

**AGENDA**  
**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**  
**BOARD OF TRUSTEES**  
Board Room      1900 18th Avenue      4:00 p.m.  
Kingsburg, CA 93631  
January 18, 2022

1. **CALL TO ORDER** \_\_\_\_\_

2. **SALUTE TO THE FLAG**

3. **ROLL CALL AND ESTABLISHMENT OF A QUORUM**

Member's Present	_____	_____
	_____	_____
	_____	_____

Members Absent	_____	_____
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4. **OTHERS PRESENT** \_\_\_\_\_

5. **APPROVAL OF AGENDA**

Motion _____	Second _____	Vote _____
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6. **PUBLIC COMMENT**

**Public Comment**  
For regular meetings, the public is provided an opportunity to address not only any item on the agenda but any item within the subject matter jurisdiction of the Kingsburg Joint Union High School District. **Disclaimer:** The opinions expressed in public comments are the authors own and do not necessarily reflect the official policies or position of the Kingsburg Joint Union High School District

Members of the public who wish to provide public comment during observed COVID-19 social distancing guidance may email the district at [PublicComment@Kingsburghigh.com](mailto:PublicComment@Kingsburghigh.com) by 4:00 p.m. the Friday before the meeting date, which generally lands on Monday. Please note you are not compelled to provide a name and can comment anonymously. The comments will be read outloud during the public comment portion of the meeting in the order in which they were received. If in attendance, social distancing will be required. Public comments are limited to three minutes or 450 written words per speaker. Twenty (20) minutes per issue will be allowed.

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 comments made at this time. Concerns will be referred to the Superintendent's office for review and response.

**Board Room Accessibility:** The Kingsburg Joint Union High School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the Administrative Assistant to the Superintendent at 897-7721 at least 48 hours before the scheduled Board of Trustees meeting so that we may make every reasonable effort to accommodate you [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132.)]

**7. APPROVAL OF MINUTES**

- 7.1 Special Meeting – December 3, 2021
- 7.2 Regular Meeting – December 13, 2021

**8. REPORTS**

- 8.1 Superintendent Report
- 8.2 Principal Report
- 8.3 Director Alternative Education Center Report

**9. ACTION**

- 9.1 Accounts Payable for December 2021 ..... 1
- 9.2 Interdistrict Permit Requests –2021-2022 & 2022-2023 ..... 18
- 9.3 KJUHSD Time Accounting Guidelines- Updating to New Resource Codes ..... 26
- 9.4 Resignation Crystal Mendez - Teacher Assistant/ Paraprofessional ..... 39
- 9.5 Kingsburg High School - School Accountability Report Card 2021-2022 ..... 41
- 9.6 OASIS & Kingsburg Independent Study - School Accountability Report Card 2021-2022 ..... 69
- 9.7 Resignation Brittany Henderson- Varsity Girls Volleyball Head Coach ..... 110
- 9.8 Audit Report Fiscal Year 2020-2021 ..... 111a

**10. DISCUSSION**

- 10.1 First Reading Mandated Board Policy - October & December 2020 Packets ..... 112
- 10.2 LCAP Discussion – Cindy Schreiner, Executive Director Student Services

**11. WRITTEN INFORMATION**

- 11.1 Student Body Fund Report for December 2021 ..... 119
- 11.2 Suspension Report for December 2021 ..... 123
- 11.3 Quarterly Report on Williams Uniform Complaints January 2022 ..... 125

**12. CLOSED SESSION – Notice to Public** (Closed Session Items Covered by Law May Be Requested Or Called For As Per: Government Codes: 54954.3; 54956.7; 54956.8; 54956.86; 54956.9 (a), (b), (c); 54956.95; 54957; 54957.6; 54957.8 and Education Codes: 48900; 49070.)

- 12.1 Staff Personnel: Intervention Specialist – Elena Alcantara ..... 126
- 12.2 KHS Coach: Track & Field Volunteer Assistant Coach – Estaban Mendizabal ..... 141
- 12.3 KHS Coach: Baseball – Michael Palomar ..... 143
- 12.4 KHS Coach: Boys Tennis - Tom Gramza; Luke Gramza ..... 145

Personnel: Employee of the Year Recognitions – Review Vote (No Action)

From \_\_\_\_\_ to \_\_\_\_\_

**13. ACTION REPORTED OUT OF CLOSED SESSION, IF ANY**

**14. ITEMS FOR NEXT AGENDA**

None

**15. ADJOURNMENT \_\_\_\_\_**

(Time)

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT  
Minutes of the Special Meeting of the Board of Trustees**

**PLACE AND DATE**

Board Room, Kingsburg High School, 1900 18<sup>th</sup> Avenue, Kingsburg, California,  
December 3, 2021.

**CALL TO ORDER**

The meeting was called to order at 8:05 a.m. by Mr. Rick Jackson, President.

**MEMBERS PRESENT**

Mr. Johnie Thomsen  
Mr. Steve Nagle  
Mr. Rick Jackson

**MEMBERS ABSENT**

Mr. Brent Lunde  
Mr. Mike Serpa

**OTHERS PRESENT**

Mr. Don Shoemaker, Superintendent  
Ms. Cindy Schreiner, Executive Director of Student Services  
Ms. Michelle Warkentin, Assistant Principal Kingsburg High School  
Other staff members, students, and citizens - list on file in the district office.

**APPROVAL OF AGENDA (M121-2122)**

Mr. Name moved to approve the agenda as presented.  
Mr. Thomsen seconded the motion.  
The motion carried unanimously; 5 ayes, 0 noes

**BOARD ACTION****CONSIDERATION OF DISCIPLINE KHS-05-2122 (122-2122)****CONSIDERATION OF DISCIPLINE KHS-06-2122 (123-2122)****CLOSED SESSION**

From 8:12 a.m. to 9:20 a.m.

From 9:27 a.m. to 10:12 a.m.

**ITEMS REPORTED OUT OF CLOSED SESSION****CONSIDERATION OF DISCIPLINE KHS-05-2122 (122-2122)**

Mr. Nagle moved to expel student KHS-05-2122 for the remainder of the first semester and second semester of 2021-2022 school year in abeyance at Kingsburg Alternative Education Center.  
Mr. Thomsen seconded the motion.  
The motion carried by roll call vote, 3 ayes; 0 noes.

**CONSIDERATION OF DISCIPLINE KHS-06-2122 (123-2122)**

Mr. Nagle moved to expel student KHS-06-2122 for the remainder of the first semester and second semester of the 2021-2022 school year in abeyance at Kingsburg Alternative Education Center.

Mr. Thomsen seconded the motion.

The motion carried by roll call vote, 3 ayes; 0 noes.

**ADJOURNMENT (M124-2122)**

Mr. Nagle moved to adjourn the meeting at 10:15 a.m.

Mr. Thomsen seconded the motion.

The motion carried: 3 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: *Absent*

Mr. Serpa: *Absent*

Mr. Jackson: Aye

Minutes of the special meeting of December 3, 2021 are approved except for the following omissions, deletions or changes:

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**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

Minutes of the special meeting of December 3, 2021 are approved by action of the board.

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Rick Jackson  
President of the Board

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Mike Serpa  
Clerk of the Board

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT  
Minutes of the Regular Meeting of the Board of Trustees

**PLACE AND DATE**

Board Room, Kingsburg High School, 1900 18<sup>th</sup> Avenue, Kingsburg, California, December 13, 2021.

**CALL TO ORDER**

The meeting was called to order at 4:00 p.m. by Mr. Rick Jackson, President.

**MEMBERS PRESENT**

Mr. Rick Jackson, President  
Mr. Mike Serpa, Clerk  
Mr. Brent Lunde, Member  
Mr. Steve Nagle, Member  
Mr. Johnie Thomsen, Member

**MEMBERS ABSENT**

None

**OTHERS PRESENT**

Mr. Don Shoemaker, Superintendent  
Mr. Rufino Ucelo Jr., Chief Business Official  
Mr. Ryan Waltermann, Director Alternative Education  
Ms. Cindy Schreiner, Executive Director Student Services  
Ms. Shari Jensen, Superintendent Administrative Assistant

Other staff members, students, and citizens – list on file in the district office.

**APPROVAL OF AGENDA (M125-2122)**

Mr. Thomsen moved to approve the agenda as presented.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**PUBLIC COMMENTS**

None

**APPROVAL OF MINUTES**

**REGULAR MEETING – NOVEMBER 15, 2021 (M126-2122)**

Mr. Thomsen moved to approve the minutes of the Regular meeting of November 15, 2021 as presented in 7.1 of the supporting documents.

Mr. Serpa seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**SPECIAL MEETING – NOVEMBER 15, 2021 (M127-2122)**

Mr. Nagle moved to approve the minutes of the special meeting of November 15, 2021 as presented in 7.2 of the supporting documents.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**SPECIAL MEETING – NOVEMBER 18, 2021 (M128-2122)**

Mr. Serpa moved to approve the minutes of the special meeting of November 18, 2021 as presented in 7.2 of the supporting documents.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**DIRECTOR OF KINGSBURG ALTERNATIVE EDUCATION CENTER**

- Ryan Walterman, Director Kingsburg Alternative Education Center (KAEC)
- Recognized two students for their outstanding dedication and achievement to earn 55 credits in the first semester:
  - Ronnie Simentel – Will graduate early, first semester.
  - Roy Pineda-Gutierrez – Will be able to return to Kingsburg High School and now qualifies to play on the boys' soccer team. He is also earning hours and experience towards his goal of becoming a correctional officer.
- KAEC students participated in sporting activities against Dinuba today. Great opportunity for the students to enjoy completion and comradery.
- Between OASIS and Kingsburg Independent Study, there will be 10 graduates at semester and approximately 10 seniors returning to Kingsburg High School to finish the year and graduate with their peers.

**SUPERINTENDENT REPORT**

- Acknowledged the Fresno County Office of Education nomination for Ryan Phelan as Administrator of the Year and Laura Valenari as Teacher of the Year for the 2020-2021 school year.
- The Athletic Complex north side fencing project will move forward due to the generous grant from the Hillblom Foundation.
- Bathroom renovation/remodel project is almost finalized by Taylor Architect Group and will go to bid soon. District is also looking at additional renovations for the bathrooms at Kingsburg Alternative Education Center.
- The modular/portable classroom for Kingsburg Alternative Education Center is now at Division of State Architect (DSA). While waiting for final approval from DSA, the cement pad will be completed.
- Flatwork Project will go out to bid in the spring, with work beginning in the spring/summer timeframe. There will be pre-approval of all vendors.
- District will receive the new bus that was recently purchased in April 2022. The old bus will be maintained in the fleet for emergency use only.

- Purchase will be made for a new John Deere lawnmower at the end of December for the maintenance department.
- The little theater HVAC project proposal is on this night's agenda. A \$183,00.00 unit provided by ESSER II funding. Will be a great improvement!

### **PRINCIPAL REPORT**

- None

### **BOARD ACTION**

#### **TRUSTEE ORGANIZATION/ELECTION OF OFFICERS (M129-2122)**

Mr. Serpa moved to approve the election of officers – Rick Jackson as President of the Board and Mike Serpa as Clerk of the Board along with the following committee appointments. Rick Jackson- Health Education; Recognition; Voting Representative FCCSDO; Legislative Representative. Mike Serpa- Transportation; Building and Grounds; Resource Planning; Valley ROP Alternate Representative; Curriculum Alternate; Alternate Voting Representative FCCSDO. Steve Nagle – Curriculum; Budget, Finance & Negotiations Alternate; VROP Representative. Brent Lunde – Budget, Finance and Negotiations. Johnie Thomsen – Employee Relations as presented in 9.1 of the supporting document. Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

#### **REGISTRY OF PUBLIC AGENCIES (M130-2122)**

Mr. Nagle moved to approve the *Registry of Public Agencies* a required form detailing the Trustees of the Board Officers and names to be submitted to the California Secretary of State as presented in 9.2 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

#### **SCHEDULE OF BOARD MEETING DATES FOR 2022 (M131-2122)**

Mr. Serpa moved to approve the Schedule of Board Meeting Dates for 2022 as presented in 9.3 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**APPOINTMENT OF VOTING REPRESENTATIVE FRESNO COUNTY SCHOOL DISTRICT ORGANIZATION (M132-2122)**

Mr. Thomsen moved to approve Mr. Rick Jackson as the Voting Representative and Mike Serpa as the Alternate Voting Representative to vote on behalf of the District for persons seeking election to Fresno County Committee on School District Organization as presented in 9.4 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**BILLS PAID NOVEMBER 2021 (M133-2122)**

Mr. Serpa moved to approve the bills paid for November 2021 as presented in 9.5 of the supporting documents.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**INTERDISTRICT TRANSFERS**

9.6 Moved to Closed Session

**RESOLUTION #R22-2122 IN THE MATTER OF CLOSING FUND 1701 (M134-2122)**

Mr. Jackson moved to approve Resolution #R22-2122 in the Matter of Closing Fund 1701 titled Special Reserved Fund to be closed as it is no longer in used as presented in 9.7 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**RESOLUTION #R21-2122 EDUCATOR EFFECTIVENESS PLAN AND BLOCK GRANT (M135-2122)**

Mr. Nagle moved to approve Resolution #R21-2122 Educator Effectiveness Plan and Block Grant detailing how the plan funds will be spent as presented in 9.8 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye



**KJUHS 2022-2023 SCHOOL CALENDAR (M136-2122)**

Mr. Nagle moved to approve the Kingsburg Joint Union High School District 2022-2023 School Calendar as presented in 9.9 of the supporting document.

Mr. Lunde seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**LOCAL WELLNESS PLAN 2021-2022 (M137-2122)**

Mr. Jackson moved to approve the Local Wellness Plan 2021-2022 as required by school districts that participate in the National School Lunch Program as a tool for parents and districts in promoting student wellness as presented in 9.10 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**KHS MARCHING BAND OVERNIGHT TRIP TO DISNEYLAND (M138-2122)**

Mr. Thomsen moved to approve the KHS Marching Band Overnight Trip to Disneyland Park on Friday May 6<sup>th</sup> – May 7<sup>th</sup>, 2022 as presented in 9.11 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: No

Mr. Serpa: Aye

Mr. Jackson: Aye

**BOYS VARSITY BASEBALL OVERNIGHT TRIP TO SANTA MARIA, CA (M139-2122)**

Mr. Serpa moved to approve the Boys Varsity Baseball Overnight Trip to Santa Maria, CA, to play two baseball games vs. Nipomo and Pioneer Valley High Schools Friday, February 18 - February 19<sup>th</sup>, 2022 as presented in 9.12 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: No

Mr. Serpa: Aye

Mr. Jackson: Aye

**WRESTLING TEAM OVERNIGHT TRIPS (M140-2122)**

Mr. Thomsen moved to approve both Wrestling Team Overnight Trips the first to Huntington Beach, CA and the second to San Luis Obispo, CA as presented in 9.13 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: No

Mr. Serpa: Aye

Mr. Jackson: Aye

**ANNUAL REPORT ON DEVELOPER FEES 2020-2021 (M141-2122)**

Mr. Thomsen moved to approve the Annual Report on Developer Fees for the 2020-2021 school year as presented in 9.14 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**VALLEY FENCE CO. PROPOSAL ATHLETIC COMPLEX NORTH SIDE FENCE (M142-2122)**

Mr. Nagle moved to approve the Valley Fence Co. Proposal for the Athletic Complex North Side Fence Line in the amount of \$35,592.00 as presented in 9.15 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**RESOLUTION #R23-2122 AWARDING CONTRACT TO RAY MORGAN CO. FOR MULTIFUNCTION DEVICES AND RELATED SERVICES (M143-2122)**

Mr. Thomsen moved to approve Resolution #R23-2122 Awarding Contract to Ray Morgan Co. for Multifunction Devices and Related Services Piggyback/Agreement in the amount of \$105,072.00 as presented in 9.16 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**RESOLUTION #R24-2122 AWARDING CONTRACT TO RAY MORGAN CO. FOR OFFICE EQUIPMENT AND RELATED TECHNOLOGY AND SERVICES (M144-2122)**

Mr. Thomsen moved to approve Resolution #R24-2122 Awarding Contract to Ray Morgan Co. for Office Equipment and Related Technology and Services Piggyback/Agreement in the amount of \$24,732.50 as presented in 9.17 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**RESOLUTION #R25-2122 AWARDING CONTRACT TO TRANE FOR LITTLE THEATER HVAC REPLACEMENT (M145-2122)**

Mr. Nagle moved to approve Resolution #R25-2122 Awarding Contract to Trane for HVAC Products, Installation, Services and Related Products and Services Piggyback/Agreement in the amount of \$185,640.00 for the Little Theater HVAC Replacement at Kingsburg High School as presented in 9.18 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**KHS GIRLS VARSITY BASKETBALL OVERNIGHT TRIP TO SANTA MARIA, CA (M146-2122)**

Mr. Thomsen moved to approve the Kingsburg Girls Varsity Basketball Team Overnight Trip to Santa Maria, CA on January 7<sup>th</sup> – January 8<sup>th</sup>, 2022 as presented in 9.19 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: No

Mr. Serpa: Aye

Mr. Jackson: Aye

**FIRST INTERIM REPORT 2021-2022 (M147-2122)**

Mr. Thomsen moved to approve the First Interim Report 2021-2022 as presented in 9.20 of the supporting document.

Mr. Serpa seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**DISCUSSION****10.1 LCAP**

Cindy Schreiner, Executive Director of Student Services – Informed the board that the LCAP is delayed by the state and will be reported to the board in more detail in January/February timeframe.

**10.2 Set/Confirm Date Board Visitation Day**

Broad of Trustees will have the Board Visitation Day at the district on February 16<sup>th</sup>.

**WRITTEN INFORMATION****STUDENT BODY FUNDS REPORT**

The Board noted the ASB Fund Reports for November 2021 as presented in 11.1 of the supporting documents.

**SUSPENSION REPORT – NOVEMBER 2021**

The Board noted the suspension report for Kingsburg High School and Oasis High School for November 2021 as presented in 11.2 of the supporting document.

**CURRICULUM COUNCIL AGENDAS FOR OCTOBER & NOVEMBER 2021**

The Board noted the Curriculum Council Agendas October & November 2021 as presented in 11.3 of the supporting document.

**CLOSED SESSION****INTERDISTRICT TRANSFERS (M148-2122)****VOLUNTEER VARSITY ASSISTANT SOFTBALL COACHES – ERIC ERLING & EDDIE MONTELONGO (M149-2122)****VOLUNTEER JV/VARSITY BOYS SOCCER COACH - SAUL PEREZ (M150-2122)****SWIM & DIVE ASSISTANT VARSITY COACH - BRE ABELL (M151-2122)****KHS ATTENDANCE CLERK - CATHERINE ORTIZ (M152-2122)**

The Board met in closed session from 4:14 p.m. to 4:26 p.m.

**ITEMS REPORTED OUT OF CLOSED SESSION****INTERDISTRICT TRANSFERS (M148-2122)**

Mr. Nagle moved to approve the interdistrict transfers as recommended by the Superintendent as presented in 9.6 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**VOLUNTEER VARSITY ASSISTANT SOFTBALL COACHES – ERIC ERLING & EDDIE MONTELONGO (M149-2122)**

Mr. Jackson moved to approve the two new Volunteer Varsity Assistant Softball Coaches for the 2021-2022 school year, Eric Erling and Eddie Montelongo as presented in 12.1 of the supporting document.

Mr. Nagle seconded the motion.

The motion carried: 4 ayes; 1 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: No

Mr. Jackson: Aye

**VOLUNTEER JV/VARSITY BOYS SOCCER COACH - SAUL PEREZ (M150-2122)**

Mr. Nagle moved to approve Saul Perez as a Volunteer JV/Varsity Boys Soccer Coach for the 2021-2022 school year as presented in 12.2 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**SWIM & DIVE ASSISTANT VARSITY COACH - BRE ABELL (M151-2122)**

Mr. Thomsen moved to approve Bre Abell as a Swim & Dive Assistant Varsity Coach for the 2021-2022 school year and is a paid position as presented in 12.3 of the supporting document.

Mr. Jackson seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**KHS ATTENDANCE CLERK - CATHERINE ORTIZ (M152-2122)**

Mr. Nagle moved to approve the employment of Catherine Ortiz as the Kingsburg High School Attendance Clerk as presented in 12.4 of the supporting document.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

**ADJOURNMENT (M153-2122)**

Mr. Nagle moved to adjourn the meeting at 4:30 p.m.

Mr. Thomsen seconded the motion.

The motion carried: 5 ayes; 0 noes;

Mr. Thomsen: Aye

Mr. Nagle: Aye

Mr. Lunde: Aye

Mr. Serpa: Aye

Mr. Jackson: Aye

Minutes of the regular meeting of December 13, 2021 are approved except for the following omissions, deletions or changes:

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**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

Minutes of the regular meeting of December 13, 2021 are approved by action of the board.

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Mr. Rick Jackson  
President of the Board

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Mr. Mike Serpa  
Clerk of the Board

**ISSUE:** Presentation of Accounts Payable for the month of December 2022.

**ACTION:** Presentation of Accounts Payable for the month of December 2022.

**RECOMMENDATION:** Recommend approval.

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_  
Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

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**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**  
**ACCOUNTS PAYABLE BOARD REPORT**  
**Issue Date: 12/01/2021 thru 12/31/2021**  
**Regular Meeting January 18, 2022**

- Resources--(Re)
- 09000: Supplemental & Concentration
- 11000: Lottery
- 14000: EPA
- 30100: Title I
- 31820: Comprehensive Support and Improvement
- 32120: ESSER II
- 33100: Special Education
- 33110: Special Education: IDEA
- 35500: Carl Perkins Grant
- 40350: Title II
- 41270: ESSA: Title IV
- 63000: Lottery
- 63870: Career Technical Education (VROP)
- 63880: Strong Workforce Program
- 65000: Special Education
- 65460: Special Education (Mental Health)
- 70100: Ag Incentive Grant
- 74250: Expanded Learning Opportunities Grant
- 74260: Expanded Learning Opp Grant (PARA)
- 81500: Ongoing Major Maintenance

**0100-General Fund**

Vendor	Warrant #	Reference	Description	Fu---Re---Y-Gl---Fn---Ob-----Si--Dp	Amount
2349-A-1 EQUIPMENT RENTALS	512415199	PO-220527	REPAIRS-BOOM	0100-81500-0-0000-8100-560019-000-0000	4,116.70
				<b>Warrant Total:</b>	<b>4,116.70</b>
				<b>Vendor Total:</b>	<b>4,116.70</b>
2626-ACCELERATE LEARNING INC.	512416177	PO-220039	TEXTBOOKS-AG MECH	0100-32120-0-1110-1000-410000-001-1132	5,067.64
		PO-220039	TEXTBOOKS-AG MECH	0100-63000-0-1110-1000-410000-001-1132	1.80
				<b>Warrant Total:</b>	<b>5,069.44</b>
				<b>Vendor Total:</b>	<b>5,069.44</b>
12-ACSA	512418169	PO-220308	ANNUAL DUES	0100-00000-0-0000-7300-530000-000-9978	595.04
				<b>Warrant Total:</b>	<b>595.04</b>
				<b>Vendor Total:</b>	<b>595.04</b>
1253-AMAZON.COM LLC	512418170	PO-220341	SUPPLIES-ENGLISH	0100-32130-0-1110-1000-410000-001-0000	391.50
		PO-220443	ESSER II/ENGLISH	0100-32120-0-1110-1000-410000-001-1143	435.50
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	10.89
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	37.04
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	25.15
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	120.82
1253-amazon.com llc continued----->		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	9.79



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Vendor	Warrant #	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Dp	Amount
1253-AMAZON.COM LLC		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	6.77
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	89.47
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	450.44
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	11.93
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	10.89
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	11.58
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	8.71
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	37.20
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	85.54
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	9.23
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	40.93
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	26.81
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	119.10
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	9.80
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	15.29
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	10.89
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	119.86
		CM-220016	RETURN/REFUND	0100-09000-0-1110-1000-430000-001-0107	(48.12)
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	41.40
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	349.71
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	63.18
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	57.42
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	31.58
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	18.51
		PO-220460	SUPPLY-ADMIN	0100-00000-0-0000-2700-430000-001-0000	40.51
		PO-220462	SUPPLIES-ONEZONE	0100-09000-0-1110-1000-430000-000-0302	619.35
		PO-220504	SUPPLIES-MATH	0100-63000-0-1110-1000-430000-001-1152	49.03
		PO-220563	SUPPLIES-SWP	0100-63870-0-3800-1000-430000-001-3019	145.27
		PO-220563	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6390	454.08
		PO-220506	SUPPLIES-TESTING	0100-63000-0-1110-1000-430000-001-0000	166.13
		PO-220507	SUPPLIES-DIST	0100-00000-0-0000-7300-430000-000-0000	43.58
		PO-220564	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6389	70.82
		PO-220564	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6389	128.56
		PO-220564	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6389	259.32
		PO-220584	SUPPLIES-STAGE CRAFT	0100-63870-0-3800-1000-430000-001-3017	94.72
		PO-220505	SUPPLIES-SOC SCI	0100-63000-0-1110-1000-430000-001-1170	14.16
		PO-220542	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	45.77
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	32.68
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	105.16
		CM-220009	RETURN/REFUND	0100-09000-0-1110-1000-430000-001-0107	(49.43)
		CM-220010	RETURN/REFUND	0100-09000-0-1110-1000-430000-001-0107	(17.43)
		PO-220563	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6390	767.78
1253 amazon.com llc continued ----->		PO-220563	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6390	1,023.71

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1253-AMAZON.COM LLC		CM-220012	RETURN/REFUND	0100-09000-0-1110-1000-430000-001-0107	(78.49)
		CM-220013	RETURN/REFUND	0100-09000-0-1110-1000-430000-001-0107	(92.96)
		CM-220014	RETURN/REFUND	0100-09000-0-1110-1000-430000-001-0107	(76.11)
		CM-220015	RETURN/REFUND	0100-09000-0-1110-1000-430000-001-0107	(11.93)
		PO-220584	SUPPLIES-STAGE CRAFT	0100-63870-0-3800-1000-430000-001-3017	113.12
		PO-220584	SUPPLIES-STAGE CRAFT	0100-63870-0-3800-1000-430000-001-3017	163.76
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	32.68
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	10.48
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	18.51
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	47.69
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	261.80
		CM-220011	AMAZON.COM LLC	0100-09000-0-1110-1000-430000-001-0107	(61.75)
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	46.38
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	12.47
		PO-220542	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	45.76
		PO-220491	SUPPLIES-ART	0100-63000-0-1110-1000-430000-001-1133	279.84
		PO-220501	TECH-ENGLISH	0100-00000-0-1110-2420-430000-001-1143	103.53
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	54.46
		PO-220502	TECH-MATH	0100-00000-0-1110-2420-430000-001-1152	35.83
		PO-220555	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	30.24
		PO-220555	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	44.66
		PO-220555	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	30.24
		PO-220555	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	44.67
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	244.74
		PO-220295	SUPPLIES-SCI DEPT	0100-63000-0-1110-1000-430000-001-1167	313.80
		PO-220298	SUPPLIES-NURSE	0100-00000-0-1110-1000-430000-001-9945	98.04
		PO-220298	SUPPLIES-NURSE	0100-00000-0-1110-1000-430000-001-9945	523.05
		PO-220301	PENCILS 576 IN A CASE	0100-65000-0-5760-1120-430000-001-0000	87.14
		PO-220271	SUPPLIES-CROSS COUNTRY	0100-00000-0-1135-4200-430000-001-0000	326.90
		PO-220277	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	43.18
		PO-220277	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	11.25
		PO-220290	SUPPLIES-ADMIN	0100-00000-0-0000-2700-430000-001-0000	13.07
		PO-220254	SUPPLIES-ATHLETICS	0100-00000-0-1135-4200-430000-001-0000	27.23
		PO-220254	SUPPLIES-ATHLETICS	0100-00000-0-1135-4200-430000-001-0000	180.72
		PO-220290	SUPPLIES-ADMIN	0100-00000-0-0000-2700-430000-001-0000	84.94
		PO-220292	SUPPLIES-ENGLISH	0100-63000-0-1110-1000-430000-001-1143	43.08
		PO-220422	SUPPLIES-SCIENCE	0100-63000-0-1110-1000-430000-001-1167	179.40
		PO-220271	SUPPLIES-CROSS COUNTRY	0100-00000-0-1135-4200-430000-001-0000	65.34
		PO-220331	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	130.77
		PO-220331	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	130.77
		PO-220332	SUPPLIES-TECH DEPT	0100-00000-0-1110-2420-430000-001-0000	52.85
		PO-220398	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	53.34
1253-amazon.com llc continued ----->		PO-220436	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	429.91

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Vendor	Warrant #	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Dp	Amount
1253-AMAZON.COM LLC		PO-220436	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	429.90
		PO-220437	SUPPLIES-ART	0100-63000-0-1110-1000-430000-001-1133	87.17
		PO-220438	SUPPLIES-ART	0100-00000-0-1110-1000-430000-001-0000	157.05
		PO-220398	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	206.50
		PO-220400	SUPPLIES-BARISTA PROGRAM	0100-74250-0-1110-1000-430000-001-0000	33.58
		PO-220446	ELO-STUDY SKILLS CLASS	0100-74220-0-1110-1000-430000-001-0000	19.64
		PO-220446	ELO-STUDY SKILLS CLASS	0100-74220-0-1110-1000-430000-001-0000	83.28
		PO-220447	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	13.35
		PO-220447	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	53.40
		PO-220447	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	58.77
		PO-220434	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	392.28
		PO-220447	SUPPLIES-PBIS	0100-09000-0-1110-1000-430000-002-0201	276.24
		PO-220374	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	29.41
		PO-220374	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	52.67
		PO-220398	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	785.88
		PO-220398	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	276.12
		PO-220446	ELO-STUDY SKILLS CLASS	0100-74220-0-1110-1000-430000-001-0000	15.24
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	26.14
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	26.52
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	23.95
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	88.54
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	35.76
		PO-220165	SUPPLIES-LIBRARY BOOKS	0100-09000-0-1110-1000-430000-001-0107	149.42
		PO-220305	SUPPLIES-TECH/ENGLISH	0100-00000-0-1110-2420-430000-001-1143	358.53
		PO-220378	90A TONER	0100-00000-0-1110-2420-430000-001-1110	68.63
		PO-220381	POWER CORD-MAINT	0100-81500-0-0000-8100-430000-000-0000	31.59
		PO-220434	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	117.74
		PO-220484	SUPPLIES-ATTENDANCE	0100-00000-0-1110-1000-430000-001-0000	65.06
		PO-220493	SUPPLIES	0100-00000-0-1110-1000-430000-001-0000	38.13
		PO-220455	SUPPLIES-ART	0100-63000-0-1110-1000-430000-001-1133	26.68
		PO-220277	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	60.78
		PO-220167	SUPPLIES-SPORTS MED	0100-00000-0-1135-4200-430000-001-0000	54.48
		PO-220398	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	718.50
		PO-220619	SUPPLIES-LIBRARY	0100-09000-0-1110-1000-430000-001-0107	23.62
		PO-220398	SUPPLIES-WELLNESS FAIR	0100-74250-0-1110-1000-430000-001-0000	349.56
		PO-220429	SUPPLIES-DISTRICT	0100-00000-0-0000-7300-430000-000-0000	36.23
		PO-220434	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	17.41
		PO-220333	KLEENEX	0100-00000-0-0000-8200-430006-000-0000	335.10
		PO-220590	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	327.92
		PO-220345	SUPPLIES-NURSE	0100-00000-0-1110-1000-430012-001-0000	54.37
		PO-220285	SUPPLIES-MAINT	0100-81500-0-0000-8100-430018-000-0000	51.40
		PO-220508	ELMO CAMERA'S	0100-74250-0-1110-1000-440000-000-0000	119.32
1253-amazon.com llc continued ----->		PO-220508	ELMO CAMERA'S	0100-74250-0-1110-1000-440000-000-0000	127.20

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1253-AMAZON.COM LLC		PO-220484	SUPPLIES-ATTENDANCE	0100-00000-0-1110-1000-440000-001-0000	825.33
		PO-220396	NON CAP EQUIPMENT	0100-00000-0-1110-1000-440000-001-0000	277.89
		PO-220153	SUPPLIES-MAINT	0100-81500-0-0000-8100-440000-000-0000	129.68
				<b>Warrant Total:</b>	<b>18,232.94</b>
				<b>Vendor Total:</b>	<b>18,232.94</b>
904-AMERICAN INCORPORATED	512415200	PO-220093	REPAIRS-HVAC ROOM 41	0100-81500-0-0000-8100-560019-000-0000	205.00
		PO-220093	REPAIRS-HVAC ROOM 41	0100-81500-0-0000-8100-560019-000-0000	97.52
				<b>Warrant Total:</b>	<b>302.52</b>
				<b>Vendor Total:</b>	<b>302.52</b>
583-AT&T	512415201	PO-220083	PHONES-OASIS/FLEX	0100-00000-0-3300-8100-590004-002-0000	21.00
		PO-220083	PHONES-OASIS/INTERNET	0100-00000-0-3300-8100-590004-002-0000	21.00
		PO-220083	PHONES-OASIS/FLEX	0100-00000-0-3200-8100-590004-002-0000	42.00
		PO-220083	PHONES-OASIS/INTERNET	0100-00000-0-3200-8100-590004-002-0000	42.00
		PO-220083	PHONES-KHS/INTERENT	0100-00000-0-1110-1000-590008-001-0000	1,439.47
		PO-220083	PHONES-KHS/FIRE ALARM	0100-00000-0-1110-1000-590008-001-0000	22.68
		PO-220083	PHONES-KHS/FLEX	0100-00000-0-1110-1000-590008-001-0000	113.10
				<b>Warrant Total:</b>	<b>1,701.25</b>
				<b>Vendor Total:</b>	<b>1,701.25</b>
61-AUTOMATED OFFICE SYSTEMS	512418172	PO-220307	COPIER MAINT-AG	0100-35500-0-3800-1000-560007-001-0000	53.06
		PO-220307	COPIER MAINT-AG	0100-70100-0-3800-1000-560007-001-0000	53.05
		PO-220307	COPIER MAINT-I.S.	0100-00000-0-3300-8100-560007-002-0000	59.94
				<b>Warrant Total:</b>	<b>166.05</b>
				<b>Vendor Total:</b>	<b>166.05</b>
66-BANNER PEST CONTROL	512415202	PO-220526	PEST CONTROL	0100-00000-0-0000-8100-550006-001-0000	95.00
				<b>Warrant Total:</b>	<b>95.00</b>
				<b>Vendor Total:</b>	<b>95.00</b>
221-BLICK ART MATERIALS LLC	512415203	PO-220528	SUPPLY-ART	0100-63000-0-1110-1000-430000-001-1133	75.00
				<b>Warrant Total:</b>	<b>75.00</b>
				<b>Vendor Total:</b>	<b>75.00</b>

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501-BUSINESS CARD	512416178	PO-220606	OSHA COURSES	0100-63870-0-3800-1000-430000-001-3019	176.00	
		PO-220586	SUPPLIES-LCAP	0100-09000-0-1110-1000-430000-001-0207	1,792.75	
		PO-220606	OSHA COURSES	0100-63870-0-3800-1000-430000-001-3019	128.00	
		PO-220541	SUPPLIES-AG MECH	0100-00000-0-1132-1000-430000-001-0010	549.36	
		PO-220565	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6389	1,619.63	
		PO-220600	FUEL	0100-00000-0-1110-3600-430009-001-0000	21.87	
		PO-220600	FUEL	0100-00000-0-1110-3600-430009-001-0000	75.00	
		PO-220498	PROPANE	0100-00000-0-0000-8200-430010-000-0000	32.08	
		PO-220498	PROPANE	0100-00000-0-0000-8200-430010-000-0000	80.59	
		PO-220087	WASHINGTON POST	0100-63000-0-1110-1000-430020-001-1143	5.00	
		PO-220086	NYTIMES	0100-63000-0-1110-1000-430020-001-1143	4.00	
		PO-220607	SUPPLIES-ESSER II	0100-32120-0-1110-3110-440000-001-0000	777.00	
		PO-220431	ONLINE WEBINARS	0100-00000-0-0000-7300-520000-000-0000	245.00	
		PO-220061	CANVA PRO	0100-00000-0-1110-1000-580000-001-0000	40.91	
		PO-220569	NOTICE TO BIDDERS AD	0100-00000-0-0000-7300-580001-000-0000	1,532.16	
		<b>Warrant Total:</b>				
<b>Vendor Total:</b>					<b>7,079.35</b>	
107-BUSWEST-FRESNO	512415204	PO-220529	BUS MAINT.	0100-00000-0-1110-3600-560005-001-0000	195.02	
		PO-220529	BUS MAINT.	0100-00000-0-1110-3600-560005-001-0000	228.40	
		PO-220529	BUS MAINT.	0100-00000-0-1110-3600-560005-001-0000	906.47	
		PO-220529	BUS MAINT.	0100-00000-0-1110-3600-560005-001-0000	115.45	
		PO-220529	BUS MAINT.	0100-00000-0-1110-3600-560005-001-0000	103.27	
<b>Warrant Total:</b>					<b>1,548.61</b>	
<b>Vendor Total:</b>					<b>1,548.61</b>	
130-CDW GOVERNMENT INC.	512415205	PO-220435	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	300.03	
		PO-220435	SUPPLIES-SPEC ED	0100-65000-0-5760-1120-430000-001-0000	990.54	
		PO-220439	HP 8025 PRINTER	0100-00000-0-1110-2420-430000-001-1133	163.14	
		PO-220439	HP 8025 PRINTER	0100-63000-0-1110-1000-440002-001-1133	407.87	
	<b>Warrant Total:</b>					<b>1,861.58</b>
	512418173	PO-220319	NON CAP COMPUTER EQUIP.	0100-31820-0-3300-1000-440002-002-0000	12,618.34	
		PO-220319	NON CAP COMPUTER EQUIP.	0100-31820-0-3300-1000-440002-002-0000	1,447.70	
		PO-220319	NON CAP COMPUTER EQUIP.	0100-31820-0-3300-1000-440002-002-0000	1,144.24	
		PO-220319	NON CAP COMPUTER EQUIP.	0100-31820-0-3300-1000-440002-002-0000	1,271.99	
		PO-220319	NON CAP COMPUTER EQUIP.	0100-31820-0-3300-1000-440002-002-0000	383.59	
PO-220319		NON CAP COMPUTER EQUIP.	0100-31820-0-3300-1000-440002-002-0000	1,054.88		
<b>Warrant Total:</b>					<b>17,920.74</b>	
<b>Vendor Total:</b>					<b>19,782.32</b>	

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1686-CENTRAL SANITARY SUPPLY	512416180	PO-220603	SUPPLIES-MAINT	0100-81500-0-0000-8100-430006-000-0000	11.08
		PO-220603	SUPPLIES-MAINT	0100-81500-0-0000-8100-430006-000-0000	349.12
<b>Warrant Total:</b>					<b>360.20</b>
<b>Vendor Total:</b>					<b>360.20</b>
2438-CINTAS CORPORATION	512418174	PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	88.54
		PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	88.54
		PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	88.54
		PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	88.54
		PO-220106	UNIFORM SERVICE	0100-81500-0-0000-8100-430023-000-0000	119.41
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	209.38
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	209.38
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	209.38
		PO-220106	JANITORIAL SERVICE	0100-00000-0-0000-8200-550004-000-0000	209.38
<b>Warrant Total:</b>					<b>1,520.47</b>
<b>Vendor Total:</b>					<b>1,520.47</b>
149-CITY OF KINGSBURG	512415206	PO-220579	POLICE SERVICES	0100-00000-0-1135-4200-580029-000-0202	2,461.82
<b>Warrant Total:</b>					<b>2,461.82</b>
150-CITY OF KINGSBURG	512415207	PO-220068	UTILITIES-KHS	0100-81500-0-0000-8100-550009-000-0000	6,275.81
		PO-220068	UTILITIES-OASIS	0100-00000-0-3200-8100-550009-002-0000	417.00
		PO-220068	UTILITIES-I.S.	0100-00000-0-3300-8100-550009-002-0000	417.00
<b>Warrant Total:</b>					<b>7,109.81</b>
1318-CITY OF KINGSBURG	512415208	PO-220578	QUARTERLY POOL	0100-00000-0-8100-5100-580000-000-9966	7,107.64
<b>Warrant Total:</b>					<b>7,107.64</b>
<b>Vendor Total:</b>					<b>16,679.27</b>
2243-COSCO FIRE PROTECTION	512415209	PO-220577	REPAIRS-FIRE ALARM	0100-81500-0-0000-8100-560019-000-0000	2,070.00
		PO-220531	REPAIRS-FIRE ALARM	0100-81500-0-0000-8100-560019-000-0000	220.00
		PO-220531	REPAIRS-FIRE ALARM	0100-81500-0-0000-8100-560019-000-0000	3,802.22
		PO-220553	ANNUAL INSPECTION	0100-81500-0-0000-8100-580000-000-0000	880.00
		PO-220553	ANNUAL INSPECTION	0100-81500-0-0000-8100-580000-000-0000	4,400.00
<b>Warrant Total:</b>					<b>11,372.22</b>
<b>Vendor Total:</b>					<b>11,372.22</b>
1231-CUMMINS INC.	512415210	PO-220532	BUS REPAIRS 3	0100-00000-0-1110-3600-560005-001-0000	3,126.45
		PO-220532	BUS REPAIRS 3	0100-00000-0-1110-3600-560005-001-0000	3,257.96
<b>Warrant Total:</b>					<b>6,384.41</b>
<b>Vendor Total:</b>					<b>6,384.41</b>

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2693-DAVIS, JENNY	512415211	PO-220594	GUARDIAN MILEAGE	0100-65000-0-5760-9200-714201-000-0000	172.08
				<b>Warrant Total:</b>	<b>172.08</b>
				<b>Vendor Total:</b>	<b>172.08</b>
2598-DBA: CHROMEBOOKPARTS.COM	512415212	PO-220358	SUPPLIES-ONE 2 ONE	0100-09000-0-1110-1000-430000-000-0302	65.35
		PO-220358	SUPPLIES-ONE 2 ONE	0100-09000-0-1110-1000-430000-000-0302	130.70
		PO-220358	SUPPLIES-ONE 2 ONE	0100-09000-0-1110-1000-430000-000-0302	3,350.27
		PO-220375	SUPPLIES-ONE TO ONE	0100-09000-0-1110-1000-430000-000-0302	217.83
		PO-220358	SUPPLIES-ONE 2 ONE	0100-09000-0-1110-1000-430000-000-0302	21.78
		PO-220375	SUPPLIES-ONE TO ONE	0100-09000-0-1110-1000-430000-000-0302	207.00
				<b>Warrant Total:</b>	<b>3,992.93</b>
				<b>Vendor Total:</b>	<b>3,992.93</b>
2572-DBA: CORE TEAM	512415213	PO-220596	SUPPLIES-ESSER II	0100-32120-0-0000-8200-430006-000-0000	3,370.00
				<b>Warrant Total:</b>	<b>3,370.00</b>
				<b>Vendor Total:</b>	<b>3,370.00</b>
2690-DBA: KING CONSULTING	512415214	PO-220573	REDISTRICTING TRUSTEE AREA	0100-00000-0-0000-7110-580000-000-0000	5,503.75
				<b>Warrant Total:</b>	<b>5,503.75</b>
				<b>Vendor Total:</b>	<b>5,503.75</b>
1305-DBA: NAPA AUTO PARTS	512418175	PO-220114	TRANSPORTATION	0100-81500-0-0000-8100-430018-000-9960	621.62
		PO-220114	TRANSPORTATION	0100-00000-0-1110-3600-430024-001-0000	163.30
				<b>Warrant Total:</b>	<b>784.92</b>
				<b>Vendor Total:</b>	<b>784.92</b>
2058-DBA: RIDDELL ALL AMERICAN	512418176	PO-220560	ATHLETICS-SAFETY	0100-00000-0-1135-4200-430000-001-0000	9,795.03
		PO-220559	ATHLETICS-RECONDITIONING	0100-00000-0-1135-4200-580000-001-0000	6,895.01
				<b>Warrant Total:</b>	<b>16,690.04</b>
				<b>Vendor Total:</b>	<b>16,690.04</b>
2703-DBA: RTS RACE TIMING	512415215	PO-220593	ATHLETICS-TIMING	0100-00000-0-1135-4200-580000-001-0000	1,040.00
				<b>Warrant Total:</b>	<b>1,040.00</b>
				<b>Vendor Total:</b>	<b>1,040.00</b>
660-DBA: SIGN RANCH	512418177	PO-220546	SUPPLIES-ATHLETICS	0100-00000-0-1135-4200-580000-001-0000	475.11
		PO-220547	SUPPLIES-ADMIN	0100-00000-0-0000-7110-580000-000-0000	307.62
				<b>Warrant Total:</b>	<b>782.73</b>
				<b>Vendor Total:</b>	<b>782.73</b>

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2057-DBA: TEAMTALK NETWORK	512415216	PO-220101	DISPATCH RADIOS	0100-00000-0-1110-3600-590003-001-0000	199.92
					<b>Warrant Total: 199.92</b>
					<b>Vendor Total: 199.92</b>
1715-DBA: U.S. BANK EQUIPMENT	512415217	PO-220125	COPIER LEASE	0100-00000-0-1110-1000-560008-001-0000	5,046.31
		PO-220125	COPIER LEASE	0100-00000-0-1110-1000-560008-001-0000	184.01
		PO-220125	COPIER LEASE-OASIS	0100-00000-0-3200-8100-560008-002-0000	264.18
					<b>Warrant Total: 5,494.50</b>
					<b>Vendor Total: 5,494.50</b>
835-DBA: VILLAGE TIRE SALES	512415218	PO-220550	REPAIRS-TIRES	0100-81500-0-0000-8100-560019-000-0000	1,386.54
					<b>Warrant Total: 1,386.54</b>
					<b>Vendor Total: 1,386.54</b>
1415-DBA: ZEE MEDICAL SERVICE CO.	512416181	PO-220551	FIRST AID RESTOCK	0100-00000-0-1110-1000-430012-001-0000	232.44
		PO-220551	FIRST AID RESTOCK	0100-00000-0-3200-1000-430012-002-0000	64.84
					<b>Warrant Total: 297.28</b>
					<b>Vendor Total: 297.28</b>
2503-DOCUMENT TRACKING SERVICES LLC	512415219	PO-220509	DOCUMENT TRACKING	0100-09000-0-1110-1000-580000-000-0301-	1,245.00
					<b>Warrant Total: 1,245.00</b>
					<b>Vendor Total: 1,245.00</b>
1077-E. G. BABCOCK CO.	512415220	PO-220534	GROUND SUPPLIES	0100-00000-0-0000-8200-430010-000-0000	6.45
		PO-220534	GROUND SUPPLIES	0100-00000-0-0000-8200-430010-000-0000	45.54
		PO-220534	GROUND SUPPLIES	0100-00000-0-0000-8200-430010-000-0000	66.57
		PO-220534	GROUND SUPPLIES	0100-00000-0-0000-8200-430010-000-0000	190.41
		PO-220534	GROUND SUPPLIES	0100-00000-0-0000-8200-430010-000-0000	765.67
					<b>Warrant Total: 1,074.64</b>
					<b>Vendor Total: 1,074.64</b>
2041-ENFINITY CENTRALVAL7 KJUHSD	512418178	PO-220107	SOLAR	0100-11000-0-0000-8200-550001-000-0005	9,527.16
					<b>Warrant Total: 9,527.16</b>
					<b>Vendor Total: 9,527.16</b>
1261-ENNS, MIKE	512415221	PO-220105	COMPUTER SERVICE	0100-09000-0-1110-2420-580000-000-0302	467.50
					<b>Warrant Total: 467.50</b>
					<b>Vendor Total: 467.50</b>
2662-ETHOS PROTECTION SERVICES INC.	512415222	PO-220580	SECURITY-FOOTBALL GAMES	0100-00000-0-1135-4200-580029-000-0202	1,864.50
					<b>Warrant Total: 1,864.50</b>
					<b>Vendor Total: 1,864.50</b>



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274-EWING IRRIGATION PRODUCTS INC.	512415223	PO-220533	GROUND SUPPLIES	0100-81500-0-0000-8100-430010-000-0000	1,679.17
		PO-220533	GROUND SUPPLIES	0100-81500-0-0000-8100-430010-000-0000	1,854.71
				<b>Warrant Total:</b>	<b>3,533.88</b>
				<b>Vendor Total:</b>	<b>3,533.88</b>
1174-FAB TECH OF THE CENTRAL VALLEY	512415224	PO-220535	16 GA BACKSPLASH	0100-81500-0-0000-8100-560019-000-0000	414.11
				<b>Warrant Total:</b>	<b>414.11</b>
				<b>Vendor Total:</b>	<b>414.11</b>
929-FOUNDATION FOR ED. ADMIN.	512415225	PO-220187	EVERY CHILD COUNTS SYMPOSIUM	0100-40350-0-1110-1000-520000-001-0000	1,100.00
				<b>Warrant Total:</b>	<b>1,100.00</b>
				<b>Vendor Total:</b>	<b>1,100.00</b>
301-FRESNO COUNTY SELF INSURANCE	512415226	PO-220054	WORKER'S COMP	0100-00010-0-0000-0000-951600-000-0000	69,099.00
				<b>Warrant Total:</b>	<b>69,099.00</b>
				<b>Vendor Total:</b>	<b>69,099.00</b>
378-JACK'S REFRIGERATION INC.	512418179	PO-220510	REPAIRS-SNACKBAR FRIDGE	0100-81500-0-0000-8100-560019-000-0000	543.25
				<b>Warrant Total:</b>	<b>543.25</b>
				<b>Vendor Total:</b>	<b>543.25</b>
400-JOE SAUBERT INC.	512418180	PO-220536	REPAIRS-MAINT	0100-81500-0-0000-8100-560019-000-0000	154.00
		PO-220536	REPAIRS-MAINT	0100-81500-0-0000-8100-560019-000-0000	157.00
		PO-220536	REPAIRS-MAINT	0100-81500-0-0000-8100-560019-000-0000	345.00
		PO-220536	REPAIRS-MAINT	0100-81500-0-0000-8100-560019-000-0000	713.64
		PO-220536	REPAIRS-MAINT	0100-81500-0-0000-8100-560019-000-0000	1,215.52
				<b>Warrant Total:</b>	<b>2,585.16</b>
				<b>Vendor Total:</b>	<b>2,585.16</b>
2689-KINGS COUNTY AIR INC.	512415228	PO-220537	REPAIRS-BLOWER MOTOR	0100-81500-0-0000-8100-560019-000-0000	1,175.00
				<b>Warrant Total:</b>	<b>1,175.00</b>
				<b>Vendor Total:</b>	<b>1,175.00</b>
2455-KINGS INDUSTRIAL OCCUPATIONAL	512415229	PO-220597	D.O.T. PHYSICAL	0100-00000-0-1110-3600-580025-001-0000	197.00
				<b>Warrant Total:</b>	<b>197.00</b>
				<b>Vendor Total:</b>	<b>197.00</b>

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476-LOZANO SMITH LLP	512415230	PO-220575	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	1,350.00	
		PO-220575	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	1,012.50	
	<b>Warrant Total:</b>					<b>2,362.50</b>
	512418181	PO-220617	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	90.00	
		PO-220617	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	1,583.00	
		PO-220617	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	1,697.50	
		PO-220617	LEGAL SERVICES	0100-00000-0-0000-7300-580018-000-0000	2,220.00	
	<b>Warrant Total:</b>					<b>5,590.50</b>
	<b>Vendor Total:</b>					<b>7,953.00</b>
	1364-MANLEY, MIKE	512418182	PO-220613	CMC NORTH CONF REIMB/MEALS	0100-40350-0-1110-1000-520000-001-0000	13.50
<b>Warrant Total:</b>					<b>13.50</b>	
<b>Vendor Total:</b>					<b>13.50</b>	
2698-MEDICAL DEVICE DEPOT INC.	512416182	PO-220566	SUPPLIES-SWP	0100-00000-0-1110-1000-430000-001-6350	197.86	
		PO-220566	SUPPLIES-SWP	0100-63880-0-3800-1000-430000-001-6389	1,973.53	
	<b>Warrant Total:</b>					<b>2,171.39</b>
	<b>Vendor Total:</b>					<b>2,171.39</b>
530-MORRIS, INGRID	512418183	PO-220601	CMC NORTH CONF-REIMB/MEALS	0100-40350-0-1110-1000-520000-001-0000	12.05	
		PO-220601	CMC NORTH CONF-REIMB/MILEAGE	0100-40350-0-1110-1000-520000-001-0000	199.36	
	<b>Warrant Total:</b>					<b>211.41</b>
	<b>Vendor Total:</b>					<b>211.41</b>
539-NASCO-MODESTO	512418184	PO-220492	SUPPLIES-ART	0100-63000-0-1110-1000-430000-001-1133	123.96	
		PO-220492	SUPPLIES-ART	0100-63000-0-1110-1000-430000-001-1133	1,578.71	
	<b>Warrant Total:</b>					<b>1,702.67</b>
<b>Vendor Total:</b>					<b>1,702.67</b>	
547-NELSON'S ACE HARDWARE	512416183	PO-220115	SUPPLIES-MAINT	0100-81500-0-0000-8100-430018-000-0030	299.82	
		<b>Warrant Total:</b>				
	<b>Vendor Total:</b>					<b>299.82</b>
1358-NELSON'S POWER CENTER	512416184	PO-220604	SUPPLIES-GROUNDS	0100-00000-0-0000-8200-430010-000-0000	9.75	
		<b>Warrant Total:</b>				
	<b>Vendor Total:</b>					<b>9.75</b>

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568-OFFICE DEPOT INC.	512418185	PO-220486	SUPPLIES-OASIS	0100-00000-0-3300-1000-430000-002-0000	89.79
		PO-220490	TECHNOLOGY-INK	0100-00000-0-1110-2420-430000-001-1160	94.07
		PO-220503	TECH-ADMIN	0100-00000-0-1110-2420-430000-001-2700	128.35
		PO-220485	910XL W/910 INK	0100-00000-0-1110-2420-430000-001-0000	167.58
		PO-220486	SUPPLIES-OASIS	0100-00000-0-3200-1000-430000-002-0000	89.79
		PO-220382	SUPPLIES-SCI DEPT	0100-63000-0-1110-1000-430000-001-1167	55.47
		PO-220470	SUPPLIES-LCAP/CCC	0100-09000-0-1139-1000-430000-001-0305	291.25
			<b>Warrant Total:</b>	<b>916.30</b>	
			<b>Vendor Total:</b>	<b>916.30</b>	
2700-OFFICIAL PEST PREVENTION INC.	512415231	PO-220572	TERMITES-OASIS	0100-81500-0-0000-8100-580000-000-0000	4,896.00
				<b>Warrant Total:</b>	<b>4,896.00</b>
				<b>Vendor Total:</b>	<b>4,896.00</b>
584-PACIFIC GAS & ELECTRIC CO.	512418186	PO-220144	UTILITIES-KHS/NON SOLAR	0100-00000-0-0000-8200-550001-000-0000	12,221.10
				<b>Warrant Total:</b>	<b>12,221.10</b>
				<b>Vendor Total:</b>	<b>12,221.10</b>
585-PACIFIC WEST CONTROLS INC.	512418187	PO-220117	HVAC MAINT/SERVICE	0100-81500-0-0000-8100-560010-000-0000	150.00
				<b>Warrant Total:</b>	<b>150.00</b>
				<b>Vendor Total:</b>	<b>150.00</b>
1788-PEARSON ASSESSMENT	512418188	PO-220423	SUPPLIES-SPED ED	0100-65370-0-5760-1120-430000-001-0000	1,109.91
				<b>Warrant Total:</b>	<b>1,109.91</b>
				<b>Vendor Total:</b>	<b>1,109.91</b>
439-PHILLIPS 66-CO./SYNCB	512418189	PO-220620	FUEL	0100-00000-0-1110-3600-430009-001-0000	94.67
				<b>Warrant Total:</b>	<b>94.67</b>
				<b>Vendor Total:</b>	<b>94.67</b>
2531-PROFESSIONAL PRINT & MAIL INC.	512418190	PO-220458	ENVELOPES-OASIS	0100-00000-0-3200-1000-430000-002-0000	330.09
		PO-220458	ENVELOPES-I.S.	0100-00000-0-3300-1000-430000-002-0000	330.09
				<b>Warrant Total:</b>	<b>660.18</b>
				<b>Vendor Total:</b>	<b>660.18</b>
2138-QUADIENT LEASING USA INC.	512415232	PO-220544	RATE MAINTENANCE	0100-00000-0-0000-7300-440000-000-0000	125.39
				<b>Warrant Total:</b>	<b>125.39</b>
				<b>Vendor Total:</b>	<b>125.39</b>
2054-QUINN COMPANY	512415233	PO-220545	REPAIRS MAINT	0100-81500-0-0000-8100-560019-000-0000	1,178.57
				<b>Warrant Total:</b>	<b>1,178.57</b>
				<b>Vendor Total:</b>	<b>1,178.57</b>

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**  
**ACCOUNTS PAYABLE BOARD REPORT**  
**Issue Date: 12/01/2021 thru 12/31/2021**  
**Regular Meeting January 18, 2022**

Vendor	Warrant #	Reference	Description	Fu---Re----Y-GI---Fn---Ob----Si--Dp	Amount
1728-RAY MORGAN COMPANY INC.	512418191	PO-220119	COPIER MAINT	0100-00000-0-1110-1000-560008-001-0000	506.00
				<b>Warrant Total:</b>	<b>506.00</b>
				<b>Vendor Total:</b>	<b>506.00</b>
1675-SAN JOAQUIN VALLEY AIR	512415234	PO-220598	ANNUAL PERMITS	0100-81500-0-0000-8100-580000-000-0000	290.00
				<b>Warrant Total:</b>	<b>290.00</b>
				<b>Vendor Total:</b>	<b>290.00</b>
2269-SERRANO, JOSE	512418193	PO-220618	D.O.T. PHYSICAL	0100-00000-0-1110-3600-580025-001-0000	75.00
				<b>Warrant Total:</b>	<b>75.00</b>
				<b>Vendor Total:</b>	<b>75.00</b>
2694-SIGLE, JAMES	512415236	PO-220595	GUARDIAN MILEAGE	0100-65000-0-5760-9200-714201-000-0000	207.84
				<b>Warrant Total:</b>	<b>207.84</b>
				<b>Vendor Total:</b>	<b>207.84</b>
724-SISC III	512415237	PV-220007	BOARD	0100-00000-0-0000-7110-340200-000-0000	6,947.50
		PV-220007	BC-RETIREE*	0100-00000-0-0000-7110-340200-000-0000	1,853.30
		PV-220007	BS-RETIREE*	0100-00000-0-0000-7110-370200-000-0000	2,201.80
		PV-220007	RS-RETIREE*	0100-00000-0-0000-8200-370200-000-0000	2,229.80
		PV-220007	JH-RETIREE	0100-00000-0-0000-8200-370200-000-0000	1,818.80
		PV-220007	STAFF	0100-00010-0-0000-0000-951400-000-0000	154,334.05
				<b>Warrant Total:</b>	<b>169,385.25</b>
				<b>Vendor Total:</b>	<b>169,385.25</b>
740-STATE OF CALIFORNIA	512418194	PO-220354	FINGERPRINTING	0100-00000-0-0000-7300-580015-000-0000	96.00
				<b>Warrant Total:</b>	<b>96.00</b>
				<b>Vendor Total:</b>	<b>96.00</b>
758-TCM INVESTMENTS	512418195	PO-220121	COPIER RENTAL-AG	0100-70100-0-3800-1000-560008-001-0000	46.31
		PO-220121	COPIER RENTAL-AG	0100-35500-0-3800-1000-560008-001-0000	46.32
		PO-220121	COPIER RENTAL-I.S.	0100-00000-0-3300-8100-560008-002-0000	72.76
				<b>Warrant Total:</b>	<b>165.39</b>
				<b>Vendor Total:</b>	<b>165.39</b>
2536-THE FOUNDATION @ FCOE	512415239	PO-220592	CRADLE TO CAREER	0100-00000-0-0000-7300-530000-000-9973	500.00
				<b>Warrant Total:</b>	<b>500.00</b>
				<b>Vendor Total:</b>	<b>500.00</b>
774-THE GAS COMPANY	512418196	PO-220123	NATURAL GAS	0100-00000-0-0000-8200-550003-000-0000	2,935.10
				<b>Warrant Total:</b>	<b>2,935.10</b>
				<b>Vendor Total:</b>	<b>2,935.10</b>

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**  
**ACCOUNTS PAYABLE BOARD REPORT**  
**Issue Date: 12/01/2021 thru 12/31/2021**  
**Regular Meeting January 18, 2022**

Vendor	Warrant #	Reference	Description	Fu---Re---Y-Gl---Fn---Ob----Si--Dp	Amount	
779-THE HOME DEPOT	512418197	PO-220454	SUPPLIES-ART	0100-63000-0-1110-1000-430000-001-1133	162.37	
		PO-220414	SUPPLIES-STAGE CRAFT	0100-63870-0-3800-1000-430000-001-3017	608.21	
		PO-220571	SUPPLIES-CONSTRUCTION	0100-63000-0-1110-1000-430000-001-0000	912.10	
		PO-220362	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	363.02	
		PO-220362	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	363.01	
		PO-220082	SUPPLIES-MAINT	0100-81500-0-0000-8100-430018-000-0004	580.30	
					<b>Warrant Total:</b>	<b>2,989.01</b>
			<b>Vendor Total:</b>	<b>2,989.01</b>		
2477-TOTAL COMPENSATION SYSTEMS INC	512415240	PO-220548	GASB 68 REPORT	0100-00000-0-0000-7300-580000-000-0000	1,500.00	
					<b>Warrant Total:</b>	<b>1,500.00</b>
					<b>Vendor Total:</b>	<b>1,500.00</b>
828-VALLEY IRON INC	512415241	PO-220539	SUPPLIES-AG MECH	0100-00000-0-1132-1000-430000-001-0010	1,777.45	
					<b>Warrant Total:</b>	<b>1,777.45</b>
					<b>Vendor Total:</b>	<b>1,777.45</b>
994-VALLEY R.O.P.	512418198	PO-220557	JM-TEACHER	0100-00000-0-1110-1000-580000-001-6350	7,738.55	
					<b>Warrant Total:</b>	<b>7,738.55</b>
					<b>Vendor Total:</b>	<b>7,738.55</b>
1212-WENGER CORP.	512418199	PO-220046	NON CAP-FURNITURE	0100-32120-0-1110-1000-440001-000-0000	32,197.33	
					<b>Warrant Total:</b>	<b>32,197.33</b>
					<b>Vendor Total:</b>	<b>32,197.33</b>
2321-WESTAIR GASES & EQUIPMENT INC.	512418201	PO-220288	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	16.10	
		PO-220288	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	164.03	
		PO-220288	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	16.10	
		PO-220425	SUPPLIES-AG	0100-35500-0-3800-1000-430000-001-0000	1,344.61	
		PO-220425	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	1,344.61	
		PO-220288	SUPPLIES-AG	0100-70100-0-3800-1000-430000-001-0000	164.02	
					<b>Warrant Total:</b>	<b>3,049.47</b>
			<b>Vendor Total:</b>	<b>3,049.47</b>		
868-WILLIAMS, GAIL	512418202	PO-220602	CMC NORTH CONF REIMB/MEALS	0100-40350-0-1110-1000-520000-001-0000	13.50	
					<b>Warrant Total:</b>	<b>13.50</b>
					<b>Vendor Total:</b>	<b>13.50</b>
2580-ZOOM VIDEO COMMUNICATIONS INC.	512418203	PO-220127	CLOUD RECORDING-100GB	0100-32120-0-1110-1000-580000-000-0000	40.00	
					<b>Warrant Total:</b>	<b>40.00</b>
					<b>Vendor Total:</b>	<b>40.00</b>
<b>Fund Total:</b>					<b>484,801.23</b>	

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**  
**ACCOUNTS PAYABLE BOARD REPORT**  
**Issue Date: 12/01/2021 thru 12/31/2021**  
**Regular Meeting January 18, 2022**

Vendor	Warrant #	Reference	Description	Fu---Re----Y-Gl---Fn---Ob----Si--Dp	Amount
<b>1300-Cafeteria Fund</b>					
1253-AMAZON.COM LLC	512418171	PO-220421	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	61.46
		PO-220421	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	385.76
		PO-220421	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	34.19
		PO-220309	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	86.31
		PO-220365	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	21.77
		PO-220267	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	78.34
		PO-220267	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	87.17
		CM-220018	RETURN/REFUND	1300-53100-0-0000-3700-430000-000-0000	(78.34)
		PO-220294	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	411.52
		CM-220017	RETURN/REFUND	1300-53100-0-0000-3700-430000-000-0000	(84.40)
		PO-220248	SUPPLIES-FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	167.50
				<b>Warrant Total:</b>	<b>1,171.28</b>
				<b>Vendor Total:</b>	<b>1,171.28</b>
501-BUSINESS CARD	512416179	PO-220587	WEBSTAIRANT MONTHLY FEE	1300-53100-0-0000-3700-580000-000-0000	107.89
				<b>Warrant Total:</b>	<b>107.89</b>
				<b>Vendor Total:</b>	<b>107.89</b>
2418-SELMA UNIFIED SCHOOL DISTRICT	512415235	PO-220570	LUNCHES-AUG.	1300-53100-0-0000-3700-580000-000-0000	6,127.50
		PO-220570	LUNCHES-SEPT.	1300-53100-0-0000-3700-580000-000-0000	11,970.00
		PO-220570	LUNCHES-OCT.	1300-53100-0-0000-3700-580000-000-0000	13,466.25
				<b>Warrant Total:</b>	<b>31,563.75</b>
	512418192	PO-220615	FOOD SERVICE	1300-53100-0-0000-3700-430000-000-0000	132.98
		PO-220616	LUNCHES-NOV.	1300-53100-0-0000-3700-470002-000-0000	9,618.75
				<b>Warrant Total:</b>	<b>9,751.73</b>
				<b>Vendor Total:</b>	<b>41,315.48</b>
755-SYSCO CENTRAL CALIFORNIA INC.	512415238	PO-220599	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	897.85
		PO-220599	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	766.54
		PO-220599	FOOD SERVICE	1300-53100-0-0000-3700-470002-000-0000	464.26
				<b>Warrant Total:</b>	<b>2,128.65</b>
				<b>Vendor Total:</b>	<b>2,128.65</b>
<b>Fund Total:</b>					<b>44,723.30</b>

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**  
**ACCOUNTS PAYABLE BOARD REPORT**  
**Issue Date: 12/01/2021 thru 12/31/2021**  
**Regular Meeting January 18, 2022**

Vendor	Warrant #	Reference	Description	Fu---Re----Y-G ---Fn---Ob-----Si--Dp	Amount
<b><u>2500-Capital Facilities Fund</u></b>					
1257-HORN PHOTO INC.	512415227	PO-220069	PROFESSIONAL SERVICE	2500-90510-0-0000-8500-580000-000-0000	1,813.80
					Warrant Total: 1,813.80
					Vendor Total: 1,813.80
1212-WENGER CORP.	512418200	PO-220046	NON CAP-FURNITURE	2500-90510-0-0000-8500-440001-000-0000	59.33
					Warrant Total: 59.33
					Vendor Total: 59.33

**ISSUE:** Presentation of Interdistrict Attendance Permits for the 2021-2022 & 2022-2023 school year.

<u>FROM</u>	<u>GRADE</u>
<b><u>Dinuba</u></b>	
Cacace, Daniella	9
Cacace, Giavonni	11

<u>OUT</u>	<u>GRADE</u>
<b>Kings Canyon</b>	
Rivas, Bridget (2022-23)	9
Rivas, Jessica (2022-23)	12

<b><u>Sanger</u></b>	
Van Dyke, Brooke	11

**ACTION:** Accept or reject Interdistrict permits as presented.

**RECOMMENDATION:** Accept or reject Interdistrict Permits as recommended by the Superintendent.

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_



**ISSUE:** Presented to the Board is the KJUHSD Time Accounting Guidelines which has been updated to reflex new funding resource codes.

**ACTION:** Approve or deny the updated KJUHSD Time Accounting Guidelines.

**RECOMMENDATION:** Recommend approval

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

# Kingsburg Joint Union High School District

## TIME ACCOUNTING GUIDELINES

*The purpose of this KJUHSU Federal Time Accounting Procedures Manual is to provide all district categorically funded employees with the information needed for their position and the time accounting guidelines, procedures and requirements to their funding and position/function. All employees who are fully or partially funded by federal programs are to prepare and maintain time documentation. Non-compliance results in audit findings reported both to the state and federal governments and will result in loss of funding. These time accounting documents will be reviewed during both the district's annual financial audit and by CDE during Federal Program Monitoring (FPM).*

### **FEDERAL FUNDED EMPLOYEE TIME DOCUMENTATION**

*Time documentation is required to ensure that the district is properly charging salaries and wages that are reasonable, necessary and allowable in accordance with applicable program requirements.*

The funds involved with federal programs are Title IA, Title IIA, Title IVA, and ESSR.

#### **TITLE I PART A (3010)**

- Must be used to supplement the basic program
- Site employees cannot participate in administrative or clerical duties
- Intent is to provide support for low income students to become academically proficient in State Standards

#### **TITLE II PART A (4035)**

- Development and continuous improvement of quality educational programs resulting in improved student achievement
- Hold teacher accountable to achieve high standards
- Class size reduction

#### **TITLE IV PART A (4127)**

- Development and continuous improvement of activities and support for a well-rounded education

#### **ESSER (32100, 32120, 32130, 32140)**

- Preventing, preparing for, and responding to COVID-19, addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings.

## **LOCAL CONTROL FUNDING FORMULA (LCFF)**

- Employees funded with only LCFF (100%) are not required to complete the Time Accounting documents
- Time Accounting documents are required if LCFF is combined with other categorical funding

## **PERSONNEL**

All district employees who are paid in full or part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

## **LEAVE**

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as annual leave.

- ARTICLE 3. Resignations, Dismissals, and Leaves of Absence [44930 - 44988] (Article 3 enacted by Stats. 1976, Ch. 1010.)
  - 44984. (a) The governing board of a school district shall provide by rules and regulations for industrial accident and illness leaves of absence for all certificated employees. The governing board of a school district that is created or whose boundaries or status is changed by an action to organize or reorganize school districts completed after the effective date of this section shall provide by rules and regulations for these leaves of absence on or before the date on which the organization or reorganization of the school district becomes effective for all purposes.
  - If a certificated employee is absent from his or her duties on account of an industrial accident or illness, he or she shall be paid the portion of the salary due him or her for any month in which the absence occurs as, when added to his or her temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code, will result in a payment to him or her of not more than his or her full salary. Ed Code 44984 (a)(4)(A)
  - The phrase "full salary" as used in this subdivision shall be computed so that it shall not be less than the employee's "average weekly earnings" as that phrase is used in Section 4453 of the Labor Code. For purposes of this section, however, the maximum and minimum average weekly earnings set forth in Section 4453 of the Labor Code shall otherwise not be deemed applicable. Ed Code 44984 (a)(4)(B)
- An employee on authorized leave must continue to complete the required time accounting forms.

## **EMPLOYEE RESPONSIBILITIES**

- If you are a Kingsburg JUHSD employee whose position is funded with federal funds, you must complete monthly personnel activity reports
- At the beginning of the school year you will meet with the Executive Director of Student Services to review your job duty statement to sign
- Be knowledgeable about your duties and funding sources as stated in the job duty statement for your position (the job duty statement is different than your District Job Description)
- There are two time accounting forms to use depending on funding sources
  - 1) Single funded employees must fill out the Single Funded Categorical Personnel Certification form
  - 2) Multi funded employees must fill out the Multi-funded Categorical Personnel Certification form and Time Sheet for Multi-Funded Categorical Personnel form
- The reports are to be prepared and signed by the employee (employee's original signature), then submitted to the Executive Director of Student Services within ten days after the end of each month.

## **SINGLE FUNDED TIME ACCOUNTING**

When an employee works solely with a single federal fund, they will need to sign the "Time Sheet for Single Funded Categorical Personnel Certification" every month for the school categorical file.

### **Documents include:**

- 1) Signed Single Funded Categorical Personnel Certification
- 2) Student list - first name only
- 3) Lesson Plan or Personal Activity log and Schedule

## **MULTI-FUNDED TIME ACCOUNTING**

When an employee is funded with more than one funding source, the employee is considered to work with multiple cost objectives. They will need to sign the "Time Sheet for Multi-Funded Categorical Personnel" every month for the school categorical file.

### **Documents include:**

- 1) Signed Multi-Funded Categorical Personnel Certification
- 2) Time Sheet for Multi-Funded Categorical Personnel
- 3) Student list - first name only
- 4) Lesson Plan or Personal Activity log and Schedule

- Documents must accurately reflect a distribution of the actual time spent on each activity. The time accounting documents must account for the total time for which the person is employed regardless of the funding sources. The records must represent the total time, on a daily basis, that the employee is employed for the District.
- Documents are written neatly and legible in a lesson plan form and student list or roster is included. Documentation should be easily read and understood.
- If multi-funded, the activities/duties are marked to indicate which funding source the activity/duty represents.

#### **EXECUTIVE DIRECTOR OF STUDENT SERVICES RESPONSIBILITIES**

The Executive Director of Student Services must ensure that all affected employees and their supervisors are familiar with the documentation guidelines and funding compliance and are following these requirements.

- The Executive Director of Student Services will meet with each employee that is categorically funded to review and sign a Job Duty Statement. It is important that each employee knows the funding source(s) for their position; if multi-funded, the percent; and the amount of time (per day/week) for which they have been employed.
- All original signed Duty Statements from the Sites are collected from the sites and kept at the District Office (copies kept in site Categorical Files)
- The Executive Director will collect Time Accounting site documents monthly. Documents must be submitted in a timely manner: Time sheets for Single-Funded Categorical Personnel and Time Sheets for Multi-Funded Categorical Personnel are collected monthly and due on the 10<sup>th</sup> of the following month.
- Three times a year the information will be given to the Chief Business Official to monitor district compliance.

#### **CHIEF BUSINESS OFFICIAL RESPONSIBILITIES**

- The Chief Business Official will monitor and check all District Time Accounting Records to meet Federal Requirements and Auditor Standards.
- Three times a year in November, March and June a reconciliation will be made between the Multi-Funded employees' Time Sheet for Multi-Funded Categorical Personnel documentation and the employees' actual funding charges. The Chief Business Official will note discrepancies between the hours reported on the form and actual charges as well as any missing documentation. He/she will follow up with the Program Manager as necessary until all hours are reconciled.
- The Chief Business Official will compare Multi-Funded Categorical Personnel documentation of employees with the Payroll percentages three times a year. If the difference between the employee's time accounting and the payroll percentages are over or under 2% of the funding sources a journal entry will be prepared by The Chief Business Official and entered by a Financial Analyst after the fact to correct the payroll charges to reflect the actual activity of the employee.

**Chief Business Official Timeline for Time Accounting:**

**Monthly:** Time Sheet for Multi-Funded Categorical Personnel must be turned in monthly to the Executive Director of Student Services by the 10<sup>th</sup>.

**October 15<sup>th</sup>:** Send Duty Statement to school sites and departments

**November 10<sup>th</sup>:** Duty Statements due to the Executive Director of Student Services

**November 10<sup>th</sup>:** The first Single Funded and Multi-Funded Categorical Personnel Certification documentation is due from the Executive Director of Student Services. The Chief Business Official will check for accuracy and reconcile employee time accounting with payroll records.

**During the month of November:** The Chief Business Official will note discrepancies between the hours reported on the form and actual charges as well as any missing documentation. He/she will follow up with the Program Manager as necessary until all hours are reconciled. He/she will also check for any differences between the employee's time accounting and the payroll percentages and follow the appropriate steps to correct the payroll charges in the General Ledger to reflect the actual activity of the employee.

**March 10<sup>th</sup>:** The second Single Funded and Multi-Funded Categorical Personnel Certification documentation is due from the Executive Director of Student Services. The Chief Business Official will check for accuracy and reconcile employee time accounting with payroll records.

**During the month of March:** The Chief Business will note discrepancies between the hours reported on the form and actual charges as well as any missing documentation. He/she will follow up with the Program Manager as necessary until all hours are reconciled. He/she will also check for any differences between the employee's time accounting and the payroll percentages and follow the appropriate steps to correct the payroll charges in the General Ledger to reflect the actual activity of the employee.

**Last Day of Work:** The Single Funded and Multi-Funded Categorical Personnel Certification documentation is due from all sites and departments. The Chief Business Official will check for accuracy and reconcile employee time accounting with payroll records.

**Last Day of Work:** May and June Time Sheets for Single-Funded and Multi-Funded Categorical Personnel are due to the Executive Director of Student Services.

**During the month of June:** The Chief Business will note discrepancies between the hours reported on the form and actual charges as well as any missing documentation. He/she will follow up with the Program Manager as necessary until all hours are reconciled. He/she will

also check for any differences between the employee's time accounting and the payroll percentages and follow the appropriate steps to correct the payroll charges in the General Ledger to reflect the actual activity of the employee.

## **Time & Effort**

### **Under Extraordinary Circumstances**

#### **Policy:**

During extended periods of emergency or extraordinary circumstances Kingsburg Joint Union High School District will take necessary steps to adjust time and effort reporting to meet the immediate health and safety needs of students and staff while ensuring documentation is maintained to support the use of federal program funds during the emergency period.

#### **Procedures:**

When an emergency or period of extraordinary circumstances is declared by the superintendent or designee disrupting normal work activities for more than two weeks the following procedures will take effect:

1. If an extraordinary circumstance results in the closure of school buildings and/or other facilities, or otherwise prohibits employees from working normal hours in their assigned location, the superintendent or designee will determine if employees, paid from all funds sources, will be allowed to work from home where feasible, in the interim. (BP 4113.5(a), BP 4213.5, BP 4313.5)
2. Employees' direct supervisors will determine which employees can perform their duties from home and will report that to the superintendent.
3. Employees paid in whole or part with federal funds will be required to maintain a work log on a weekly basis, including 100% of their work performed and the program(s) supported by the activities identified.
4. Employees working on multiple cost objectives, will submit logs to their direct supervisor on a monthly basis, and the supervisor will be responsible for verifying the accuracy of the reports. Reports may be signed electronically or may be signed and scanned for submission. The Executive Director of Student Services will review and maintain all reports.
5. Employees paid from a single federal program, funding source or cost objective, will retain the log and submit it monthly, following normal procedures.



6. If the duties of an employee paid in whole or part with federal funds are changed due to the emergency situation, the employee will continue to maintain a log of their activities, the employee's duty statement will be revised within two weeks to reflect the actual duties during the time of emergency and the Chief Business Official will reconcile the budget to reflect actual cost with actual duties performed within two weeks of the end of the emergency situation. Primary consideration will be given to ways employees paid with grant funds can support continuing activities for students served by the grant.
7. Employees paid from all fund sources who are unable to perform their normal duties due to school closures or other emergency situations, will be reassigned where feasible, with first priority on activities supporting activities for students served by grant funds, or placed on paid leave based on Kingsburg Joint Union High School District's paid leave policy (AR 4161.1, AR 4161.8, AR 4161.11, AR 4261.1).
8. Any waivers of time and effort reporting requirements from federal awarding agencies will be applied to these procedures as applicable.

**Kingsburg Joint Union High School District  
Multi-Funded Categorical Personnel Certification**

School Year: \_\_\_\_\_ Month: \_\_\_\_\_  
 Employee Name: \_\_\_\_\_ Position: \_\_\_\_\_

**Duties:**

**Tutor/Aide:** Provides supplementary assistance to certificated instructional personnel with the presentation of learning materials in the subject area of: \_\_\_\_\_

**Teacher:** Provides direct instruction to students in: \_\_\_\_\_

**Director:** Oversees all State, Federal and Local programs including planning and reporting

**Counselor:** \_\_\_\_\_

Resource/Program	Hours/Even	Hours/Odd	%
0100 LCFF			
3010 Title I			
3010 Title I/Avid			
4035 Title II			
4127 Title IV			
32100/32120/32130/32140 ESSER			
6500/3310 Special Ed			

I affirm that I performed work consistent with this schedule. Additional verification (time sheet, lesson plans, student list) has been provided.

\_\_\_\_\_ I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100% of these activities.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_ Superintendent \_\_\_\_\_ Date \_\_\_\_\_

**Kingsburg Joint Union High School District  
Single Funded Categorical Personnel Certification**

School Year: \_\_\_\_\_ Month: \_\_\_\_\_  
 Employee Name: \_\_\_\_\_ Position: \_\_\_\_\_

Duties:  
**Tutor/Aide:** Provides supplementary assistance to certificated instructional personnel with the presentation of learning materials in the subject area of: \_\_\_\_\_

**Teacher:** Provides direct instruction to students in: \_\_\_\_\_

**Director:** Oversees all State, Federal and Local programs including planning and reporting

**Counselor:** \_\_\_\_\_

Resource/Program	Hours/Even	Hours/Odd	%
0100 LCFF			
3010 Title I			
3010 Title II/Avid			
4035 Title II			
4127 Title IV			
32100/32120/32130/32140 ESSER			
6500/3310 Special Ed			

I affirm that I performed work consistent with this schedule. Additional verification (time sheet, lesson plans, student list) has been provided.

\_\_\_\_\_ I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100% of these activities.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_ Superintendent \_\_\_\_\_ Date \_\_\_\_\_

**Kingsburg Joint Union High School District  
Time Sheet for Multi-Funded Categorical Personnel**

Employee Name: \_\_\_\_\_  
 Position/Title: \_\_\_\_\_

Month: \_\_\_\_\_ Year: \_\_\_\_\_

**How am I funded**

Program	%
LCFF	
Title I	
Title II	
Title IV	
ESSER	
Special Ed	

**Hours per day:** \_\_\_\_\_

Program	Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Totals	%	
(P) Present, (A) Absence, (W) Weekend, (H) Holiday, (X) N/A																																			
LCFF																																			
Title I																																			
Title II																																			
Title IV																																			
ESSER																																			
Special Education																																			

I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100% of these activities.

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_

Signature of Supervisor \_\_\_\_\_ Date \_\_\_\_\_

These reports are to be filed in the district's categorical files to be reviewed at the end of each fiscal year. Please make a copy for your records and send the original to District Office by the 10<sup>th</sup> of the following month.

# LESSON PLAN – Single funded/Multi funded

Name: \_\_\_\_\_ School: \_\_\_\_\_ Month: \_\_\_\_\_ Week Of: \_\_\_\_\_

List the instruction time and days that he/she assist students. Please use this calendar to input time for your multi-funded log, it has to match.

	Monday Subject/Activities	Tuesday Subject/Activities	Wednesday Subject/Activities	Thursday Subject/Activities	Friday Subject/Activities
<b>Funding</b>  Please check one <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> ESSER <input type="checkbox"/> Special Education Teacher: Time: Date: Period:					
Please check one <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> ESSER <input type="checkbox"/> Special Education Teacher: Time: Date: Period:					
Please check one <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> ESSER <input type="checkbox"/> Special Education Teacher: Time: Date: Period:					

I certify that the information recorded on this report is true and correct to the best of my knowledge.

Signature of Employee \_\_\_\_\_ Date \_\_\_\_\_  
 Signature of Teacher/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**ISSUE:** Presented to the Board is the resignation of Teacher Assistant/  
Paraprofessional, Crystal Mendez, as of January 7, 2022.

**ACTION:** Approve or deny the resignation of Crystal Mendez, Teacher  
Assistant/Paraprofessional.

**RECOMMENDATION:** Recommend approval with best wishes.

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

**ISSUE:**

Presented to the Board is the Kingsburg High School 2021-2022 School Accountability Report Card.

**Note:** Final data indicators cannot be populated into the report due to the delay in release of data by the California Department of Education.

**ACTION:**

Approve or deny the Kingsburg High School 2021-2022 School Accountability Report Card (SARC).

**RECOMMENDATION:**

Recommend approval

**FOR BOARD ACTION:**

Motion \_\_\_\_\_

Second \_\_\_\_\_

Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_

Nagle: \_\_\_\_\_

Lunde: \_\_\_\_\_

Serpa: \_\_\_\_\_

Jackson: \_\_\_\_\_

# Kingsburg High School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



## 2021-22 School Contact Information

<b>School Name</b>	Kingsburg High School
<b>Street</b>	1900 18th Ave.
<b>City, State, Zip</b>	Kingsburg, CA 93631-1629
<b>Phone Number</b>	(559) 897-5156
<b>Principal</b>	Dr. Ryan Phelan
<b>Email Address</b>	rphelan@kingsburghigh.com
<b>School Website</b>	kingsburghigh.com
<b>County-District-School (CDS) Code</b>	10 62257 1033695

## 2021-22 District Contact Information

<b>District Name</b>	Kingsburg Joint Union High School
<b>Phone Number</b>	(559) 897-5156
<b>Superintendent</b>	Don Shoemaker
<b>Email Address</b>	dshoemaker@kingsburghigh.com
<b>District Website Address</b>	<a href="http://kjuhsd.com/">http://kjuhsd.com/</a>

## 2021-22 School Overview

Kingsburg High School is one of three high schools, and the only comprehensive high school in the Kingsburg Joint Union High School District. Curriculum is focused on the Common Core Standards in each content area. We also have many electives and vocational education classes. The emphasis for daily instruction is on the Common Core standards, but we strive to not lose sight of the need to educate students holistically and offer enrichment and career education opportunities.

The school supports cultural awareness in many ways that include, but are not limited to: reading culturally diverse literature selections in English classes, the study of cultures, histories and influences in World History, the study of foreign languages, and our art department studies many cultural influences in world art. We also have a Multicultural Club.

Goal 1: KJUHS D believes that all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.

Goal 2: Maintain a positive and safe environment- KJUHS D believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens.

Goal 3: College and Career Exploration- KJUHS D believes that all students should have the opportunity to explore both college and career options in order to be ready when they leave high school. Through the college and career center, career technical education (CTE) classes, AVID program, and Advanced placement classes students will be provided with multiple options to explore and prepare for the transition to post-secondary schooling/training. In addition the district will provide parent nights on supporting student success during high school and preparing for post-secondary. Measurement of this goal will be through % of CTE completers, number of dual enrolled classes, number of students earning dual enrollment credits, percent of students attending college or trade school and stakeholder feedback.

Goal 4: Provide professional development and collaboration time that builds student achievement- KJUHS D recognizes the importance of providing professional development to teachers and staff to help meet the needs of our students. Through professional development training on campus and off, in addition to collaboration release time, teachers and staff will be better prepared to engage students and improve students achievement and graduation success. Measure of this data will be through stakeholder feedback on the local priorities.

Progress Indicators: State Standardized Assessments, A-G Completers, College Readiness, State Dashboard, Data Quest, College Boards , CapPads

## 2021-22 School Overview

### About this School

#### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

#### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Joint Union High District held a public hearing on September 10, 2021, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English/Language Arts Thompson 2009	No	0
<b>Mathematics</b>	Algebra I Glencoe Mathematics Carnegie Learning	No	0

<b>Science</b>	Biology Pearson 2019 Science Brooks/Cole 1990 Science Glencoe/McGraw Hill 2005 Science MacMillan/ McGraw Hill 2007 Science Pearson/Benjamin Cummings 2008	No	0
<b>History-Social Science</b>	Social Science/History Addison Wesley Prentice Hall Social Science/History Houghton Mifflin Social Science/History Pearson/Prentice Hall Social Science/History Prentice Hall Social Science/History Wiley	No	0
<b>Foreign Language</b>	ELD Addison Wesley Prentice Hall 1994 ELD Addison Wesley Prentice Hall Foreign Language Addison Wesley Prentice Hall Foreign Language DC Heath 1994 Foreign Language McDougal Littell Foreign Language National Textbook Co. Foreign Language Pearson 2021	No	0
<b>Health</b>	Physical Science Prentice Hall/Pearson 2006	No	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

The community of Kingsburg passed a bond measure in June 2015 of approximately 13 million dollars for campus work to upgrade HVAC throughout the campus, campus infrastructure, technology infrastructure, a district-wide solar project, and the development of a 1:1 device program for students.

Prior to this bond, Kingsburg High School had undergone major improvements in its facilities due to community support for over 20 million dollars worth of bonds. Our academic and extra curricular facilities have all been upgraded or received completely new buildings or complexes. KHS has facilities that are second to none in the valley. Some of the academic improvements include a new: agriculture and arts building, science building, library media center, music wing and we have added a state of the art infrastructure for technology district-wide. Some of our extra curricular improvements include a new football/track/soccer stadium and softball complex. We have modernized our theater and old gymnasium. A new gym was completed in 2000. We have added seating to our tennis court complex and have made improvements to our baseball complex.

Every effort is made to meet all the demands of a multitude of co-curricular opportunities for students and to update and maintain a campus that is safe, clean and aesthetically pleasing. We are very proud of our shared community and school swimming pool. The entire community uses it widely and it allows for the opportunity for our students to enjoy water sports and learn water safety.

Clean School Processes: The superintendent, principal, and head of operations work daily with our utility staff of eleven full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that highest priority is given to emergency repairs. We have a dedicated staff that takes pride in their excellent work.

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Data displayed in the chart was collected in January 2022..

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

2022 January

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
<b>All Students</b>	N/A	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA

<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA

Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA
Homeless	NA	NA	NA	NA	NA
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	NA	NA	NA	NA	NA
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA
All Students	NA	NA	NA	NA	NA
Female	NA	NA	NA	NA	NA
Male	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA
Filipino	NA	NA	NA	NA	NA
Hispanic or Latino	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA

<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA

<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

<b>NA Student Groups</b>	<b>NA Total Enrollment</b>	<b>NA Number Tested</b>	<b>NA Percent Tested</b>	<b>NA Percent Not Tested</b>	<b>NA Percent At or Above Grade Level</b>
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA

<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA
<b>All Students</b>	NA	NA	NA	NA	NA
<b>Female</b>	NA	NA	NA	NA	NA
<b>Male</b>	NA	NA	NA	NA	NA
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	NA	NA	NA	NA	NA
<b>Black or African American</b>	NA	NA	NA	NA	NA
<b>Filipino</b>	NA	NA	NA	NA	NA
<b>Hispanic or Latino</b>	NA	NA	NA	NA	NA
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	NA	NA	NA	NA	NA
<b>White</b>	NA	NA	NA	NA	NA
<b>English Learners</b>	NA	NA	NA	NA	NA
<b>Foster Youth</b>	NA	NA	NA	NA	NA
<b>Homeless</b>	NA	NA	NA	NA	NA
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	NA	NA	NA	NA	NA
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	NA	NA	NA	NA	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## 2020-21 Career Technical Education Programs

The career planning program prepares students to succeed in realworld contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Students have access to multiple career pathways to prepare for college and career decisions. Instructors at our school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including our four-year career education curriculum provided by our College and Career Center technician expert.

Career Technical Education programs consist of:

- Ag Mechanics
- Keyboarding/Introduction to Business
- Small Gas Engines
- Ag Science
- Applied Ag Biology
- Virtual Enterprise
- Certified Nursing Assistant

Computer Science

Manufacturing and Engineering

Intro to Teaching

- Journalism Production
- Criminal Justice
- Ornamental Horticulture
- Auto
- Crime Scene Investigation
- First Aid
- Advanced Animal Science
- Wildland Fire Fighting
- Digital Photography
- Stagecraft Technology
- Construction Technology
- Urban/Rural Firefighting

The table displays information about participation in the school's Career Technical Education (CTE) programs.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	



## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
<b>2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	
<b>2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

Kingsburg High School gratefully accepts time donated by volunteers in many areas of the school. All volunteers must be approved by the Board of Trustees and if they will be in a situation where they will be alone with students, they must be fingerprinted through the Department of Justice. For guests stopping in, they are all checked in using Raptor.

- The Library/Media Center welcomes parent volunteers.
- Many parents volunteer their time to drive students to various events such as sporting events, music events, etc.
- During field trips, especially overnight field trips, parent chaperones accompany the group.
- Many parents and community groups volunteer to help us maintain and improve our athletic facilities and fields.
- Parents also volunteer to serve on our Site Council, Curriculum Council, and other advisory groups.

Kingsburg High School is also fortunate to have many booster groups that support programs such as: music, drama, agriculture, and athletics. The staff and students are blessed to have the level of involvement and support from our parents and our community as a whole.

We believe that it is so important for parents and community to be involved in our school and we hope that you will become

## 2021-22 Opportunities for Parental Involvement

active in our booster or advisory groups. We also hope you will attend our many events. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact at Kingsburg High School at 897-5156.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>									
<b>Graduation Rate</b>									

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>			
<b>Female</b>			
<b>Male</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Black or African American</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian or Pacific Islander</b>			
<b>Two or More Races</b>			
<b>White</b>			
<b>English Learners</b>			
<b>Foster Youth</b>			
<b>Homeless</b>			
<b>Socioeconomically Disadvantaged</b>			

**Students Receiving Migrant Education Services**

**Students with Disabilities**

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>				
<b>Female</b>				
<b>Male</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Black or African American</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>Two or More Races</b>				
<b>White</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students Receiving Migrant Education Services</b>				
<b>Students with Disabilities</b>				

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

**Suspensions**

**Expulsions**

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
---------	-------------------	---------------------	------------------

**Suspensions**

**Expulsions**

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

The safety of students and staff is of utmost importance for Kingsburg High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan is reviewed and updated annually. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Fire, lock down and disaster drills are conducted annually. Students are supervised before and after school, during break and lunch by administrative staff. There are areas for student drop off and pick up. Visitors must report to the office and be issued a visitor's pass through Raptor in order to be on campus during school hours.

School discipline procedures and expectations are outlined in a student handbook provided to all students and studied in detail by each 9th grade student. The handbook is also available on our web site. Additionally, every teacher provides students with their classroom expectations and grading procedures in writing at the beginning of each school year.

Kingsburg High School uses a discipline matrix to help students become responsible for attendance, tardies, and minor classroom infractions. It is the philosophy of this school's board, administration, and staff that we will ensure that each student enjoys maximum learning opportunities in a positive and safe learning environment and that he/she does not interfere with the learning opportunities of others.

The Safe School Plan is updated and reviewed with all staff, our School Site Council, and our local police and fire agencies each year. The plan was last updated in September 2021. Security cameras have been placed throughout our campus to support our efforts to provide for maximum student and staff safety. We currently have 75 security cameras and a full time security assistant.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,031	\$1,041	\$7,990	\$98,213.94
<b>District</b>	N/A	N/A	\$9,938	\$97,585.58
<b>Percent Difference - School Site and District</b>	N/A	N/A	-21.7	0.6
<b>State</b>			13673.94	\$81,807
<b>Percent Difference - School Site and State</b>	N/A	N/A	-52.5	18.2



## 2020-21 Types of Services Funded

Resource: 11000 State Lottery  
 Resource: 14000 Education Protection Account  
 Resource: 30100 IASA-Title I Basic Grants  
 Resource: 31820 ESSA: School Improvement  
 Resource: 32100 Elementary and Secondary School Emergency Relief (ESSER I)  
 Resource: 32120 Elementary and Secondary School Emergency Relief (ESSER II)  
 Resource: 32130 Elementary and Secondary School Emergency Relief (ESSER III)  
 Resource: 32140 Elementary and Secondary School Emergency Relief (ESSER III)- Learning Loss  
 Resource: 32150 Governor's Emergency Education Relief  
 Resource: 33100 Spec Ed - PL101-476  
 Resource: 33110 Special Ed: IDEA Local  
 Resource: 35500 Vocational Programs-Voc  
 Resource: 40350 NCLB Title II Part A Impr  
 Resource: 41270 ESEA (ESSA): Title IV,  
 Resource: 62660 Educator Effectiveness Block Grant  
 Resource: 63000 Lottery: Instructional Materials  
 Resource: 63870 Career Technical Education  
 Resource: 63880 Strong Workforce Program  
 Resource: 65000 Special Education  
 Resource: 65360 Special Ed: Dispute Prevention And Dispute Resolution  
 Resource: 65370 Special Ed: Learning Recovery Support  
 Resource: 65460 Special Ed: State Mental Health - Related Services  
 Resource: 70100 Agricultural Vocational E  
 Resource: 74220 In-Person Instruction Grant  
 Resource: 74250 Expanded Learning Opportunities Grant  
 Resource: 74260 Expanded Learning Opportunities Grant - Paraprofessional Staff

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b>	

## Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 30 days to staff development annually for the past three years. Topics for staff development included: Common Core State Standards, reading across the curriculum, technology in the educational setting, differentiated instruction, the use of data to inform instruction, increasing parent communication, and utilizing research based instructional strategies across all curricular areas. The district dedicates three full days to staff development annually.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	33	36	34

**ISSUE:**

Presented to the Board is the OASIS & Kingsburg Independent Study School 2021-2022 School Accountability Report Card.

**Note:** Final data indicators cannot be populated into the report due to the delay in release of data by the California Department of Education.

**ACTION:**

Approve or deny the OASIS & Kingsburg Independent Study School 2021-2022 School Accountability Report Card (SARC).

**RECOMMENDATION:**

Recommend approval

**FOR BOARD ACTION:**

Motion _____	Second _____	Vote _____
Thomsen: _____	Nagle: _____	Lunde: _____
	Serpa: _____	Jackson: _____

# Oasis High School

## 2021 School Accountability Report Card

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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Oasis High School
<b>Street</b>	2311 Sierra St.
<b>City, State, Zip</b>	Kingsburg, CA 93631
<b>Phone Number</b>	(559)897-3880
<b>Principal</b>	Ryan Walterman
<b>Email Address</b>	rwalterman@kingsburghigh.com
<b>School Website</b>	www.kjuhsd.com
<b>County-District-School (CDS) Code</b>	10 62257 1033729/10 62257 0124727

## 2021-22 District Contact Information

<b>District Name</b>	Kingsburg Joint Union High School District
<b>Phone Number</b>	(559) 897-7721
<b>Superintendent</b>	Don Shoemaker
<b>Email Address</b>	dshoemaker@kingsburghigh.com
<b>District Website Address</b>	www.kjuhsd.com

## 2021-22 School Overview

Oasis Continuation High is one of three high schools in the Kingsburg Joint Union High School District and the only continuation high school in the district. Oasis High School is accredited through the Western Association of Schools and colleges. Curriculum is focused on the California Standards in each content area. We believe that our students will become productive, knowledgeable, and caring citizens.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## A. Conditions of Learning

### State Priority: Basic

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

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

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

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

#### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

#### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned) <b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Joint Union High District held a public hearing on September 10, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading/Lang Arts Glencoe (MacMillan/McGraw Hill) 2002 Reading/Lang Arts McDougal Littell 2002 Reading/Language Arts Glencoe/McGraw Hill 2005	Yes	0
<b>Mathematics</b>	Mathematics Glencoe (MacMillan/McGraw Hill) 2001 Mathematics Holt, Rinehart & Winston 1998 Mathematics Prentice Hall 2001	Yes	0
<b>Science</b>	Earth Science Prentice Hall 2006 Science Prentice Hall 2001 Science Prentice Hall 2004	Yes	0
<b>History-Social Science</b>	Social Science/History Glencoe (MacMillan/McGraw Hill) 2006 Social Science/History Glencoe (MacMillan/McGraw Hill) 2006 Social Science/History Prentice Hall 2006 Social Science/History Prentice Hall 2007 United States Government Pearson/Prentice Hall 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>	Health Glencoe/McGraw Hill 1995	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b>			

### School Facility Conditions and Planned Improvements

Oasis Continuation High was originally constructed in 1994 and is comprised of 4 classrooms and 1 staff lounge.

**Cleaning Process:** The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

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

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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

June 2020

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## 2020-21 Career Technical Education Programs

The career planning program prepares students to succeed in realworld contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at our school have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including our our-year career education curriculum provided by our College and Career Center technician expert.

The table displays information about participation in the school's Career Technical Education (CTE) programs.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	0
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	0
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
<b>2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	0
<b>2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
<b>Grade 5</b>	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Oasis Continuation High greatly benefits from its supportive parents who generously give of their time and support their student's success. Each parent knows that they can contact the school and they are willing to make appointments with administration and school staff at any time. Some of the reasons that parents participate include; WASC committees, School Site Council, student recognition, and quarterly bbqs.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oasis Continuation High at (559) 897-3880.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>									
<b>Graduation Rate</b>									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>			
<b>Female</b>			
<b>Male</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Black or African American</b>			

**Filipino**  
**Hispanic or Latino**  
**Native Hawaiian or Pacific Islander**  
**Two or More Races**  
**White**  
**English Learners**  
**Foster Youth**  
**Homeless**  
**Socioeconomically Disadvantaged**  
**Students Receiving Migrant Education Services**  
**Students with Disabilities**

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>				
<b>Female</b>				
<b>Male</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Black or African American</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>Two or More Races</b>				
<b>White</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students Receiving Migrant Education Services</b>				
<b>Students with Disabilities</b>				



## C. Engagement

## State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

#### Suspensions

#### Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
---------	-------------------	---------------------	------------------

#### Suspensions

#### Expulsions

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2021-22 School Safety Plan

Safety of students and staff is a primary concern of Oasis Continuation High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan is reviewed and updated annually. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held as needed to prepare students and staff in case of an emergency. Students are supervised before and after school by certificated staff, and certificated staff supervise students during lunch. Certificated staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to report directly to the office upon entering campus. The last safe school plan was done in March, 2021.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

### 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

### 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

### 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

### 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$10813	\$890	\$9923	\$83391
<b>District</b>	N/A	N/A	\$9218	
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.4	-1.7
<b>Percent Difference - School Site and State</b>	N/A	N/A	-27.4	3.3

## 2020-21 Types of Services Funded

In addition to general state funding, the district receives state and federal funding for the following categorical funds and other support programs:

- Title I Title II, Part A
- Special Education VEA
- Lottery Ag Incentive
- California Clean Energy Educator Effectiveness Funding
- Career Technical Education
- College Readiness

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b>	0

## Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 30 days to staff development annually for the past three years. Topics for staff development included: Common Core State Standards, reading across the curriculum, technology in the educational setting, differentiated instruction, the use of data to inform instruction, increasing parent communication, and utilizing research based instructional strategies across all curricular areas. The district dedicates three full days to staff development annually.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	30	30

# Kingsburg Independent Study High School

## 2021 School Accountability Report Card

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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



## 2021-22 School Contact Information

<b>School Name</b>	Kingsburg Independent Study High School
<b>Street</b>	2311 Sierra Street
<b>City, State, Zip</b>	Kingsburg, CA 93631- 1457
<b>Phone Number</b>	(559) 897-5156
<b>Principal</b>	Ryan Walterman
<b>Email Address</b>	<a href="mailto:rwalterman@kingsburghigh.com">rwalterman@kingsburghigh.com</a>
<b>School Website</b>	<a href="http://kjuhsd.com/KAEC/">http://kjuhsd.com/KAEC/</a>
<b>County-District-School (CDS) Code</b>	10 62257 1033695

## 2021-22 District Contact Information

<b>District Name</b>	Kingsburg Joint Union High School District
<b>Phone Number</b>	(559) 897-7721
<b>Superintendent</b>	Don Shoemaker
<b>Email Address</b>	<a href="mailto:dshoemaker@kingsburghigh">dshoemaker@kingsburghigh</a>
<b>District Website Address</b>	<a href="http://www.kjuhsd.com">www.kjuhsd.com</a>

## 2021-22 School Overview

Kingsburg Independent Study High is one of three high schools in the Kingsburg Joint Union High School District. Curriculum is focused on the California Standards in each content area. The school supports cultural awareness in many ways that include, but are not limited to: reading culturally diverse literature selections in English class, the study of cultures, histories and influences in World History. We believe that our students will become productive, knowledgeable, and caring citizens upon graduation from Kingsburg Independent Study.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## A. Conditions of Learning

### State Priority: Basic

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

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

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

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

#### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

#### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kingsburg Joint Union High District held a public hearing on September 10, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school site.

Year and month in which the data were collected

December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading/Lang Arts Glencoe (MacMillan/McGraw Hill) 2002 Reading/Lang Arts McDougal Littell 2002 Reading/Language Arts Glencoe/McGraw Hill 2005	Yes	0.0
<b>Mathematics</b>	Mathematics Glencoe (MacMillan/McGraw Hill) 2001 Mathematics Holt, Rinehart & Winston 1998 Mathematics Prentice Hall 2001	Yes	0.0
<b>Science</b>	Earth Science Prentice Hall 2006 Science Prentice Hall 2001 Science Prentice Hall 2004	Yes	0.0
<b>History-Social Science</b>	Social Science/History Glencoe (MacMillan/McGraw Hill) 2006 Social Science/History Glencoe (MacMillan/McGraw Hill) 2006 Social Science/History Prentice Hall 2006 Social Science/History Prentice Hall 2007 United States Government Pearson/Prentice Hall 2006	Yes	0.0
<b>Foreign Language</b>			
<b>Health</b>	Health Glencoe/McGraw Hill 1995	Yes	0.0
<b>Visual and Performing Arts</b>			

**Science Laboratory Equipment**  
(grades 9-12)

## School Facility Conditions and Planned Improvements

Kingsburg Independent Study High was originally constructed in 1994 and is comprised of 1 computer lab.

**Cleaning Process:** The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

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

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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

June 2020

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## 2020-21 Career Technical Education Programs

Kingsburg Independent Study High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, problem solving and the ability to apply knowledge and skills learned in the classroom. Instructors at Kingsburg Independent Study High have directed efforts toward establishing school to work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: exposing students to vocational areas that they normally would not be exposed to and developing partnerships with the community to help bridge school to work.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
<b>2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	
<b>2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
<b>Grade 5</b>	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Kingsburg Independent Study High greatly benefits from its supportive parents who generously give of their time and support their student's success. Each parent knows that they can contact the school and they are willing to make appointments with administration and school staff as needed. Some of the reasons that parents participate include; Student progress meetings, WASC committees, school site council, student recognition and end of the semester bbq's.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Kingsburg Independent Study High at (559) 897-5156.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>									
<b>Graduation Rate</b>									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>			
<b>Female</b>			
<b>Male</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Black or African American</b>			

**Filipino**  
**Hispanic or Latino**  
**Native Hawaiian or Pacific Islander**  
**Two or More Races**  
**White**  
**English Learners**  
**Foster Youth**  
**Homeless**  
**Socioeconomically Disadvantaged**  
**Students Receiving Migrant Education Services**  
**Students with Disabilities**

**2020-21 Chronic Absenteeism by Student Group**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>				
<b>Female</b>				
<b>Male</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Black or African American</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>Two or More Races</b>				
<b>White</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students Receiving Migrant Education Services</b>				
<b>Students with Disabilities</b>				

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
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##### Suspensions

##### Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
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##### Suspensions

##### Expulsions

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Safety of students and staff is a primary concern of Kingsburg Independent Study High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan is reviewed and updated annually. The plan was last updated in March 2021. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held as needed to prepare staff and students in case of an emergency. Students are supervised before and after school by certificated staff, and certificated staff supervise students during lunch. Certificated staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to report directly to the office upon entering campus.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Science</b>				

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	



## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7518	614	\$6904	\$85815
<b>District</b>	N/A	N/A	\$9218	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-28.7	1.2
<b>Percent Difference - School Site and State</b>	N/A	N/A	-61.8	6.2

## 2020-21 Types of Services Funded

In addition to general state funding, the district receives state and federal funding for the following categorical funds and other support programs:

- Title I Title II, Part A
- Special Education VEA
- Lottery Ag Incentive
- California Clean Energy Educator Effectiveness Funding
- Career Technical Education
- College Readiness

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

**Percent of Students in AP Courses** 0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b>	0

## Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 30 days to staff development annually for the past three years. Topics for staff development included: Common Core State Standards, reading across the curriculum, technology in the educational setting, differentiated instruction, the use of data to inform instruction, increasing parent communication, and utilizing research based instructional strategies across all curricular areas. The district dedicates three full days to staff development annually.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	30	30

**ISSUE:**

Presented to the Board is the resignation of  
Brittany Henderson as Varsity Girls Volleyball Head Coach  
as of January 10, 2022.

**ACTION:**

Approve or deny the resignation of Brittany Henderson as  
Varsity Girls Volleyball Head Coach.

**RECOMMENDATION:**

Recommend approval

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

**ISSUE:** Presented to the Board is the Audit Report Fiscal Year 2020-2021

**ACTION:** Approve or deny the Audit Report Fiscal Year 2020-2021.

**RECOMMENDATION:** Recommend approval

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_  
Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

**POLICY GUIDE SHEET**  
**October 2020**

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**NEW - Exhibit 1113 - District and School Web Sites**

New exhibit lists material which state and/or federal law explicitly requires to be posted on district and/or school web sites, including a citation to the legal authority and a reference to the board policy, administrative regulation, or board bylaw that further describes the requirement.

**Board Policy 3280 - Sale or Lease of District-Owned Real Property**

Policy updated to reflect **NEW LAW (SB 820, 2020)** which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and **NEW LAW (SB 98, 2020)** which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

**Board Policy 3530 - Risk Management/Insurance**

Policy updated to address the basis upon which insurance decisions should be made and the provision of safety-related training and protective equipment for staff. Policy also updated to delete material regarding the removal of an insurance agent as being implicit in a governing board's authority and explicit in insurance contracts. Timeline for reporting to the board on risk management activities revised from twice a year to periodically to give boards flexibility based on district need.

**Administrative Regulation 3530 - Risk Management/Insurance**

Regulation updated to provide more detail in the list of risk management procedures, including examples of methods for identifying risks in district operations, the prioritization of risks based on frequency and potential impact, and examples of strategies to prevent loss. Regulation also adds optional language regarding the documentation of safety incidents.

**Board Policy 4119.11/4219.11/4319.11 - Sexual Harassment**

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's procedure reflecting state law, as described in AR 4030 - Nondiscrimination in Employment, in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

**NEW - Exhibit 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures**

New exhibit presents a sample of the required notification to employees, job applicants, and employee organizations regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

**Board Policy 4157/4257/4357 - Employee Safety**

Policy updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires districts to provide employees with access to the district's injury and illness prevention program, and to add the prohibition against discharging or discriminating against an employee for exercising any right protected by the Occupational Safety and Health Act.

**Administrative Regulation 4157/4257/4357 - Employee Safety**

Regulation updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires that access to the district's injury and illness prevention program be provided to employees by either providing access in a reasonable time, place, and manner or providing unobstructed access through the district's server or web site. Regulation also updated to add material regarding the provision of facilities for quick drenching within the work area for immediate use when there is exposure to injurious corrosive materials. Regulation adds a section on "Protection from Communicable Diseases and Infections" which includes the development of an exposure control plan for bloodborne pathogens and strategies to prevent and mitigate infectious diseases, and a section on "COVID-19 Exposure" reflecting **NEW LAW (AB 685, 2020)** which specifies notifications that must be provided if the district receives notice of potential exposure to COVID-19 or the Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district work site that exposes employees to the risk of COVID-19.

**Administrative Regulation 4157.1/4257.1/4357.1 - Work-Related Injuries**

Regulation updated to reflect **NEW LAW (AB 1804, 2019)** which requires that a report of death or serious injury or illness be immediately reported to Cal/OSHA by telephone or through an online mechanism established by Cal/OSHA, with clarification that districts may make the report by telephone or email until Cal/OSHA has an online mechanism available, and **NEW LAW (AB 1805, 2019)** which redefines "serious injury or illness." Regulation adds optional language regarding the responsibility of employees to document any incident, and combines options regarding the reporting of incidents to the insurance carrier or Department of Industrial Relations. Regulation also reflects **NEW LAW (SB 1159, 2020)** which provides that an employee will be presumed to be entitled to workers' compensation benefits for illness or injury resulting from COVID-19 if the diagnosis was made within 14 days after the employee performed labor or services at the place of employment and other conditions are met.

**Board Policy 5113.1 - Chronic Absence and Truancy**

Policy updated to designate the attendance supervisor as the person responsible for performing various assignments related to absence and truancy; reflect a tiered approach for reducing chronic absence which includes universal strategies and letters to parents/guardians; expand material regarding early intervention; add the provision of training and information to staff for the implementation of a trauma-informed approach to chronic absence; reflect chronic absence as a measure of district and school performance on the California School Dashboard; and add grade level to the list of specific data to be provided to the board regarding attendance, absence, and truancy.

**Administrative Regulation 5113.1 - Chronic Absence and Truancy**

Regulation updated to reflect law allowing the referral of a chronic absentee (rather than a student who is "irregular in attendance") to a school attendance review board (SARB), a truancy mediation, or a comparable program and requiring documentation of the interventions undertaken at the school when making such a referral. Regulation also revised to give students who are absent the opportunity to make up missed work for full credit and support to limit the impact of absences on grades. Regulation clarifies that parents/guardians of students between 13 and 18 years of age must be notified, upon initial identification of their child for truancy, that the student may be subject to suspension, or delay of driving privilege.

**Administrative Regulation 5113.11 - Attendance Supervision**

Regulation updated to reflect the requirements to investigate complaints of violations of compulsory education laws, gather and transmit to the county superintendent of schools the number and type of referrals made to the SARB and of requests for petitions made to the juvenile court, and refer a matter to court if a parent/guardian continually and willfully fails to respond to SARB directives or services.

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**Board Policy 5145.7 - Sexual Harassment**

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's uniform complaint procedures (UCP) in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

**Administrative Regulation 5145.7 - Sexual Harassment**

Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds requirement to notify students and parents/guardians that the district does not discriminate on the basis of sex and that inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education; deletes requirement to provide contact information of the Title IX Coordinator to employees, bargaining units, and job applicants which is addressed in AR 4119.11/4219.11/4319.11 - Sexual Harassment; and reflects **NEW LAW (AB 34, 2019)** which requires districts to post the definition of sex discrimination and harassment in a prominent location on the district's web site.

**Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures**

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under the district's UCP and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; add optional language providing that an employee must forward a report of sexual harassment to the Title IX Coordinator within one day, consistent with AR 5145.7 - Sexual Harassment; revise the timeframe for concluding the complaint process from 45 to 60 days to align with requirements of the UCP; reflect the right to appeal the district's decision to the California Department of Education consistent with the UCP or to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

**NEW - Exhibit 5145.71 - Title IX Sexual Harassment Complaint Procedures**

New exhibit presents a sample of the required notification to students and parents/guardians regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

**Board Policy 6161.1 - Selection and Evaluation of Instructional Materials**

Policy updated to reflect **NEW LAW (SB 820, 2020)** which revises the definition of "technology-based materials" to include the electronic equipment required to make use of those materials, making such equipment subject to the determination of sufficiency. Policy also deletes unnecessary legal citations related to the State Board of Education's (SBE) adoption of academic standards, deletes section on "Review Process" which was moved to the AR, deletes option in regard to public hearings on the sufficiency of textbooks and other instructional materials for schools that operate on a multitrack year-round calendar since such schools can use the same language as those that operate on a traditional calendar, and adds references to sample board policy and regulations for complaints concerning instructional materials.

**Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials**

Regulation updated to add section on "Review Process" formerly in the BP and revise the section to encourage input from a diverse group of stakeholders. Section on "Criteria for Selection and Adoption of Instructional Materials" revised to delete unnecessary legal citations related to SBE's adoption of academic standards; move material regarding publisher requirements for grades 9-12 to end of list to make it easier for K-8 districts to delete; replace the list of nondiscrimination categories with a reference to BP 0410 - Nondiscrimination in District Programs and Activities; add a new item on criteria for technology-based materials; emphasize the importance of the accurate portrayal of the cultural and racial diversity of society in instructional materials; and delete an outdated item regarding quality, durability and appearance. "Conflict of Interest" section revised to delete redundant and difficult-to-enforce item.



**Exhibit 6161.1 - Selection and Evaluation of Instructional Materials**

Exhibit updated to delete unnecessary legal citations related to SBE's adoption of academic standards and to change "foreign language" to "world language" consistent with current law.

**Exhibit(1) 9323.2 - Actions by the Board**

Exhibit updated to clarify items under "Actions Requiring a Two-Thirds Vote of the Board" and "Actions Requiring a Four-Fifths Vote of the Board" regarding emergency facilities conditions as only applying to districts that have adopted the Uniform Public Construction Cost Accounting Act procedures. Item regarding the expenditure and transfer of funds or use of district property or personnel to meet a national or local emergency created by war moved from "Actions Requiring a Four-Fifths Vote of the Board" to "Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting" to more accurately reflect law.

## POLICY GUIDE SHEET December 2020

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

### **Administrative Regulation 0430 - Comprehensive Local Plan for Special Education**

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which extends, from July 1, 2021 to July 1, 2023, the date by which the Special Education Local Plan Area (SELPA) must include in its local plan an annual assurances support plan demonstrating how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities.

### **Board Policy 4119.25/4219.25/4319.25 - Political Activities of Employees**

Policy updated to recognize the importance of employee political activity, voting, and civic engagement, and reflect Pickering v. Board of Education Township High School District regarding the prohibition against dismissing or demoting an employee due to engagement in constitutionally protected political activity.

### **Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees**

Regulation updated to reflect law which makes it a misdemeanor to use any reproduction of the district's seal in any campaign literature or mass mailing with the intent to deceive voters, the prohibition against posting or distributing political campaign materials in classrooms or through distance learning platforms, and the court's decision in San Leandro Teachers Association v. Governing Board of San Leandro Unified School District regarding the district's ability to refuse to permit the use of school mailboxes for union communications involving candidate endorsements. Regulation also updated to delete material regarding employee organization communications which do not constitute political activity, now addressed in 4140/4240/4340 - Bargaining Units, and to delete material regarding employee activities during a concerted action or work stoppage.

### **Board Policy 4140/4240/4340 - Bargaining Units**

Policy updated to reflect Public Employment Relations Board decisions regarding the wearing of union buttons, clarify material regarding employees in management, senior management, and confidential positions, divide material regarding "Access to Employee Orientations" and "Access to Employee Contact Information," and add section on "Communications with Employees" with material formerly in AR 4119.25/4219.25/4319.25 - Political Activities of Employees.

### **Board Policy 5113.2 - Work Permits**

Policy updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency.

### **Administrative Regulation 5113.2 - Work Permits**

Regulation updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency and provides flexibility in the work permit application process during such a closure. Regulation also updated to clarify that (1) students who have graduated early from high school or have received a certificate of proficiency need a "certificate of age" rather than a work permit to be employed; (2) a work permit is not required for students who are serving with written parent/guardian permission as unpaid trainees, volunteers, or in an in-school placement, nor for students who are employed in agricultural, horticultural, viticultural, or domestic labor during non-school hours when the work is performed for or under the control of the parent/guardian; (3) a student applying for a full-time work permit needs to appear in person with the student's parent/guardian except during an extended school closure; (4) a work permit shall not be denied based on a student's grades, grade point average, or school attendance

when a student will be participating in a government- administered employment and training program that will occur during a school vacation or recess; (5) work permits are required to be issued on forms provided by or authorized by CDE; and (6) impairment of a student's health can be the basis for revocation of a work permit.

**Board Policy 5126 - Awards for Achievement**

Policy updated to add optional language for the presentation of biliteracy awards to students who are English learners upon their reclassification as fluent English proficient. New optional section on "State Seal of Civic Engagement" addresses awards for students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Policy also clarifies that a district committee established by the board to administer a scholarship and loan fund is subject to the open meeting requirements of the Brown Act.

**Administrative Regulation 5126 - Awards for Achievement**

Regulation updated to add eligibility criteria for the Golden State Seal Merit Diploma which had been removed while the criteria were in flux. Regulation also adds eligibility criteria for the State Seal of Biliteracy and reflects **NEW LAW (SB 98, 2020)** which authorizes the Superintendent of Public Instruction to provide alternative criteria for students on track to graduate in 2020 or 2021 who were not able to take the English Language Proficiency Assessments for California or who did not receive a letter grade in English language arts due to COVID-19, and waives the requirement to take the California Assessment of Student Performance and Progress for students who were not able to take the exam. New section on "State Seal of Civic Engagement" includes eligibility criteria, clarifies that the state criteria establish a framework for the development of qualifications based on local contexts, and adds material regarding the provision of insignias.

**Board Policy 5141.31 - Immunizations**

Policy updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** which specify conditions under which a medical exemption is effective. Policy also deletes outdated date regarding immunization requirements for enrollment or advancement to grade 7.

**Administrative Regulation 5141.31 - Immunizations**

Regulation updated to delete outdated material regarding immunization requirements for enrollment or advancement to grade 7, and to add material regarding immunization records and the California Immunization Registry (CAIR). Regulation also updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** addressing medical exemptions, including provisions that (1) medical exemption requests must be made by a licensed physician or surgeon on an electronic, standardized, statewide form developed by the California Department of Public Health (CDPH) and transmitted using CAIR; (2) a student who has a medical exemption issued prior to January 1, 2020 must be allowed to continue enrollment until the next grade span, except that after July 1, 2021 a student may not be admitted or advanced to grade 7 unless the student has been immunized as required or a medical exemption form has been filed; (3) temporary exemptions cannot exceed one year and all medical exemptions cannot extend beyond the grade span; (4) medical exemptions may be revoked by CDPH if it is determined that the exemption does not meet applicable criteria; (5) a parent/guardian may appeal the revocation of a student's medical exemption to the Secretary of California Health and Human Services; and (6) districts must annually file the written report on the immunization status of new students to CDPH and the local department of public health.

**Board Policy 6146.1 - High School Graduation Requirements**

Policy updated to change "foreign language" to "world language" to reflect current terminology in law, add material regarding the provision of credits towards community service hours for completion of a course in community emergency response training, and reflect **NEW LAW (AB 1350, 2020)** which authorizes districts to award a retroactive diploma to students who were in good standing and on track to graduate at the end of the 2019-20 school year but were unable to complete the statewide graduation requirements due to COVID-19.

**Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency**

Policy updated to clarify the distinction between a certificate of proficiency and a high school equivalency certificate. Policy also reflects that there is a fee for these tests which is waived for homeless or foster youth under 25 years of age who meet all other registration requirements and submit certification of homeless or foster youth status.

**Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency**

Regulation updated to reflect **NEW LAW (SB 820, 2020)** which requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester, add the requirement that districts develop a consent form that may be used by persons receiving a certificate of proficiency to be exempted from compulsory school attendance, and reflect the two tests currently approved by the State Board of Education for the purpose of attaining a California High School Equivalency Certificate (the General Educational Development test and the High School Equivalency Test).

**NEW - Exhibit 6146.2 - Certificate of Proficiency/High School Equivalency**

New exhibit presents a sample consent form to be used by students who receive a certificate of proficiency, and their parents/guardians if the student is under 18 years of age, for the purpose of requesting an exemption from compulsory school attendance for the student.

**Board Bylaw 9012 - Board Member Electronic Communications**

Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

**Board Bylaw 9320 - Meetings and Notices**

Bylaw updated to clarify that meeting locations include teleconference locations and reflect **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a board meeting to a later time or location.

**BANK RECONCILIATION REPORT**

As of Statement Ending Date: 12/31/2021

Bank Code: A - Cash-Checking-WestAmerica Bank

GL Account: 100-00-00 Cash-Checking-WestAmerica Bank

Opening Bank Statement Balance:	247,051.61
Cleared Deposits:	60,600.44
Cleared Checks and Charges:	47,742.73
Cleared Adjustments:	(5,059.32)
Calculated Bank Balance:	<u>254,850.00</u>
Less: Outstanding Checks:	27,322.49
Plus: Deposits In Transit:	0.00
Plus: Uncleared Adjustments:	0.00
Calculated Book Balance:	<u>227,527.51</u>
Actual Book Balance:	<u>227,527.51</u>
VARIANCE:	<u>0.00</u>

Ending Bank Statement Balance:	254,850.00
Calculated Bank Balance:	<u>254,850.00</u>
Out of Balance Amount:	<u>0.00</u>

Prepared by: Karen Osborne Date: 1.4.2022

Reviewed by: [Signature] Date: 1/4/2022

**ACCOUNT ANALYSIS REPORT - SUMMARY**

Date Range: 12/1/2021 through 12/31/2021

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
<b>Cash Accounts</b>					
100-00-00 Cash-Checking-WestAmerica Bank	223,829.44	55,541.12	51,843.05		227,527.51
105-00-00 CD-WestAmerica Bank	10,011.75				10,011.75
110-00-00 CD-WestAmerica Bank	18,302.41				18,302.41
115-00-00 CD-WestAmerica Bank	10,000.00				10,000.00
120-00-00 Petty Cash	100.00				100.00
910-00-00 Web Store Clearing Bank	29.00				29.00
<b>Total Cash Accounts</b>	<b>262,272.60</b>	<b>55,541.12</b>	<b>51,843.05</b>	<b>0.00</b>	<b>265,970.67</b>
<b>Other Accounts</b>					
004-40-00 SKILLS USA	596.08				596.08
005-40-00 INTRO TO TEACHING	4,305.77	40.00	188.14		4,157.63
006-40-00 BARISTA PROJECT	453.45				453.45
007-40-00 CNA CLASS	697.38		(70.00)		767.38
008-40-00 ACADEMIC DECATHLON	296.75				296.75
009-40-00 CLASS 2009	0.00				0.00
010-00-00 CLASS 2010	0.00				0.00
011-40-00 ART OPPORTUNITIES	213.75				213.75
012-40-00 CLASS 2012	0.00				0.00
013-40-00 CLASS 2013	0.00				0.00
014-00-00 CLASS 2014	0.00				0.00
015-00-00 Class 2015	0.00				0.00
015-40-00 CLASS 2015	0.00				0.00
016-00-00 CLASS 2016	0.00				0.00
017-00-00 CLASS 2017	0.00				0.00
018-00-00 CLASS 2018	0.00				0.00
019-00-00 CLASS 2019	0.00				0.00
020-40-00 Class 2020	204.23				204.23
021-00-00 Class 2021	418.59				418.59
021-40-00 Class 2021	0.00				0.00
101-00-00 DUE TO STUDENT BODY	0.00				0.00
102-30-00 FELLOWSHIP OF CHRISTIAN ATHLET	370.68				370.68
103-40-00 AUTOSHOP OPPORTUNITIES	0.00				0.00
104-40-00 LIFE SKILLS	830.19				830.19
105-30-00 Catholics in Action	992.80				992.80
106-10-10 GOLF~BOYS	14.00				14.00
106-10-20 GOLF~GIRLS	690.44				690.44
107-00-00 BAND	0.00				0.00
107-01-00 CHOIR	(93.97)				(93.97)
107-02-00 COLOR GUARD	0.00				0.00
108-00-00 PRE-MED SCHOLARSHIP	0.00				0.00
108-30-00 PRE-MED CLUB	300.00				300.00
109-30-00 A RANDOM KINDNESS	0.00				0.00
109-30-01 FBLA-PRINTING ACCOUNT	0.00				0.00
111-00-00 STUDENT BODY GENERAL	14,024.55	9,220.40	6,262.80	(200.00)	16,782.15
111-01-00 SCHOLARSHIP ACCOUNT	17,125.70	1,500.00			18,625.70
111-02-00 SPECIAL PROJECTS	791.99				791.99
112-30-00 VIRTUAL ENTERPRISE	0.00				0.00
113-40-00 LIBRARY OPPORTUNITIES	219.30				219.30
114-30-00 BEYOND BELIEF	0.00				0.00
116-00-00 RIBBONS OF HOPE	916.94				916.94
117-00-00 PEPSI FUND	366.52				366.52
118-00-00 ENGLISH OPPORTUNITIES	0.00				0.00
119-00-00 PRE-LAW CLUB	0.00				0.00
121-10-00 CONCESSIONS	5,329.08				5,329.08

**ACCOUNT ANALYSIS REPORT - SUMMARY**

Date Range: 12/1/2021 through 12/31/2021

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
122-10-10 TENNIS~BOYS	0.00				0.00
122-10-20 TENNIS~GIRLS	0.00				0.00
123-10-10 SOCCER~BOYS	0.00				0.00
123-10-20 SOCCER~GIRLS	2,300.12	400.00			2,700.12
124-10-00 WEIGHTLIFTING	0.00				0.00
125-10-10 FOOTBALL	755.70				755.70
126-10-00 BASKETBALL	0.00				0.00
127-10-10 BASEBALL	1,337.32				1,337.32
128-10-20 SOFTBALL	1,930.63	450.00			2,380.63
129-10-00 CROSS COUNTRY	5,431.96	427.00	308.33	(650.00)	4,900.63
130-40-00 AVID	4,378.19		178.59		4,199.60
130-40-09 AVID 9	0.00				0.00
130-40-10 AVID 10	0.00				0.00
130-40-11 AVID 11	0.00				0.00
130-40-12 AVID 12	14.87				14.87
131-40-00 YEARBOOK	30,531.81	123.00			30,654.81
132-40-00 VIKING VOICE	0.00				0.00
133-30-00 IOTA LAMBDA CHI	345.18	179.00	56.08	650.00	1,118.10
134-30-00 MU ALPHA THETA	853.01		100.00		753.01
135-00-02 SCI OPPORT-GRANT #2	0.00				0.00
135-40-00 SCIENCE OPPORTUNITIES	972.91				972.91
135-40-01 SCI OPPORT-GRANT #1	0.00				0.00
136-30-00 KEY CLUB	(20.58)	15.00	76.17	200.00	118.25
136-30-01 KEY CLUB-LT GOV FUND	0.00				0.00
137-30-00 CSF	638.09				638.09
138-10-20 VOLLEYBALL	200.00				200.00
139-00-00 AP OPPORTUNITIES	549.57				549.57
140-30-00 ART CLUB	504.44				504.44
141-00-00 HISTORY OPPORTUNITIES	0.00				0.00
142-00-00 GREEN CLUB	944.31				944.31
145-00-00 FFA	6,291.49	37,768.00	11,341.73		32,717.76
145-01-00 FFA-ORNAMENTAL HORTICULTURE	2,677.71				2,677.71
145-02-00 FFA DONATION ACCOUNT	24,938.63		450.00		24,488.63
145-03-00 FFA-LIVESTOCK ACCOUNT	(1,912.90)	1,290.00	126.75		(749.65)
145-04-00 FFA-FLORAL DESIGN	3,004.14				3,004.14
148-10-10 WRESTLING	4,264.39				4,264.39
149-10-00 Jose Valencia Scholarship	0.00				0.00
150-10-00 ATHLETICS	84,405.14	488.20	16,963.91		67,929.43
150-10-02 ATHLETICS~TOURNAMENT ACCOUNT	636.92	197.00	406.81		427.11
151-30-00 MULTI-CULTURAL CLUB	1,540.15				1,540.15
152-40-00 PEP SQUAD	3,196.35	1,177.52			4,373.87
153-40-00 GYM CLOTHES	1,545.68				1,545.68
158-30-00 FRIDAY NIGHT LIVE	0.00				0.00
159-10-00 AQUATICS	1,086.78				1,086.78
160-40-00 MATH PROJECT	0.00				0.00
165-00-00 KAEC	53.62				53.62
165-01-00 KAEC OPPORTUNITIES	0.00				0.00
168-30-00 DRAMA CLUB	16,777.91	2,241.00	919.60		18,099.31
170-40-00 SHAKESPEAREAN STUDY TOUR	0.00				0.00
173-30-00 SCIENCE CLUB	116.26				116.26
175-30-00 TEACHERS OF TOMORROW	0.00				0.00
176-10-00 TRACK	100.00				100.00
405-00-00 DISTRICT	14,534.14	25.00	14,534.14		25.00
900-00-00 Web Store Clearing for Remitt	(688.57)				(688.57)
920-00-00 Web Store Fees	(1,026.99)				(1,026.99)

↳ Tri-Tip Dinner Fundraiser

↳ Tournaments  
Morphy Awards

- Dist Reimb.  
Oct. Nov

**ACCOUNT ANALYSIS REPORT - SUMMARY**

Date Range: 12/1/2021 through 12/31/2021

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
<b>Total Other Accounts</b>	262,272.60	55,541.12	51,843.05	0.00	265,970.67



## Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

COPY

District: Kingsburg Joint Union High School District

Person completing this form: Mr. Don Shoemaker

Title: Superintendent

Quarterly Report Submission Date - check one

- 1<sup>st</sup> Quarter July 1 - September 30 (Due October 2021)  
 2<sup>nd</sup> Quarter October 1 - December 31 (Due January 2022)  
 3<sup>rd</sup> Quarter January 1 - March 31 (Due April 2022)  
 4<sup>th</sup> Quarter April 1 - June 30 (Due July 2022)

Date for information to be reported publicly at governing board meeting: January 18, 2022

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.  
  
 Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
<b>Textbooks and Instructional Materials</b>	0	0	0
<b>Teacher Vacancy or Misassignment</b>	0	0	0
<b>Facilities Conditions</b>	0	0	0
<b>TOTALS</b>	0	0	0

Mr. Don Shoemaker

\_\_\_\_\_  
Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

January 18, 2022

\_\_\_\_\_  
Date

**ISSUE:** Presented for employment is Elena Alcantara as a Short-Term Intervention Specialist for the Kingsburg Joint Union High School District for the 2021-2022 school year. Accompanying is Resolution #R26-2122 Establishing Short-Term Employment.

**ACTION:** Approve or deny the employment of Intervention Specialist, Elena Alcantara, for the 2021-2022 school year and accompanying Resolution #R26-2122 Establishing Short-Term Employment.

**RECOMMENDATION:** Recommend approval.

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_  
Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_



# Kingsburg Joint Union High School District

1900 18<sup>th</sup> Ave Kingsburg, CA 93631 (559) 897-7721 FAX (559) 419-6404

Don Shoemaker – Superintendent

Board of Trustees: Rick Jackson ♦ Brent Lunde ♦ Steve Nagle ♦ Mike Serpa ♦ Johnie Thomsen

COPY

## BEFORE THE BOARD OF TRUSTEES OF THE KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

### Establishing Short-Term Employment (Education Code Sections 45103(b)(1), 45103(d)(2), and 45103.1(b)(7))

#### RESOLUTION NO. R26-2122

**WHEREAS**, Education Code section 45103 authorizes the District to employ persons as “short term employees” to perform a service for the District, upon the completion of which, the service required will not be extended or needed on a continual basis; and

**WHEREAS**, Section 45103 limits the employment of a short term employee for a term not to exceed seventy-five percent of a school year, or 195 working days, including holidays, sick leave, vacation, and other leaves of absence, irrespective of number of hours worked per day; and

**WHEREAS**, the District presently has a need to employ person in the position of Intervention Specialist Classified Short Term for a limited period of time during the months of January 2022 through June 2022 to perform services; and

**WHEREAS**, the District desires to fill the need for these services through a short term personal services contract authorized and/or established pursuant to Education Code section 45103, subdivisions (b)(1) and (d)(2), and section 45103.1, subdivision (b)(7).

**NOW, THEREFORE, BE IT RESOLVED AND ORDERED** as follows:

1. All of the above recitals are true and correct.
2. The employment of the short-term employees pursuant to this Resolution shall be effective as determined by the Superintendent.
3. The position and services to be performed by the short-term employees are described in Exhibit “A” attached hereto.
4. The work hours/days and compensation of these short-term employees is as follows:
  - a. 8 hours per day, 5 days per week

b. \$ 5,267.00 per month

5. The ending date of the services described on Exhibit "A" is as determined by the Superintendent or designee but no later than June 30, 2021.
6. The persons employed in the positions described in Exhibit "A" shall not be a part of the classified service. The short-term employees serving in the position(s) described in Exhibit "A" may be dismissed or released from employment by the Superintendent at any time without cause, notice or hearing. The short-term employee(s) serving in the position(s) is employed "at will."
7. Pursuant to Education Code Section 45103, subdivision (d)(2), the ending date of employment of a short-term employee described in Exhibit "A" may be shortened by the Governing Board. The authority to shorten such employment, whether by release, dismissal, or otherwise, is hereby delegated by the Board to the Superintendent or his designee.

**BE IT FURTHER RESOLVED** that the Board hereby delegates to the Superintendent or his designee the full authority to consummate the intent of this Resolution.

**PASSED AND ADOPTED** by the following vote of the Board of Trustees of the Kingsburg Joint Union High School District, at a regular meeting held on January 18, 2022:

AYES:  
NOES:  
ABSTENTION:  
ABSENT:

---

Rick Jackson, Board President  
Kingsburg Joint Union High School District  
Board of Trustees

ATTEST:

---

Mike Serpa, Clerk  
Kingsburg Joint Union High School District  
Board of Trustees

EXHIBIT A

**KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT**

**POSITION DESCRIPTION**

<b>Position:</b>	Intervention Specialist Classified Short Term	<b>Salary Schedule:</b>	Attached
<b>Department/Site:</b>	Kingsburg High School		
<b>Reports to /Evaluated b</b>	Site Principal and Director of Counseling		

**Length of Job:**

Length of job is 195 working days, including holidays, sick leave, vacation, and other leaves of absence, irrespective of number of hours worked per day. The end of services is determined by the Superintendent or designee but no later than June 30, 2022.

**SUMMARY**

The Intervention Specialist will serve as an advocate for students and will provide guidance, support and resources for students transitioning from junior high to high school and students who are at risk of not graduating. The Intervention Specialist will work with the site administrative team to achieve and maintain standards of excellence so that each student receives the greatest academic and personal benefit from their learning experience.

**DISTINGUISHING CAREER FEATURES**

Works with minimal supervision to carry out a wide range of freshmen-level duties in support of student academic, career and social needs. Position is essential to the evaluation and monitoring of the student's progress. Incumbent has a wide degree of latitude in carrying out complex and highly difficult decisions. Problems are broadly defined and of a highly technical nature and require sound judgement and analytical skills to resolve. Interactions cover a wide range of internal and external contacts and may include administrators, parents, community members, and outside consultants.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Prepare students for the transition from junior high to high school.
- Involved with creating a plan to assist students in need of credit recovery.
- Assist students to bridge learning gap from loss of knowledge during Covid.
- Maintain confidentiality and make clear distinction between public and confidential information.
- Assist and promote the coordination of school activities and resources and communication between and among the home, school and community. This is done by means of parent communication and reports to school/district.
- Visit homes of students with attendance problems to observe home situations. Advise parents and students regarding attendance, rules and regulations.

- Conduct structured goal-oriented counseling sessions in response to identified needs of focus group and at-risk groups of students and parents. Sessions will include academic skill building, social and emotional skill development, career awareness, conflict resolution, family needs and communication networks.
- Serves as a liaison with administration and school personnel in order to assist them in making just decisions regarding the pupils.
- Prepares and maintain a variety of narrative and statistical reports to be submitting to admin.
- Monitor student progress and inform parents, teacher and admin of progress.
- Assists in the development, coordination, and supervision of student activities including Link Crew.
- Assists the 9-12 administrative team with extracurricular supervision, testing and proctoring.
- Performs other related duties as assigned.

### **QUALIFICATIONS**

**Abilities:** Requires the ability to carry out the duties of the position and accomplish its objectives. Requires the ability to integrate a variety of support functions. Requires the ability to organize, train, direct, and motivate staff to achieve high levels of productivity. Requires the ability to communicate effectively in written and oral formats.

**Physical Abilities:** Requires ambulatory ability to move to different offices and locations. Requires speech and auditory abilities to carry on conversations in large audience, personal and telephone conversations.

**Education and Experience:** Requires a Bachelor's Degree preferably in Psychology, Social Work, or related major.

**Bilingual:** Preferred

### **ABILITIES:**

- Establish and maintain effective interpersonal relationships with staff, students, parents and public.
- Conduct parent education programs.
- Research student education and social background and identify current behaviors.
- Communicate and work effectively with multi-ethnic communities.
- Make referrals to appropriate persons and agencies as indicated by the case plan.
- Organize, prepare, and make oral presentations.
- Speak and write effectively.

KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT

Intervention Specialist

2021-2022 Classified Position

Effective: July 1, 2021

Based on 8 hours, 11- months per year.

<u>STEP</u>	<u>ANNUAL</u>	<u>MONTHLY</u>	<u>DUTY YEAR</u>
1	\$ 57,945	\$ 5,267	195 Days
2	\$ 60,263	\$ 5,478	195 Days
3	\$ 62,674	\$ 5,697	195 Days
4	\$ 65,181	\$ 5,925	195 Days
5	\$ 67,788	\$ 6,162	195 Days
6	\$ 70,500	\$ 6,409	195 Days

**ISSUE:**

Presented to the Board is Estaban Mendizabal as a Volunteer Assistant Coach for the Track & Field team for the Kingsburg Joint Union High School District for the 2021-2022 school year.

**ACTION:**

Approve or deny Estaban Mendizabal as a Volunteer Coach for the Track & Field Team for the 2021-2022 school year.

**RECOMMENDATION:**

Recommend approval

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_  
Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_



**ISSUE:** Presented to the Board is Michael Palomar as a Frosh/Soph and JV Assistant Volunteer Baseball Coach for the Kingsburg Joint Union High School District for the 2021-2022 school year.

**ACTION:** Approve or deny Michael Palomar as a Frosh/Soph and JV Assistant Volunteer Baseball Coach for the Kingsburg Joint Union High Scholl District for the 2021-2022 school year.

**RECOMMENDATION:** Recommend approval

**FOR BOARD ACTION:**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_  
Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_

**ISSUE:**

Presented to the Board are the following Boys Tennis Coaches for Kingsburg Joint Union High School District for the 2021-2022 school year:

Tom Gramza - Head Coach/Paid  
Luke Gramza - Volunteer Coach

**ACTION:**

Approve or deny Tom Gramza as Head Coach and Luke Gramza as a Volunteer Coach for the Boys Tennis Team for the 2021-2022 school year.

**RECOMMENDATION:**

Recommend approval.

**FOR BOARD ACTION:**

Motion \_\_\_\_\_

Second \_\_\_\_\_

Vote \_\_\_\_\_

Thomsen: \_\_\_\_\_ Nagle: \_\_\_\_\_ Lunde: \_\_\_\_\_ Serpa: \_\_\_\_\_ Jackson: \_\_\_\_\_