
Vendor Total:					100.12
3503-Image 2000 Fresno Inc	512704555	PO-251056	S-8903W Riso ComColor FT5230	0100-63320-0-0000-2700-640000-000	32,745.40
		PO-251056	S-8903W Riso ComColor FT5230	0100-60530-0-0000-2700-640000-000	16,372.70
Warrant Total:					49,118.10

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
Vendor Total:					49,118.10
3544-Jacobsen Trailers	512705499	PO-251008	2023 Big Tex Dump Trailer-	0100-81500-0-0000-8110-430000-000	337.81
Warrant Total:					337.81
Vendor Total:					337.81
730-Joe Saubert Inc	512705500	PO-251063	Lincoln- Invoice 53171	0100-81500-0-0000-8110-580000-000	440.00
		PO-251066	Roosevelt- Invoice 53246	0100-81500-0-0000-8110-580000-000	460.00
Warrant Total:					900.00
Vendor Total:					900.00
1845-Johnstone Supply	512708165	PO-250094	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	1,387.31
Warrant Total:					1,387.31
	512711414	PO-250094	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	304.10
Warrant Total:					304.10
Vendor Total:					1,691.41
435-J's Communications Inc	512704558	PO-251033	motorola xpr multi unit charger- s	0100-09000-0-0000-8300-440000-060	1,227.06
Warrant Total:					1,227.06
Vendor Total:					1,227.06
3835-KCAPS	512704559	PO-251081	Contract for services - July 2024 - J	0100-63320-0-1110-1000-580000-000	4,258.05
		PO-251081	Contract for services - July 2024 - J	0100-63320-0-1110-1000-580000-000	5,750.62
		PO-251081	Contract for services - July 2024 - J	0100-63320-0-1110-1000-580000-000	4,203.31
Warrant Total:					14,211.98
Vendor Total:					14,211.98
3167-Kings Industrial Occ Med Ctr I	512708166	PO-250054	Physicals/Drug Screening/E&M	0100-81500-0-0000-8110-580025-000	75.00
Warrant Total:					75.00
Vendor Total:					75.00
2385-Kingsburg Chamber of Commerce	512704560	PO-251058	Membership Dues 2024	0100-00000-0-0000-7100-530000-000	100.00
Warrant Total:					100.00
Vendor Total:					100.00
520-Lozano Smith LLP	512705502	PO-250057	Legal Services July 1, 2024 throug	0100-00000-0-0000-7100-580018-000	741.00
Warrant Total:					741.00
Vendor Total:					741.00
546-McMaster-Carr Supply Company	512705503	PO-250093	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	986.74

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
					Warrant Total:
					986.74
					Vendor Total:
					986.74
3522-Mid-Valley Disposal LLC	512705504	PO-250092	Roll Of Bin Rental Charges during J	0100-00000-0-0000-8200-550008-000	667.50
		PO-250947	Disposal fees for grounds green or	0100-00000-0-0000-8400-550008-000	228.60
					Warrant Total:
					896.10
					Vendor Total:
					896.10
3833-Mrs. Nelson's Book Company	512704561	PO-250934	California Glencoe Math, Course 2	0100-09000-0-1110-1000-430000-082	2,355.04
					Warrant Total:
					2,355.04
					Vendor Total:
					2,355.04
1450-NAPA Auto Parts of Selma	512705505	CM-250048	NAPA Auto Parts of Selma	0100-81500-0-0000-8110-430000-000	(39.23)
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	605.88
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	65.34
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	43.58
				Warrant Total:	
				675.57	
	512706492	CM-250050	NAPA Auto Parts of Selma	0100-81500-0-0000-8110-430000-000	(19.62)
		PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	237.55
				Warrant Total:	
				217.93	
	512708167	PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	483.20
				Warrant Total:	
				483.20	
	512709058	PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	239.70
				Warrant Total:	
				239.70	
512710144	PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	173.17	
		Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	196.07	
		Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	69.67	
				Warrant Total:	
				438.91	
	512711415	PO-250091	Maintenance Supplies purchased d	0100-81500-0-0000-8110-430000-000	50.12
					Warrant Total:
					50.12
			Vendor Total:		
			2,105.43		
595-Nelson's Ace Hardware	512704562	PO-250090	Maintenance Materials and Suppli	0100-81500-0-0000-8110-430000-000	4,911.47
					Warrant Total:
					4,911.47
					Vendor Total:
				4,911.47	
3683-ODP Business Solutions LLC	512704563	PO-250276	Instructional Materials 24-25 SY Pa	0100-11000-0-1110-1000-430000-085	106.36
		PO-250276	Instructional Materials 24-25 SY Pa	0100-11000-0-1110-1000-430000-085	256.19

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512704563	PO-250276	Instructional Materials 24-25 SY Pa	0100-11000-0-1110-1000-430000-085	56.72
		PO-250276	Instructional Materials 24-25 SY Pa	0100-11000-0-1110-1000-430000-085	172.44
		PO-250390	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000	243.29
		PO-250968	Office supplies, pencils, pens etc	0100-11000-0-1110-1000-430000-080	113.09
		PO-250132	Materials and Supplies for July 1,	0100-00000-0-1110-1000-430000-082	62.81
		PO-250968	Office supplies, pencils, pens etc	0100-11000-0-1110-1000-430000-080	166.03
		PO-250390	Community Schools Resource Off	0100-63320-0-0000-2700-430000-000	30.73
		PO-250108	Not to exceed \$10,000 for school s	0100-11000-0-1110-1000-430000-060	103.66
		PO-250108	Not to exceed \$10,000 for school s	0100-11000-0-1110-1000-430000-060	61.41
		PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000	126.99
		PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000	23.40
		PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000	14.88
		PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000	173.47
			Warrant Total:		1,711.47
	512710145	PO-251042	Xerox® Vitality Colors™	0100-74350-0-1110-1000-430000-090	420.62
		PO-250108	Not to exceed \$10,000 for school s	0100-11000-0-1110-1000-430000-060	267.02
		PO-251024	WorkPro Quantum 9000 Series E	0100-11000-0-0000-7300-440000-000	420.90
			Warrant Total:		1,108.54
	512711416	PO-250108	Not to exceed \$10,000 for school s	0100-11000-0-1110-1000-430000-060	97.86
		PO-250132	Materials and Supplies for July 1,	0100-00000-0-1110-1000-430000-082	215.44
		PO-250968	Office supplies, pencils, pens etc	0100-11000-0-1110-1000-430000-080	57.62
		PO-250108	Not to exceed \$10,000 for school s	0100-11000-0-1110-1000-430000-060	78.73
		PO-250132	Materials and Supplies for July 1,	0100-00000-0-1110-1000-430000-082	32.99
		PV-250093	407409107001 po250195	0100-65000-0-0000-2700-430000-000	246.06
		PV-250094	407412729001 po#250195	0100-65000-0-0000-2700-430000-000	47.44
		PO-250002	Office Supplies Staples, Paper,	0100-11000-0-0000-7300-430000-000	262.98
		PO-250968	Office supplies, pencils, pens etc	0100-11000-0-1110-1000-430000-080	80.95
		PO-250968	Office supplies, pencils, pens etc	0100-11000-0-1110-1000-430000-080	62.93
		PO-251084	Realspace® Radley Mesh	0100-90530-0-1110-1000-430000-000	129.45
			Warrant Total:		1,312.45
			Vendor Total:		4,132.46
1036-Oriental Trading Company	512705506	PO-251076	Item #5/10220	0100-09000-0-1110-1000-430000-060	155.02
		PO-251079	Item #/K1410	0100-09000-0-1110-1000-430000-060	99.68
			Warrant Total:		254.70
			Vendor Total:		254.70
618-Pacific Gas & Electric	512704565	PO-250060	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	94.78

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
				Warrant Total:	94.78
	512708169	PO-250060	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	26,179.47
				Warrant Total:	26,179.47
	512709059	PO-250060	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	195.63
		PO-250060	Monthly Utility Charges	0100-00000-0-0000-8200-550001-000	175.84
				Warrant Total:	371.47
				Vendor Total:	26,645.72
1001-Pacific West Controls Inc	512711418	PO-251061	(3) Automated Logic ZN551	0100-81500-0-0000-8110-430000-000	1,250.49
				Warrant Total:	1,250.49
				Vendor Total:	1,250.49
4027-Parsec Education Inc	512708170	PO-251139	Parsec Education, Real Student/Fa	0100-63320-0-0000-2700-580000-000	5,000.00
				Warrant Total:	5,000.00
				Vendor Total:	5,000.00
3764-Pioneer Union Elementary SD	512704567	PO-251038	EAL League Championship XC	0100-00000-0-1135-1000-580000-090	90.00
				Warrant Total:	90.00
				Vendor Total:	90.00
2322-PRODUCERS DAIRY FOODS INC	512704569	PO-250149	NSLP, SSO, ASSP Milk Purchases	0100-70330-0-0000-3700-470000-000	532.23
		PO-250149	NSLP, SSO, ASSP Milk Purchases	0100-70330-0-0000-3700-470000-000	1,006.68
		PO-250149	NSLP, SSO, ASSP Milk Purchases	0100-70330-0-0000-3700-470000-000	1,000.00
				Warrant Total:	2,538.91
				Vendor Total:	2,538.91
3017-R G Equipment of Fresno Inc	512710147	PO-250086	Grounds Supplies purchased during	0100-00000-0-0000-8400-430010-000	390.58
				Warrant Total:	390.58
				Vendor Total:	390.58
3140-Read to Them	512704572	PO-251051	One District, One Book - One Read	0100-09000-0-1110-1000-430000-000	19,041.75
				Warrant Total:	19,041.75
	512710148	PO-251111	Fenway y Hattie (Spanish) - One d	0100-09000-0-1110-1000-430000-000	493.69
				Warrant Total:	493.69
				Vendor Total:	19,535.44
3643-Rex Moore Group Inc	512705507	PO-250613	Reagan, Building 100- Quote	0100-81500-0-0000-8110-580000-000	3,103.83
				Warrant Total:	3,103.83
	512708171	PO-251103	Washington- Invoice 46112	0100-81500-0-0000-8110-580000-000	170.00

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
					Warrant Total: 170.00
					Vendor Total: 3,273.83
3682-Rex Moore Integrated Systems I	512704573	PO-250486	Fire and Security Monitoring	0100-81500-0-0000-8110-580000-000	1,240.00
					Warrant Total: 1,240.00
					Vendor Total: 1,240.00
3976-RMA GeoScience INC	512708172	PO-250597	Reagan Intervention Expansion,	0100-09000-0-1177-8500-620019-285	852.50
					Warrant Total: 852.50
					Vendor Total: 852.50
1471-San Joaquin Co Office of Ed	512704574	PO-251082	Edjoin Account Fees 2024-2025	0100-00000-0-0000-7100-580000-000	1,200.00
					Warrant Total: 1,200.00
					Vendor Total: 1,200.00
3519-Sebastian	512708174	PO-251118	MOT Office, Fog Information	0100-81500-0-0000-8110-580000-000	220.00
					Warrant Total: 220.00
					Vendor Total: 220.00
3535-Sequoia Construction Company	512706493	PO-250658	Roosevelt- Proposal 18945	0100-81500-0-0000-8110-580000-000	1,500.00
		PO-251057	Reagan- Proposal 18955	0100-81500-0-0000-8110-580000-000	3,800.00
					Warrant Total: 5,300.00
	512708176	PO-251102	Lincoln, Chiller- Invoice 8590	0100-81500-0-0000-8110-580000-000	7,586.20
		PO-251105	Lincoln, Chiller- Invoice 8593	0100-81500-0-0000-8110-580000-000	3,120.00
					Warrant Total: 10,706.20
					Vendor Total: 16,006.20
2349-Sever, Wesley	512704576	PO-250021	Mileage Reimbursement: Begining	0100-00000-0-0000-7100-580000-000	848.89
					Warrant Total: 848.89
					Vendor Total: 848.89
3690-SiteOne Landscape Supply LLC	512711420	PO-250085	Grounds Supplies purchased during	0100-00000-0-0000-8400-430010-000	338.77
					Warrant Total: 338.77
					Vendor Total: 338.77
1294-SouthCounty Support Services	512711421	PO-250067	Late Bus Transportation Fees for a	0100-26000-0-0000-3600-510000-000	3,003.97
		PO-250068	Transportation Fees/Field Trips	0100-09000-0-0000-3600-580014-000	5,292.12
					Warrant Total: 8,296.09
					Vendor Total: 8,296.09

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
2010-Sparkletts	512704577	PO-250096	Maintenance Department and Bus G	0100-81500-0-0000-8110-430000-000	70.92
Warrant Total:					70.92
Vendor Total:					70.92
3910-Speech Therapy Link Inc	512708177	PO-251128	JANUARY 2025-JUNE 2025	0100-90530-0-1110-1000-580000-000	5,160.00
Warrant Total:					5,160.00
Vendor Total:					5,160.00
4034-Spirit Gear Direct	512709061	PO-250194	Adult Small	0100-41270-0-1110-1000-580000-060	2,348.00
Warrant Total:					2,348.00
Vendor Total:					2,348.00
4024-Spirit Print LLC	512708178	PO-251110	CVHS Tshirts for Students	0100-09000-0-1110-1000-580000-082	2,164.24
Warrant Total:					2,164.24
Vendor Total:					2,164.24
1172-Standard and Poor's Financial	512705508	PO-251095	101111	0100-00000-0-0000-8500-620006-295	19,250.00
Warrant Total:					19,250.00
Vendor Total:					19,250.00
3119-Textbook Warehouse	512708179	PO-250956	California Collections Gr 7 TE	0100-09000-0-1110-1000-430000-082	559.28
Warrant Total:					559.28
Vendor Total:					559.28
3285-THE HOME DEPOT PRO	512704579	PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	422.82
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	169.13
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	10.27
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	1,028.77
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090	626.95
	Warrant Total:				2,257.94
	512705509	PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	389.30
		PO-251000	Custodial, ProTeam 10 Vacuum	0100-26000-0-0000-8200-430000-000	323.39
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	1,306.94
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090	1,725.26
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	53.23
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	53.23
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	132.25
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060	1,283.78
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060	530.75

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512705509	PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-070	2,009.66
				Warrant Total:	7,807.79
	512706494	PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	165.32
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	344.10
				Warrant Total:	509.42
	512708180	PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-000	247.18
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-082	202.45
				Warrant Total:	449.63
	512709064	PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-060	361.06
		PO-250102	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060	41.66
				Warrant Total:	402.72
	512711422	PO-250102	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060	121.49
		PO-250102	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060	32.10
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-085	1,665.51
		PO-250102	Custodial Supplies purchased	0100-00000-0-0000-8200-430000-090	1,667.36
		PO-250102	Custodial Supplies purchased	0100-26000-0-0000-8200-430000-060	610.43
				Warrant Total:	4,096.89
				Vendor Total:	15,524.39
3512-T-MOBILE	512709063	PO-250642	Hot Spot Fees	0100-00000-0-0000-7200-590008-000	1,070.60
				Warrant Total:	1,070.60
				Vendor Total:	1,070.60
2330-Total Compensation Systems Inc	512705510	PO-250070	GASB 74/75 Actuarial Valuation	0100-00000-0-0000-7300-580000-000	3,195.00
				Warrant Total:	3,195.00
				Vendor Total:	3,195.00
3349-UniFirst Corporation	512704580	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
		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	178.71
		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

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512704580	PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	27.51
				Warrant Total:	1,338.04
	512706495	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	219.18
		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:	698.48
	512709065	PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	68.82
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	112.34
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	190.35
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	95.38
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	133.73
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	17.13
				Warrant Total:	617.75
	512711423	PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	133.73
		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	17.13
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	27.51
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	99.27
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	90.32
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	175.67
		PO-250101	Service for Uniforms, Rugs and mop	0100-00000-0-0000-8200-550005-000	118.21
				Warrant Total:	1,314.36
				Vendor Total:	3,968.63
2534-US Bank National Association	512705511	PO-251073	Materials and Supplies for the KRO	0100-09000-0-1110-1000-430000-000	25.36
		PV-250090	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	315.61
		PV-250090	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	15.60
		PV-250090	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	80.50
		PV-250089	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	79.09
		PV-250089	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	66.72

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512705511	PV-250090	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	284.76
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	1,246.99
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-430000-000	3,358.39
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	592.56
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-430000-000	320.00
		PV-250090	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	58.56
		PV-250090	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	51.24
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-430000-000	313.29
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-430000-000	211.55
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-430000-000	297.88
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	98.92
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	217.61
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	234.60
		PV-250091	4246-0445-5572-0782	0100-42010-0-1110-1000-430000-000	33.08
		PV-250091	4246-0445-5572-0782	0100-42010-0-1110-1000-430000-000	463.50
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	424.90
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	105.81
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	25.88
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-430000-000	79.59
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	510.21
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	201.86
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	257.60
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	66.21
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	322.50
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-430000-000	54.69
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	9.90
		PO-251073	Materials and Supplies for the KRO	0100-09000-0-1110-1000-430000-000	588.00
		PO-250988	Dinner for CCSPP/ Raising Highly C	0100-63320-0-0000-2700-430000-000	50.27
		PO-250991	Lincoln, Room 39 HVAC-	0100-81500-0-0000-8110-430000-000	520.66
		PO-251073	Materials and Supplies for the KRO	0100-09000-0-1110-1000-430000-000	457.50
		PO-251073	Materials and Supplies for the KRO	0100-09000-0-1110-1000-430000-000	144.83
		PV-250085	4246-0445-5572-0782	0100-00000-0-0000-7100-430000-000	87.72
		PV-250086	4246-0445-5572-0782	0100-09000-0-1110-1000-430000-000	146.42
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000	38.50
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000	22.00
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000	43.00
		PO-250103	Professional Development	0100-09000-0-1110-1000-430000-000	22.00
		PO-251073	Materials and Supplies for the KRO	0100-09000-0-1110-1000-430000-000	228.75

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512705511	PO-251073	Materials and Supplies for the KRO	0100-09000-0-1110-1000-430000-000	457.50
		PO-251072	Materials and Supplies for Title I	0100-30100-0-1110-1000-430000-050	1,034.85
		PO-250988	Dinner for CCSPP/ Raising Highly C	0100-63320-0-0000-2700-430000-000	209.25
		PO-251020	Professional Development Staff	0100-09000-0-1110-1000-430000-085	750.00
		PO-251073	Materials and Supplies for the KRO	0100-09000-0-1110-1000-430000-000	457.50
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	30.12
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	37.84
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	32.50
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	36.75
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-430000-000	12.00
		PO-250751	FOR DYLAN ALBIANI:	0100-74350-0-1110-1000-520000-000	525.00
		PV-250091	4246-0445-5572-0782	0100-42010-0-1110-1000-560000-000	1,464.69
		PV-250087	4246-0445-5572-0782	0100-09000-0-1110-1000-580000-000	25.00
		PV-250091	4246-0445-5572-0782	0100-42010-0-1110-1000-580000-000	1,013.47
		PV-250092	4246-0445-5572-0782	0100-26000-0-1110-1000-580000-000	130.00
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-580000-000	702.00
		PV-250091	4246-0445-5572-0782	0100-42030-0-1110-1000-580000-000	890.10
		PV-250091	4246-0445-5572-0782	0100-26000-0-1110-1000-580000-000	2,108.40
		PO-250224	IWL Site License (Sci/SS in	0100-32180-0-1110-1000-580000-090	600.00
		PV-250089	4246-0445-5572-0782	0100-11000-0-0000-7300-590010-000	62.13
		PV-250089	4246-0445-5572-0782	0100-11000-0-0000-7300-590010-000	96.86
				Warrant Total:	23,450.57
				Vendor Total:	23,450.57
3413-Vector Solutions	512704581	PO-250829	SPECIAL EDUCATION	0100-90130-0-1110-1000-580000-000	1,159.27
				Warrant Total:	1,159.27
				Vendor Total:	1,159.27
1567-Verizon Wireless	512704582	PO-250073	Business UNL Mob Clt/Dsk Phn	0100-26000-0-0000-8200-590006-000	36.20
				Warrant Total:	36.20
	512711424	PO-250026	Cell Phone Usage	0100-81500-0-0000-8110-590006-000	824.85
		PO-250073	Business UNL Mob Clt/Dsk Phn	0100-26000-0-0000-8200-590006-000	36.24
				Warrant Total:	861.09
				Vendor Total:	897.29
918-Weco Supply Company Inc	512711425	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

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0100-General Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
2375-Wright Express FSC	512706496	PO-250077	Monthly Fuel Charges for District	0100-81500-0-0000-8110-430009-000	1,522.73
Warrant Total:					1,522.73
Vendor Total:					1,522.73
Total # of Warrants: 112 Fund Total:					879,258.60

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount	
3491-559 Yard Card Celebrations	512705486	PO-250476	Custom School Signs for School	0800-82100-0-1110-4000-580000-060	150.00	
		PO-250986	Yard signs for school events	0800-82100-0-1110-4000-580000-080	150.00	
		Warrant Total:				300.00
		Vendor Total:				300.00
33-Amazon.com LLC	512708157	PO-251123	Deposit Bags for ASB Funds	0800-82100-0-1110-4000-430000-090	33.73	
		Warrant Total:				33.73
	512711398	PO-250958	Table cloths (hay bale covers)	0800-82100-0-1110-4000-430000-070	101.02	
		PO-250958	Table cloths (hay bale covers)	0800-82100-0-1110-4000-430000-070	708.53	
		PO-250958	Table cloths (hay bale covers)	0800-82100-0-1110-4000-430000-070	78.34	
		Warrant Total:				887.89
Vendor Total:				921.62		
3913-Archer & Houg Advertising	512704548	PO-251087	Student T Shirts for Jog-a-Thon (2	0800-82100-0-1110-4000-580000-070	3,124.32	
		Warrant Total:				3,124.32
		Vendor Total:				3,124.32
3360-Believe Kids	512711401	PO-251197	Supplies for Pre-School Cookie Do	0800-82100-0-1110-4000-430000-000	355.87	
		Warrant Total:				355.87
		Vendor Total:				355.87
3635-Corsaros Family Pizza	512704552	PO-250404	Rewards - Student of the Month	0800-82100-0-1110-4000-430000-085	121.83	
		Warrant Total:				121.83
	512709051	PO-250404	Rewards - Student of the Month	0800-82100-0-1110-4000-430000-085	121.83	
		Warrant Total:				121.83
Vendor Total:				243.66		
218-Demco Inc	512711404	PO-251146	crystal clear tape 3.50mil	0800-82100-0-1110-4000-430000-070	204.19	
		Warrant Total:				204.19
		Vendor Total:				204.19
961-Flix Productions	512710141	PO-251164	Sound system projections for jog-	0800-82100-0-1110-4000-580000-060	900.00	
		Warrant Total:				900.00
		Vendor Total:				900.00
309-Follett Content Solutions LLC	512711408	PO-251089	Agents of S.U.I.T. From badger to w	0800-82100-0-1110-4000-430000-070	528.99	
		Warrant Total:				528.99
		Vendor Total:				528.99
324-Fresno County Superintendent	512711409	PO-251198	Student Registration Fees for the Fr	0800-82100-0-1110-4000-580000-085	240.00	

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
					Warrant Total: 240.00
					Vendor Total: 240.00
4042-Guided Discoveries Inc	512711412	PO-250825	Student Registrations for CIMI: Ca	0800-82100-0-1154-4000-580000-090	3,956.25
					Warrant Total: 3,956.25
					Vendor Total: 3,956.25
1822-Kingsburg Supermarket Inc	512705501	PO-251094	Water for the Pumpkin Patch Field T	0800-82100-0-1110-4000-580000-080	34.76
		PO-251094	Water for the Pumpkin Patch Field T	0800-82100-0-1110-4000-580000-080	34.76
					Warrant Total: 69.52
					Vendor Total: 69.52
1036-Oriental Trading Company	512708168	PO-251091	Bulk 144 Pc. Mini Heart Lotsa Pop	0800-82100-0-1110-4000-430000-070	1,267.37
					Warrant Total: 1,267.37
					Vendor Total: 1,267.37
2974-Print Theory	512704568	PO-251069	Jog-A Thon bibs for students	0800-82100-0-1110-4000-580000-060	506.73
					Warrant Total: 506.73
					Vendor Total: 506.73
2322-PRODUCERS DAIRY FOODS INC	512704570	PO-250403	Student Ice Cream Sales	0800-82100-0-1110-4000-430000-085	1,105.98
					Warrant Total: 1,105.98
	512710146	PO-250377	Product: Ice cream for student	0800-82100-0-1110-4000-430000-070	434.00
		PO-251125	Supplies for ASB Snack Bar	0800-82100-0-1110-4000-430000-090	501.62
					Warrant Total: 935.62
					Vendor Total: 2,041.60
746-Scholastic Book Fairs	512704575	PO-251083	Book Fair books	0800-82100-0-1110-4000-430000-080	830.12
					Warrant Total: 830.12
					Vendor Total: 830.12
2534-US Bank National Association	512705512	PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	31.96
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	123.22
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	99.35
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	323.33
		CM-250047	4246-0445-5572-0782	0800-82100-0-1110-4000-430000-080	(44.99)
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	203.24
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	124.26
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	25.98
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	78.85

Paid Date(s) From: 1/9/2025 To: 2/5/2025

0800-Student Activity Special Revenue Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512705512	PO-250961	Supplies for School Events and	0800-82100-0-1110-4000-430000-080	55.00
		PO-250961	Supplies for School Events and	0800-82100-0-1110-4000-430000-080	44.99
		PO-250405	Supplies for School Events and	0800-82100-0-1110-4000-430000-085	65.69
		PO-250405	Supplies for School Events and	0800-82100-0-1110-4000-430000-085	64.65
		PO-250405	Supplies for School Events and	0800-82100-0-1110-4000-430000-085	36.82
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	297.87
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	61.17
		PO-250961	Supplies for School Events and	0800-82100-0-1110-4000-430000-080	12.50
		PO-250961	Supplies for School Events and	0800-82100-0-1110-4000-430000-080	151.49
		PO-250961	Supplies for School Events and	0800-82100-0-1110-4000-430000-080	56.97
		PO-250961	Supplies for School Events and	0800-82100-0-1110-4000-430000-080	103.36
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	77.00
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	203.24
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	750.98
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	25.00
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	590.87
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	541.76
		PO-250962	Not to exceed \$5000 ASB Santa L	0800-82100-0-1110-4000-430000-070	157.62
		PV-250088	4246-0445-5572-0782	0800-82100-0-1110-4000-580000-085	100.00
		PV-250088	4246-0445-5572-0782	0800-82100-0-1110-4000-580000-085	1,040.00
		PO-250899	3rd grade admission to Rollertown	0800-82100-0-1110-4000-580000-070	1,061.50
		PO-250899	3rd grade admission to Rollertown	0800-82100-0-1110-4000-580000-070	1,023.00
Warrant Total:					7,486.68
Vendor Total:					7,486.68
Total # of Warrants: 19 Fund Total:					22,976.92

Paid Date(s) From: 1/9/2025 To: 2/5/2025

1200-Child Development Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3451-AXA Equitable Life Insurance C	512709047	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	512705491	PO-250041	Monthly Payment-Canon Copiers/	1200-61050-0-0001-2700-560000-000	65.39
					Warrant Total: 65.39
					Vendor Total: 65.39
215-Decker Equipment/School Fix	512704553	PO-250408	6 tier locker	1200-61050-0-0001-1000-440000-000	1,215.92
					Warrant Total: 1,215.92
					Vendor Total: 1,215.92
298-EDCARE GROUP, THE	512709054	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	512705498	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
3503-Image 2000 Fresno Inc	512704556	PO-251056	S-8903W Riso ComColor FT5230	1200-61050-0-0001-2700-640000-000	16,369.89
					Warrant Total: 16,369.89
					Vendor Total: 16,369.89
3683-ODP Business Solutions LLC	512704564	PO-250410	SCHOOL/OFFICE SUPPLIES FO	1200-61050-0-0001-1000-430000-000	77.13
		PO-250410	SCHOOL/OFFICE SUPPLIES FO	1200-61050-0-0001-1000-430000-000	86.30
					Warrant Total: 163.43
	512711417	PO-250410	SCHOOL/OFFICE SUPPLIES FO	1200-61050-0-0001-1000-430000-000	16.03
		PO-250410	SCHOOL/OFFICE SUPPLIES FO	1200-61050-0-0001-1000-430000-000	761.38
		PO-250410	SCHOOL/OFFICE SUPPLIES FO	1200-61050-0-0001-1000-430000-000	32.89
		PO-250410	SCHOOL/OFFICE SUPPLIES FO	1200-61050-0-0001-1000-430000-000	229.26
		PO-250410	SCHOOL/OFFICE SUPPLIES FO	1200-61050-0-0001-1000-430000-000	345.86
					Warrant Total: 1,385.42
					Vendor Total: 1,548.85
2534-US Bank National Association	512705513	PO-251023	Not to exceed \$300	1200-61050-0-0001-1000-430000-000	170.40
					Warrant Total: 170.40
					Vendor Total: 170.40
				Total # of Warrants:	9
				Fund Total:	21,175.72

Paid Date(s) From: 1/9/2025 To: 2/5/2025

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3451-AXA Equitable Life Insurance C	512709048	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	512705492	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	512709055	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	2,694.92
Warrant Total:					6,356.42
Vendor Total:					6,356.42
2279-Glacier Refrigeration & Air In	512705496	PO-250140	Food Service Equipment Service a	1300-53100-0-0000-3700-580000-000	305.00
Warrant Total:					305.00
Vendor Total:					305.00
349-GOLD STAR FOODS INC	512704554	PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	260.00
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	4,194.89
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	2,801.12
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,308.30
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,421.62
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	17,980.67
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	765.84
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	179.40
Warrant Total:					28,911.84
	512709056	PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,053.50
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	986.16
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,651.50
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	2,640.51
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	560.70
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	7,661.19
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,624.02
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	189.81
Warrant Total:					16,367.39
	512711410	PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	230.95
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	95.40
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	1,392.90
		PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	574.56

Paid Date(s) From: 1/9/2025 To: 2/5/2025

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512711410	PO-250143	SSO, NSLP, ASSP Food Items	1300-53100-0-0000-3700-470000-000	6,549.77
					Warrant Total: 8,843.58
					Vendor Total: 54,122.81
3828-Imperial Bag & Paper Co LLC	512704557	PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	1,449.36
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	746.93
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53200-0-0000-3700-430000-000	156.07
					Warrant Total: 2,352.36
	512709057	PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	350.30
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	629.20
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	63.05
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	777.79
					Warrant Total: 1,820.34
	512711413	PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	160.64
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	455.52
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	951.94
		PO-250142	NSLP, SSO, ASSP Paper Product	1300-53100-0-0000-3700-430000-000	857.77
					Warrant Total: 2,425.87
					Vendor Total: 6,598.57
3494-Parts Town LLC	512704566	PO-250145	Food Service Equipment Parts for 2	1300-53100-0-0000-3700-560000-000	220.11
					Warrant Total: 220.11
					Vendor Total: 220.11
2322-PRODUCERS DAIRY FOODS INC	512704571	PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	25.57
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	1,734.78
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	1,173.02
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	1,736.88
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	28.80
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	28.57
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	28.57
					Warrant Total: 4,756.19
	512709060	PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	961.95
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	28.57
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	28.57
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	979.62
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	1,086.60
					Warrant Total: 3,085.31

Paid Date(s) From: 1/9/2025 To: 2/5/2025

1300-Cafeteria Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
	512711419	PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	28.57
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53200-0-0000-3700-470000-000	28.57
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	1,518.72
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	868.44
		PO-250149	NSLP, SSO, ASSP Milk Purchases	1300-53100-0-0000-3700-470000-000	1,458.49
					Warrant Total: 3,902.79
					Vendor Total: 11,744.29
835-SYSCO FOODSERVICES OF MODEST	512704578	PO-250150	NSLP, SSO, ASSP Food Purchases	1300-53100-0-0000-3700-430000-000	414.21
		PO-251053	Paper goods & Cleaning Supplies	1300-53100-0-0000-3700-430000-000	1,596.09
		PO-250150	NSLP, SSO, ASSP Food Purchases	1300-53100-0-0000-3700-470000-000	503.01
					Warrant Total: 2,513.31
	512709062	PO-250635	NSLP, SSO, ASSP Paper Goods	1300-53100-0-0000-3700-430000-000	599.06
					Warrant Total: 599.06
					Vendor Total: 3,112.37
3064-Uline	512710149	PO-250237	Food Service Supplies for 2024-25	1300-53100-0-0000-3700-430000-000	134.74
					Warrant Total: 134.74
					Vendor Total: 134.74
2534-US Bank National Association	512705514	PO-251054	Food 4 Less	1300-53100-0-0000-3700-470000-000	318.03
		PO-251055	Kingsburg Super Market	1300-53100-0-0000-3700-470000-000	673.17
					Warrant Total: 991.20
					Vendor Total: 991.20
				Total # of Warrants: 18	Fund Total: 83,862.58

Paid Date(s) From: 1/9/2025 To: 2/5/2025

2500-Capital Facilities Fund

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si	Amount
3972-Holloway Construction Inc	512708163	PO-250803	Reagan Intervention Expansion,	2500-90510-0-0000-8500-620000-285	28,872.87
Warrant Total:					28,872.87
Vendor Total:					28,872.87
3976-RMA GeoScience INC	512708173	PO-250597	Reagan Intervention Expansion,	2500-90510-0-0000-8500-620019-285	852.50
Warrant Total:					852.50
Vendor Total:					852.50
3519-Sebastian	512708175	PO-250347	Reagan Intervention Expansion,	2500-90510-0-0000-8500-580000-285	59,944.36
Warrant Total:					59,944.36
Vendor Total:					59,944.36
1035-USBank Corp Trust Service	512705515	PO-250022	COP Payment/Reagan Principal	2500-90510-0-0000-9100-743800-000	5,962.50
Warrant Total:					5,962.50
Vendor Total:					5,962.50
Total # of Warrants:					4
Fund Total:					95,632.23

Paid Date(s) From: 1/9/2025 To: 2/5/2025

RECAP BY FUND OF WARRANTS ISSUED

0100-General Fund	112	879,258.60
0800-Student Activity Special Revenue Fund	19	22,976.92
1200-Child Development Fund	9	21,175.72
1300-Cafeteria Fund	18	83,862.58
2500-Capital Facilities Fund	4	95,632.23
Total # of Warrants:	162	Grand Total: 1,102,906.05

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:

Fresno State's Parent University Program

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:

This program will offer our parents access to in-person classes and also the following online classes: English Conversation, Digital Literacy, Spanish Conversation, Pathway to College, Parenting Skills, Social Emotional Learning, Financial Literacy, Health & Wellness, and Small Business Development.

6. Financial Impact:

\$8,000

7. Funding Source:

0100-09000-0-1110-2495-580000-000

8. District Goals This Item Will Meet:

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

Consulting Services Agreement Parent University

This consulting services agreement ("Agreement") is made and entered into by and between the Kingsburg Elementary Charter School District ("Agency") and California State University, Fresno Foundation ("Contractor"), a California nonprofit public benefit corporation organized and operating as an auxiliary organization supporting Fresno State in accordance with California Education Code Sections 89900, et seq. and Title 5 CCR Sections 42400, et seq.). This Agreement shall be effective as of July 01, 2025 ("Effective Date").

Contractor agrees to provide the following services, and Agency agrees to pay the Contractor for such services, as follows:

1. Consulting Services.

Contractor shall provide the Agency the following consulting services (hereinafter referred to as the "Services"):

- Produce a bilingual (English and Spanish) flier for Agency and Contractor to use in its participant recruitment efforts;
- Deliver the following virtual Parent University training classes:

Digital Literacy	Parenting Skills	Spanish Conversation
English Conversation	Pathway to College	Social Emotional Learning
Financial Literacy	Professional Development	
Health and Wellness	Small Business Development	

Classes will be delivered to one cohort of participants recruited by Agency and Contractor, using a schedule determined by Agency;

- Deliver eight (8) training sessions for each selected class over a four (4) week period per class to be determined by the Agency within the Agreement term.
 - Deliver two (2) hours of instruction per training session
- Provide notice to Agency if a training session needs to be rescheduled, postponed or canceled, and assist Agency in notifying participants of any changes to regularly scheduled training sessions;
- Provide staff member(s) for delivery of virtual Parent University training classes;
- Provide oversight of Parent University training class curriculum implementation through constant communication with staff member(s) responsible for delivering instruction;
- Provide Certificates of Completion to all participants who complete a minimum of seventy (70) percent of coursework, including session attendance and assignments.

The Agency shall provide Contractor the following:

- Assist with recruitment of participants for Parent University training classes using the bilingual flier produced by Contractor.

2. Term.

Contractor shall provide the Services beginning on the Effective Date and expiring on June 30, 2026, unless earlier terminated by either party in accordance with section 7 below.

Consulting Services Agreement Parent University

3. Payment.

The Agency agrees to pay Contractor a Consulting Services Fee in the amount of **eight thousand US dollars (\$8,000)** for the services. The Agency agrees to pay Foundation no later than thirty (30) calendar days after the invoice date. Foundation shall submit invoice to the following:

**Agency: Kingsburg Elementary Charter School District
Attn: Matt Stovall
Email: mstovall@kesd.org**

4. Reimbursement of Mileage.

All travel expenses incurred by the Contractor are included in the Consulting Services Fee.

5. Independent Contractor/Agency Status.

Contractor and its employees shall perform this Agreement as an independent contractor and not as officers, employees, or agents of the Agency. The Contractor shall retain the right to perform similar services for others during the term of this Agreement.

6. Indemnity.

To the extent of Contractor's fault, Contractor shall indemnify, defend, and hold harmless the Agency, its directors, officers, agents, and employees, from and against any and all claims, damages, losses, causes of action, and demands, arising out of the negligence or intentional misconduct of Contractor or its employees in connection with the performance of the Services. To the extent of the Agency's fault, the Agency shall indemnify, defend and hold harmless Contractor; the Trustees of the California State University; the State of California; California State University, Fresno; and all of said entities' directors, officers, agents, and employees from and against any and all claims, damages, losses, causes of action and demands, arising out of the negligence or intentional misconduct of the Agency or its employees in connection with this Agreement. The obligation of each party to indemnify, defend and hold the other harmless as specified in this section 6 shall survive any expiration or earlier termination of this Agreement. Each party shall carry and maintain a general liability insurance policy with limits of no less than One Million Dollars (\$1,000,000) combined single limit per occurrence coverage that insures against personal injury and property damage claims.

7. Termination of Agreement.

Either party hereto may terminate this Agreement at any time for any reason or no reason by providing the other party thirty (30) calendar days' advance written notice. In the event of early termination, the Agency shall pay Contractor for work performed and obligations incurred to the date of termination of this Agreement. The Agency may then proceed with the work in any manner deemed appropriate by the Agency.

8. Workers' Compensation Insurance.

Contractor agrees to provide all necessary Workers Compensation Insurance for its employees, at its own cost and expense.

Consulting Services Agreement Parent University

9. Taxes.

Contractor agrees that its employees working under this Agreement have no entitlement to any future work from the Agency or to any employment or fringe benefits from the Agency. Payments to Contractor pursuant to this Agreement will be reported to federal and state taxing authorities as required. The Agency will not withhold any money from compensation payable to Contractor. In particular, the Agency will not withhold FICA (social security), state or federal unemployment insurance contributions, and/or state or federal income tax, or disability insurance. Contractor agrees that it is independently responsible for the payment of all applicable payroll taxes with respect to Contractor employees working under this contract.

10. Notices.

All payments and any notices or communications under this Agreement shall be in writing and shall be deemed to be duly given if served personally on the party to whom notice is directed or if mailed to such party, in which case notice shall be deemed given forty-eight (48) hours after the same has been deposited in the United States mail, certified or registered, return receipt requested, postage prepaid, and addressed in the case of:

Contractor:

California State University, Fresno Foundation
Attention: Parent University
4910 N. Chestnut Ave.
Fresno, CA 93726

With a copy to:

Agency: Kingsburg Elementary Charter School District
Attn: Matt Stovall
Email: mstovall@kesd.org
Address: 1310 Stroud Ave. Kingsburg, CA 93631

11. No Entitlement.

Contractor agrees that there is no entitlement to any future contracts or work from the Agency or to any employment or fringe benefits from the Agency. The Agency agrees that the Contractor has no obligation to provide Services to the Agency after the expiration or earlier termination of this Agreement.

12. Governing Law and Venue.

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, excluding its choice of law provisions. The parties also agree that in the event of litigation the venue shall only lie with the appropriate state court or federal court located in Fresno County. The parties to this Agreement submit to the jurisdiction of the federal and state courts located in the County of Fresno, State of California.

13. Binding Effect.

This Agreement shall inure to the benefit of and shall be binding upon Contractor and Agency and their respective heirs, executors, administrators, or successors.

Consulting Services Agreement Parent University

14. Severability.

If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provisions of this Agreement.

15. Amendment.

The term of this Agreement shall not be amended in any manner whatsoever except by written agreement signed by the parties.

16. Entire Agreement.

This Agreement constitutes the entire agreement and understanding between the parties. There are no understandings, agreements, representations, or warranties, expressed or implied, not specified in this Agreement.

17. Attorneys' Fees.

In the event that either party hereto initiates litigation against the other to interpret or to enforce any of the terms or conditions of this Agreement, the prevailing party shall be entitled to an award of its attorneys' fees and costs incurred in such litigation.

18. Compliance with Law.

The Contractor agrees to perform the Services outlined by the Agreement in a professional and a competent manner. Each party hereto agrees to abide by all applicable federal, state and local laws relative to the subject matter of this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the parties on the date and year first-above written.

Kingsburg Elementary Charter School District

BY: _____

Matt Howell

Agency Authorized Representative:

Date: _____

1-31-25

California State University, Fresno Foundation

BY: _____

Deborah S. Adishian-Astone
Executive Director

Date: _____

BY: _____

Jason A. Bush, Ph.D.
Interim Associate Vice President of Research and Sponsored Programs

Date: _____

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:

The Talk Team

2. Agenda Item Category:

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

3. Submitted By:

Erin Pasillas

4. Attachments:

Not Applicable

- ☒ **To Be Enclosed with Board Packets**

***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. Purpose:

Speech Services

6. Financial Impact:

\$65,000

7. Funding Source:

0100-90530-0-0000-3140-580000-000

8. District Goals This Item Will Meet:

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



Consultant Services Agreement

This agreement is made and entered into this 14th day of January 2025, by and between Kingsburg Elementary Charter School District ("District") and The TALK Team ("Consultant").

1. Consultant agrees to provide the following specified services:
 - a. Speech Language Pathology Assistant (SLP) direct services charged at \$700 per day for 52 days, not to exceed \$36,400
 - b. Supervisory Speech Language Pathologist as mandated for SLPA services at 30%, not to exceed \$14,000
 - c. Speech Language Pathologist (SLP) direct assessment and IEP services charged at \$950 per day for a total of 10 days not to exceed \$10,000
 - d. Full support contract should be written not to exceed \$65,000, allowing flexibility in the case of any unexpected needs.
2. Term. The Consultant's services described in Paragraph 1 shall commence on March 17, 2025, and continue through June 5, 2025, unless earlier terminated pursuant to Paragraph 8.
3. Payment. District agrees to pay Consultant as follows: Not to exceed \$65,000. Payment will be made monthly, upon receipt of billing invoices.
4. Independent Contractor Status. Consultant and any and all agents and employees of Consultant are agreed to be independent contractors in their performance under this Agreement and are not officers, employees, or agents of the District. Consultant shall retain the right to perform services for others during the term of this Agreement.
5. Indemnity. Consultant shall indemnify, defend, and save and hold harmless the District, its Board of Trustees, officers, agents, and employees from any and all claims, damages, losses, causes of actions, and demands, including reasonable attorney's fees and costs, incurred in connection with the processing or defense of any matter, claim, lawsuit or contest arising out of Consultant's performance of or failure to perform the work required by this Agreement.
6. Insurance. Consultant agrees to purchase and maintain throughout the term of this Agreement a comprehensive general liability insurance policy to protect Consultant from damages because of bodily injury, including death, and from claims for damages to property which may arise out of or result from Consultant's responsibilities under this Agreement, whether such acts or omissions be by Consultant or anyone directly or indirectly employed by Consultant. This insurance shall name the District as additional insured and shall be written for not less than One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) for property damage. A certificate of insurance shall be filed with the District and shall provide that no changes shall be made to such insurance without thirty (30) days prior written notice to the District.


7. Termination of Agreement. District may terminate this Agreement for any reason upon 30 days written notice to Consultant. In the event of early termination, Consultant shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the district deems proper.
8. No Entitlement. Consultant agrees that it has no entitlement to any future contracts or work from District or to any employment or fringe benefits from the District.
9. Taxes. Payment to Consultant pursuant to this Agreement will be reported to federal and state taxing authorities as required on the IRS Form 1099. District will not withhold any money from compensation payable to Consultant. In particular, District will not withhold FICA (social security); state or federal unemployment insurance contributions; and/or state or federal income tax or disability insurance. Consultant is independently responsible for the payment of all applicable taxes.
10. Governing Law and Venue. This Agreement shall be governed by and construed only in accordance with the laws of the State of California. If any action is initiated involving the application or interpretation of this Agreement, venue shall only lie in the appropriate state court in Fresno County or federal court in Fresno County, California.
11. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Consultant, the District and their respective successors and assignees.
12. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a Court of competent jurisdiction, such holdings shall not invalidate or render unenforceable any other provision of this Agreement.
13. Amendment. The terms of this Agreement shall not be amended in any manner whatsoever except by written agreements signed by the parties.
14. Entire Agreement. This Agreement constitutes the entire agreement between the parties. There are no oral understandings, side agreements, representation or warranties, expressed or implied, not specified in this Agreement.
15. Fingerprinting Requirements. 1) Pursuant to California Education Code section 45125.1, before any agents or employees of Contractor may enter school grounds where they may have any contact with pupils, Contractor shall submit fingerprints of its employees in a manner authorized by the California Department of Justice, together with a fee determined by the Department of Justice. Contractor shall not permit any employee to come in contact with pupils of the District until the Department of Justice has ascertained that the Contractor's employees have not been convicted of a felony as defined in Education Code section 45122.1. 2) Contractor shall provide the District with a written list of the names of its employees who may come in contact with pupils before commencement of work. Contractor shall certify, in a form provided by the District, in writing to the District, under penalty of perjury, that it has complied with the requirements of Education Code section 45125.1, and that none of its employees who may come in contact with pupils have been convicted of a felony as defined in Education Code section 45122.1, based upon the information Contractor has received from the Department of Justice. 3) If Contractor believes that its employees will have only limited contact with pupils and should therefore be exempted from these requirements, Contractor must contact the District with its request for exemption within 15 days prior to the commencement of work. The request for exemption shall specify the grounds for such proposed exemption, considering the totality of circumstances, including

but not limited to the length of time Contractor will be on school grounds, whether pupils will be in proximity to the site where the Contractor's employees are working, and whether the Contractor's employees will be working by themselves or with others. Whether to grant or deny the exemption is within the sole discretion of the District's governing board. 4) The Contractor shall impose the foregoing requirements on any subcontractors or assignees.

16. Licenses. Consultant represents that Consultant and all agents and employees of Consultant are licensed by the state of California to perform all the services required by this Agreement. Consultant will maintain all licenses in full force and effect during the term of this Agreement.
17. Compliance with Law. Consultant agrees to perform the services contemplated by this Agreement in a professional and a competent manner and in compliance with all local, state and federal laws, and regulations governing the service to be rendered pursuant to this Agreement.
18. Board Approval. The parties agree that the effectiveness of the Agreement is contingent upon approval by the District's Board of Trustees.
19. Equipment and Materials. Consultant shall provide all equipment, materials, and supplies necessary for the performance of this Agreement. This provision may be negotiable as to the needs of specific children.
20. Non-discrimination. Consultant shall not engage in unlawful discrimination in the employment of persons because of race, color national origin, age, ancestry, religion, sex, marital status, medical condition, physical handicap, or other bias prohibited by state or federal law.
21. Copyright. Any product, whether in writing or maintained in any other form produced under this Agreement shall be the property of District. District shall have the right to secure a patent, trademark or copyright and the product or information may not be used in any manner without District's written permission.
22. Notices. Except as otherwise may be required by law, any notices to be given shall be written and shall be either personally delivered, sent by facsimile transmission or sent by first class mail, postage prepaid and addressed as noted below:

District	Contractor
	The TALK Team Attn Account Management 1752 E Bullard Suite 101 Fresno, CA 93720

23. In accordance with Education Code Section 39656, this contract is not valid or an enforceable obligation against the District until approved or ratified by motion of the Governing Board duly passed and adopted.

By: 
Superintendent

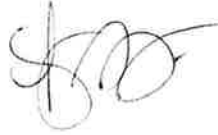
Consultant:

(Signature)

Date: _____

District Contact Person:

The TALK Team (Amy Prince)
1752 E Bullard Ave, STE 101
Fresno, Ca 93710
559-970-8277



(Signature)

Date: January 14, 2025

Federal ID# 81-
2643988

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:

Fresno County Superintendent of Schools

2. Agenda Item Category:

☒ **Consent Agenda**

Action Item

Presentation

Public Hearing

Closed Session

3. Submitted By:

Erin Pasillas

4. Attachments:

Not Applicable

☒ **To Be Enclosed with Board Packets**

***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. Purpose:

Adapted Physical Education Services

6. Financial Impact:

\$4227.65

7. Funding Source:

0100-90530-0-0000-3140-580000-000

8. District Goals This Item Will Meet:

☒ **Increase Student Achievement**

Provide a Safe, Positive and Healthy Learning Environment

Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

Increase Parent Involvement and Continue to Promote Public Relations

Maintain a Sound Fiscal Condition - "Keep the Family Together!"



ADAPTED PHYSICAL EDUCATION SERVICE AGREEMENT

("Agreement")

Legal Doc. No. of this Signed Agreement (FCSS Legal use only):

4898-9315-1494

COVER

DISTRICT/CHARTER

Kingsburg Elementary Charter School District
("District/Charter")
Attn: Dr. Wesley Sever, Superintendent
1310 Stroud Avenue
Kingsburg, CA 93631
Phone: (559) 897-2331
Email: wsever@kesd.org

CONTRACT TERM (see § 3.1)

"Effective Date": December 9, 2024

"Termination Date": June 5, 2025

CONTRACT AMOUNT. District/Charter shall pay the following "Contract Amount" to FCSS:

\$ 4,277.65, (0.025 FTE) which is calculated as follows: FTE Rate multiplied by the ratio of FTE agreed between FCSS's contact person listed above or his/her designee and District's/Charter's contact person listed above or his/her designee. "FTE Rate" means \$ 171,105.99 per FTE Adapted Physical Education ("Service Provider") which shall be calculated by taking the total amount for salary and benefits; mileage reimbursements; equipment, supplies, and materials needed to provide the Adapted Physical Education Services ("Services"); administration and indirect costs that FCSS budgets in order to employ FTE Service Provider; and, provide Services during the Contract Term and dividing by the total number of FTE Service Providers FCSS expects to employ during the Contract Term. "FTE" (Full Time Equivalent) means 6.75 hours per day.

At the end of the contract term, the rate shall be recalculated based upon FCSS' actual amounts. The difference between the updated amount and the initial amount ("settle-up amount") would be applied to District/Charter.

Should there be a need for initial Services assessments to determine student need for Services, an additional \$ 1,385.20 per assessment will be charged to District/Charter to cover the costs of each assessment which is calculated as follows: Hourly Rate of \$ 138.52 per hour multiplied by 10 hours and 2 assessments, as agreed to between FCSS's contact person listed above or his/her designee and District/Charter contact person listed above or his/her designee.

FCSS

Fresno County Superintendent of Schools ("FCSS")
Attn: Trina L. Frazier, Assistant Superintendent of Student Services
Fresno County Office of Education
1111 Van Ness Avenue
Fresno, CA 93721-2000
Phone: (559) 285-3049 Email: tfrazier@coe.org

TERMINATION DURING CONTRACT TERM (see § 3.2)

Ground for Termination: With Cause

"Notice Period": At least 30 days before the effective date of termination of this Agreement

PAYMENT SCHEDULE. District/Charter shall pay the Contract Amount to FCSS pursuant to the following:

Four payments, each a "Payment," in accordance with the following "Payment Schedule": (1) first Payment on or about October 20 during the Contract Term, (2) second Payment on or about January 20 during the Contract Term, (3) third Payment on or about April 20 during the Contract Term, (4) fourth Payment on or about June 20 immediately after the Contract Term, and (5) Settle-up Amount Payment on or about October 20 immediately after the Contract Term.

Each Payment shall be made in accordance with the "Payment Plan" that is marked below (mark one):

☒ **PAYMENT PLAN A - TRANSFER:** District/Charter authorizes FCSS to transfer each Payment from District/Charter.

PAYMENT PLAN B - PAYMENT: District/Charter will pay each Payment pursuant to an invoice that FCSS submits to District/Charter.

PAYMENT PLAN C - OTHER (specify): _____

"Hourly Rate" shall be calculated by taking the total amount for salary and benefits; mileage reimbursements; equipment, supplies, and materials needed to provide the Services; administration and indirect costs that FCSS budgets in order to employ Service Provider; and, provide Services during the Contract Term and dividing by the total number of Service Providers FCSS expects to employ during the Contract Term.

REQUIRED DOCUMENTS. Each Party, upon the other Party's request, shall provide written proof that the following insurance is in effect during the Contract Term, such proof referred to as "Required Document" (see Art. 4):

Commercial general liability, commercial automobile liability, and workers comp. and employer's liability.

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, District/Charter and FCSS, separately referred to as a "Party" and collectively as the "Parties," have reviewed and understand and hereby enter into this Agreement. Unless the context requires otherwise, any reference to a Party in this Agreement shall mean the Party and its governing body and members thereof, officers, employees, and agents and, in the case of District/Charter, includes District's/Charter's students. Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

DISTRICT/CHARTER

By: _____

Print Name: Dr. Wesley Sever
Title: Superintendent

FCSS

By: _____

Dr. Michele Cantwell-Copher, Superintendent
or Authorized Designee

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

Article 1	Scope of Services and Obligations
Article 2	Payment
Article 3	Term and Termination of Agreement
Article 4	Insurance
Article 5	Indemnity
Article 6	Dispute Resolution
Article 7	General Provisions

Terms with initial capital letter shall have the respective meanings set forth in this Agreement.

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 RECITALS. District/Charter requires one or more trained and qualified Service Provider to provide Services to District's/Charter's students who do or, in the case of an initial assessment may, qualify for special education pursuant to the Individuals with Disabilities Education Act ("IDEA") and related state law and who have an individualized education program ("IEP"). By this Agreement, the Parties desire to set forth the terms and conditions pursuant to which FCSS shall provide one or more Service Provider to perform Services required of District/Charter and for which District/Charter shall compensate FCSS. This Agreement sets forth the Parties' rights and obligations relating to such Services and this Agreement. District/Charter understands that the Service Provider, during the Contract Term, may provide Services to one or more other school districts/charters, FCSS court and community schools, and/or FCSS county-operated special education programs. The Parties shall communicate and coordinate through the Contract Term regarding: (A) Services FCSS is to provide to District/Charter; (B) location(s), day(s), and time(s) at which Services are to be provided to District/Charter; and (C) other necessary and proper arrangements to allow FCSS to provide Services pursuant to this Agreement.

SECTION 1.2 OBLIGATIONS OF FCSS. FCSS shall perform all obligations required of FCSS as set forth elsewhere in this Agreement and:

- 1.2.1 Hire and employ one or more appropriately licensed or credentialed Service Provider(s) to perform the Services required by this contract. Note that, if indicated above, the Service Provider(s) will be a licensed speech-language pathologist assistant ("SLPA"), occupational therapy assistant ("OTA") or physical therapy assistant ("PTA") supervised by the necessary licensed or credentialed FCSS staff. The Parties agree that FCSS is the employer of the Service Provider(s) and, as such, is responsible for the Service Provider(s) employment, including, but not limited to, salary; benefits; mileage reimbursements; equipment, supplies, and materials; employee evaluation; employee grievance; and, employee discipline. Moreover, FCSS is responsible for the provision and supervision of the Service Provider(s) leave of any kind, including the tracking and approval of said leave.
- 1.2.2 In coordination with and cooperation of District/Charter, FCSS will provide one or more Service Provider to perform the following:
 - 1.2.2.1 Comply with District policies, procedures, and reasonable instructions provided that they comply with the law and are within the scope of the Service Provider's employment with FCSS.
 - 1.2.2.2 As appropriate, provide case management for District/Charter student IEPs.
 - 1.2.2.3 Participate in the development of IEPs for District/Charter students, including, but not limited to drafting present levels and goals, and making service recommendations to IEP teams to serve students in the least restrictive environment.
 - 1.2.2.4 Implement District/Charter student IEPs that include Services, including, but not limited to, maintaining progress notes, collecting data to document progress, monitoring and evaluating progress, and drafting timely progress reports related to IEP goals.
 - 1.2.2.5 Adhere to IEP timelines and those reasonably requested by District/Charter.
 - 1.2.2.6 Consult with parents, faculty, administrators, and other specialists concerning needs of students receiving Services. Consult with, and make referrals to, outside agencies for students receiving Services, if appropriate.
 - 1.2.2.7 Coordinate transition plans for students moving to other settings.
 - 1.2.2.8 Conduct re-evaluations as needed, including, but not limited to triennial re-evaluations of students who are receiving Services. Note that any re-evaluations conducted are conducted on behalf of the District/Charter not FCSS. Therefore, District/Charter is responsible for ensuring that the re-evaluation complies with any and all applicable laws. As such, if an independent educational evaluation ("IEE") is requested, the District/Charter is responsible for responding to said request as well as funding the IEE or filing for due process to defend the re-evaluation in accordance with the law.

- 1.2.2.9 Receive and respond to referrals from District/Charter personnel, parents, physicians, and agencies for Students who are not yet receiving Services. Consult with general education staff regarding general education interventions. As appropriate, participate in the student study team (or similar) process for Students.
- 1.2.2.10 Conduct initial assessments to determine eligibility for special education, if appropriate, and/or need for Services to provide student assessed with a free appropriate public education ("FAPE") in the least restrictive environment. Additional hourly costs, as agreed upon in the Contract Amount, will be charged for initial assessments. Note that any initial evaluation conducted is conducted on behalf of the District/Charter not FCSS. Therefore, District/Charter is responsible for ensuring that the evaluation complies with any and all applicable laws. As such, if an independent educational evaluation ("IEE") is requested, the District/Charter is responsible for responding to said request as well as funding the IEE or filing for due process to defend the evaluation in accordance with the law.
- 1.2.2.11 Coordinate, participate and present in-services and consultations regarding Services and other topics relevant to Service Provider area of expertise and training.
- 1.2.2.12 Supervise, coordinate, and plan the work for instructional support staff assigned to District/Charter program and/or student and provide input into the performance evaluation process for instructional support staff.
- 1.2.2.13 Prepare, maintain and submit timely and accurate records, reports, files and documentation as assigned on each student served, including, but not limited to, Medi-Cal billing, diagnostic and assessment information, student goals and objectives, conference and contact notes from parents and other professionals, student progress notes, attendance records, and county and/or state reports as assigned and/or required.
- 1.2.2.14 Other duties relevant to Service Providers and Services as required for compliance with the IDEA and related state law.
- 1.2.3 Assist the District/Charter in responding to any complaints—informal or formal—related to Services provided to District/Charter students pursuant to this Agreement. This includes making Service Provider(s) available to testify on the District's/Charter's behalf as a witness in a formal hearing or legal proceeding. At FCSS's discretion, FCSS legal counsel may advise FCSS staff regarding and during this or any other process.
- 1.2.4 At FCSS's sole discretion, FCSS may provide assistance to District/Charter in the organization and review of District/Charter records for District/Charter students in response to a request for student records. However, FCSS is not the custodian of records for any District/Charter students and as such will not respond to any requests for student records on the District/Charter's behalf.

SECTION 1.3 DISTRICT/CHARTER OBLIGATIONS. District/Charter shall perform all obligations required of District/Charter under this Agreement and perform the following:

- 1.3.1 District/Charter remains the local educational agency ("LEA") responsible for any and all obligations to District/Charter students under the IDEA and related state law. District/Charter agrees that, by assigning an FCSS employee to the District/Charter under this Agreement, FCSS is not assuming any decision making responsibility or control over District students nor is it assuming any LEA responsibilities under the IDEA and related state law. As a result, District/Charter shall not object to FCSS's request and/or motion to be dismissed from any complaint—formal or informal—related to the students served under this Agreement that are alleged against FCSS and/or District/Charter and FCSS if said complaint relates to anything other than an intentional tort claim filed against FCSS for actions of an FCSS employee as discussed further in Article 5 below. Moreover, District/Charter shall indemnify FCSS in accordance with Article 5 below.
- 1.3.2 Determine, through the IEP process, which student(s) are eligible to receive Services provided by FCSS.
- 1.3.3 Provide appropriate classroom(s), office space, furniture (Service Provider and student), internet connectivity, landline telephone, use of office equipment such as a copy machine, parking, alarm codes, etc. necessary for Service Provider to do his/her work appropriately and adequately with District/Charter students pursuant to this Agreement.
- 1.3.4 Inform Service Provider of safety and other related procedures on school campus where Services are provided. This includes, but is not limited to, training and informing Service Provider in the same manner that District/Charter staff is trained and notified in advance of any safety drills, including, but not limited to fire, earthquake, and active shooter drills.
- 1.3.5 Provide any and all equipment and materials needed to implement a District/Charter student's IEP.
- 1.3.6 Coordinate and cooperate with FCSS staff relating to Services that FCSS is to provide to the Students.
- 1.3.7 If requested, provide FCSS with meaningful input into FCSS's evaluation of Service Provider.

SECTION 1.4 WORK PRODUCTS AND RIGHTS THERETO. The following applies to any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored (collectively "Work") that each Party prepares for or provides to the other Party pursuant to this Agreement: (A) the Work of each Party shall remain its property and that Party shall have all interests and rights thereto; (B) each

Party grants to the other Party a limited license during the Contract Term to use and reproduce those portions of the other Party's Work necessary for its performance of this Agreement; and (C) upon termination of this Agreement and at Party's request, the other Party shall return any or all Work that belongs to the requesting Party. The provisions of this Section shall survive the termination of this Agreement. This section shall not apply to any student-related information and/or student record as defined by Family Education Rights and Privacy Act ("FERPA") and related California law. Any and all non-personal notes student-related information and records shall be the property of the District/Charter; FCSS shall not be deemed the custodian of any student records under this Agreement.

SECTION 1.5 CONFIDENTIAL RECORDS AND INFORMATION. If any document and/or information (for example and not as a limitation, employee or student records) that is subject to nondisclosure or protection under federal and/or California laws (collectively "Confidential Materials") is provided to or created by a Party for or pursuant to this Agreement, the Party shall: (A) not release, disseminate, publish, or disclose the Confidential Materials except as required by law or a court order, or as this Agreement may permit, or as the other Party, through its contact person listed on the Cover or other designated staff, may authorize in writing; (B) except as specifically permitted by Applicable Law, not use the Confidential Materials for any purpose not related to its performance of this Agreement; and (C) protect and secure the Confidential Materials, including those that are saved or stored in an electronic form, to ensure that they are safe from theft, loss, destruction, erasure, alteration, unauthorized viewing, duplication, and/or use. The provisions of this Subsection shall survive the termination of this Agreement. This Section shall not turn FCSS into a custodian of student records as defined by FERPA and related California law; any and all non-personal notes-student related information and records shall be the property of District/Charter; FCSS shall not be deemed the custodian of any student records under this Agreement.

SECTION 1.6 SCHOOL OFFICIAL DESIGNATION. To the extent that FCSS's provision of Services under this Agreement will include FCSS staff viewing, handling, creating, and/or receiving student records as defined by FERPA and related California law, FCSS agrees, for purposes of this Agreement, to be designated as a "school official" of the District/Charter that it is designated as a "school official" with a "legitimate interest to inspect a record" as defined in California Education Code section 49076(a)(1)(A). (See also 34 C.F.R. § 99.31(a)(1)(i)(A).) FCSS agrees to abide by the rules, including limitations and requirements, for disclosure of student records as specified in FERPA and related California law. This role does not convert FCSS into a custodian of records; that role remains with the District/Charter. All final decisions regarding compliance with FERPA and related California law shall be made by the District/Charter; and, responses to records requests shall come from the District/Charter not FCSS.

SECTION 1.7 COMPLIANCE WITH APPLICABLE LAW AND GRANT. Each Party shall comply with all laws and related regulations applicable to its performance of this Agreement, and all laws and related regulations with which it agrees to comply under this Agreement (collectively and separately referred to as "Applicable Law"). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an Applicable Law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the Applicable Law, in which case the provision in the Applicable Law shall govern to the extent provided in the Applicable Law. If any federal funds are used to pay for this Agreement, each Party shall comply with federal suspension and debarment regulations, including but not limited to Executive Orders 12549 (29 C.F.R. Part 98) and 12689. Each Party shall also comply with: (A) applicable federal laws, regulations, and requirements, including but not limited to non-discrimination based on race, color, national origin, sex, disability, or age; (B) the terms and conditions of each grant (if any) that provides funding for this Agreement and all laws, regulations, and requirements applicable to such grant. Upon FCSS's request, whether during or after the Contract Term, District/Charter shall cooperate with and provide FCSS with documents and information relating to this Agreement that are necessary for FCSS to comply with applicable federal laws, regulations, and requirements. The provisions of this Section shall survive the termination of this Agreement.

ARTICLE 2 PAYMENT.

As full consideration and compensation for FCSS's performance of Services and this Agreement, District/Charter shall pay FCSS the Contract Amount in accordance with the Payment Schedule and Payment Plan listed on the Cover. If District/Charter has selected Payment Plan B for payment and FCSS does not receive a Payment by the due date for the Payment, FCSS shall have the right and District/Charter hereby authorizes FCSS, without any notice to District/Charter, to transfer the amount of the Payment from District's/Charter's account into FCSS's account.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any extension thereto ("Contract Term") and, unless terminated during the Contract Term in accordance with Section 3.2 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party. Any extension of the Contract Term shall be set forth in a written amendment executed by the Parties.

SECTION 3.2 TERMINATION DURING CONTRACT TERM.

3.2.1 TERMINATION FOR CAUSE. During the Contract Term and unless specifically permitted otherwise in this Section, a Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has given the breaching Party written notice for the Notice Period stated on the Cover and an opportunity within the Notice Period to cure the material breach. Upon expiration of the Notice Period

and any extension thereof agreed to by the Parties, this Agreement shall terminate at 12:00 midnight on the last day of the Notice Period or any extension thereof agreed to by the Parties without any notice or action by either Party if the breaching Party has not cured the material breach.

3.2.2 **TERMINATION ON OTHER GROUNDS.** Despite any contrary provisions in this Agreement, FCSS may terminate this Agreement effective 30 days after the date of FCSS's written notice of termination or the effective termination date stated in such notice, whichever date is later, pursuant to any of the following: (A) FCSS, the Fresno County Board of Education, and/or any entity from which FCSS receives or is to receive funds to pay for the costs of the Service Provider reduces or eliminates some or all such funds, or fails or determines not to appropriate sufficient funds to cover such costs; (B) FCSS determines not to employ the Service Provider or make them available to provide Services to District/Charter; or, (C) FCSS does not have sufficient Service Providers to provide Services to District/Charter under this Agreement.

3.2.3 **RIGHTS AND OBLIGATIONS UPON TERMINATION.** If FCSS terminates this Agreement on any ground pursuant to Subsection 3.2.1 or 3.2.2 or District/Charter terminates this Agreement on any ground pursuant to Section 3.2.1, District/Charter shall be obligated to pay and shall pay FCSS only for Services that FCSS performed before the effective date of termination. If District/Charter terminates this Agreement on any ground other than based on FCSS's material breach of one or more provisions of this Agreement pursuant to Subsection 3.2.1 or FCSS terminates this Agreement based on District's/Charter's material breach of one or more provisions of this Agreement, District/Charter shall remain obligated to pay for the full Contract Amount in this Agreement and shall pay FCSS each Payment as it becomes due per the Payment Schedule. The provisions of this Subsection shall survive the termination of this Agreement.

SECTION 3.3 FORCE MAJEURE. A Party is not liable for failing or delaying performance of its obligations under this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as epidemics or pandemics (nationally, statewide, or locally declared), tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "Force Majeure"), provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse District's/Charter's payment to FCSS of any portion of the Contract Amount that is due to FCSS for Services that FCSS performed/performs.

ARTICLE 4 INSURANCE.

Each Party, at its cost and throughout the Contract Term, shall maintain in effect insurance or self-insurance providing coverage that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to the other Party upon the other Party's request: (A) *commercial general liability* with limits of not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) *workers compensation* with limits of not less than \$1,000,000 or as required by California laws, whichever is greater; and *employer's liability insurance* of not less than \$1,000,000; and (C) *commercial automobile liability* covering, at a minimum, non-owned and hired autos and, if there are any autos owned by District/Charter, then also covering owned autos, with a combined single limit of not less than \$1,000,000 per accident.

ARTICLE 5 INDEMNITY AND DEFENSE.

District's/Charter's indemnity, defense, and hold harmless obligation to FCSS under this Agreement shall be governed solely by the following: (A) District/Charter ("Indemnitor") shall indemnify and hold harmless FCSS ("Indemnitee") to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party; and (B) District/Charter shall defend and pay for all of FCSS's attorney's fees and litigation costs related to any Claim or Loss from which FCSS is not dismissed without any right against or from FCSS for indemnity and/or hold harmless of such costs and fees, or any right for defense. If FCSS intends to seek or seeks indemnity and/or hold harmless for any Loss from District/Charter, FCSS: (1) shall notify District/Charter in writing and within a reasonable time after FCSS knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed; and (2) shall not settle or otherwise resolve the Claim until it has notified District/Charter of the Claim in accordance with the preceding provision (1) and given District/Charter written notice and an opportunity to participate in and to consent to the settlement or resolution of the Claim, which consent District/Charter shall not unreasonably withhold. District's/Charter's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. "Claim" means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. "Loss" means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense and/or cost (excluding attorney's fees and litigation costs FCSS or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. "Third Party" means a person who, or an entity that, is not a Party to this Agreement and is not employed by, contracted with (whether directly or through a subcontract of any level), or otherwise retained by a Party to act for or on the Party's behalf. "Final Determination" means any judgment, order, or decision by a court of competent jurisdiction or a governmental entity with jurisdiction to render such judgment, order, or decision where the judgment, order, or decision is not subject to appeal or the period for an appeal has expired. This Article shall not apply to an intentional tort claim filed against FCSS related to the actions of an FCSS employee which results in a Final Determination in favor of such a claim by a competent tribunal exercising competent jurisdiction.

ARTICLE 6 DISPUTE RESOLUTION.

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including any Claim or Loss for which FCSS seeks indemnity pursuant to Article 5 and any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. During a dispute regarding payment under this Agreement, District/Charter shall pay FCSS the portion of the Contract Amount that is undisputed and due to FCSS; if a disputed portion of the Contract Amount is determined in a Final Determination to be due to FCSS, District/Charter shall pay such amount to FCSS within 30 days of the date of the Final Determination, unless a different date is stated in the Final Determination or in an agreement executed by the Parties, in which case, District/Charter shall pay FCSS in accordance therewith. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Article. The provisions of this Article shall survive the termination of this Agreement.

ARTICLE 7 GENERAL PROVISIONS.

SECTION 7.1 ENTIRE AGREEMENT, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. The Parties may execute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties will accept digital signatures on this Agreement and amendments thereto, but any such electronic signature must be validated by a reliable Certificate Authority, and if a Party uses a digital signature to execute any such document, the signature page thereof must be provided to the other Party in the electronic format it was signed in. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.

SECTION 7.2 INTERPRETATION; APPLICABLE LAWS AND TIME ZONE; VENUE; SEVERABILITY; AND SURVIVAL OF TERMINATION. In the event of any uncertainty of any language in this Agreement, the Parties agree that the provisions of Civil Code section 1654 shall not apply to interpret the uncertainty. The language of this Agreement shall be interpreted according to its fair meaning and not strictly for or against any Party and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that FCSS does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, TRANSFER, AND SUBCONTRACT. Each Party is an independent contractor. This Agreement does not and shall not be construed to create an employment relationship, partnership, or joint venture between the Parties. A Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent.

SECTION 7.4 NOTICES. Except as may be specifically stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at its address and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery; (B) sent by a reputable overnight courier service that tracks the delivery; (C) sent by certified mail, return receipt requested, postage prepaid; or (D) sent by regular mail and transmitted by e-mail; and, *if to FCSS, a copy of any notice and demand by email to: FCSS Legal Services at legalservices@fcoe.org.* A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

//

4873-5664-3478, v. 8

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 Agreement with CalState TEACH for Student Teachers

2. Agenda Item Category:

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

3. Submitted By:

Carol Bray

4. Attachments:

- ☐ Not Applicable
 - ☒ To Be Enclosed with Board Packets
- *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board*

5. Purpose:

To approve updated Agreements with CalState TEACH for Student Teachers

6. Financial Impact:

No financial impact.

7. Funding Source:

NA

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!"



California State University's CalStateTEACH Program Memorandum of Understanding and Agreement to Provide Student Teacher Placements to University Students

This agreement is between the Kingsburg Elementary Charter ("District") and the California State University's CalStateTEACH Program ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Student Teaching Program through which University students enrolled in a credentialing program ("Student Teachers") will gain experience in the public school setting.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning January 22, 2025 and ending December 31, 2027, unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Student Teachers with supervised clinical experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential, or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Supervisor will provide the Student Teacher with at least two hours of face-to-face supervision per week for the duration of the student teacher placement. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the Student Teaching Program.
3. The District will maintain complete records and reports on each Student Teacher's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Student Teaching Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts the assignment of a Student Teacher, the District may terminate the student teaching placement for "good cause." "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify the University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion, that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section. District will immediately notify University, if District knows or suspects any professional or ethical or legal violations. University will cooperate with District in any investigation concerning the reported violation.
6. District shall, on any day when a Student Teacher is receiving training at its facilities,



arrange for the Student Teacher to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care, or other health care to any Student Teacher.

7. The District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". The District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. The District to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable governmental directives are modified, changed or updated, the District will take the steps to comply with the modified, changed, or updated guidelines or directives. If at any time the District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify Dr. Nan Barker (Regional Director).

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Student Teacher.
2. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that Student Teachers and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Student Teachers in state laws regarding child abuse reporting, sexual harassment, and professional conduct.
6. University supervisors will conduct systematic and regular observations of Student Teachers' performances in the District's classrooms.
7. University will be responsible for ensuring that Student Teachers have appropriate insurance coverage.

MENTOR TEACHER RESPONSIBILITIES

1. Hold an appropriate California credential (Multiple Subject)
2. Have completed three years of successful teaching experience.
3. Have the English Language Authorization, expertise, and experience working with English learners.
4. Model balanced and comprehensive reading/language arts instruction; effectively teach the state-adopted core curriculum; and model instruction based on the state-adopted academic content standards.
 - a. Phonics and structured reading development
 - b. Incorporation of California Dyslexia Guidelines
 - c. Incorporation of elements of California Comprehensive Plan



5. Participate in mentor teacher training.
6. Allow Field Experience Participants opportunities to work with classroom students.

STUDENT TEACHER RESPONSIBILITIES

1. Provide the District with the following documentation:
 - a. a copy of the letter from the University assigning the student to the District.
 - b. a background check fingerprint clearance report.
 - c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Student Teacher.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as a Student Teacher.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the student teacher program. The discussion, transmission, or narration in any form by Student Teachers of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the student teacher program is forbidden except as a necessary part of the practical student teacher experience. Otherwise, Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the student teacher experience with University, its employees, agents or others.

STATUS OF DISTRICT AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only. The district does cover Student Teachers for workers' compensation. The District's Board approves the list of Student Teachers specifically approving them for employment as Student Teachers for the purposes of workers' compensation only. It is the responsibility of the University to provide notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than \$1 million per loss and damage to property of others up to \$5,000 per incident), with extended reporting period of three (3) years, covering Student Teachers, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars (\$5,000,000) per occurrence and Twenty-Five Million Dollars (\$25,000,000) in aggregate throughout the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on



a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least \$1 million per claim per occurrence/ \$2 million aggregate.

WORKERS' COMPENSATION LIABILITY

The parties expressly understand and agree that all University students serving as Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only. The District does cover student teachers for workers' compensation. The District's Board approves the list of Student Teachers specifically approving them for employment as Student Teachers for the purposes of workers' compensation only. It is the responsibility of the University to provide notice to its student participants of the provision of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a



CalStateTEACH

**California State University
Teacher Preparation Program**

writing executed by both parties.

4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this 5th date of February.

School District Designee

Brian Cotham, Director of Procurement and Support Services
California State University's CalStateTEACH

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:

J&E Restaurant Supply - New serving line equipment for RJJH

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 improve the serving line at Rafer Johnson Junior High School by replacing the current old equipment with updated stainless steel carts and transaction register areas for our kitchen staff.

6. Financial Impact:

\$41,068.76

7. Funding Source:

Resource 70320 - Kitchen Infrastructure Funds

8. District Goals This Item Will Meet:

Increase Student Achievement

✓ Provide a Safe, Positive and Healthy Learning Environment

Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

✓ Increase Parent Involvement and Continue to Promote Public Relations

Maintain a Sound Fiscal Condition - "Keep the Family Together!"



Project:


Kingsburg Elementary School Dist.
Bricki McNulty
1900 Mariposa St.
Kingsburg, CA

From:



J&E Restaurant Supply Inc.
Anthony Rodriguez
224 Van Ness Ave
Fresno, CA 93721-3124
(661)631-1584
(559)268-5600 (Contact)

Job Reference Number: 14093


Item	Qty	Description	Sell	Sell Total
1	1 ea	SERVING COUNTER, UTILITY Duke Manufacturing Model No. TST-60SS Thurmaduke™ Solid Top Unit, mobile utility counter, 60"W x 32"D x 36"H, 16ga stainless steel top, 20ga stainless steel body & undershelves, 5" dia. gray poly swivel casters & brakes, NSF	\$3,478.00	\$3,478.00
				
	1 ea	MOD-14-4 14ga stainless steel top, in lieu of standard	\$199.00	\$199.00
	1 ea	ILD Internal Locking Device (on both ends), stainless steel pin & latch line up device under countertop, per unit price (Note: Units required to be portable)	\$170.00	\$170.00
	1 ea	P-LAM Veneer plastic laminate on body (NOTE: Manufacturer's standard colors ONLY, metallics, color-core & raised textures may incur additional cost) **RED**		
	1 ea	MOD-4P Veneer on customer's side	\$294.00	\$294.00
	1 ea	MOD-P-END Veneer on end, each	\$213.00	\$213.00
	1 ea	329-4SS-LK Sliding doors, with lock and keys, stainless steel, recessed stainless steel pull	\$779.00	\$779.00
	1 ea	TS560-60 Thurmaduke™ Designer Sneeze Guard, 59-3/4"W x 13"D x 18"H, service style, flip-up front glass, painted end panels & shelf & 1/4" acrylic end guards, cULus, UL EPH Classified *** 8" Pass on the bottom of food shield ***	\$1,661.00	\$1,661.00
	1 ea	SSS Stainless Steel Shelf, in lieu of standard painted steel		
	1 ea	SSE Stainless Steel Ends, in lieu of standard painted steel	\$81.00	\$81.00
ITEM TOTAL:				\$6,875.00
2	1 ea	SERVING COUNTER, UTILITY Duke Manufacturing Model No. TST-60SS Thurmaduke™ Solid Top Unit, mobile utility counter, 60"W x 32"D x 36"H, 16ga stainless steel top, 20ga stainless steel body & undershelves, 5" dia. gray poly swivel casters & brakes, NSF	\$3,478.00	\$3,478.00
				

Item	Qty	Description	Sell	Sell Total
	1 ea	MOD-14-4 14ga stainless steel top, in lieu of standard	\$199.00	\$199.00
	1 ea	ILD Internal Locking Device (on both ends), stainless steel pin & latch line up device under countertop, per unit price (Note: Units required to be portable)	\$170.00	\$170.00
	1 ea	P-LAM Veneer plastic laminate on body (NOTE: Manufacturer's standard colors ONLY, metallics, color-core & raised textures may incur additional cost) **RED**		
	1 ea	MOD-4P Veneer on customer's side	\$294.00	\$294.00
	1 ea	MOD-P-END Veneer on end, each	\$213.00	\$213.00
	1 ea	329-4SS-LK Sliding doors, with lock and keys, stainless steel, recessed stainless steel pull	\$779.00	\$779.00
	1 ea	TS560-60 Thurmaduke™ Designer Sneeze Guard, 59-3/4"W x 13"D x 18"H, service style, flip-up front glass, painted end panels & shelf & 1/4" acrylic end guards, cULus, UL EPH Classified*** 8" Pass on the bottom of food shield ***	\$1,661.00	\$1,661.00
	1 ea	SSS Stainless Steel Shelf, in lieu of standard painted steel		
	1 ea	SSE Stainless Steel Ends, in lieu of standard painted steel	\$81.00	\$81.00
ITEM TOTAL:				\$6,875.00
3	1 ea	SERVING COUNTER, UTILITY Duke Manufacturing Model No. TST-60SS Thurmaduke™ Solid Top Unit, mobile utility counter, 60"W x 32"D x 36"H, 16ga stainless steel top, 20ga stainless steel body & undershelves, 5" dia. gray poly swivel casters & brakes, NSF	\$3,478.00	\$3,478.00
				
	1 ea	MOD-14-4 14ga stainless steel top, in lieu of standard	\$199.00	\$199.00
	1 ea	ILD Internal Locking Device (on both ends), stainless steel pin & latch line up device under countertop, per unit price (Note: Units required to be portable)	\$170.00	\$170.00
	1 ea	P-LAM Veneer plastic laminate on body (NOTE: Manufacturer's standard colors ONLY, metallics, color-core & raised textures may incur additional cost) **RED**		
	1 ea	MOD-4P Veneer on customer's side	\$294.00	\$294.00
	1 ea	MOD-P-END Veneer on end, each	\$213.00	\$213.00
	1 ea	329-4SS-LK Sliding doors, with lock and keys, stainless steel, recessed stainless steel pull	\$779.00	\$779.00
	1 ea	TS560-60 Thurmaduke™ Designer Sneeze Guard, 59-3/4"W x 13"D x 18"H, service style, flip-up front glass, painted end panels & shelf & 1/4" acrylic end guards, cULus, UL EPH Classified*** 8" Pass at the bottom of food Shield ****	\$1,661.00	\$1,661.00
	1 ea	SSS Stainless Steel Shelf, in lieu of standard painted steel		
	1 ea	SSE Stainless Steel Ends, in lieu of standard painted steel	\$81.00	\$81.00
ITEM TOTAL:				\$6,875.00
4	1 ea	SERVING COUNTER, UTILITY	\$3,478.00	\$3,478.00

Initial: _____

Item	Qty	Description	Sell	Sell Total
		Duke Manufacturing Model No. TST-60SS Thurmaduke™ Solid Top Unit, mobile utility counter, 60"W x 32"D x 36"H, 16ga stainless steel top, 20ga stainless steel body & undershelves, 5" dia. gray poly swivel casters & brakes, NSF		
	1 ea	MOD-14-4 14ga stainless steel top, in lieu of standard	\$199.00	\$199.00
	1 ea	ILD Internal Locking Device (on both ends), stainless steel pin & latch line up device under countertop, per unit price (Note: Units required to be portable)	\$170.00	\$170.00
	1 ea	P-LAM Veneer plastic laminate on body (NOTE: Manufacturer's standard colors ONLY, metallics, color-core & raised textures may incur additional cost) **RED**		
	1 ea	MOD-4P Veneer on customer's side	\$294.00	\$294.00
	1 ea	MOD-P-END Veneer on end, each	\$213.00	\$213.00
	1 ea	329-4SS-LK Sliding doors, with lock and keys, stainless steel, recessed stainless steel pull	\$779.00	\$779.00
	1 ea	TS560-60 Thurmaduke™ Designer Sneeze Guard, 59-3/4"W x 13"D x 18"H, service style, flip-up front glass, painted end panels & shelf & 1/4" acrylic end guards, cULus, UL EPH Classified *** 8" pass at the bottom of the food Shield ***	\$1,661.00	\$1,661.00
	1 ea	SSS Stainless Steel Shelf, in lieu of standard painted steel		
	1 ea	SSE Stainless Steel Ends, in lieu of standard painted steel	\$81.00	\$81.00
		ITEM TOTAL:		\$6,875.00
5	1 ea	CASH REGISTER STAND Duke Manufacturing Model No. 306-25SS AeroServ™ Cashier Stand Unit, 24-1/2"W x 24-1/2"D x 36"H, 20ga stainless steel top, stainless steel body & undershelf, 6"H stainless steel legs & adjustable feet	\$1,601.00	\$1,601.00
	1 ea	CS-DR Stainless steel drawer, no lock, for TCS cashier stand	\$359.00	\$359.00
	1 ea	MOD-14-1 14ga stainless steel top, in lieu of standard	\$80.00	\$80.00
	1 ea	P-LAM Veneer plastic laminate on body (NOTE: Manufacturer's standard colors ONLY, metallics, color-core & raised textures may incur additional cost) *** RED***		
	1 ea	MOD-2P-CL Veneer on cashier's left	\$203.00	\$203.00
	1 ea	MOD-2P-CR Veneer on cashier's right	\$203.00	\$203.00
	1 ea	MOD-2P-OC Veneer opposite the cashier	\$203.00	\$203.00
	1 st	ACA-SET4 Casters, set of 4, 5" dia. swivel type, all with brakes, polyurethane tire, in lieu of standard legs, this may require cord & plug option (cord & plug must be added to hot food units to meet U.L.)	\$384.00	\$384.00
		ITEM TOTAL:		\$3,033.00
5a	1 ea	CASH REGISTER STAND	\$1,601.00	\$1,601.00

Initial: _____

Item	Qty	Description	Sell	Sell Total
		Duke Manufacturing Model No. 306-25SS AeroServ™ Cashier Stand Unit, 24-1/2"W x 24-1/2"D x 36"H, 20ga stainless steel top, stainless steel body & undershelf, 6"H stainless steel legs & adjustable feet		
	1 ea	CS-DR Stainless steel drawer, no lock, for TCS cashier stand	\$359.00	\$359.00
	1 ea	MOD-14-1 14ga stainless steel top, in lieu of standard	\$80.00	\$80.00
	1 ea	P-LAM Veneer plastic laminate on body (NOTE: Manufacturer's standard colors ONLY, metallics, color-core & raised textures may incur additional cost) *** RED****		
	1 ea	MOD-2P-CL Veneer on cashier's left	\$203.00	\$203.00
	1 ea	MOD-2P-CR Veneer on cashier's right	\$203.00	\$203.00
	1 ea	MOD-2P-OC Veneer opposite the cashier	\$203.00	\$203.00
	1 st	ACA-SET4 Casters, set of 4, 5" dia. swivel type, all with brakes, polyurethane tire, in lieu of standard legs, this may require cord & plug option (cord & plug must be added to hot food units to meet U.L.)	\$384.00	\$384.00
		ITEM TOTAL:		\$3,033.00

Merchandise	\$33,566.00
Freight	\$4,700.00
Tax 8.35%	\$2,802.76
Total	\$41,068.76

Note: Prices good for 30 days when equipment is in stock at J&E. All orders are subject to manufacturer increases and are non returnable. J&E is not responsible for any delays from the manufacturer.

Note: Customers are to make sure quantity, dimensions, electrical, plumbing and all options of the equipment match or go according with their needs. By signing below you are agreeing all product and totals are accurate.

Note: On shipments going direct from the manufacturer make sure you inspect shipment for damages before you sign for it and refuse shipment if it is damaged. If equipment is accepted with damages it will be the customers responsibility to file a claim.

Acceptance: _____ Date: _____
 Printed Name: _____
 Project Grand Total: \$41,068.76

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:

Gottschalk Music Center - Rafer Johnson Jr. High School Musical Supplies

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 purchase of drum supplies for drums at Rafer Johnson Jr. High School. Purchases include:

Leather pads, leather straps, rim savers, drum case, marching bass cases, etc.

6. Financial Impact:

\$23,347.89

7. Funding Source:

Resource 67700 - Prop 28, Arts and Music in Schools

8. District Goals This Item Will Meet:

✓ Increase Student Achievement

✓ Provide a Safe, Positive and Healthy Learning Environment

Develop 21st Century Skills by Furthering the Use of Technology in the Classroom

✓ Increase Parent Involvement and Continue to Promote Public Relations

Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Kingsburg Joint Union Elementary
1310 Stroud Avenue
Kingsburg CA 93631

Order Date: 01 / 27 / 2025

Person Requesting:
Melody Lee/Sigle

Authorization Code:

(559) 897-2331

Requisition
Number:
251248

PLEASE BILL IN TRIPLICATE
ATTN: ACCOUNTS PAYABLE

Ship To:

Rafer Johnson Jr. High
(559) 897-1091
1300 Stroud Avenue
Kingsburg CA 93631-0000

VE# 1626

Bill To:

Gottschalk Music Center
234 W. Main Street
Merced CA 95340

Kingsburg Jt Un Elementary
accountspayable@kesd.org
1310 Stroud Avenue
Kingsburg CA 93631-0000

Qty Ordered	Unit Of Measure	Description of Articles or Service	Unit Price	Discount	Total Cost
1	Each	Band Equipment Leather Pads Item 0751	\$30.00	\$0.00	\$30.00
2	Each	Zildjian Leather Straps Item 0750	\$18.50	\$0.00	\$37.00
2	Each	I Band 14" Marching Crash Pair Item ILBPH	\$179.00	\$0.00	\$358.00
1	Each	Rim Saver for Marching Bass Drums 20"-30" Item: RS2032	\$36.00	\$0.00	\$36.00
2	Each	Rim Saver for Marching Bass Drums 14"-18" ITEM RS1418	\$36.00	\$0.00	\$72.00
1	Each	Yamaha BD 22" Cover Item MBC22B	\$76.00	\$0.00	\$76.00
1	Each	Yamaha BD 20" Cover Item: MBC20B	\$72.00	\$0.00	\$72.00
1	Each	Yamaha BD 18" Cover Item: MBC18B	\$69.00	\$0.00	\$69.00
1	Each	Yamaha BD 16" Cover Item: MBC16B	\$69.00	\$0.00	\$69.00
1	Each	22" x 14" Bass Drum Case: Black Item: PCHMB22	\$153.00	\$0.00	\$153.00
1	Each	Yamaha 20 x 14 Marching Bass Drum Case; Black Item: PCHMB20	\$140.00	\$0.00	\$140.00
1	Each	Yamaha 18" Marching Bass Case Item: PCHMB18	\$125.00	\$0.00	\$125.00
1	Each	Yamaha 16" Marching Bass Case	\$110.00	\$0.00	\$110.00
4	Each	Bass Drum Stadium Hardware ITEM: RMMASHB	\$239.00	\$0.00	\$956.00
4	Each	Power-Lite Carriers for Bass Drum Item: RMPLB	\$119.00	\$0.00	\$476.00
1	Each	Yamaha Pwr lite 22" Bass drum ITEM: MB6322W	\$448.00	\$0.00	\$448.00
1	Each	20" x 13" Power-Lite Marching Bass Drum Item: MB6320W	\$418.00	\$0.00	\$418.00
1	Each	Yamaha Pwr Lite 16" Bass Drum ITEM: MB6316W	\$370.00	\$0.00	\$370.00

Kingsburg Joint Union Elementary
1310 Stroud Avenue
Kingsburg CA 93631

Order Date: 01 / 27 / 2025

Person Requesting:
Melody Lee/Sigle

Authorization Code:

(559) 897-2331

Requisition

Number:

251248

PLEASE BILL IN TRIPLICATE
ATTN: ACCOUNTS PAYABLE

Ship To:

Rafer Johnson Jr. High
(559) 897-1091
1300 Stroud Avenue
Kingsburg CA 93631-0000

VE# 1626

Bill To:

Gottschalk Music Center
234 W. Main Street
Merced CA 95340

Kingsburg Jt Un Elementary
accountspayable@kesd.org
1310 Stroud Avenue
Kingsburg CA 93631-0000

Qty Ordered	Unit Of Measure	Description of Articles or Service	Unit Price	Discount	Total Cost
1	Each	Yamaha Pwr lite 18" Bass Drum Item: MB6318W	\$395.00	\$0.00	\$395.00
2	Each	Marching Tom Guard Trim Item: MGG15	\$29.00	\$0.00	\$58.00
2	Each	Yamaha Mrchg tom cover Item: MB6318W	\$95.00	\$0.00	\$190.00
2	Each	Small Marching tom case for quard/quint/setet blk Item: PCHMQS	\$199.00	\$0.00	\$398.00
2	Each	Tenor drum Stadium Hardware Item: RMMASHQ	\$279.00	\$0.00	\$558.00
2	Each	RM Power Lite Quad Carrier Item: RMPLQ	\$175.00	\$0.00	\$350.00
2	Each	Yamaha Power lite Quads Item: MQLS8023W	\$749.00	\$0.00	\$1,498.00
4	Each	Yamaha Snare Cover Item: MSC14B	\$63.00	\$0.00	\$252.00
4	Each	Yamaha 14" Marching Drum Case Item: PCHMS14	\$109.00	\$0.00	\$436.00
4	Each	Snare Drum Stadium Hardware Item: RMMASHS	\$229.00	\$0.00	\$916.00
4	Each	Power Lite Snare Carrier Item: PMPLS	\$110.00	\$0.00	\$440.00
4	Each	Yamaha Power Lite 14" Snare Drum Item: MS6314W	\$355.00	\$0.00	\$1,420.00
1	Each	Yamaha 4300 Timpani Set (23, 26, 29, 32)	\$10,499.00	\$0.00	\$10,499.00

Kingsburg Joint Union Elementary
1310 Stroud Avenue
Kingsburg CA 93631

Order Date: 01 / 27 / 2025

Person Requesting:
Melody Lee/Sigle

Authorization Code:

(559) 897-2331

Requisition
Number:
251248

PLEASE BILL IN TRIPLICATE
ATTN: ACCOUNTS PAYABLE

Ship To:
Rafer Johnson Jr. High
(559) 897-1091
1300 Stroud Avenue
Kingsburg CA 93631-0000

VE# 1626

Gottschalk Music Center
234 W. Main Street
Merced CA 95340

Bill To:
Kingsburg Jt Un Elementary
accountspayable@kesd.org
1310 Stroud Avenue
Kingsburg CA 93631-0000

NOT A PURCHASE ORDER

Sub Total: \$21,425.00
Discount: \$0.00
Tax: \$1,922.89
Requisition Total: \$23,347.89

I hereby approve this order

*



Qu-Re-PY-Gl-Fn-Ob-Si	Requisition Total	Total Pre-Encumbrances	Balance (Actual + Encumbrance)
0100-67700-9-1155-1000-430000-090	\$23,347.89	\$23,347.89	\$48,771.11

Gottschalk Music Center

328 Pollasky Ave
Clovis CA 93612
(559) 298-4400
() -

PROPOSAL

PROPOSAL	DATE
1271278	11/21/2024 4:18 PM
ACCT	EMPL ID
103860	JMBERGMA
PO	EXPIRES
	12/21/2024

Bill To: Kingsburg Joint Union Elem
1310 Stroud Ave.
Kingsburg CA 93631

Sold To:
Rafer Johnson Jr. High
1310 Stroud Ave.
Kingsburg CA 93631

H 559-897-2331

0100-67700-
9-1155-1000-
430000-090

QTY	ITEM	DESCRIPTION	PRICE EA	TOTAL
1		Free Freight		
1	0751	Leather Pads	30.00 ✓	30.00
2	0750	Zildjian Leather Straps	18.50 ✓	37.00
2	ILH14BP	I Band 14" Marching Crash Pair	179.00 ✓	358.00
1	RS2032	Rim Saver for Marching Bass Drums 20"-30"	36.00 ✓	36.00
2	RS1418	Rim Saver for Marching Bass Drums 14"-18"	36.00 ✓	72.00
1	MBC22B	Yamaha BD 22" cover	76.00 ✓	76.00
1	MBC20B	Yamaha BD 20" cover	72.00 ✓	72.00
1	MBC18B	Yamaha BD18" cover	69.00 ✓	69.00
1	MBC16B	Yamaha BD 16" cover	69.00 ✓	69.00
1	PCHMB22	22" x 14" Bass Drum Case: Black	153.00 ✓	153.00
1	PCHMB20	Yamaha 20 x 14 Marching Bass Drum Case; Black	140.00 ✓	140.00
1	PCHMB18	Yamaha 18" Marching Bass Case	125.00 ✓	125.00
1	PCHMB16	Yamaha 16" Marching Bass Case	110.00 ✓	110.00
4	RMMASHB	Bass drum Stadium hardware	239.00 ✓	956.00
4	RMPLB	Power-Lite Carriers for Bass Drum	119.00 ✓	476.00
1	MB6322W	Yamaha Pwr lite 22" Bass drum	448.00 ✓	448.00
1	MB6320W	20" x 13" Power-Lite Marching Bass Drum	418.00 ✓	418.00
1	MB6316W	Yamaha Pwr lite 16" Bass drum	370.00 ✓	370.00
1	MB6318W	Yamaha Pwr lite 18" Bass drum	395.00 ✓	395.00
2	MTG15	Marching Tom Guard Trim	29.00 ✓	58.00
2	MTC4B	Yamaha Mrchg tom cover	95.00 ✓	190.00
2	PCHMQS	Small Marching tom case for quad/quint/sextet blk	199.00 ✓	398.00
2	RMMASHQ	Tenor drum Stadium hardware	279.00 ✓	558.00
2	RMPLQ	RM Power lite Quad carrier	175.00 ✓	350.00
2	MQLS8023W	Yamaha Power lite Quads	749.00 ✓	1,498.00
4	MSC14B	Yamaha Snare cover	63.00 ✓	252.00
4	PCHMS14	Yamaha 14" Marching drum case	109.00 ✓	436.00
4	RMMASHS	Snare drum Stadium hardware	229.00 ✓	916.00
4	RMPLS	Power lite Snare carrier	110.00	440.00
4	MS6314W	Yamaha Power lite 14" Snare drum	355.00	1,420.00

Kingsburg Elementary Charter School District

Board Agenda Item

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

**All Board items are subject to approval by the Board President.*

1. Agenda Item:

New Job Description- Elementary Music Teacher Grades PreK, TK, K, 1, CVHS

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:

New job description for added positions using Prop 28 Arts and Music funding.

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!"

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

ELEMENTARY MUSIC TEACHER

GRADES: PreK, TK, K, 1, CVHS

Description

Provides a general music program for pupils in grades PreKindergarten, Transitional Kindergarten, Kindergarten, First Grade and CVHS and performs such other duties as are consistent with the policies of the Governing Board.

Directly Responsible To:

Principals

Major Duties and Responsibilities

- Primary responsibility to maintain a General Music program for grades PreK, TK, K, 1, CVHS.
- Introduce students to musical instruments and performing arts pathways to career readiness.
- Utilize grade-level standards to integrate appropriate vocabulary into music lessons.
- Works with site principals to establish weekly general music instruction schedules and seasonal showcase schedules.
- Will assist other music teachers as needed.
- Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study specified in state law and administrative regulations and procedures of the school district.
- Provides planned learning experiences in order to motivate pupils and best utilize the available time for instruction.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the learning environment.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Maintains professional competence through participation in in-service education activities provided by the district and/or self-selection professional growth activities.
- Evaluates pupils' academic and social growth, keeps appropriate records, prepares progress reports, and communicates with parents on the individual pupil's progress.
- Performs basic attendance accounting and business services as required.
- Participates cooperatively with the principal to mutually develop the system by which he/she will be evaluated in conformance with the district's uniform guidelines for evaluation and assessment.

- Participates in all staff meetings (building faculty meetings and general faculty meetings).

Other Duties and Responsibilities

- Selects and requisitions books, instructional aids, instructional supplies, and maintains required inventory records.
- Ensures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Supervises pupils in out-of-classroom activities during the assigned working day.
- Administers group standardized tests in accordance with the district and state testing program.
- Participates in curriculum and other developmental programs within the school of assignment and/or on a district level.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Participates in extra-curricular activities related to the teaching assignment (Back-to-School Night, Open House, etc.).
- Shall be responsible for the care and instruction of pupils in their charge and for any or all pupils of school outside of class hours as assigned by the principal of the school; shall enforce all rules governing the conduct of pupils as such rules may be prescribed by the principal, the superintendent, or the board; shall maintain hygienic conditions and practices in their classroom and shall report promptly to the principal any serious accident or illness affecting pupils in their care.
- Must hold a valid credential covering the service designated in his/her contract with the district. It is the responsibility of the teacher to file said credential with the district business office and the county superintendent's office and to apply for the renewal of credential prior to the expiration date.

Minimum Qualifications

- Credential: Valid Single Subject Credential in Music or Supplemental Authorization.
- Education: Bachelor's Degree, including all courses needed to meet credential requirements.
- Philosophy and educational standards of excellence to be consistent with those of the district and community.
- Appearance, grooming, and personality characteristics to be consistent with the district's standards for setting a desirable example for pupils.

Proposed to the Board: February 11, 2025

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:

New Job Description- Elementary Music Teacher Grades 2-3

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:

New job description for added positions using Prop 28 Arts and Music funding.

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!"

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

ELEMENTARY MUSIC TEACHER GRADES 2-3

Description

Provides a general music program for pupils in grades 2 and 3 and performs such other duties as are consistent with the policies of the Governing Board.

Directly Responsible to

Principal

Major Duties and Responsibilities

- Primary responsibility to maintain the General Music program for grades 2 and 3.
- Will assist other music instructors as needed.
- Work with the site principal to establish weekly music instruction and two seasonal drama/music events.
- Promotes and encourages student participation/matriculation in music programs for students in upper elementary and junior high.
- Shall enforce the course of study, the use of legally authorized textbooks, and the rules and regulations prescribed by the schools.
- Provides planned learning experiences based on grade level standards to motivate pupils and best utilize the available time for instruction.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Creates with assistance from pupils a functional and attractive environment for learning through displays, bulletin boards, and interest centers.
- Maintains professional competence through participation in in-service education activities provided by the district and/or self-selection professional growth activities.
- Evaluates pupils' academic and social growth, keeps appropriate records, prepares progress reports, and communicates with parents on the individual pupil's progress.
- Performs basic attendance accounting and business services as required.
- Participates cooperatively with the principal to mutually develop the system by which he/she will be evaluated in conformance with the district's uniform guidelines for evaluation and assessment.
- Participates in all staff meetings (building faculty meetings and general faculty meetings).

Other Duties and Responsibilities

- Selects and requisitions books, instructional aids, instructional supplies, and maintains required inventory records.
- Supervises pupils in out-of-classroom activities during the assigned working day.
- Administers group standardized tests in accordance with the district and state testing program.
- Participates in curriculum and other developmental programs within the school of assignment and/or on a district level.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Participates in extra-curricular activities related to the teaching assignment (Back-to-School Night, Open House, etc.).
- Shall be responsible for the care and instruction of pupils in their charge and for any or all pupils of school outside of class hours as assigned by the principal of the school; shall enforce all rules governing the conduct of pupils as such rules may be prescribed by the principal, the superintendent, or the board; shall maintain hygienic conditions and practices in their classroom and shall report promptly to the principal any serious accident or illness affecting pupils in their care.
- Must hold a valid credential covering the service designated in his/her contract with the district. It is the responsibility of the teacher to file said credential with the district business office and the county superintendent's office and to apply for the renewal of credential prior to the expiration date.

Minimum Qualifications

- Credential: Valid Single Subject Credential in Music or Supplemental Authorization.
- Education: Bachelor's Degree, including all courses needed to meet credential requirements.
- Philosophy and educational standards of excellence to be consistent with those of the district and community.
- Appearance, grooming, and personality characteristics to be consistent with the district's standards for setting a desirable example for pupils.

Proposed to the Board: February 11, 2025

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:

Delegate Assembly Nominees to the 2025 CSBA Delegate Assembly

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 is the annual election for CSBA delegates. You may vote for four delegates.

Their biographical sketches are in your packets. You may also let the item die for lack of motion.

6. Financial Impact:

None

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!"



REQUIRES BOARD ACTION

January 31, 2025
MEMORANDUM

To: CSBA Member Boards and Odd-numbered County Board Presidents and Superintendents
From: Dr. Bettye Lusk, CSBA President
Re: 2025 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 17**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2025.

For County Boards of Education Only:

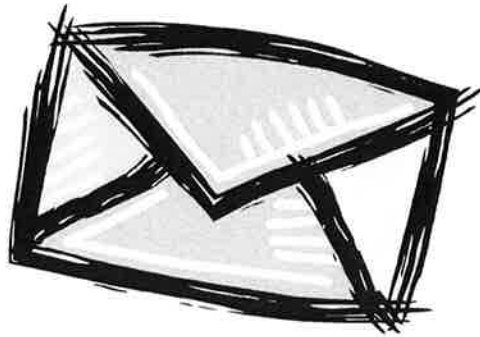
Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board

agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2025.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 – March 31, 2027. The next meeting of the Delegate Assembly takes place on Saturday, May 17 and Sunday, May 18, 2025. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
 Ballot on green paper and watermarked "copy" of ballot on white paper
 List of all current Delegates on reverse side of ballot
 Candidate(s)' required Biographical Sketch Forms and optional resumes
 CSBA-addressed envelope to send back ballots



**BALLOTS SHOULD BE RETURNED IN THE
ENCLOSED ENVELOPE; HOWEVER, SHOULD
THE ENVELOPE BECOME MISPLACED; PLEASE
USE YOUR STATIONERY AND RETURN TO:**

**CSBA
DELEGATE ASSEMBLY ELECTIONS
3251 BEACON BLVD.
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE
ENVELOPE, WRITE THE REGION OR
SUBREGION NUMBER (THIS NUMBER APPEARS
ON THE BALLOT AT THE TOP).**

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 10-B
(Fresno County)

Number of seats: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

☐

Daniel Babshoff (Kerman USD)*

☐

Ranetta Bron (Sanger USD)

☐

Nabil Kherfan (Central USD)*

☐

Terry Ruiz (Washington USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 10 – 14 Delegates (10 elected/4 appointed)◆

Director: Kathy Spate (Caruthers USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), term expires 2025

Subregion10-B (Fresno)

Hugh Awtrey (Clovis USD)◆, appointed term expires 2025

Daniel Babshoff (Kerman USD), term expires 2025

Darrell Carter (Washington USD), term expires 2026

Genoveva Islas (Fresno USD) ◆ , appointed term expires 2025

Nabil Kherfan (Central USD), term expires 2025

Yolanda Moore (Clovis USD)◆, appointed term expires 2026

Ronald Parker (Firebaugh-Las Deltas USD), term expires 2026

Keshia Thomas (Fresno USD)◆, appointed term, term expires 2026

G. Brandon Vang (Sanger USD), term expires 2025

Vacant, term expires 2025

Vacant, term expires 2026

Subregion10-C (Kings)

Melonie Robinson (Hanford Joint Union HSD), term expires 2026

County Delegate:

Marcy Masumoto (Fresno COE), term expires 2026

Counties

Madera, Mariposa (Subregion A)

Fresno (Subregion B)

Kings (Subregion C)

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 10-B
(Fresno County)

Number of seats: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

☐ Daniel Babshoff (Kerman USD)*

☐ Ranetta Bron (Sanger USD)

☐ Nabil Kherfan (Central USD)*

☐ Terry Ruiz (Washington USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 10 – 14 Delegates (10 elected/4 appointed)◆

Director: Kathy Spate (Caruthers USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion10-A (Madera, Mariposa)

Barbara Bigelow (Chawanakee USD), term expires 2025

Subregion10-B (Fresno)

Hugh Awtrey (Clovis USD)◆, appointed term expires 2025

Daniel Babshoff (Kerman USD), term expires 2025

Darrell Carter (Washington USD), term expires 2026

Genoveva Islas (Fresno USD) ◆ , appointed term expires 2025

Nabil Kherfan (Central USD), term expires 2025

Yolanda Moore (Clovis USD)◆, appointed term expires 2026

Ronald Parker (Firebaugh-Las Deltas USD), term expires 2026

Keshia Thomas (Fresno USD)◆, appointed term, term expires 2026

G. Brandon Vang (Sanger USD), term expires 2025

Vacant, term expires 2025

Vacant, term expires 2026

Subregion10-C (Kings)

Melonie Robinson (Hanford Joint Union HSD), term expires 2026

County Delegate:

Marcy Masumoto (Fresno COE), term expires 2026

Counties

Madera, Mariposa (Subregion A)

Fresno (Subregion B)

Kings (Subregion C)

View results

Respondent

44

Anonymous

17:21

Time to complete

1. I have been... *

☐ Appointed

☒ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Daniel Babshoff

3. Full name *

Daniel Babshoff

4. Region/subregion *

10B



5. Name of District or COE *

Kerman Unified School District

6. Years on board *

14

7. Profession

Agricultural Practitioner

8. Contact number *

559-246-8507

9. Primary email address *

daniel.babshoff@kermanusd.com

10. Are you an incumbent Delegate? *

☒ Yes☐ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

As a current Delegate Member, I am interested in continuing to serve my region by investing in the programs and leadership CSBA has to offer. From Nominating Committee including the Chair, To Policy Pillar Committee, I have been able to bring my experiences and leadership to the table, helping not only my district but also bringing relevant information to CSBA on issues our district encounters. By being a solution to the problem, I have the skills to listen, research and provide adequate decisions that benefit CSBA and its members.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am involved in Rotary, KUSD Trustee, Facilities Committee Chair for KUSD. I have been a part of Nominating Committee, Policy Pillar Committee, Legislation and interaction within CSBA. I frequently attend City Council meetings to represent my district and also to show support to the community.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Turnover of Board of Trustee Members, Superintendents, CBO's and senior staff. The new hires do not have strong foundations on what it means to be a Strong Board member and or the role a member plays. Superintendents, CBOs are not trained in the current climate of LEA's and it shows. CSBA needs to bring their trainings to the district through alternative methods such as Online, work at your own pace. They are doing this but need more support for Pacers to get out to the districts.

Delegate Assembly Biographical Sketch Form for 2025 Election



Deadline: Tuesday, January 7, 2025 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2025. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2025. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Nabil Kherfan Date: 01/16/2025

Name: Nabil Kherfan CSBA Region & subregion #: 10

District or COE: Central Unified School District Years on board: 2

Profession: Chief of Staff Contact Number (☒ Cell ☐ Home ☐ Bus.): (559)-286-6679

Primary E-mail: nkherfan@centralunified.org

Are you an incumbent Delegate? ☒ Yes ☐ No If yes, year you became Delegate: 2024

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have enjoyed my time as one of your CSBA delegates. Being a delegate allows me the opportunity to connect with Trustees across California and learn best practices from other regions. I think that we do a better job as Trustees when we communicate and share ideas with other boards than our own. My experience as a small business owner and a political staffer have taught me that fostering connections is the best way to grow your own knowledge as a public servant.

Please describe your activities and involvement on your local board, community, and/or CSBA.
I was elected as a CSBA delegate to fill out a previous vacancy. Since then I have built connections and shared the tremendous progress Region 10 districts have enjoyed with Trustees in North and Southern California. I have served as the Board Clerk for Central Unified for 3 years and have been their representative to the Fresno County School Trustees Association for as many years. As Trustee I have been proactive in tackling issues that have been issues on our board, such as overcrowding and workplace culture. Looking to the future, I hope to work with you and your district to gain better insight on how to respond to mandates from Sacramento, implementing new programs, and improving outcomes for underserved student communities.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards is a lack of unity and communication between Trustees. For many Trustees, education or public administration is not our day job. As a result, we spend much of our time as Trustees learning on the (part-time) job and reacting to crises. By sitting down with Trustees in other school districts we can discover new ideas on how to address the biggest issues facing governing boards and school districts that we may have missed in our own small world. There is rarely a one size fits all approach to education topics, but when implementing a new program like CTE or dual immersion, learning from neighboring districts on how they overcame these challenges will help us rise to the occasion with less growing pain.

Delegate Assembly Biographical Sketch Form for 2025 Election



Deadline: Tuesday, January 7, 2025 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2025. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2025. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ranetta Bron Date: 1/21/25

Name: Ranetta Bron CSBA Region & subregion #: 10-B
District or COE: Sanger Unified School District Years on board: 1
Profession: Small Business owner Contact Number (☒ Cell ☐ Home ☐ Bus.): 559-706-3524
Primary E-mail: BronforSUSD@gmail.com
Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As a farmer's daughter, I've had a lifelong interest in agriculture. Something we don't do well in the industry is tell our story. This applies to education as well. On a local level, we have amazing families, teachers and leadership who creatively work to maximize our resources and keep the focus on student achievement. There are countless inspiring stories that have the potential to influence change at a State and Federal level, we just need to continue to be a strong, consistent voice at the table. I would love to continue the work of my predecessor in bringing light to the work we are doing in the Valley. I have served as a Valley representative on the California Farm Bureau's Young Farmers and Ranchers Committee in a similar capacity and was successful at collaborating with counterparts from across the State to focus on a common goal of supporting agriculture in many ways, including advocacy, fund raising and leadership development. I'm currently a mother of three school-aged children and will bring my "boots on the ground" perspective to continue and enhance the work of CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I was recently sworn in to serve my 1st term on the SUSD Board of Trustees. Prior to being elected to serve on the Board, I was an active parent volunteer at my children's schools, supporting teachers in the classroom, creating an outdoor classroom at two school sites, fundraising and advocating for students and teachers. I helped create a 501(c)3 non-profit organization, which raised over \$1 million in private funds to support a K-8 agricultural education project in Sanger Unified. I also supported the Boosters club at our elementary school through organizing the carnival silent auction fundraiser and other fund raisers. My husband and I also support our local agricultural youth through attending the annual Fairmont Ag dinner, the Sanger FFA dinner as well as purchasing animals and offering "add-on" bids at the Madera Fair and the Big Fresno Fair's Jr. Livestock Auction. We are also volunteers and supporters of Sanger High Schools Aquatics Program as well as the local water polo club.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards, from my fresh perspective, is the local implementation of policies which were designed at the State and Federal levels. As we know, the various regions of the State of California have their own unique combinations of culture, demographics, economies, religion and political beliefs. Each region's local leadership will have a different take on implementation. CSBA can help to address these challenges by sharing the stories and perspectives of each unique region to help lawmakers have a comprehensive understanding of the State's needs.

Delegate Assembly Biographical Sketch Form for 2025 Election



Deadline: Tuesday, January 7, 2025 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2025. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2025. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: _____

Name: TERESA "TERRY" Ruiz

CSBA Region & subregion #: 10B

District or COE: Washington Unified

Years on board: 9

Profession: Tax Professional

Contact Number (☒ Cell ☐ Home ☐ Bus.): 559-930-4194

Primary E-mail: ruiztax559@gmail.com

Are you an incumbent Delegate? ☐ Yes ☒ No

If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Having 9 yrs of school Board Experience I would like to be more accertive with CSBA. I have lived in my community for 45 years and have 25+ years in my career. I have a diverse background and would like to represent state wide.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Currently Board President, sit on our water community district, on the budget committee, school bond committee, our non profit educational foundation.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

With new administration in D.C. our educational monies would or could be affected. I would be able to lobby @ local, state and federal level, if necessary.

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:

Nominations for the Fresno County School Trustees Association Board of Directors

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:

The Board may put forward a name for consideration or let the item die for lack of motion.

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!"



fresno county school trustees association, inc.

January 15, 2025

ELEMENTARY

Alvina
Big Creek
Burrel
Clay
Kingsburg
Monroe
Orange Center
Pacific Union
Pine Ridge
Raisin City
Washington Colony
West Park
Westside

HIGH SCHOOLS

Kingsburg

UNIFIED DISTRICTS

Caruthers
Central
Clovis
Coalinga-Huron
Firebaugh-Las Deltas
Fowler
Fresno
Golden Plains
Kerman
Kings Canyon
Laton
Mendota
Parlier
Riverdale
Sanger
Selma
Sierra
Washington

COMMUNITY COLLEGE DISTRICTS

State Center
West Hills

Kingsburg Elementary Charter
1310 Stroud Ave.
Kingsburg, CA 93631

Dear Board Members:

Due to a vacancy on the Fresno County School Trustees Association Board of Directors, for the Kingsburg Joint Union High School and its feeder schools, Clay Joint Elementary and Kingsburg Elementary Charter, we are seeking recommendations to fill this open position. Any board member from these three school districts is eligible to fill this position on the Fresno County School Trustees Association's Board of Directors. The Board of Directors will make the final selection.

The Board of Directors meets on the third Tuesday of September, December, March and June. These board meetings are held for conducting the business and event planning of the association, dinner is provided at a restaurant in Fresno starting at 5:30 PM and generally ending around 8:30 PM. In addition to these meetings there are three dinner events that we hold for our membership on the third Tuesday of January, April and October.

The Fresno County School Trustees Association is a nonprofit organization whose purpose is to support effective governance of local boards, provide support to Fresno County's trustees as they advocate for a quality education for the students in their communities.

You can forward your recommendation's information to Angela Bowlin at abowlin@fcoe.org. Please provide us with the following:

- Name
- District
- Date elected
- Contact information (phone and email address)

Sincerely,

A handwritten signature in black ink, appearing to read "Kathy Spate".

Kathy Spate, Co-Chair Nominating Committee
Fresno County School Trustees Association

Enclosures
cc: District Superintendent

2025 Fresno County School Trustees Association Meetings

General Membership Meetings			
Date	Speaker	Location	Host
January 21, 2025 5:30 p.m.	Dr. Michele Copher Fresno County Superintendent of Schools	Farber Educational Campus 720 S. 10 th St. Fresno, CA 93702	Fresno Unified
March 18, 2025 5:30 p.m.	Kevin Gordon Capital Advisors	Grace Barn 4219 S. Highland Ave. Del Rey, CA 93616	Trustee Hosted
October 21, 2025 5:30 p.m.	TBD	TBD	TBD

Board of Directors (BOD) Meetings	
Date	Location
February 18, 2025 6:00 p.m.	Legends Tap House & Grill 2910 Pea Soup Andersen Blvd. Selma, CA 93662
June 17, 2025 6:00 p.m.	Legends Tap House & Grill 2910 Pea Soup Andersen Blvd. Selma, CA 93662
September 16, 2025 6:00 p.m.	Legends Tap House & Grill 2910 Pea Soup Andersen Blvd. Selma, CA 93662
December 16, 2025 6:00 p.m.	Legends Tap House & Grill 2910 Pea Soup Andersen Blvd. Selma, CA 93662

Fresno County School Trustees Association Meetings

PRESIDENT		VICE PRESIDENT	
DR. MARCY MASUMOTO (County Board) 9336 E. Lincoln Ave. Del Rey, CA 93616 Email: mmasumoto@fcoe.org	C: (559) 304-2190	DANIEL BABSHOFF (Kerman USD) P.O. Box 737 Kerman, CA 93630 Email: daniel.babshoff@kermanusd.com	C: (559) 246-8507
SECRETARY		TREASURER	
ROBIN TYLER (Kings Canyon USD) P.O. Box 1251 Reedley, CA 93654 Email: tyler-r@kcsd.com	C: (559) 285-8074	KATHY SPATE (Caruthers USD) 13486 S. Willow Selma, CA 93662 Email: kbspate@hotmail.com	C: (559) 960-4630
VACANT (Selma USD) Email:	C: (559)	NIKKI ALFORD (Laton Unified) Po Box 171 Laton, CA 93242 Email: nalford34@msn.com	C: (559) 333-5363
NABIL KHERFAN (Central USD) 3207 W. Shields Ave. Apt. 217 Fresno, CA 93722 Email: nkherfan@centralunified.org	C: (559) 286-6679	JESUS ZAVALA (Mendota) 291 Holmes Mendota, CA 93640 Email: jzavala08@yahoo.com	C: (559) 994-4752
DEENA COMBS-FLORES (Clovis USD) 4492 North Manila Avenue Fresno, CA 93727 Email: dcombsflores@gmail.com	C: (559) 273-9824	MARTIN MARES (Parlier USD) 1020 Redwood St. Fresno, CA 93648 Email: martin.mares@parlierunified.org	C: (559) 847-6209
VACANT (Coalinga-Huron) Email:	C: (559)	VACANT (Riverdale USD) Email:	C: (559)
FERNANDO CAMPA (Firebaugh-Las Deltas USD) 1976 Morris Kyle Dr. Firebaugh, CA 93622 Email: fcampa@fldusd.org	C: (559) 659-1476	PETE FILIPPI (Sanger USD) 3440 N. Bethel Ave. Sanger, CA 93657 Email: peterfilippi@gmail.com	C: (559) 246-2250
VALERIE DAVIS (Fresno USD) 2309 Tulare St. Fresno, CA 93721 Email: Valerie.davis@fresnounified.org	C: (559) 801-2216	VACANT (Sierra USD) Email:	C: (559)
DARLENE MARTIN (Fowler USD) *IPP P.O. Box 366 San Joaquin, CA 93660 Email: darlene.martin@fowler.K12.ca.us	C: (559) 240-5753	VACANT (SCCSD) Email:	C: (559)
VACANT (Golden Plains USD) Email:	C: (559) 246-8507	SUSAN MARKARIAN (Pacific Union & Region 10) 10332 S. Elm Avenue Fresno, CA 93706 Email: smarkarian54@gmail.com	C: (559) 246-5215
VACANT (Clay, Kingsburg Elem, Kingsburg jt.) Email:	C: (559)	MARK MCKEAN (West Hills CCD) P.O. Box 445 Riverdale, CA 93656 Email: mckean@psnw.com	C: (559) 269-0903

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
1111 Van Ness Ave., Fresno, CA 93721

Dr. Michele Cantwell-Copher (Ex-Officio Secretary)	mcopher@fcoe.org	(559) 265-3010
Dr. Diane Lira (Association Liaison)	dlira@fcoe.org	(559) 265-4072
Angela Bowlin (Association Secretary)	abowlin@fcoe.org	(559) 265-3090

***IPP – "Immediate Past President"**